The Use of Authentic Online Streaming Videos to Enhance the Oral Production of 11th graders form a Public School located in Floridablanca-Santander.

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I will devote the rest of my academic life to the teachers who took part in my learning by adopting from them what I found nourishing for my future practices. For every person who helped me when I needed, I will serve those in time of trouble to pay them back.

Dedication

Dear Mother and Father,

Yours is the glory, mine is the triumph.

Dear Jess,

Thanks for the extra hand.

Dear those who thought I was not capable enough,

What have you achieved?

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INTRODUCTION

In Colombia, there has been a need for responding to better conditions of social and economic development in order to improve the living standards. For that reason, the National Ministry of Education (MEN for its acronym in Spanish) somehow contributes by establishing the Competences Basic Standards for Foreign Language: English and the National English Program, documents which main purpose are covering the demands of the globalized world.

The Colombian National Government has manifested its commitment to create conditions where Colombians can flourish their communication skills in another language as it provides access to more job opportunities and higher levels of education. Therefore, to be proficient in another language requires being able to communicate accurately, understanding other contexts, appropriating knowledge and, make oneself clear.

English teachers should be able to promote in children high levels of proficiency in a foreign language with the purpose of enabling their pupils to effectively overcome real communicative situations. Some may think it is some sort of impossible dream, but if one day a big number of Colombians get to communicate in English on the daily basis, the country surely will be positioned among other long and prosper nations.

The English program at the Colegio Tecnico Industrial José Élias Puyana, bases its work on crystallising the communication competence involving an approach accompanied by topics related to music, art, cinema, sports, history, science, technology and tourist places around world. Each English course follows a text book named Access US.

Aware of the need to stay ahead in a globalized world in which English is an opening doors language, the school has constituted a whole program in line with the

interests, expectations and a schedule to fulfil national requirements that above all seek to provide society well-educated young learners.

This proposal was estimated on enhancing 11th graders oral competence by using authentic online streaming videos hosted in the Web Pages Youtube, Vimeo and VK. Nevertheless, taking into account the communicative competence that emphasizes on how important the four language skills are, (Usó-Juan and Martínez-Flor, 2006a, p.146) the already stated program by the school was followed, but it was given more importance to the speaking skill in pursuant of national policies.

STATEMENT OF THE PROBLEM

Oral production has been a topic of concern among the Colegio Técnico Industrial José Élias Puyana's English Teachers. Teachers manifested that having a good oral competence can be an advantage or disadvantage when developing a class lesson. Through a placement test taken by students during the first week of the school calendar, 11th grade English teacher found that a little percentage of the population already is or will be reaching by the end of the year the B1 level of proficiency.

Being listening and speaking the basic skills to begin when learning a foreign language, students needed to receive high quality input. During the institutional observations, It was confirmed how a portion of the population needs to work their oral competence. The scheduled speaking activates were conveyed with some elemental errors that by being in 11th grade students should not be making. The book ACCESS 3B is designed to work on listening and speaking through didactic material with educational purposes. However, in most of the cases the activities did not catch students' attention, generating indiscipline that disturbed the ongoing class. Students without the book, numerous students in one course, 6:00 AM classes and lack of interest were other factors heckling the blooming of students' oral competence.

Authentic audio visual media, explicitly videos, awake students' interest because it caters the chance to comment and even laugh about it with their classmates (Patil, 2010). If the material is carefully chosen and a worksheet is draw up to work on it, the EFL lesson can become a space where students can sharpen their foreign language savvy without noticing.

JUSTIFICATION

Authentic Audio-Visual Media have always been an enormous part the author's language learning. It has always caught his attention because for him it is window to different accents with that special essence that characterize cultures. Most 11th graders were not aware of how important learning a foreign language is. Nonetheless, it was not mainly their fault. Floridablanca makes part of Santander's Metropolitan Area, a location that mostly cares about bringing up citizens to perform a technical job. Only a small portion of the population cares about learning English and morosely, it is the wealthy who have enough money to pay for private lesson in an English Institutes, for example.

The paradigm is strong. However, teachers are change agents and can bring down any preconceived conception by making use of their knowledge and capacities. As a graduate of the Colegio Técnico Industrial José Élias Puyana, the author had the need to give the institution something back. As he was outside his hometown for four and a half years to be instructed in the ways of teaching, there is a lot he could contribute to the population by pulling off a project to enhance today's students oral competence.

This project proposal was constructed to enhance students' oral competence by using authentic online streaming videos. Each video to be used was chosen following the program already built for the supervisor and under the set up of a worksheet with pre-viewing activities, while-viewing activities and post-viewing activities (Berk, 2007. As cited in Lialikhova, D. 2014, p.36-37).

OBJECTIVES

- To enhance 11th graders oral production through the use of Authentic Online Streaming Video.

Specific Objectives

- To analyze how Authentic Online Streaming Video can enhance 11thgraders oral production.
- To articulate reading and writing during the sessions where Authentic Online Streaming Videos are used.
- To motivate students with the use of Authentic Online Streaming Videos.

INSTITUTIONAL OBSERVATION

General and Systematic observations (Cresswell, 2005) were carried out during two weeks for the sake of proposing a suitable project for the community.

Topographical location of the school facilities

In honor to José Elías Puyana who was well known for being the first parish priest of Floridablanca-Santader, the priest Luis Antonio Diaz, doctor Samuel Ortiz Valdivieso, Cecilia Gutierrez and Antonio Serrano Zafra, created a school named after him.

This educational institution began its academic activities in 1966 in a house located next to "La Casa de los Nazarenos" and in front of Floridablanca's main park. Sadly, in 1967 it suspended its activities and remained closed until April the 15th 1969, date in which it re-opened offering high school courses.

On May 10th, 1997, thanks to Julio Pedro Solano, new facilities were settled on 11-79 4th street, crystallizing the wishes and desires of the Puyanista community. Finally, one year later, Eulises Balcazar Avarro built under his administration the sports centre facilities where the former school premises were located.

Educative authorities

The educational community of the institution is composed by:

1. The enrolled students.
2. The associated teachers.
3. The Principal together with the Discipline and Cohabitation Coordinators.

4. The general staff in charge of the cleaning, surveillance and commissary.
5. The parents or the legal guardians in charge of the enrolled students.

Fundamental Aspects of The Proyecto Educativo Institucional (PEI)

The Colegio Técnico Industrial José Élias Puyana is an educational institution of official character dedicated to the integral formation of "men and women upon a spirit of good," through competent staff committed to the development of critical thinking, entrepreneurship, teamwork and leadership, students can achieve the requirements to succeed in today's globalized world.

The institution main goals are:

- To consolidate a management strategic direction that facilitates the institution goals.
- To build up educational and innovative proposals according to students' needs and expectations to facilitate the learning and development of skills they need for their personal, social and professional performance in society.
- To promote actions that strengthen the participation and coexistence systems along with giving special care to population with special needs under a perspective of inclusion and risk prevention.
- To manage institutional resources effectively, supporting academic management processes, physical facilities management, resources and services, human talent management, and financial together with accounting support.

- To strengthen a culture of quality that continuously improves through different strategies promoting the educational entity needs and expectations achievement.

The English Area purses a communicative approach bearing a mindset where knowledge allows their students to perform actions in a given context including the linguistics, social, cultural and pragmatics competences on the daily basis.

Relevant aspects of the Community Handbook.

The philosophy of the Colegio Técnico Industrial José Élias Puyana is based on bringing up men and women able to decide and to act in accordance with a comprehensive approach of their dignity, rights and duties. In the same way, there is the thought to promote respect among human differences, seeking a balance between individual satisfaction and awareness of the collective needs. In this sense, the orientation of the school emphasizes on strengthening the ethical, social, cognitive, emotional, political, spiritual, aesthetic and cultural dimensions, which are considered paramount to score on the challenges and demands of this millennium.

Therein, the school mission and vision and are established as follows:

Mission

We are an educational institution devoted to the integral unfolding of our students. By developing their intellectual capacities and potential, which are based on principles and values, we promote respect for human dignity that is personally experienced through personal and social commitment.

Vision

In the coming up five years, we will consolidate ourselves in the region as the leading institution in all-around education. Based on our processes that arete along with values and principles bringing up an analytical, critical and enterprising person in conjunction with a sense of belonging and spirit of good, we will contribute to the social as well as cultural, economic and political development of the country.

Additionally, The Colegio Técnico Industrial José Élias Puyana with the purpose of achieving his goals focuses its activities on strengthening the following values:

- Respect
- Togetherness
- Fairness
- Tolerance
- Oneness
- Liability
- Discipline

Physical Distribution of the School Facilities

The project was conducted at The Colegio Técnico Industrial José Élias Puyana's A headquarters which main building has three floors. In the First Floor (Appendix. I), there are the main entrance and the emergency exit, eleven class rooms, two gardens, a big and a small patio. In the second floor (Appendix. II), thirteen classrooms, the administrative rooms, three bathrooms and the photocopying room are placed. In the third floor, (Appendix. III), the school has its library, two informatics room, three classroom devoted to the commercial, technical and systems areas, the teachers' room and the auditorium. Across

the street there is the school's sports centre (Appendix. IV) with three multi-purpose courtyards, nine classrooms, four bathrooms, a cafeteria and an outdoor training parcour. Plus, there is internet access for the teachers and the administrative staff.

At this school, each classroom is for a specific subject, meaning that the ones going from one classroom to the other are the students. The good point about it, is that teachers do not have to go from one classroom to another with all their material, aspect that also permits teachers decorate the classroom according to the class they teach and have a locker for themselves in the classroom. On the contrary, it was perceive that it takes students about 5 minutes to arrive to the classroom and be prepared for the lesson.

Institutional Flowchart

The school's institutional flowchart (Appendix. V) informs who is the highest authorityat the school being that The Municipal Secretary of education, succeeded by the school's principal, the managing boards, the coordinator in conjunction with the administrative operatives, the teacher staff and lastly the students

School Calendar

The institution has established specific dates (Appendix. VI) for 2016 activities. Howbeit, the dates can be changed and new activities are to be included when necessary.

Schedule

The schedule for each teacher is designed by the academic coordinator. The teacher in service's supervisor schedule (Appendix.VII) covers one 9th grade, two 10th grades and 11th grades. The teacher trainee worked with 11th grades, for that reason, his schedule (Appendix. VIII) was established based on his supervisor's as by this time of the elective year it is impossible to make changes on students' schedule.

Pedagogical Aspects Observed

11th grade English course is guided by a text book, a lesson plan for every ten weeks, and an English Area plan.

Access US 3B a task-based English Course by Express Publishing is the text book escorting 11th graders. Its components are five modules with six lessons each that mellow all four skills trough communicative tasks, with a design that promotes active, holistic, and humanistic learning. The modules bear a single theme with the following sections: Vocabulary, Reading, Grammar, Listening, Speaking, Pronunciation, Learning to learn, Every day English, Think!, Writing, Culture Corner section, Cross-Curricular Cut section, Self-Check, Songsheets, optional Listening and Vocabulary Practices.

A lesson plan (AppendixIX) is filled to guide the teacher-supervisor during ten weeks of class. It is comprised by competences, activities and methodology to be work on during that period of time. The English Area Plan involves all the aspects to be covered during the whole year including a theoretical framework and the methodology.
Likewise, 11th graders were facing a teacher who focuses his lessons on promoting the oral competence. He constantly boosts the use of English when asking for permission, for

instance. Besides, the teacher designed the quizzes and in almost every lesson, he used the software intended to go over the content proposed in the text book.

PEDAGOGICAL COMPONENT

The Use of Authentic Online Streaming Videos to Enhance the Oral Production of 11th graders form a Public School located in Floridablanca-Santander.

Introduction

Being able to communicate in a foreign language demands autonomous work related to a social responsibility that deals with improving the country's position in terms of education around the world. In that matter, "the use of authentic materials in EFL classes is not new, because teachers started using them in the 1970s as a result of the spread of the Communicative Language Teaching Approach" (Al Azri and Al-Rashdi, 2014).

This project focused on promoting the speaking skill in the EFL classroom. By making use of Authentic Online Streaming Videos, students were exposed to real English Media. At the same time, the other skills were strengthen in the pre- and post-viewing activities suggested in the worksheets designed for the project's pedagogical component.

Finally, as a manner to attain an ideal outcome, a Communicative Language Teaching Approach (CLT) was the modus operandi guiding every lesson.

Justification

This project was born on the desire of bringing Authentic Online Streaming videos to the EFL to improve 11th graders oral competence. Hyland (2003) remarked that authentic materials are positive in learning processes since it motivates students (As cited in Al Azri and Al-Rashdi, 2014 p.251). Yet, Kang (2004) as cited in Ramirez (2012) lien that Audio Visual Media are meaningful when learning because:

- "They allow users to develop a holistic understanding that words cannot convey.
- They provide users with tools to make thought and organization processes visible.
- They clarify complex concepts into a simple, meaningful display.
- They assist users in processing and restructuring ideas and information.
- And they promote recall and retention of learning through synthesis and analysis." (p.21)

Objectives

General Objective

- To enhance 11th graders oral production through the use of Authentic Online Streaming Video.

Specific Objectives

- To analyze how Authentic Online Streaming Video can enhance 11th oral production.
- To articulate reading and writing during the sessions of where Authentic Online Streaming Videos are use.
- To motivate students with the use of Authentic Online Streaming Videos.

Theoretical Framework

This segment has as main purpose coining the main concepts that escorted the project. The Competences Basic Standards for Foreign Language: English, the National

English Program, the Communicative Language Teaching Approach (CLT), oral production, communicative competence and authentic audiovisual-media .

Competences Basic Standards for Foreign Language: English and National English Program

Due to the growing pace of science and technologies, there is a need for a common language giving societiesaccess to the globalized world. With that in mind, the MEN established within its policies to improve the teaching and learning of English in Colombia with the Competences Basic Standards for Foreign Languages: English and the National English Program. Both documents are grounded on the Common European Framework of reference for languages (CEFR) which proposes B1 for high school graduates as the ideal level of proficiency.

On one hand, the Competences Basic Standards for Foreign Language: English, established that "what new generations of Colombian students should know and know-how to communicate, share their experiences and broaden their perspectives, by managing a language that has become an indispensable language to access the intercultural and globalized world of the XXI century" (MEN, 2006, p. 42). On the other hand, the National English Program (2014) seeks to improve Colombians English competences by enrooting strategies with the purpose of being the most well-educated country in Latin America and the one with highest level of English in South America by 2025.

Communicative Language Teaching Approach (CLT)

The communicative approach in language teaching is based on the hypothesis that language is a communication tool whose purpose is to thrive the "verbal communicative

competence" (Hymes, 1972, p.254) that deals with communicative interaction in a given social context or situation. Hymes' (1972) term aimed at contrasting Chomsky's theory of competence, which sustains that the perfect speaker-listener is able to use language perfectly (Chomsky, 1965, p. 3)

Little-wood (1981) and Johnson (1982) attended the three principles when learning a second language within a communicative approach. The first is the communication principle that suggested *activities involving real communication.* The second principle is adumbrated to *meaningful tasks where language is used.* Thirdly, the meaningfulness principle, that pointed in the direction of *significant used of the language for the learners*.

In such manner, the activities must be selected under those principles, so that students can engage themselves and consequently be able to arrive to a "meaningful and authentic language use (rather than merely mechanical practice of language patterns)" (Richards & Rodgers, 1986, p. 161).

Oral Production

Being able to produce an accurate speech in a second language means one is somehow more open to the world. From that perspective, Hymes (1972) defined oral skill as "the capacity to communicate effectively in a particular community that wants to accomplish its purposes" (As stated in Peña & Onatra, 2009, n.pag.).

In addition, O'Malley and Valdez (1996) mentioned that the speaking skill deals with being capable of interlocutating with two or more people, and Cuq and Gruca (2003) went beyond by stating that:

> *"the oral production implies a complex work upon the voice, the particular sounds of the language, the rhythm, the intonation, the accent, etc., that in the end concord with the daily basis further deployed through diverse techniques, being role plays the most original"* (p.259)

To this term, the CEFR constituted the oral production in reach of activities correlated to the assembly of a speech received by "and audience of one or more listeners" (p.58). Among the oral production activities mentioned by CEFR there are:

- Public address (information, instructions, etc.)
- Addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.).

Moreover, there is a proposed chart (overall oral production) and some sub charts (sustained monologue, public announces and addressing audiences) specifying on what the users of the language should be able to orally produce in each level of proficiency.

Communicative Competence

Hymes (1972) defined the term communicative competence as the accurate use of grammar and rules in a given context. With Celce-Murcia et al. (1995) exact construct of the communicative competence following Hymes' (1972) concept, Usó-Juan and Martínez-Flor (2006a) established a framework of communicative competence that emphasizes on how importantthe four language skills are (listening, speaking, reading and writing) (p.146).

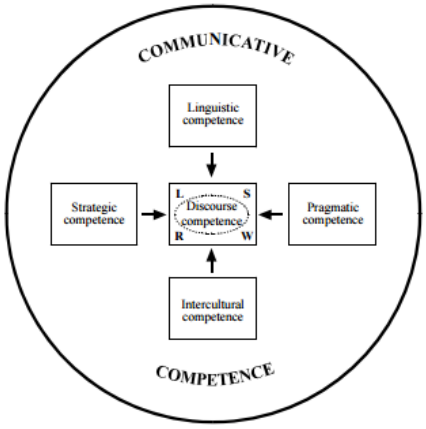

Figure 1: Components of communicative competence1 (Usó-Juan and Martínez-Flor, 2006a: 16).

Usó-Juan and Martínez-Flor (2006a) held that the *Discourse competence* involves preparing a sequence of sentences aiming to a cohesive and coherent spoken or written text with a purpose and a situational context. The *Linguistic competence* is the linguistic system (phonology, grammar and vocabulary) which are required to interpret or produce a spoken or written text. The *Pragmaticcompetence* concerns to being ableof giving certain context the correct meaning. The *Intercultural competence* refers to interpreting and producing spoken or written pieces of discourse with socio-cultural context. Finally, *strategic competence*is conceptualized as the students'knowledge of both learning strategies[1] and communication strategies[2]

Authentic Online Streaming Video (AOSV)

To aboard this term, *authenticity* and *Audio-Visual Media*will first be defined separately and then conjointly to define the concept: AuthenticOnline Streaming Video. According to Idavoy (2012) a*uthentic* in the foreign language context means bringing to the

[1] Oxford (1990) defined learning strategies as "the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations." (p. 8)
[2] Communication strategies "are systematic techniques employed by a speaker to express his own idea when faced with some difficulties"(Corder, 1978, p.16).

EFL class anything produced for the native speakers of the target language (p.2). Furthermore,*authentic*materials are also made to fulfill a community purpose (Peacock, 1997, p. 347) and Gebhard (2006) sustained that "authentic materials include anything that is used to communicate in the target language".

Next in order, when using audio visual media to enhance speaking skills, students are exposed to a context where language is used, fact that awakes students' motivation and leads to understanding the givencontext by making use of the language (Farhi, 2013, p.22). Patil (2010) claimed that when audio-visual aids are brought to the classroom, students can reflect about what they saw to then talk and even laughabout it with their classmates.

Altogether, AOSVs are that intangible audio-visual production uploaded to the web that is expected to be consumed by the users of the language in matter. YouTube is the worldwide online streaming videos platform by default. Digital video files are uploaded and available to be watched free of charge and because of its "community interactivity" (Watkins and Wilkins, 2011, p.113), is a tremendous resource for a multitude of educational endeavors as there is a big exposure to a variety of English fostering authentic vocabulary learning (Watkins and Wilkins, 2011, p.116). Youtube inwards thousands of videos that go from excerpts of TV shows and the news, to videos of people sharing their daily lives (vlogs), musical videos and videos conceived to just entertain people.

Methodology

To successfully achieve the objectives of this project a set of steps were adapted from Berk (2007) as follows:

- First of all, select a video to illustrate a concept related to the topic.

- In second place, desing a worksheet with pre-, while- and post-viewing activities (Stephens et al. (2012), Massi (2012), Roell (2010), Harrison (2009), and Köksal (2004) (As cited in Lialikhova, D. 2014, p.89), with special focus on the oral competence.
- Consequently, briefly introduce the video to help students guess the objective of the lesson (post-viewing).
- Then, stop the video when a special emphasis on something is necessary or to focus on an activity stated in the worksheet (while-viewing).
- The latter parameters will possibly be included depending on the video's nature: time to reflect upon specific questions to be answered orally and unknown words (while-viewing).
- Finally, a group discussion guided around questions suited for oral interaction (post-viewing)(p.10) (As cited in Lialikhova, D. 2014, p.36-37).

The other two skills (reading and writing) were articulated within the pre-, and post-viewing. For instance, the students received a reading regarding the topic as the pre-or post-viewing. In some other cases, the students wrote a short composition as a post-viewing activity.

Planning Principles

In terms of the whole 11th graders English Course, there was contemplated lesson plan for the first ten weeks meant to be followed. Still, the supervisor suggested envisioning a different planning for each class, so that he was aware of each developed lesson.

Thus, Harmer's (2007) parameters for planning a lesson were adapted: Objectives, Warm Up, Explanation of the topic, Extra activities and Materials to be used in the lesson. Secondly, the worksheet to work with the Authentic Online Streaming Videos was settled ensuing pre-, while- and post-viewing activities (Stephens et al. (2012), Massi (2012), Roell (2010), Harrison (2009), and Köksal (2004) (As cited in Lialikhova, D. 2014, p.89), to enhance the speaking skill. AOSVs were used during the second, fourth, sixth, eighth and tenth week (every other week) during one hour.

Results

To have a clearer understanding of the results, an AOSV lesson (Appendix X) steps were as follows:

1. The teacher in service greeted the students.
2. The pre-service teacher called attendance.
3. The teacher trainee checked the homework.
4. The pre-service teacher did the warm up activity that also worked as the pre-viewing activity. This activity consisted on presenting students the version of the Haka performed by the rugby team "The All Blacks". The video was shown once and students demanded to watch the video again as they really liked it. Then, the teacher in service gave a brief explanation of the origin of the dance and proceeded to ask students their impressions on the video and if they would like to perform it themselves.
5. The class continued with the while-viewing activities. First, students were shown the AOSV (History of the HAKA) and were asked just to pay attention. Second, the

students were given some questions and the video was shown again. Third, the students were demanded the questions but they manifested to have caught half of the questions so the teacher in service decided to re-play the video. After that, the questions were once more asked and every question was verified by playing the extract where the answer was.

6. The last step was two post-viewing activities that consisted on a reading about the Haka and an oral presentation for an upcoming session. The reading went deeper on the topic by mentioning facts about the people who perform the dance. Once students have read, e teacher trainee cleared doubts about the vocabulary making students highlight the unknown words to explain them using non-verbal elements an L1 when necessary with the purpose of then answering the questions proposed for the reading comprehension. At the end, students were asked to make groups as they had to prepare an oral presentation about a typical dance from an Anglophone country. The pre-service teacher gave them the guidelines and asked them to present their scripts and slides in advance.
7. A week later, students presented information about a typical dance. They talked about their history, the costumes and gave a short conclusion about it.

At the end of the implementation of this project, there was found how through the teacher's perception and the students' grades improvement, above all, students oral production enhanced. How the other three skills (reading, listening and writing) were successfully integrated and yet, the boost of students' motivation towards the English class when AOSVs where used. Considering that, the results of the proposal were comprised in:

The role of Authentic Online Streaming Video when enhancing 11th graders oral production.

When Authentic Online Streaming Videos were brought to the English class, it was necessary to devote a considerable large amount of time to plan the session in which they were going to be used. The AOSVs needed to be catching and simple in terms of grammar and vocabulary and the pre- while- post-viewing were articulated to the school's curriculum.

Most of the times, students were asked what their impressions were towards the video that was presented as well as some pre-established questions. It was evidenced that due to the videos nature, students felt the need to make their voices be heard as it was something that involved themselves and their reality. There were students that talked easily about the video or found the questions simple to be answered. There were some others that struggled when finding their words (conjugation of the verbs, vocabulary) but in the end succeeded. Some others students were forced to talk and completely refused to do so, contrary to some others who made the effort to utterance something. For those who made the effort, the teacher in service guided their answers. Fact that was interesting as students were giving the right grammar and pronunciation, making the final utterance perfect but not spontaneous.

AOSVs were also a reliable source of high quality input. As the questions proposed to understand the AOSVs were always related to them, videos were the direct supply for words proper pronunciation. Also, students were more likely to keep talking when the teacher in service showed he understood their ideas and that students were answering what they were asked.

Finally, when students learnt the proper pronunciation of a word that was supposed to be used in their answer, the learning was more significant for them because they were supposed to use what they learnt by themselves or in a certain situation.

Articulating reading and writing within the use of Authentic Online Streaming Videos.

As the school had a pre-established curriculum, it was the pre-services teacher's duty to include Authentic Online Streaming Videos in what was already settled. This fact had its pros and cons.

On the one hand, the reading activities were perfect for warm ups. It was possible to introduce students to the topic by highlighting vocabulary or understandings texts. Because of the amount of time it requires to write a composition, the writing activities played the role of post-viewing activities and homework. Student had the opportunity to write in correlation to what they saw, providing them the opportunity to make use of what they just saw and learnt.

On the other hand, the School's English Area has a text book containing the topic to be cover during the year, aspect that made it easier when including a reading or writing activity within AOSVs lessons. For instance, the book had a text dealing with wildlife, to which a newscast was easy found and planning a lesson took less than the expected. Au contraire, it was difficult to find an AOSV that would correlate, or with AOSVs with high potential that had to be brought to the class, the reading and writing activities needed to be from other sources, like in the case of the first AOSV which needed not to be related to the book as it was the one to introduce the project to the students.

It took informatics skills to find the suitable documents that could be articulated as sometimes they were in a certain type of document that needed to be transformed or in other cases, the documents had to be downloaded following certain steps that if one was skipped, the whole process could fail. Besides, printing the documents that were not in the text book was expensive due to the numerous groups and in occasions the teacher in service had to find his way to save money by editing the texts so they could fit in no more than one piece of paper.

Boosting student's motivation through Authentic Online Streaming Videos.

Motivation is primal when learning a foreign language. Few teachers consider this factor when planning and developing their lessons. Thanks to the pre-established curriculum, the adopted methodology and bringing AOSVs to the Classroom, motivating students was a successful goal.

There was a higher level of motivation in lesson where AOSVs were used than in standard lessons. Moreover, students constantly asked for the dates of lessons with AOSVs, and also were upset if they the lesson had to be postponed or skipped. There were even a large amount of students that manifested the feeling of having learnt more in AOSV lessons as they were funny and not the typical class with boring videos (didactic videos).

A student, when asked to evaluate the teacher in service's performance wrote that "Me gustan las clases porque el profesor trae cosas diferentes y cheveres que no interesan como por ejemplo los video de Youtube".

Overall, students were more motivated in AOSV lessons as somehow they could look through a window that let them experience the ways of a foreign language leading to

enjoying themselves due to the curiosity it generated. Therein, AOSV had a significant and positive impact on students' way of perceiving English as a language and a culture. With that in mind, AOSVs should always be linked to English lessons due to the fact that they unnoticeably boost student motivation.

Conclusion

AOSV are a powerful tool to engage students in their learning. However, there were circumstances in which finding a video that could fit with lessons was difficult. It took more than one hour when finding a suitable video, and when it was almost impossible, the teacher trainee had to look for another video he could plan a lesson with.

However, it is worth the effort to bring something different to the classroom. Today's students are being modeled for today's media and it is unconceivable for teachers to ignore that reality and keep teaching following archaic standards. Teachers need to immerse themselves in their students' world to identify that what they like with the purpose of bringing it to the English classroom and work with something that could in the end work for their pupils.

For upcoming proposals, it is advised to devote a specific amount of time to plan AOSV lessons and have B a C plans. In occasions, the teacher took long hours looking for the AOSVs. The reason was that certain videos lacked something or needed something else, some were too long and others inappropriate. If teachers have devoted one hour for planning the AOSV lesson, they should not take more than that. They should work with what they have, as their workload is too large to be postponed. Secondly, controlling outages and problems with the internet connection are matters out of the teachers' hands

and they must plan in advance how to proceed in such situations. Between the alternatives, there is previously downloading the AOSV if possible and moving to the next lesson leaving the current one for the next session.

RESEARCH COMPONENT**

Promoting Reflection habits to improve the practicum: An action research.

Statement of the Problem*

At school, there are assumed core aspects regarding the constitution of subjects and of the institutional life that are unquestioned and seen as imprints. Those stable factors are unchanging traits that are part of the school's identity as well as its culture.

When events unfold without major alteration, teachers risks remaining acting always the same, not allowing the pedagogical development and renewal of the school culture. A practicum that lacks reflection does not allow the emergence of problematic situations. As a consequence they are ignored and invisible.

Seen this way, the practicum is assumed from pre-established traditional codes. Then, barriers emerge, not allowing the information, thoughts and knowledge, leaving requirements unfilled.

Due to this situation, which affects teachers to a great or short extent, it is required that teachers' education encourages them to think critically and reflect upon their practices to contribute to the improvement of their teaching, so that they can impact and transform their future professional performance.

At the B.A. in Foreign Languages of the University of Pamplona, reflection is seen as a key element for pre-service teachers to evaluate themselves and have a critical and constructive perspective about their teaching role. This study began with the formulation of the following questions:

How does reflection contribute to the transformation of pre-service teachers' pedagogical processes during their practicum? And, what is the influence of reflection on the development of critical thinking among pre-service teacher to analysis heir pedagogic endeavor?

Introduction*

At the B.A. in foreign languages of the University of Pamplona, the practicum is seen as the focus of interest to study and document, for improving the teaching-learning qualifying education.

There is a clear interest to the obvious need of understanding and transforming the practicum. Local studies especially focus on the problems of learning rather than teaching.

With that in mind, it was considered appropriate to formulate a project that implements a reflective approach to practice as a way of objectifying knowledge, behaviours and attitudes that guide teaching. Also it was an exercise of inwardness, dipping and conscious exploration of teacher subjectivity, thanks to the formulation of questions and finding information for troubleshooting matters and even self recognition.

Justification*

The formulation of this project in the context of pre-service teachers' practices is part of the professional conception of practicum as a spearhead to improve educational processes. It is considered that attaching the role of reflection with the teaching process is the first step in understanding the difficulties of the profession, involving one's own actions

and the inquiry about the knowledge regarding the models and approaches to address a problematic situation and establish an analytical glance about the matter.

In accordance with the established by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teaching, it was justify the need for this project to equip a pre-service teacher with the analytical tools for self-observation that allowed him to distinguish between routine actions and reflective actions. In the end, a reflective approach protected the agent from the traditional context inertia, and the authority that permeates the school.

Objectives*

Main Objectives

- To implement reflection as transformative tool of the pedagogical processes of the practicum.
- To promote in a pre-service teacher the development of critic spirit that allows him to analyze his pedagogical endeavour.

Specific Objectives

- To consolidate a pre-service teacher who reflects critically and presents proposals.
- To socialize criteria, share ideas and guidelines to overcome the practicum and effectively insert in the institution.
- To identify and analyze the strategies that the pre-service teacher uses in his practicum

- To make use of reflection workshops and the development of didactic units that orientates the pre-service teacher's reflection.
- To analyze the pre-service teacher's beliefs about teachers and students' endeavour.

Theoretical Framework*

The theory about the teaching profession, reflection, reflective practice and the practicum, constituted the theoretical framework of this study. To have a greater degree of clarity on the concepts covered in close connection with this research project, it will be presented an approach to each of them.

Teaching Profession.

One of the key members of any educational institution is the teacher who has the function of guiding knowledge in a certain topic, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently a conceptualization and mode of operation in planning, human resources management aimed at facilitating a link between management, labour and education. Thus, every teacher must have some skills in the discipline that enable the mastery of a set of knowledge and skills in a specific area, as the first intellectual requirement of a professional is the level at which he operates.

Similarly, every teacher must have some skills in content organization. In other words, the practicum requires not only ordering the components to be learned by students,

but to provide the conditions of education in the educational context or outside it. The most immediate skill teachers should develop is to design or provide improvement to the practicum in greater extents.

Reflection

Talking about reflection, it involves addressing different conceptions of this notion. Reflection as a process and reflection as a theme: for this reason, to deepen their definition, these two aspects are taken into account (Correa et al. 2010).

Reflection as a process

According to Schön (1983) as cited by Correa et al. (2010) reflecting on an experience involves "a kind of reflective dialogue with the situation, where language would promote access to the experiences of the individual, which would extract a new structuring situation".

Reflection is performed from a series of steps that cyclically result in a process. Those steps are evident in the following scheme:

Figure 2. Schön's (1983) steps for reflection

Reflection as a theme.

The concept of reflection is based on a topic that is related to concepts. Then, those concepts have mediators for that process to be valid. In the first instance, it is the action, context, colleagues and the same person who reflects. Grimmett et al. (1999) cited by Correa et al. (2010) mentioned that reflection is based on three perspectives: reflection as an instrument of mediation to action, reflection as a deliberation and reflection as reconstructive experience. The external aspects are the first two perspectives allowing reflection. Au contraire, the contextual aspects are what allows the exercise of reflection on the third perspective

The Reflective Practice

For updating and qualifying the University's academic proposals and guide the students to new ways of relating to the world, it is necessary that teachers are questioned on their own practicum and the impact it generates. Meaning that they must be able to objectify their behaviour, and assume different roles in the pedagogical relationships.

The teacher plays a central role in today's educational world. He acts in a complex space under a constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Elliot, E. 1986).

In this context the issues of the practicum and the classroom requires special treatment aimed at understanding problematics along with social interaction. The need of articulating the changing social reality to pedagogical practices is evidenced by the existence of numerous attempts to try to explain the school phenomena and in finding ways to address these phenomena, to make effective the schoolwork.

This study helped the teacher in training to reflect on his methodology in the light of reflection as the only rational and ethical way of intervening in processes (Sexton, 1999)

According to Van Manen (1997) there are different levels of reflection. In the first level, the classroom is a space where the effective application of skills and expertise is given. The reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.On a second level, reflection gives implicit assumptions in the specific classroom practices. There is an analysis of consequences in the strategies adopted and the curricula, to then opt for the application of educational criteria to the practicum, with the purpose of making instructional decisions adapted to the institution`s reality.

In third, Van Manen establishes an exercise of critical reflection. At this level, there is a formulation of an elaborated reflection with a directly or indirectly questioning of the classroom ethics, the normative and the moral criteria.

The Practicum

For analysis and reflection on the practicum, it is considered adequate to recourse a methodologically conceptual operation to classify it. For this purpose the proposal by Zeichner was established in several modes as follows:

Academic Practicum

It is aimed at preparing student-teachers to be able to reflect on their teaching, so that, they can transform it into understandable structures.

Practicum Social Efficiency

Deals with achieving an effective teaching by applying techniques that go from general principles to which educational research has come. In this case, reflection is a strategic decision "to select from the range of techniques available which are considered most effective."

The way of proceeding in a technical rational matter is the following:

Development

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

Social Reconstruction.

The object of reflection is the social, economic and political context. For that reason, democratic relations in the classroom are encouraged, as well as an equal and fair social environment.

Generic

Programs refer to a generically reflection, but without specifying the pretensions of programs and the contents that student trainees' should reflect upon or the strategies to encourage a reflective learning.

Reflection activators.

According to Schulman (1987), these activators are the cognitive basis of the teacher about classroom life. They are essential because they constitute the element of a reflective thought for a good teacher to make decisions in the classroom.

Reflective thinking's critic element

This element of reflective thought makes relation to "the moral and ethical aspects of compassion and social justice" as raised by Sparks-Langer and Colton (1991, p.39). The interest in it pertains to social justice and ethics in education. The authors also established categories to classify knowledge as follows:

1. Content Knowledge
2. General pedagogical knowledge
3. Curriculum knowledge (materials, programs, etc.)
4. Teachers own professional knowledge and configuration

5. Knowledge of alumni

6. Educational contexts knowledge

7. Fundamental Knowledge in: philosophy, history and axiology.

According to Georgea Spark-Langer and Amy Coltonel the narrative element, is another element of reflective thinking that is included in this study as a tool related to the voice of the teacher that encourages his accounts in experiences in the classroom that can be in many forms and diverse functions in terms of subjectivity constitution.

In this component, the teacher in training was placed daily in the writing triggers for the development of reflective thinking about his practicum experiences in terms of objectivity, subjectivity and inter-subjectivity.

Literature Review.

Reflection, assembled with a pre-service teacher's practicum were the basis of this qualitative case study. Previous research that have provided definitions, concepts and findings, regarding reflection and pre-service teachers are presented in order to establish the affinity between the principal elements of reflection and its implementation in a pre-service teacher to create healthy habits that can nourish his practicum.

About reflection, research has presented the importance of scaffolding reflection techniques for the development of reflection instead of making teachers in service reflect without guidance (Orland-Barak, L. & Yinon, H. 2007)

Barnett (2000), Halpern, (1999) and Mason (2007) affirmed that the development of Critical thinking and reflection should be the primary goal of higher education and it was expected for this study to encourage more related research and accomplish this objective.

Snyder (2008) and Alazzi (2008), mentioned by Quintero (2010), pointed out that the lack of training ended up on teachers knowing the content, but do not receiving training in order to reflect upon certain circumstances, and consequently being unable to solve class problems. Here is where this project fitted, being its proposal what improved practice.

Quing et al's (2010) findings revealed "that inquiry chemical experiment encouraged pre-service teachers' ability to think critically, demand the application of reason and evidence and incline to anticipate consequences". If one can think critically, the ability to reflect will not me misrouted, thereby this study did not focused on promoting in a pre-service teacher the reflective disposition as his critical thinking was previously developed during previous courses.

Hatton & Smith, (1995) pointed out that reflection is a "deliberate thinking about action with a view to its improvement" (p. 40). Definition similar to Valli, (1997) who claimed that reflection is a look "back on assumptions and beliefs to be sure they are grounded in logic, evidence, or both, and it looks forward to the implications or consequences of a particular course of action" (p. 68). The National Commission on Teaching and America's Future Teachers (1996), stated that teachers "should develop the ability to reflect on, evaluate, and improve teaching and learning." (All three author as cited in William, E. 2014)

The Alberta Teacher's Association (2014) sustained that:

> "[Teachers] reflecting on their teaching journey helps them not only build a sense of professional identity but also assess their relative effectiveness. With respect to school leaders, the activity focuses attention on teachers' concerns and, by so doing, gives leaders insight into steps they can take to further develop the personal and professional capital of their staff. "

On the other hand and as a national reference, Cote (2012) studied reflection on pre service teachers at a Colombian university. Lack of knowledge, strategies and guidance were the factors that made merely two participants achieved a critical reflection.

Methodology

This action research dealt with a qualitative approach, from the perspective of reflection as a professionalizing space that contributed greatly to the description, identification and analysis of the practicum.

Population

The participant was a student-teacher from the B.A. in Foreign Languages at the University of Pamplona who was doing his practicum in a school located in Santander - Floridablanca.

Instruments

This research was axed around continuous reflective journal entries, a series of workshops, self assessment grids and feed-back from the teacher in service's tutor that boarded educational and labour problematics. The organization principles are autonomy, planning and self-observation.

For data collection, the following instruments were used:

Series of workshops.

The reflection workshops (2) had as purpose to guide the process of reflection of the student-practitioner, but also to socialize and share his own experiences to enrich the work

process and insert new tools to transform his teaching practices. They took place in the middle of the practicum and at the end.

Self-assessment grids.

This instrument objective was to guide the teacher trainee toward his own view of his tenure as teacher and his role in the classroom as well as in the educational community environment. The grids were fulfilled during the 5th and 10th practicum weeks.

Reflective Journal

The reflection exercise allowed to the participant after every week, to share his experience as a narrative as a way to make sense of the everyday school life.

Class Registers.

Have evidence of the participant's performances in the classroom, permitted to reflect upon different aspects of what the teaching and learning of foreign languages that may have been taken into account or not by the teacher in training's journal. These records were an external and constructive view of his teaching practices collected from recordings evaluated by his tutor.

Data Collection Schedule

		FEBRUARY	MARCH	APRIL
	STEPS AND ACTIVITIES	MONTH 1 WEEK	MONTH 2 WEEK	MONTH 3 WEEK

			I	II	V		I	II	V		I	II	V
	Proposal Formulation												
	Socialization												
	Implementation												
	Instruments Application												
		MAY				JUNE				JULY			
	ACTIVITY	MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK			
			I	II	V		I	II	V		I	II	V
	Implementation												
	Instruments Application												
	Data Analysis												
	Results Oral Defense												

Chart 1. Data Collection Schedule

Data Inventory

Instrument	Collected
1st Journal Entry	X
2nd Journal Entry	X
3rd Journal Entry	X
4th Journal Entry	X

5th Journal Entry	X
6th Journal Entry	X
7th Journal Entry	X
8th Journal Entry	X
10th Journal Entry	X
1st Self-Assessment Grid	X
2nd Self-Assessment Grid	X
1st Workshop	X
2nd Workshop	X
1st Class Register	X
2nd Class Register	O

Chart 2. Data Inventory

Data Analysis

Data was gradually analyzed to the pace in which it was collected. It was follow and interpretative analysis submitted by Hatch (Hatch, 2002. p. 161). The Software MAXQDA12 (Appendix XI) was used to condense data by looking for patterns once the codes were established , then, those patterns were linked (semantic relationships) with the objectives and the research questions to answer and achieve them (Hatch, 2002. p. 152). Finally, the semantic relationships were interpreted and summarized to establish the master outline that can support the findings that are: Pre-service teacher's environment and realities analysis, Pre-service teacher's social representations and Pre-service teacher' notions and concepts about the school system.

Findings

Pre-service teacher's environment and realities analysis.

Analyzing as defined by Schön (1986) is classifying information to point out affinities related to what individuals know. By taking a seat and writing about the experiences lived during a week, the participant narrated his everyday life and in certain points he arrived to assay an event that occurred during a lesson to the point of finding satisfaction and arriving where he wanted to go with his project. He said: *"El video se presto para que los estudiantes se rieran, y fue muy satisfactorio ver como cada estudiante prestaba atención al video"* [Journal]. Making students laugh was seen as a success in the participant's approach to teaching. There he found that laughing can take place in the classroom and that is a boost agent when trying to motive students.

On the other hand, a reality is that which has not filters, in other words, the harsh real life. Then, the act of evaluating those circumstances first born when trying to identify what was wrong or needed improvement, the participant manifested that he was concern about the hours he had no contact with his students because of extracurricular activities. Fact that he end up accepting because he was able to understand that those activities made part of students' education. As well, the participant pointed out that: *"La sociedad de hoy donde el papá y la mamá trabajan por igual, y la abuela o tía es quien se encarga sola de llamémoslo "criar" a la nueva generación de colombianos, el abandono es alto"* [Journal]. Because of the low grades and lack of interest towards not only the English class but also the school as whole, the participant in his perception shared the reason to a phenomenon he saw common among his students and asserted in Schön's (1986) 5th step. It may be biased

by the media or his colleagues. However, he interpreted a situation to justify the reason for students to act how they did.

From time to time, the participant found deception. But he was able to find comfort through interpreting events and seeing situations from another perspective. The participant claimed that *"poco a poco me he llenado mas de calma cuando lo planeado no me ha salido como lo he pensado y mi confianza ha aumentado en cuanto al momento de tomar decisiones al momento de orientar la clase"* [Journal]. In the light of trying to follow the curriculum, the participant planned his lessons to achieve the proposed goals. Due to the amount of time devoted to extracurricular activities, the plannings needed to be shortened and some activities skipped, fact that at first the participant was not sure about but that by way of evaluating the tangible, he finally was able to do.

When choosing the population to work with, the participant expected to work with and advanced level to continue his personal improvement and arrive to the desirable results of his project. He knew he made a bad move when expecting 11th graders to be at the level they were supposed be, he sustained that "*la realidad fue que los estudiantes no tenían bases solidas, y al parecer hicieron muy poco en el área de inglés durante sus años escolares".* Analyzing realties should occur after realities are pre-analyzed. The participant determined that is better not to supposed but make a judgment in advance of what he supposes are the ideal circumstances.

Pre-service teacher's social representations.

For pinpointing his role in society, the teacher in service went through a series of workshops, writing his journal along with feed-back from his supervisor that made him

realised how important he was in his students' worlds and also the weight he was carrying. Once the participant knew that amotivation and a low English level were the factors misrouting his lessons, he acted by making his students realized of what they can do through tasks and lessons that were within they skills and made sense for them. Motivating students was pointed out for the participant as primal among his functions. Today's students are bad leaded when learning and the participated knew that it was him who should change the paradigm and understand that he can be a change agent.

Even though the participant was in charge of 11th graders English lessons, he knew that he was at the school for more than that. Per establishing date for handing in tasks, following dress codes and showing respect to his students, the participant intrinsically contributed to bring up good citizens as he declared that "*Me preocupa que se formen como personas"* [Workshop 1]. It is true that students should finish school knowing the English basis, but that would be worth nothing if students never had an educator who showed them how they should act in today's society.

For the participant to understand what kind of teacher he is, only took placing his students' priorities. In his journal he wrote: "*Al final me he vuelto más de un facilitador que ayuda a los estudiantes a progresar y no alguien que está al frente hablando y hablando"* [Journal]. It influenced the fact that the participant was a student's himself not long ago, he had fresh experiences on how a student feels like and how he would have liked his teachers were like. It also, took him to tab what he was there to do and how important he was for his students.

There is a saying that goes "Colombian teachers have to work with their nails if they want to create a significant environment where their students can flourish their skills". It was the participant's duty to find the way he could to orientate lessons despite the

adversities. He noted that "*ha sido mi responsabilidad sacar provecho de aquello que tengo y no me enfoco en aquello que podría ser mejor" [Journal].*When replying that he is responsible for something, there is and peg of what the participant is there to do at the school and furthermore, he comments his way of giving response to his functions.

Pre-service teacher' notions and concepts about the school system.

When enrolling in the school system, a teacher arrives with preconception from his previous practices and from his student life. Building up concepts requires taking those notions, and realizing if they are accurate or completely wrong. By means of the instruments, the participant fragmented more concepts than assumptions which started shepherding his lessons. The participant built a solid definition on punishment, he said that *"El castigo es necesario, pero es necesario que sea formativo y no punitivo, ya que siempre se tiene que sacar algo positivo de lo negativo"* [Journal]. That notion was first read in text books and here was assimilation in a real context which made it a solid concept that guided the participant during the upcoming lessons.

When arriving to a classroom for the first time, teachers are told to expect the unexpected. Once again, there is an idea teacher trainees deal with and cannot be turn into concepts once they are in a real context. In the first journal entry, the participant noted that *"Sé que habrán pequeños (o grandes) inconvenientes en el camino, pero estoy seguro que no será algo que no pueda superar"* [Journal]. A notion that strongly turned into a concept was identified, plus the participant is positive apropos it, despite being negative which means that seeing the bright side and remaining self confident was the participant's course of facing unpleasant realities.

A teacher way of acting can be unconscious from time to time. The tutor played a major role when noticing those concepts the participant had about teaching, which he by his own could not. The tutor in his feed-back told the participant that *"Felicitar a los estudiantes con aplausos o premiarlos con puntos es una buena estrategia para mantenerlos motivados" [Class Register]* .Congratulating students is something that can be done just as a reaction to student's participation. Nevertheless, going deeper on the matter, it can be a notion that could have been learnt passively to then transform it into a concept strongly present in his practices.

Conclusion

Promoting a reflective spirit that can help pre-service teachers analyze their practicum and improve it, is primal for every degree related to education in Colombia. The pre-service teacher's thinking was influenced by factors such as educational experiences, background, values, beliefs, and dispositions. The steps most evidence following Schön's (1986) model were Analysis, Reconceptualization and Evaluation. For this reason as in Miller and Williams (2013) study, a reflective practice served to construct knowledge about the cognitive, social and emotional aspects related to teaching.

Reflecting about his practice, made the participant finding the harmony of what he learnt during his teaching education with how the school system really is,and fostering a personal growth and professional development. However, there should be more guidance in helping future teachers in service in practice being critical and thereby promoting a critical level of reflective thinking, so the whole activity does not become unattractive to do among the other activities they need to have done. Hourani (2013) (As cited in Garza and Smith

2015, p.13) affirms that, "enhancing self-observation and meta-cognitive skills needs to be integrated in the course work to equip with students with means to reflect on their own learning" (p. 28).

In the end, a formative assessment promoted a self- and critical reflection (Van Manen, 1997) about the participant's practices and ended up being a ritual that occur after every week of practicum to improve the week to come.

OUTREACH COMPONENT

Introduction

During the institutional observation the author demanded the principal if there was any special need in the institution that he can help with by making use of his capacities. He manifested that in the School's B headquarters where primary graders attend; there is not an English specialized teacher.

Therefore,a meeting was scheduled with the B headquarters coordinator who confirmed me that there is a major need for an English teacher assisting primary school graders. The coordinator convoked the afternoon teacher's staff for a meeting where she socialized my willingness to assist the English teaching process in primary school. The teachers discussed an agreed that 3rd graders were the most suitable and needed for an EFL teacher-assistant.

There are four 3rd grades and each has two English hours weekly. As the author's outreach component deals with four hours weekly, the author concurred with the teachers to assist in every 3rd grade one hour.

Justification

If the MEN is yen to position Colombia as country with a high Anglo-speaking population, there should be to an EFL teacher-assistant in every primary school. Sadly, it exists the misconception that there is no need for one and a single teacher can cover every primary school subject to the fullest.

Primary school teachers have outstanding teaching capacities, but when is about EFL teaching they manifest that is a difficult subject to guide due to all the aspects it requires. The scholars at the B.A in Foreign Languages from the University of Pamplona are trained on the ways of primary; high school and university teaching as its main objective is bring up integral and reflexive professionals able to give educative problems proper solutions by sharing their educative foreign languages skills in local and global fields.

Objectives

General Objective

- To assist 3rd grade teachers during their EFL Lessons.

Specific objectives

- To expose 3rd graders to a higher quality of input.
- To sensitize 3rd graders on the importance of learning English.

Methodology

3rd grade teachers already have an English Program established with a schedule. The role of the authoras an EFL teacher assistant was improve the lessons by adding specialized instruction in the teaching of English. Kerry, (2005) yielded among the roles of an assistant teacher: preparing classroom activities, individual and small group learning, clerical tasks, managing student's behavior and student evaluation.

With that in mind, as a teacher assistant, the author prepared tasks articulated to the lesson's topic, implement teachers' lesson plans, and assist 3rd grade teachers plan the

lessons, printing, filing, and copying papers, ensuring correct behaviour during classroom activities, grade assignments and assist special needs.

Outreach Schedule

The ColegioTécnico Industrial José ÉliasPuyana B Headquarter afternoon school session goes from 1:00 PM to 6:30 PM. The schedule for this component (Appendix. XII) was contemplated in response to the 3rd grade teachers to work with each group for an hour every week.

Results

To expose 3rd graders to a higher quality of input.

At the School B headquarters of the School, primary teacher were in charge of all the subjects. Regarding the English class, the teachers made students write the vocabulary 10 times for each word and the listening was poorly worked as teachers did not have a good enough English level. That cause problems related to the accurate pronunciation of the vocabulary and big confusion on grammatical structure as the approach followed was obsolete. Thus, the pre-service teacher support was really valued by the primary teachers during the English sessions. He was the accurate source for pronouncing words and carried out various drillings among his students.

Teacher manifested to be really grateful with the teacher trainee as they mentioned to have also learned English during the lessons. Conjointly, they remarked that they saw an enormous progress in their students, fact that change their mindset about the teaching of

English and promote a sense planning better lessons in the future following as an example the pre-service teacher's classes.

To sensitize 3rd graders on the importance of learning English.

By giving short introductions before some classes about Anglophone countries, the student-teacher motivated his students during the rest of the class. Although, the introductions were in Spanish, students seemed to understand that if they want to achieve their long-term goals, they must be attentive during the English class and take the best out of it. Another factor that was appealing for the students was the pre-service teacher's output. At first students were amazed about it, what encourage them to someday be at the same level as mentioned by student: *"Yo quiero ser como usted profe. Hablar así, todo bonito y enseñar Inglés".* The teacher trainee noticed that motivation plays the biggest role when teaching children as their attention can easily go to other matters.

On top, the student teacher introduced daily use phrases during the class. He noticed how students began using them during the break and actively inside the classroom.

Conclusion.

It is paramount to have a teacher who knows the ways of teaching English as a foreign language. Primary teachers make the best they can, but during their learning years they were not taught how to guide an English lesson and they just guide the classes following models for other subjects. It would be ideal that the MEN provides spaces where primary teacher can learn English and reach least a A2 level and then capacitate them on how to teach English as foreign language or allocate English Teachers in primary schools.

Certainly, motivating students is inexorably and even more when talking about children. They are full of energy, and teachers should identify what can help them to be attentive and be active during the development of the lessons. Withal, children can be so loving if they perceive that the one who is teaching them is putting effort on his labor. The pre-service teacher was filled with hugs and letters on his depart meaning that students were really grateful for having him there.

ADMINISTRATIVE COMPONENT

Introduction

Being familiar with the school's teacher staff duty is primal. The author took part in the activities organized by the teacher staff, and administrators such as meetings, flag raising ceremonies, cultural events and others. The author was mainly centred on the influence teachers have in students and in the institution. He also detected the aspects that create an ambiance of confidence allowing the development of the scheduled classes and institutional activities.

Justification

One doesn't get up from his bed and suddenly starts being a pertinent teacher. Being a good teacher takes systematically observing experienced colleagues and being part of the activities they program. Regardless the mindset Colombians have about teachers, the profession requires lots of lived experiences, love and be desirous to give without expecting something back.

The author wasavailable for every requested favour, every requested clerical activity and every school needed to be addressed.

Objectives

General Objective

- To be an institution active member.

Specific objectives

- To be an active member in the activities proposed by the school.
- To cooperate during the set up of institutional activities.

Methodology

As a teacher in service, becoming familiar with explicit and implicit administrative features of the school was challenge during the author's first approach to teaching. Being punctual to every meeting, cooperative to every event and disposed to all requests were the main parameters to follow.

Administrative Component Schedule

Still and all, the designed school calendar (Appendix. XIII) was tempting. It conveyed teachers' staff meetings and institutional events susceptible to changes that I must make part in and contribute during my practicum.

The activities in which the pre-service took part were the following:

Date	Activity	Description	Role
March the 18th	School Games Opening	There was a ceremony that included the national anthems, flag rising, and the sports oath to open the school games.	To control the discipline.
April the 1st	Mass	Carry out a mass with the	To control the

		school community	discipline
April the 9th	Teachers meeting	The academic coordinator convoked a meeting to share some documents of interest with the teachers.	To be attentive and offer help if it was need.
April the 12th	Teachers meeting	The general coordinator convoked a meeting to share the new parameters to control the delays and truancies	To study the parameters with the purpose of reconstruction and posting questions
April the 13th	Teachers meeting. "Dia E"	The teacher had a pedagogical workshop convoked by the Ministry of Educations related to the academic excellence in public schools.	To contribute to the construction of the documents related to the improvement of academic aspects in the school.
April the 19th	Head teachers meeting.	The students met with their head teachers in order to carry out the behavioural performance assessment.	To give an oral behavioural performance assessment of the entire group.
April the 20th	Teacher meeting	The teachers met to evaluate	To manifest concerns

		their groups individually in terms of behavioural performance.	regarding a group's behavioural performance.
April the 26th	Lesson Plans hand-out.	The school teacher had to hand out the lesson plans for the upcoming 15 weeks.	To plan 11th graders English lessons for the next 15 weeks and to assists the supervisor with the plannings for 9th and 10th grade.
April the 27th	Evaluation and promotion commission.	The teachers needed to fill out formats regarding the academic results of the group he is in charge and evaluate their groups academic performance.	To assist the supervisor on the filling out of the documents and provide solutions to student's low academic performance.
April the 29th	Language Day Celebration	The school community prepare an event to commemorate the language day.	To contribute on the event's organization
May the 6th	Parents meeting.	The students' legal	To guide the meeting

		representatives were convoked to school with the purpose of sharing academic results.	as the supervisor was attending familiar issues.

Chart 3. Administrative Component Activities

Results

To be an active member in the activities proposed by the school.

Taking part on the activities proposed by the institution represented a nourishing experience for the teacher trainee as he could appreciate the dynamics of the school world. He was also able to show responsibility and show the school community what he was able to do.

Being 22 years old with a group of teachers that are in their mid forties was not an inconvenient for the teacher in service. He luckily graduated from that school and he knew almost every teacher. He attended every meeting and in some of them he was an active member when it was required. His voice was heard by the other teachers with respect and he made some constructive reflexions when he could.

Likewise, the student-teacher learnt from field experience that his notions about the school system were some right and others were permeated by society. The experience as a whole was mind opener, and it made the pre-service teacher realize of all the work teachers do outside the classroom besides grading papers and planning lessons.

To cooperate during the set up of institutional activities.

Being an active member of the school system involved making sure that all went as expected during the institutional activities. The teacher in training dealt with the decoration of the school and the well ongoing of each activity which most of them took place during the first term. He took part too during the masses despite disagreeing with it, and was there during the opening of the school games. Most of the activities were no related to the English Area, meaning that they were set up during he had class, however, the student-teacher helped when he could.

In the end, the pre-service worked for the sake of the whole school community, which planted in him a sense of property and good will for the institution, aspect that improved his practicum by finding more sense on what he was there to do.

Conclusion

The first-hand experience related to the school administrative issues allowed the teacher in service to learn the reality of the school system and what involves being a teacher in today's society. Every person has been part of the school system, but just a few have decided being on the other side, teaching. Experiencing school teacher lives was an eye opener, the pre-service teacher could realize of everything that is done at the back and is unnoticeable for some agents and are primal in students' education.

****The research component was suggested by the Foreign Languages Practicum Coordination.**

*** Information provided by the Foreign Languages Practicum Coordination.**

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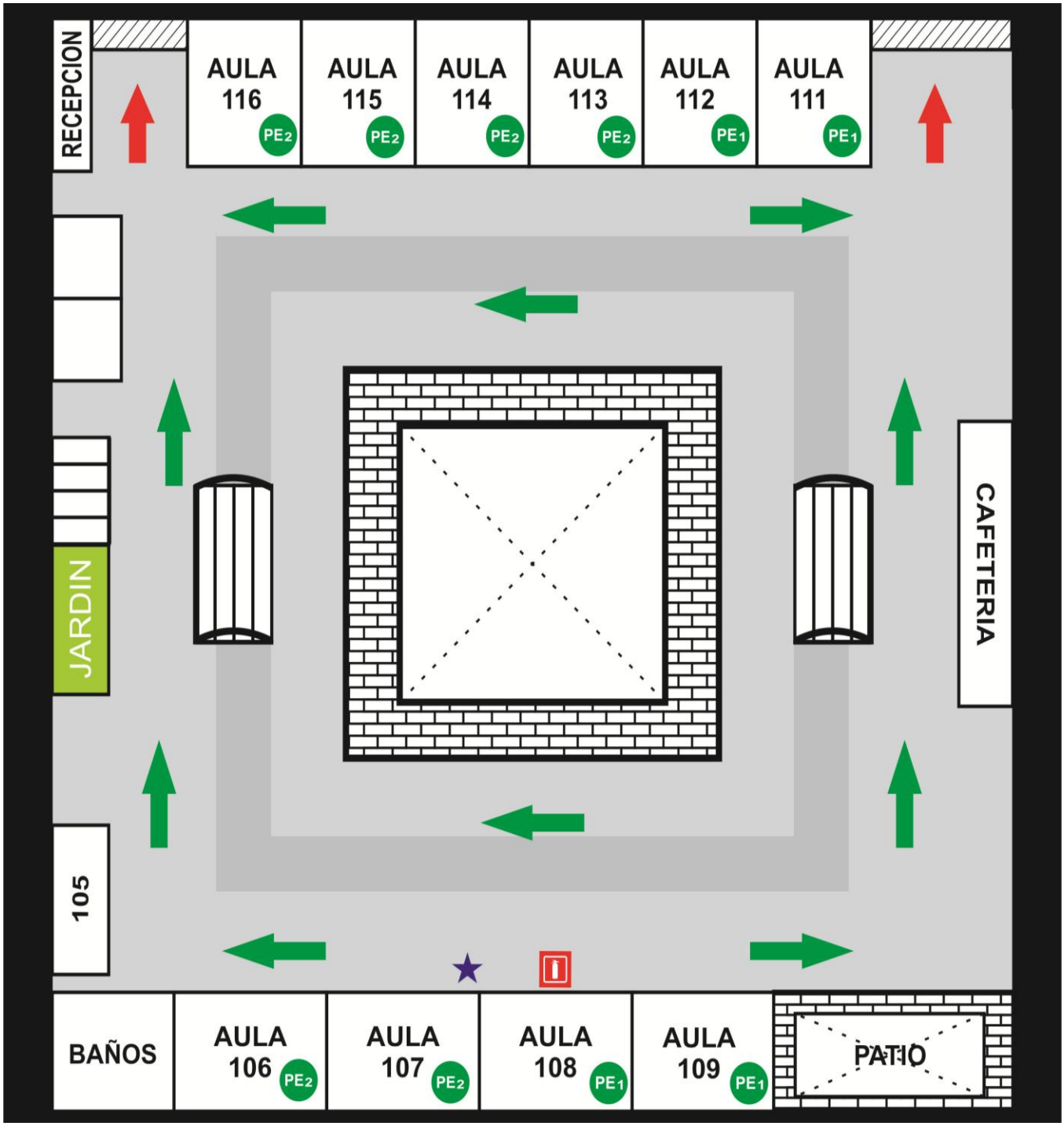
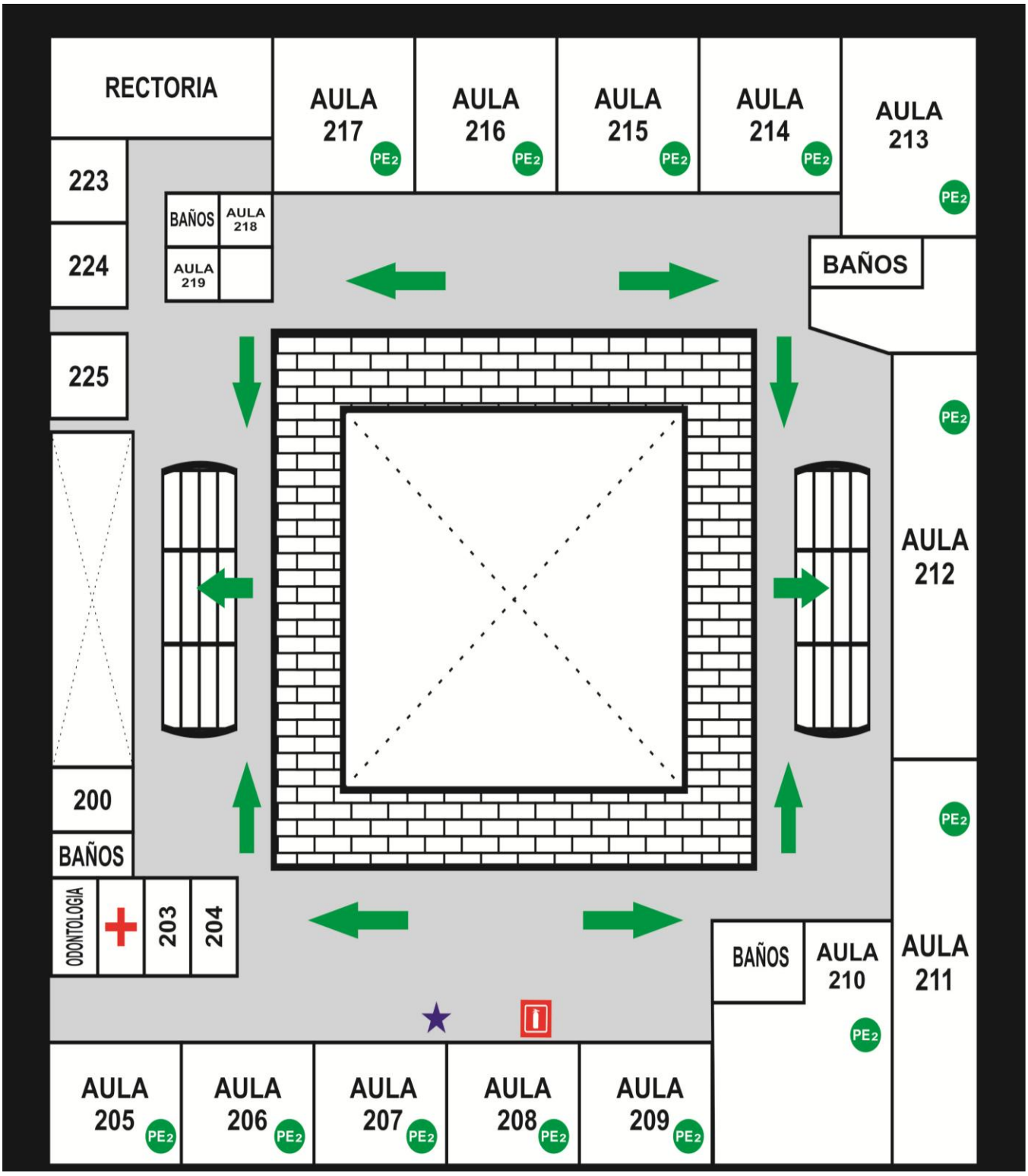
APPENDIXES

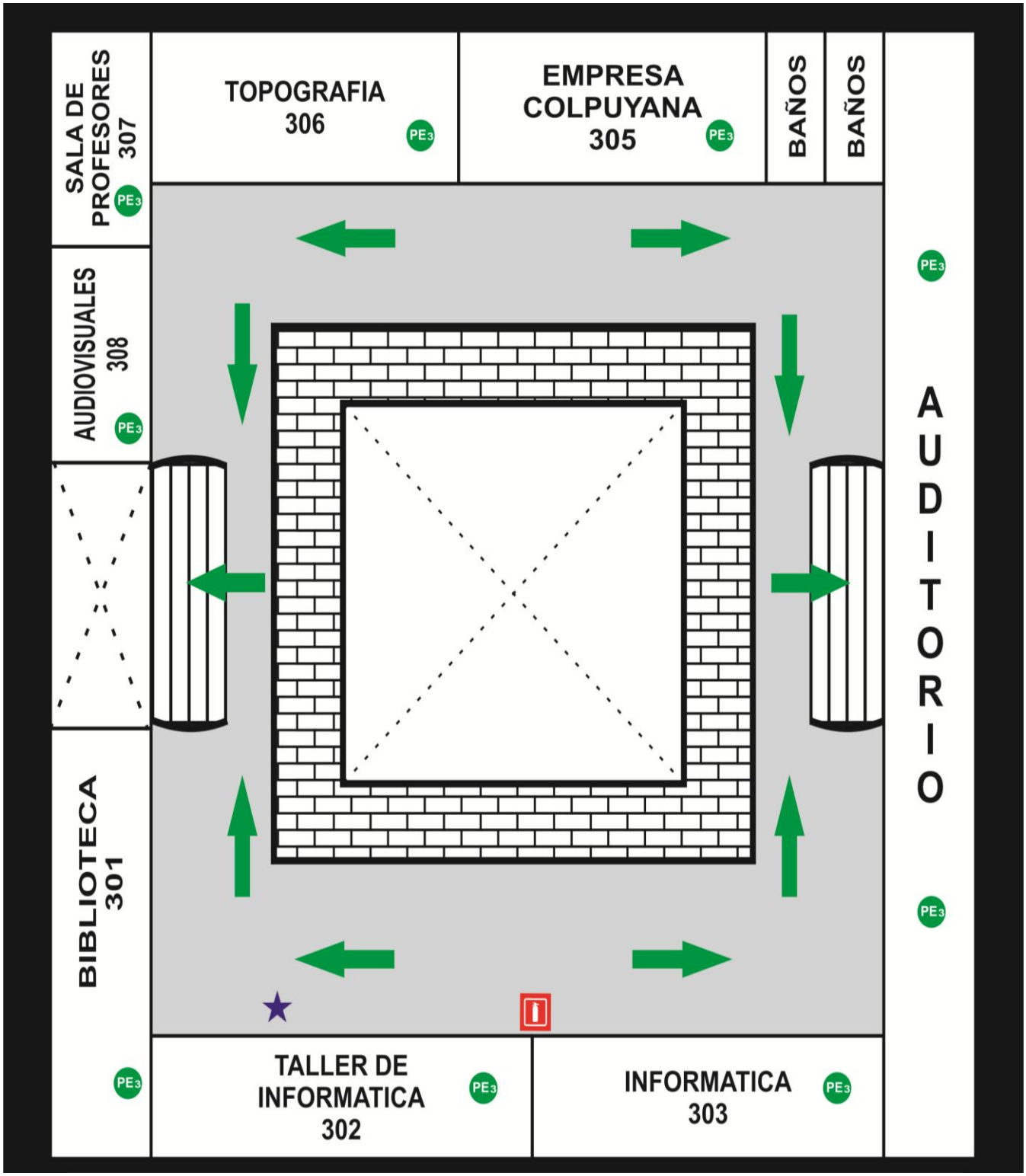
Appendix. I. Colegio Tecnico Industrial José Élias Puyana's First Floor Physical Facilities Distribution



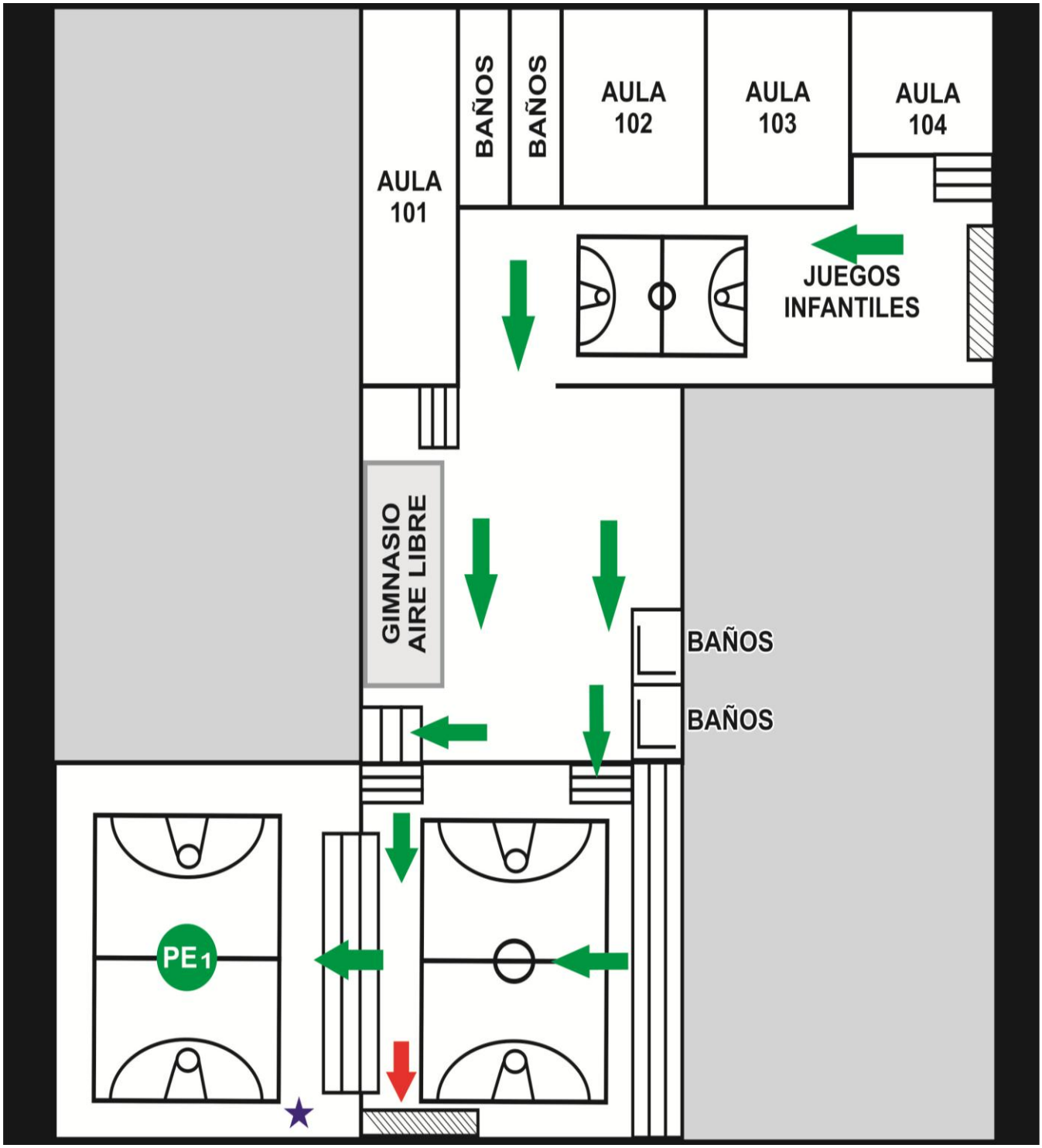
Appendix. II. Colegio Tecnico Industrial José Élias Puyana's Second Floor Physical Facilities Distribution



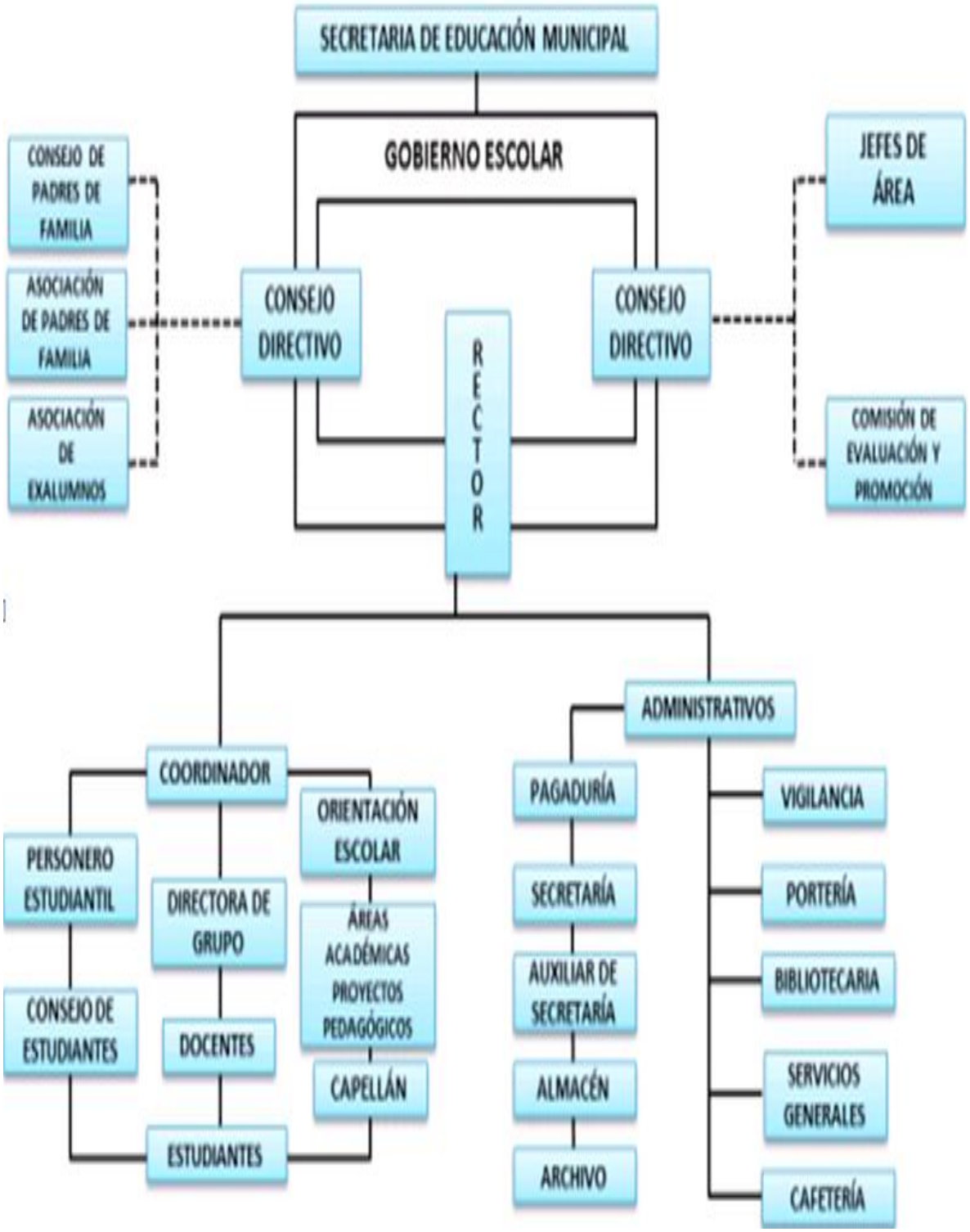
Appendix.III. Colegio Tecnico Industrial José Élias Puyana's Third Floor Physical Facilities Distribution



Appendix.IV. ColegioTecnico Industrial José Élias Puyana's Sports Centre Physical Facilities Distribution



Appendix.V. Institutional Flowchart



Appendix.VI. School Calendar

	Colegio Técnico Industrial José ÉliasPuyana
	Cronograma de Actividades

Enero	2016
DIA	ACTIVIDAD
12-13-14-15	Actividades de desarrollo institucional
18	**Inicio primer periodo académico**
20-21-22-25	Inscripción de candidatos docentes al consejo directivo. Inscripción Gobierno Escolar
26	Reunión General de Docentes
27-28-29	Inscripción de candidatos docentes al consejo directivo. Inscripción Gobierno Escolar

Febrero	2016
DIA	ACTIVIDAD
1-2	Socialización Proyecto Gobierno Escolar
3	Reunión Equipo Ejecutivo
5	• Asamblea general de padres de familia • Conformación Consejo de Padres • Elección gobierno de aula • Elección representante de docentes ante el consejo directivo
8-9	Socialización de perfiles del gobierno escolar
9	Reunión comité de calidad

10	Eucaristía miércoles de ceniza
10 al 19	Socialización de perfiles del gobierno escolar
20	Actividades de desarrollo institucional
22	Cartelera Área de Sociales
23	• Instalación Consejo de Estudiantes • Elección Representante de los estudiantes ante el consejo directivo • Reunión COPASSTT
25	Elección gobierno escolar
29	Reunión gobierno escolar

Marzo	2016
DIA	ACTIVIDAD
2	Reunión Equipo Ejecutivo
5	Actividades de desarrollo institucional
8	Instalación gobierno escolar
9	Cartelera Área de Educación Física
18	Inauguración de Interclases
21-25	Receso Estudiantil

Abril	2016
DIA	ACTIVIDAD
6	Reunión Equipo Ejecutivo
11	Cartelera Área Lengua Castellana
19	Autoevaluación de Comportamiento
20	Evaluación de Comportamiento

22	**Cierre Primer Periodo Académico (Cierre de Plataforma Domingo 24 12:00 M)**
25	Inicio Segundo Periodo Académico
26	Entrega planes de aula
27	Comisión de evaluación y promoción
28	Reunión Consejo Académico
29	Celebración Día del Idioma

Mayo	2016
DIA	ACTIVIDAD
4	Reunión Equipo Ejecutivo
6	Reunión de padres de familia y entrega de boletines
9	Cartelera Educación Artística
12	Día de las Matemáticas

Junio	2016
DIA	ACTIVIDAD
1	Reunión Equipo Ejecutivo
3	Celebración Día Internacional del medio ambiente
13 al 17	Actividades de Desarrollo Institucional y comienzo receso estudiantil
20	Inicio Vacaciones docentes y directivos

Junio	2016
DIA	ACTIVIDAD
1	Reunión Equipo Ejecutivo

3	Celebración Día Internacional del medio ambiente
13 al 17	Actividades de Desarrollo Institucional y comienzo receso estudiantil
20	Inicio Vacaciones docentes y directivos

Julio	2016
DIA	ACTIVIDAD
5	Inicio segundo periodo lectivo
6	Reunión equipo ejecutivo
7	Cartelera Área de Inglés
18	Comité de convivencia laboral

Agosto	2016
DIA	ACTIVIDAD
1	Cartelera Área Tecnología e informática
3	Reunión equipo ejecutivo
9	Autoevaluación de comportamiento
10	Evaluación de comportamiento
12	Cierre de segundo periodo académico
15	Inicio de tercer periodo académico
16	Reunión de COPASST
17	Comisión de evaluación y promoción
18	Consejo Académico
19	Comité de convivencia escolar
26	Reunión de padres de familia y entrega de boletines

Septiembre	2016
DIA	ACTIVIDAD
1	Cartelera Áreas de Ética y Religión
7	Reunión Equipo Ejecutivo
8	Socialización de los acuerdos de la reunión del Equipo Ejecutivo
12-16	Jornada por la paz
19	Comité de conviencia laboral

Octubre	2016
DIA	ACTIVIDAD
3	Cartelera Áreas de Comercio, Topografía y Sistemas
5	Reunión Equipo Ejecutivo
6	Consejo Académico
10	Desarrollo institucional e inicio de receso estudiantil
18	Reunión COPASSTT
20	Comité de Convivencia Escolar
27	Consejo Académico Ampliado

Noviembre	2016
DIA	ACTIVIDAD
1	Cartelera, Pesebre y Arbol de Navidad
2	Reunión Equipo Ejecutivo
18	PROM 2016
25	CIERRE TERCER PERIODO/PROCLAMACIÓN DE BACHILLERES

Diciembre	2016
DIA	ACTIVIDAD
1 y 2	Desarrollo institucional
5	Vacaciones docentes y directivos

Appendix.VII. Supervisor's Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
600-700	10-3	10-03	9-5	9-5	10-4
700-800	10-04	11-1	9-5	11-4	
800-8015	Break				
8015-9015	11-1	11-2	11-2	11-3	11-2
9015-1015		9-5	10-3		
1015-1030	Break				
1030-1130	11-4	11-3	11-4	10-4	11-3
1130-1230				11-1	

Appendix.VIII. Pre-Service Teacher's Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
600-700					
700-800		11-1		11-4	
800-8015	Break				
8015-9015	11-1	11-2	11-2	11-3	11-2
9015-1015					
1015-1030	Break				
1030-1130	11-4	11-3	11-4		11-3
1130-1230				11-1	

Appendix. IX. English Lesson Plan

	COLEGIO TÉCNICO INDUSTRIAL JOSÉ ELÍAS PUYANA	CÓDIGO: A-02-F01 VERSIÓN: 03	**AÑO:**
	PLAN DE AULA	FECHA: 19-02-2016 Página 86 de 111	
ASIGNATURA:			
DOCENTE:			**GRADO:**

PLANEACIÓN SEMANAL		
PERÍODO:	**SEMANAS:**	**FECHA:**
COMPETENCIAS ESPECÍFICAS:		**RESULTADOS DE APRENDIZAJE:**

SEMANA	**FECHA**	**ÁMBITOS CONCEPTUALES (contenidos)**	**ESTRATEGIAS METODOLÓGICAS**	**ACTIVIDADES**
1				
2				
3				
4				

5				
6				
7				
8				
9				
10				
11				
12				
13				

%	CRITERIOS DE EVALUACIÓN		INSTRUMENTOS DE EVALUACIÓN
70%	**COGNITIVOS (saber)**		
	PROCEDIMENTALES (hacer)		
30%	**ACTITUDINALES (saber ser – saber convivir)**		

OBSERVACIONES:_____

_____

_____

_____

_____

_____

ELABORÓ	REVISÓ	APROBÓ

DOCENTE	**JEFE DE ÁREA**	**COORDINACIÓN ACADÉMICA**

Appendix X. AOSV Lesson

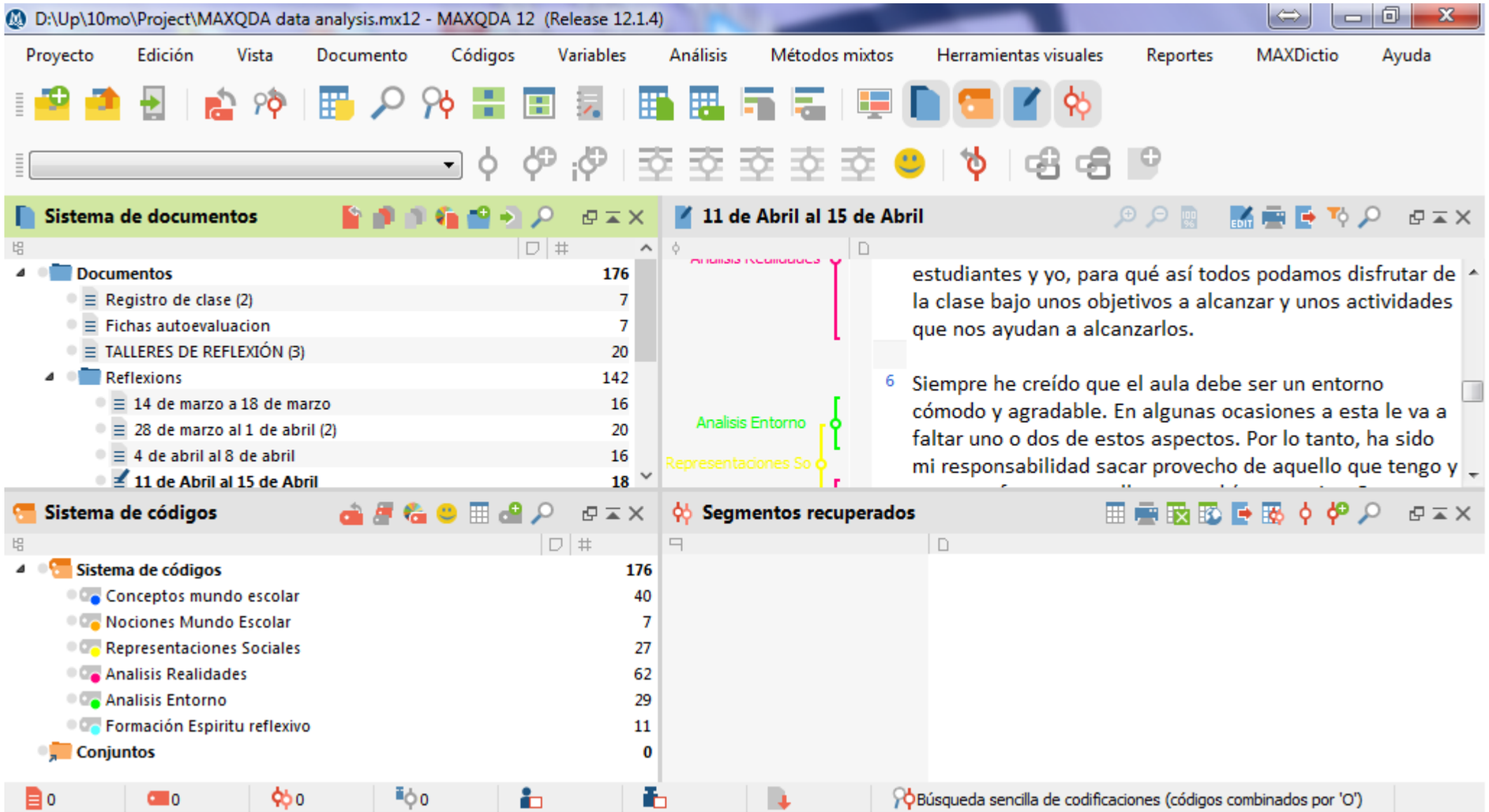
GROUP: 11th	**Week:** 4	**Session Nº:** 2
TEACHER: Juan Felipe Cárdenas	**Supervisor:** Javier Barragan	
TOPIC The Haka.		
PREVIOUS SEQUENCE : Job ads		
COMMUNICATIVEOBJECTIVE: At the end of the class students will be able to: • Express their thoughts regarding the Haka.	**LINGUISTIC OBJECTIVE:** At the end of the class students will be able to:	**SOCIO-CULTURAL OBJECTIVE:** At the end of the class students will be able to: • Recognize the Haka and be familiar with the Maori tribe.

STAGES	**DESCRIPTION OF THE ACTIVITY**	**TIME (min)**	**SKILLS**	**MATERIAL**

Check Homework Warm up	• The teacher will collect Unit 7b exercise 5 (p.74) from the student book. • The students will watch a video of the rugby team "The All Blacks" performing the Haka. They then will be asked their impression about it.	5 mins. 5 mins.	• Speaking	• Book • Video beam
Production Activities	**Pre-viewing:** • The teacher and students will go through Unit 7d exercises 1-2-3 (p.75) from the Student book. **While-viewing Activities** • The teacher will present the video • The teacher will ask students: ➢ What is the video about? ➢ How many Haka dances are there? ➢ Does today's Haka include weapons? ➢ Who composed the ka mate (Haka perfomed by "The All Blacks")? ➢ What can happen if the Haka is not properly performed? • The students will be asked their impressions on the video. **Post-viewing Activities** • The students will make ten groups and will have to look for traditional dances around the world. Then, they will prepare a 5 minutes presentation for the next week.	15 mins.	• Speaking • Reading • Listening	• Book • J-Board • Video Beam • Computer

Homework	• The students will have to do unit 7d (p.54) from the workbook.		• Reading	• Book

Appendix XI. MAXQDA Software



Appendix. XII. Outreach Component's Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
100-200	3-1		3-2		
200-300	3-4		3-3		
300-330	BREAK				
330-430					
430-530					
530-630					

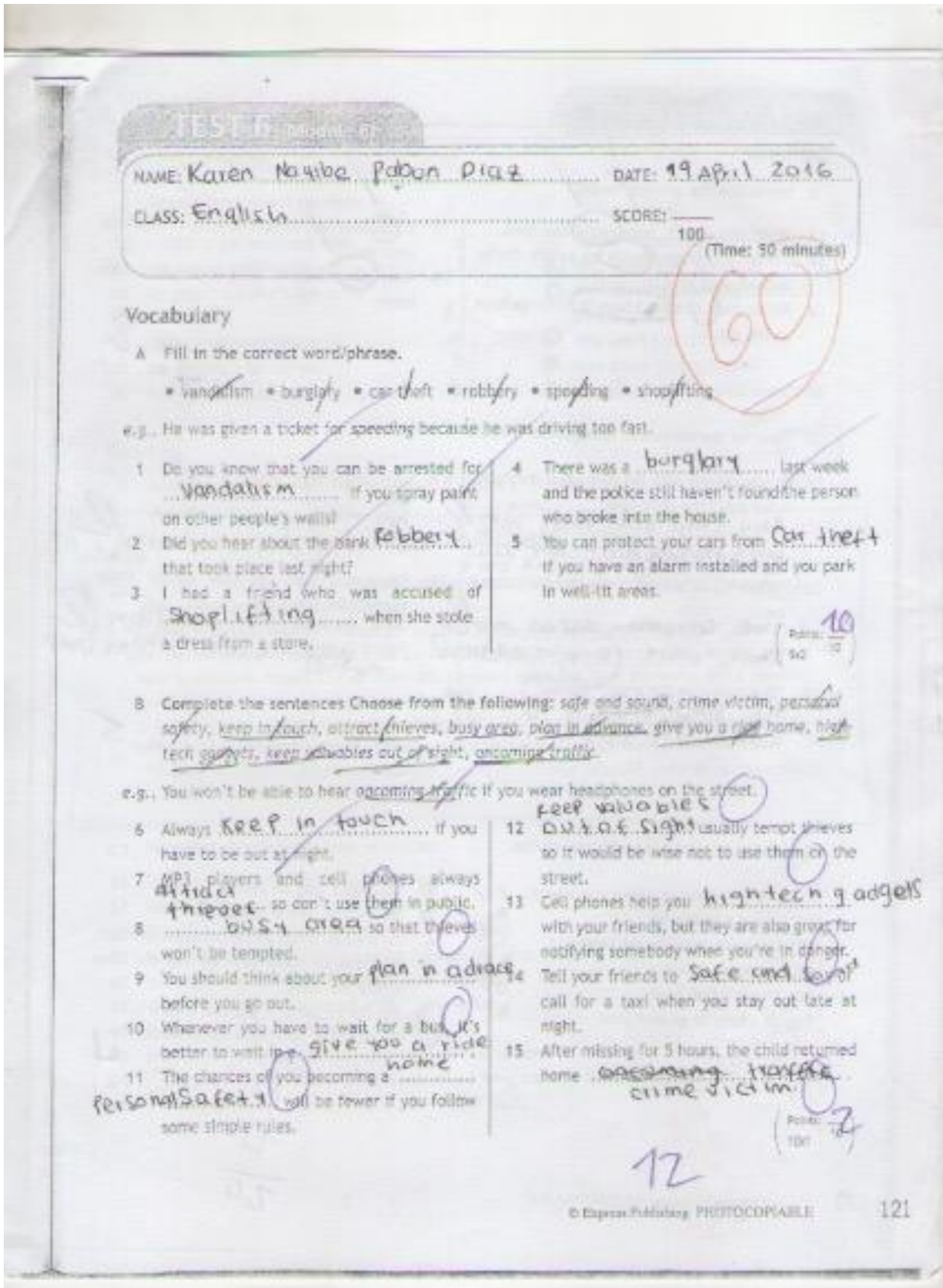
Annexes

Annexe 1.

Plannings for 11th grade.

Annexe 2.

1st term for 11th grade.



NAME: Karen Nayibe Pabon Diaz DATE: 19 April 2016

CLASS: English SCORE: 60 / 100 (Time: 50 minutes)

Vocabulary

A Fill in the correct word/phrase.

• vandalism • burglary • car theft • robbery • speeding • shoplifting

e.g.. He was given a ticket for speeding because he was driving too fast.

1 Do you know that you can be arrested for vandalism if you spray paint on other people's walls?
2 Did you hear about the bank Robbery that took place last night?
3 I had a friend who was accused of Shoplifting when she stole a dress from a store.
4 There was a burglary last week and the police still haven't found the person who broke into the house.
5 You can protect your cars from Car theft if you have an alarm installed and you park in well-lit areas.

Points: 10 / 10

B Complete the sentences. Choose from the following: *safe and sound, crime victim, personal safety, keep in touch, attract thieves, busy area, plan in advance, give you a ride home, high-tech gadgets, keep valuables out of sight, oncoming traffic.*

e.g.. You won't be able to hear oncoming traffic if you wear headphones on the street.

6 Always keep in touch if you have to be out at night.
7 MP3 players and cell phones always attract thieves so don't use them in public.
8 busy area so that thieves won't be tempted.
9 You should think about your plan in advance before you go out.
10 Whenever you have to wait for a bus, it's better to wait in give you a ride home
11 The chances of you becoming a crime victim will be fewer if you follow some simple rules.
12 keep valuables out of sight usually tempt thieves so it would be wise not to use them on the street.
13 Cell phones help you hightech gadgets with your friends, but they are also great for notifying somebody when you're in danger.
14 Tell your friends to safe and sound call for a taxi when you stay out late at night.
15 After missing for 5 hours, the child returned home oncoming traffic

Points: 12 / 12

12

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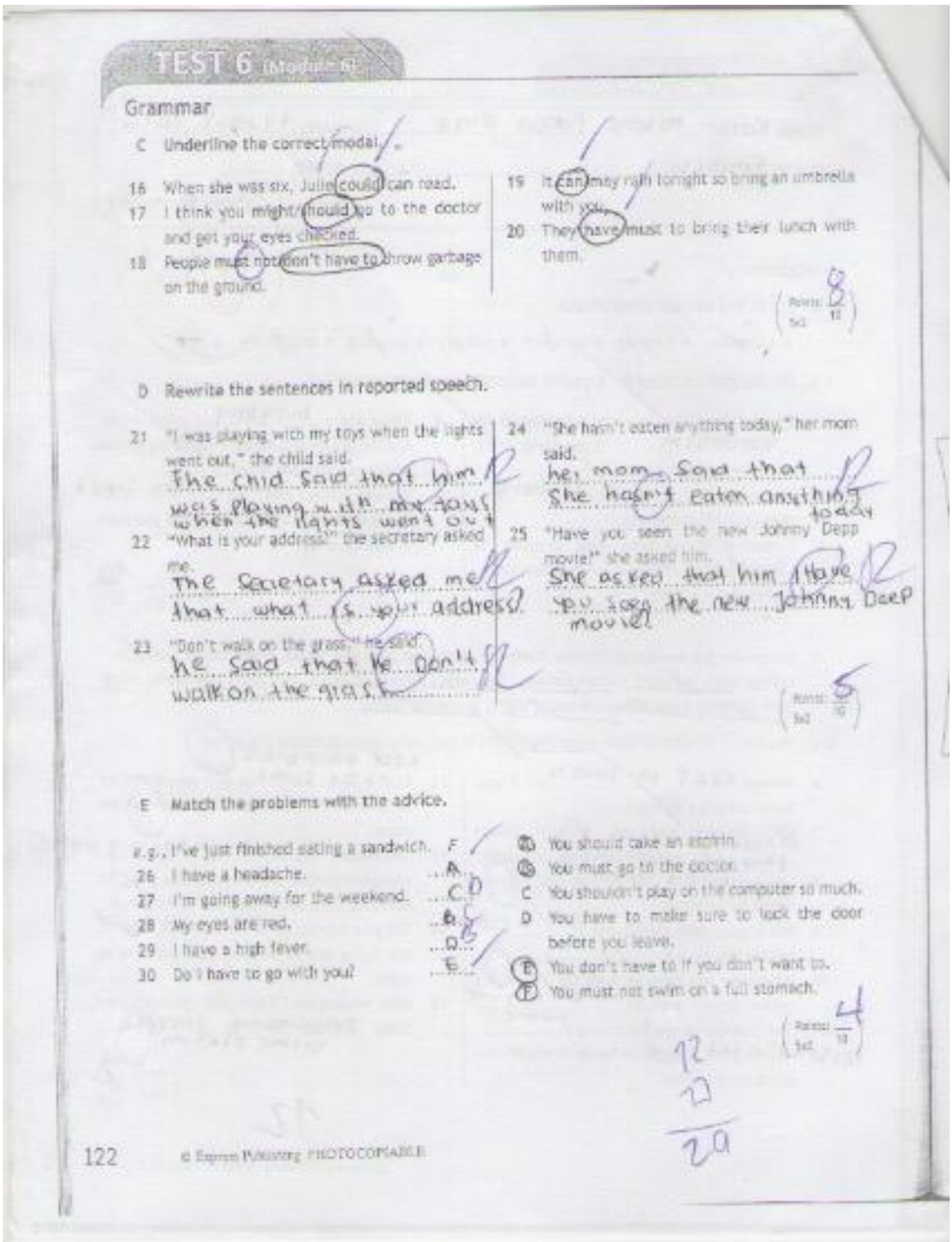

TEST 6 (Modules 5)

Grammar

C Underline the correct modal.

16 When she was six, Julie could can read.
17 I think you might should go to the doctor and get your eyes checked.
18 People must not don't have to throw garbage on the ground.
19 It can may rain tonight so bring an umbrella with you.
20 They have must to bring their lunch with them.

(Points: 8/12)

D Rewrite the sentences in reported speech.

21 "I was playing with my toys when the lights went out," the child said.
The child said that him was playing with my toys when the lights went out
22 "What is your address?" the secretary asked me.
The secretary asked me that what is your address?
23 "Don't walk on the grass," he said.
he said that he don't walk on the grass
24 "She hasn't eaten anything today," her mom said.
her mom said that She hasn't eaten anything today
25 "Have you seen the new Johnny Depp movie?" she asked him.
She asked that him Have you seen the new Johnny Deep movie?

(Points: 5/10)

E Match the problems with the advice.

e.g., I've just finished eating a sandwich. F
26 I have a headache. A
27 I'm going away for the weekend. C D
28 My eyes are red. B
29 I have a high fever. D
30 Do I have to go with you? E

A You should take an aspirin.
B You must go to the doctor.
C You shouldn't play on the computer so much.
D You have to make sure to lock the door before you leave.
E You don't have to if you don't want to.
F You must not swim on a full stomach.

(Points: 4/10)

12
2
20

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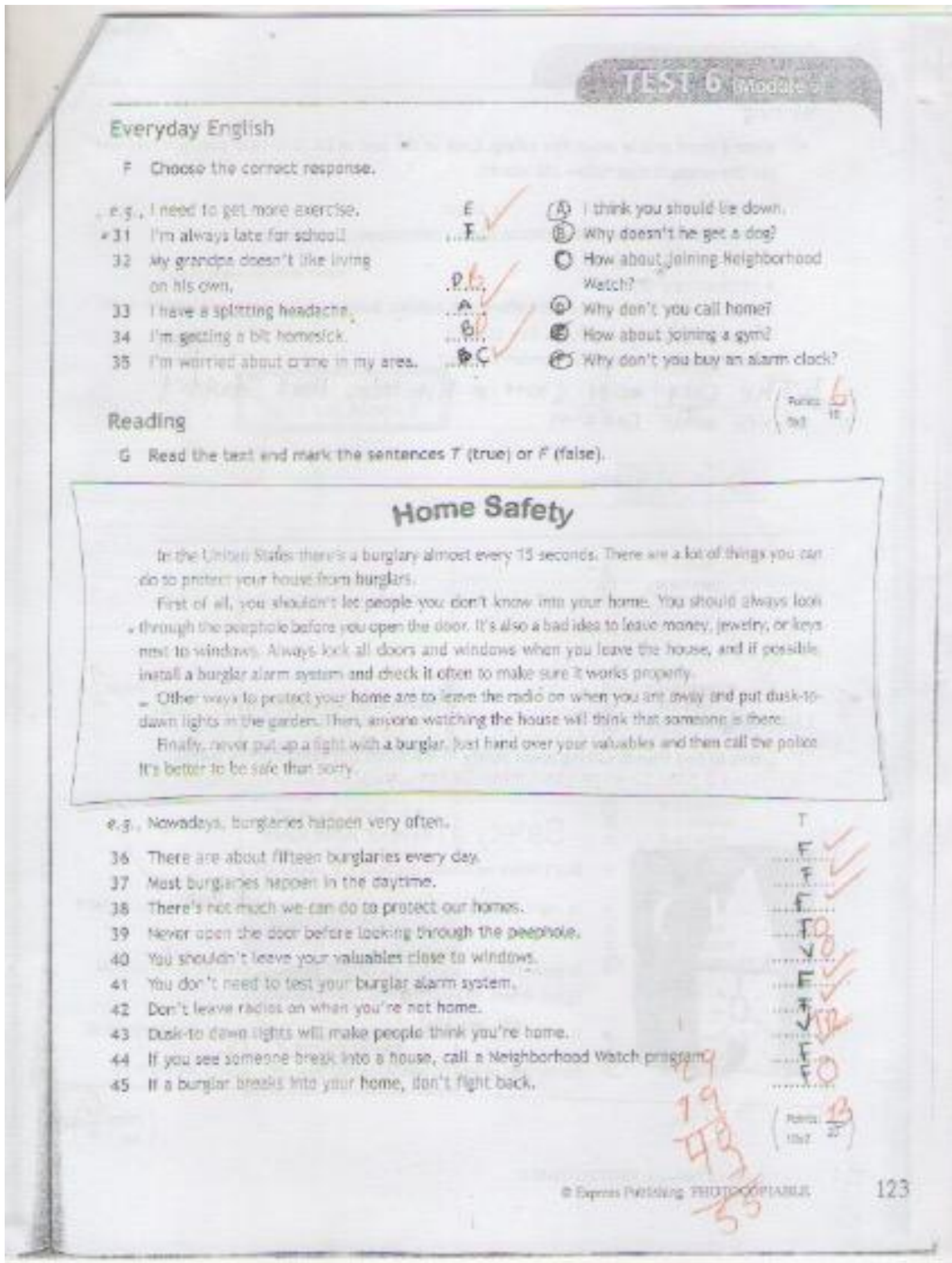

TEST 6 (Modules 5

Everyday English

F Choose the correct response.

e.g., I need to get more exercise. E
31 I'm always late for school! F
32 My grandpa doesn't like living on his own. D
33 I have a splitting headache. A
34 I'm getting a bit homesick. B
35 I'm worried about crime in my area. C

A I think you should lie down.
B Why doesn't he get a dog?
C How about joining Neighborhood Watch?
D Why don't you call home?
E How about joining a gym?
F Why don't you buy an alarm clock?

Points: 5/10

Reading

G Read the text and mark the sentences T (true) or F (false).

Home Safety

In the United States there's a burglary almost every 15 seconds. There are a lot of things you can do to protect your house from burglars.

First of all, you shouldn't let people you don't know into your home. You should always look through the peephole before you open the door. It's also a bad idea to leave money, jewelry, or keys next to windows. Always lock all doors and windows when you leave the house, and if possible, install a burglar alarm system and check it often to make sure it works properly.

Other ways to protect your home are to leave the radio on when you are away and put dusk-to-dawn lights in the garden. Then, anyone watching the house will think that someone is there.

Finally, never put up a fight with a burglar. Just hand over your valuables and then call the police. It's better to be safe than sorry.

e.g., Nowadays, burglaries happen very often. T
36 There are about fifteen burglaries every day. F
37 Most burglaries happen in the daytime. F
38 There's not much we can do to protect our homes. F
39 Never open the door before looking through the peephole. T
40 You shouldn't leave your valuables close to windows. T
41 You don't need to test your burglar alarm system. F
42 Don't leave radios on when you're not home. T
43 Dusk-to-dawn lights will make people think you're home. T
44 If you see someone break into a house, call a Neighborhood Watch program. F
45 If a burglar breaks into your home, don't fight back. F

Points: 13/15

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TEST 6 (Modules 5-6)

Writing

H Write a short article about fire safety. Look at the text in Ex. G to help you. You may also use the prompts that follow (80 words).

- most start in kitchen
- leave/kitchen while cooking (✗)
- wear/loose clothing (✗)
- children/near (✗)
- what to do if a fire starts (no water if pan catches on fire; only blanket and turn off heat)
- fire extinguisher handy/know how to use it
- call fire department/know number by heart

In The City most Start in Kitchen, that Shouldn't Kitchen while Cooking

(Points 1/10)

Listening

I Listen to two friends talking about safety in the home and complete the blanks.

Safety in the Home

- Don't leave keys near doors or e.g., windows.
- At night, keep your cell phone beside your 46) Bed ✓ . (And make sure it's turned on!)
- In your 47) ✓ there should be dusk-to-dawn outside lights, 8 feet 48) high or more.
- If a 49) Stranger comes to your door, always ask for some ID.
- Remember, if you're not 50) Sure ✓ don't let them in!

(Points 3/5)

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PARTE 1

RESPONDA LAS PREGUNTAS 1 A 5 DE ACUERDO CON EL EJEMPLO.

¿Donde puede ver estos avisos?

En las preguntas 1 – 5, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:

0. PLEASE DO NOT FEED THE ANIMALS

A. in a station
B. in a café
C. in a zoo

Respuesta: 0 (A) (B) (C)

---

1. 25¢ per day for late return of books

A. in a shop
(B) in a library
C. in a hotel

2. ALL FISH ON SALE HERE CAUGHT FRESH FROM THE SEA TODAY

A. in a museum
B. in a hotel
(C) at a market

3. Please work in your math groups until the break

(A) in a classroom
B. in a museum
C. in an office

4. Fourth floor toys and clothes

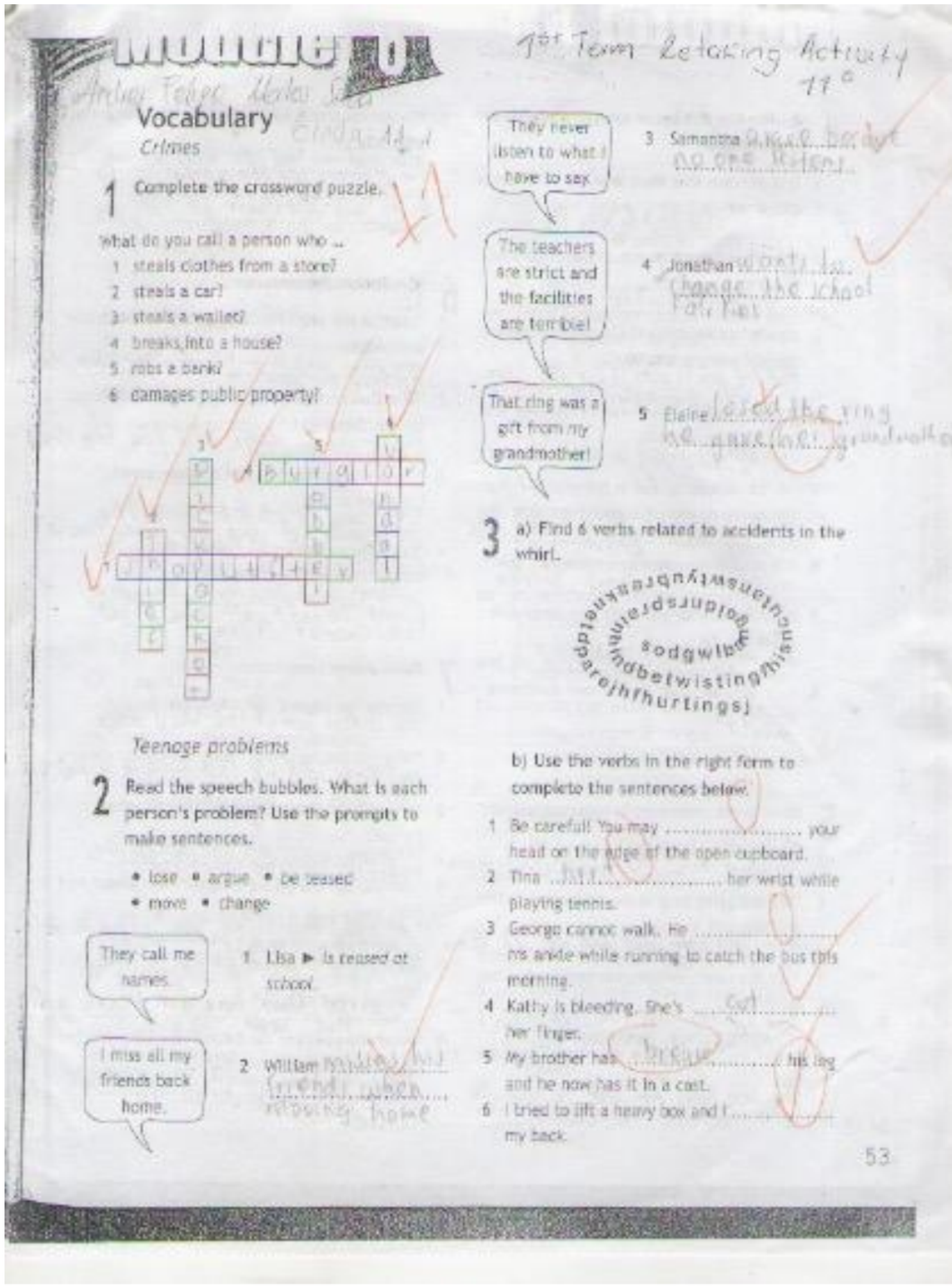
A. in a school
B. in a hospital
(C) in a department store

5. TICKET OFFICE for international trains

A. in a theater
(B) in an airport
C. in a station

Annexe 3.

1st term retaking activity for 11th grade.



1st Term Retaking Activity 11°

Vocabulary

Crimes

1 Complete the crossword puzzle.

What do you call a person who ...

1. steals clothes from a store?
2. steals a car?
3. steals a wallet?
4. breaks into a house?
5. robs a bank?
6. damages public property?

Teenage problems

2 Read the speech bubbles. What is each person's problem? Use the prompts to make sentences.

- lose • argue • be teased
- move • change

They call me names.

1. Lisa ► is teased at school.

I miss all my friends back home.

2. William

They never listen to what I have to say.

3. Samantha

The teachers are strict and the facilities are terrible!

4. Jonathan

That ring was a gift from my grandmother!

5. Elaine

3 a) Find 6 verbs related to accidents in the whirl.

b) Use the verbs in the right form to complete the sentences below.

1. Be careful! You may ..... your head on the edge of the open cupboard.
2. Tina ..... her wrist while playing tennis.
3. George cannot walk. He ..... his ankle while running to catch the bus this morning.
4. Kathy is bleeding. She's ..... her finger.
5. My brother has ..... his leg and he now has it in a cast.
6. I tried to lift a heavy box and I ..... my back.

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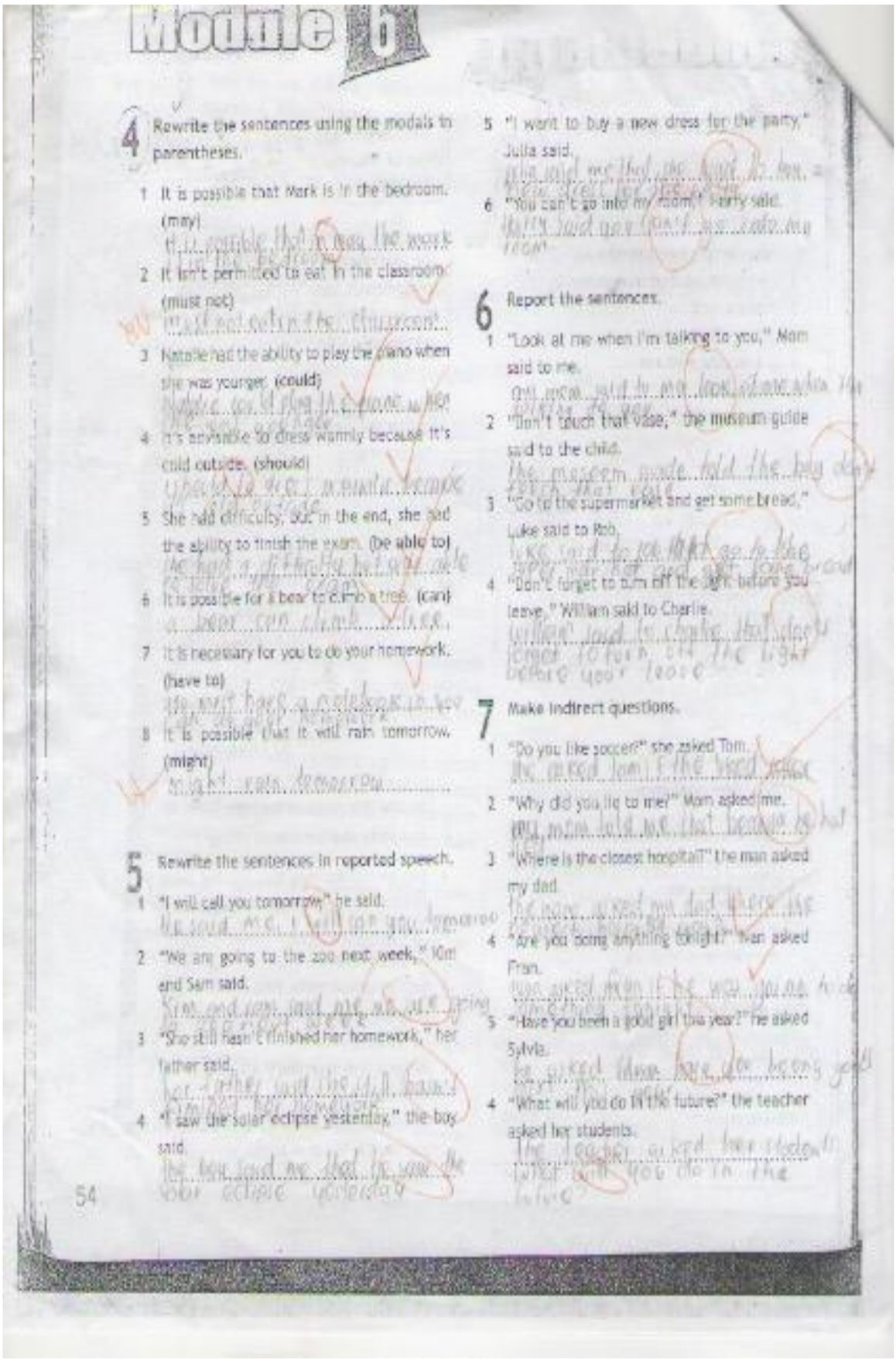

Module 6

4 Rewrite the sentences using the modals in parentheses.

1 It is possible that Mark is in the bedroom. (may)

2 It isn't permitted to eat in the classroom. (must not)

3 Natalie had the ability to play the piano when she was younger. (could)

4 It's advisable to dress warmly because it's cold outside. (should)

5 She had difficulty, but in the end, she had the ability to finish the exam. (be able to)

6 It is possible for a bear to climb a tree. (can)

7 It is necessary for you to do your homework. (have to)

8 It is possible that it will rain tomorrow. (might)

5 Rewrite the sentences in reported speech.

1 "I will call you tomorrow," he said.

2 "We are going to the zoo next week," Kim and Sam said.

3 "She still hasn't finished her homework," her father said.

4 "I saw the solar eclipse yesterday," the boy said.

5 "I want to buy a new dress for the party," Julia said.

6 "You can't go into my room," Harry said.

6 Report the sentences.

1 "Look at me when I'm talking to you," Mom said to me.

2 "Don't touch that vase," the museum guide said to the child.

3 "Go to the supermarket and get some bread," Luke said to Rob.

4 "Don't forget to turn off the light before you leave," William said to Charlie.

7 Make indirect questions.

1 "Do you like soccer?" she asked Tom.

2 "Why did you lie to me?" Mom asked me.

3 "Where is the closest hospital?" the man asked my dad.

4 "Are you doing anything tonight?" Ivan asked Fran.

5 "Have you been a good girl this year?" he asked Sylvia.

4 "What will you do in the future?" the teacher asked her students.

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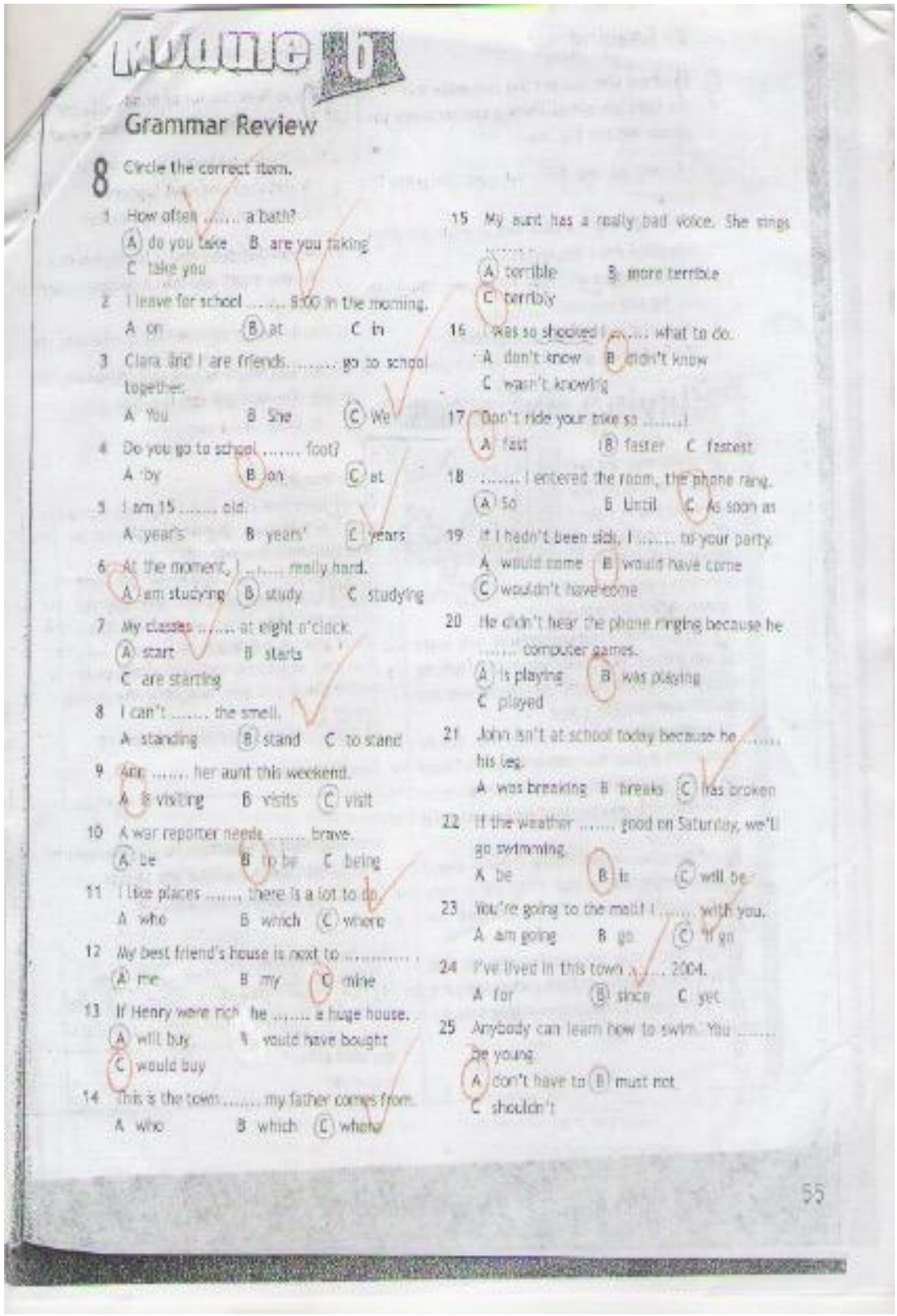


Grammar Review

8 Circle the correct item.

1 How often ..... a bath?
(A) do you take B are you taking
C take you

2 I leave for school ..... 8:00 in the morning.
A on (B) at C in

3 Clara and I are friends. ..... go to school together.
A You B She (C) We

4 Do you go to school ..... foot?
A by (B) on C at

5 I am 15 ..... old.
A year's B years' (C) years

6 At the moment, I ..... really hard.
(A) am studying (B) study C studying

7 My classes ..... at eight o'clock.
(A) start B starts
C are starting

8 I can't ..... the smell.
A standing (B) stand C to stand

9 Ann ..... her aunt this weekend.
A is visiting B visits (C) visit

10 A war reporter needs ..... brave.
(A) be B to be C being

11 I like places ..... there is a lot to do.
A who B which (C) where

12 My best friend's house is next to .....
(A) me B my C mine

13 If Henry were rich he ..... a huge house.
(A) will buy B would have bought
C would buy

14 This is the town ..... my father comes from.
A who B which (C) where

15 My aunt has a really bad voice. She sings .....
(A) terrible B more terrible
C terribly

16 I was so shocked I ..... what to do.
A don't know (B) didn't know
C wasn't knowing

17 Don't ride your bike so .....!
A fast (B) faster C fastest

18 ..... I entered the room, the phone rang.
(A) As B Until C As soon as

19 If I hadn't been sick, I ..... to your party.
A would come (B) would have come
(C) wouldn't have come

20 He didn't hear the phone ringing because he ..... computer games.
(A) is playing (B) was playing
C played

21 John isn't at school today because he ..... his leg.
A was breaking B breaks (C) has broken

22 If the weather ..... good on Saturday, we'll go swimming.
A be (B) is (C) will be

23 You're going to the mall? I ..... with you.
A am going B go (C) 'll go

24 I've lived in this town ..... 2004.
A for (B) since C yet

25 Anybody can learn how to swim. You ..... be young.
(A) don't have to (B) must not
C shouldn't

55

Reading

9 Read the text and put the sentences in the right place. There's one sentence you do not need to use.

1 Helmets are the most common protective gear.
2 A light jog is a good way to warm up, and it only takes a few minutes.
3 If you respect your fellow players, fewer injuries will happen.
4 This is not something to worry about.
5 First of all, you should use protective gear.

Playing Safe

Have you ever sprained your wrist or twisted your ankle while playing a sport? Well, every teenager has suffered some type of sports injury at one time or another. [A] [5] There are ways to protect yourself.

[B] [1] Helmets, knee pads, gloves, and boots can all protect your body parts from getting injured while you're playing football, hockey, and baseball, just to name a few!

Secondly, be sure to warm up well before practice and games. Warming-up helps the blood flow to the working muscles, making them more flexible and reducing the risk of strain and pulled muscles. [C] [5]

Know the rules of the game and follow them. For example, in soccer you can't come from behind, crash into a player's legs, and steal the ball. [D] [3]

Finally, don't play when you're injured. You definitely want to get right back in the game, but if your injury hasn't healed completely, it might lead to something worse.

Writing

10 a) Read the letter of advice below and choose the correct sentence for each gap.

1 a That's the best thing you can do.
b Let me know what happens.
c It seems that you're exhausted.

2 a Another good idea is to see a doctor.
b Why don't you take a couple of days off training?
c I hope everything turns out for the best.

3 a This way, you'll be able to make it.
b I'm sorry you feel that way.
c I hope my advice helps.

Dear Susan,

[1] [C] Here are a few things you can try in order to feel better and be able to play in the tennis tournament.

First of all, I think you should get some rest.

[2] [C] This way, you'll give yourself the chance to relax. You should also think about your eating habits. If you eat more fruit and vegetables and drink plenty of water, you'll give your body the energy it needs.

[3] [C] Good luck in the tournament!

Teen Magazine

b) What do you think Susan's problem is? Write the short letter she sent to the Teen Magazine problem page.

Dear Teen Magazine,

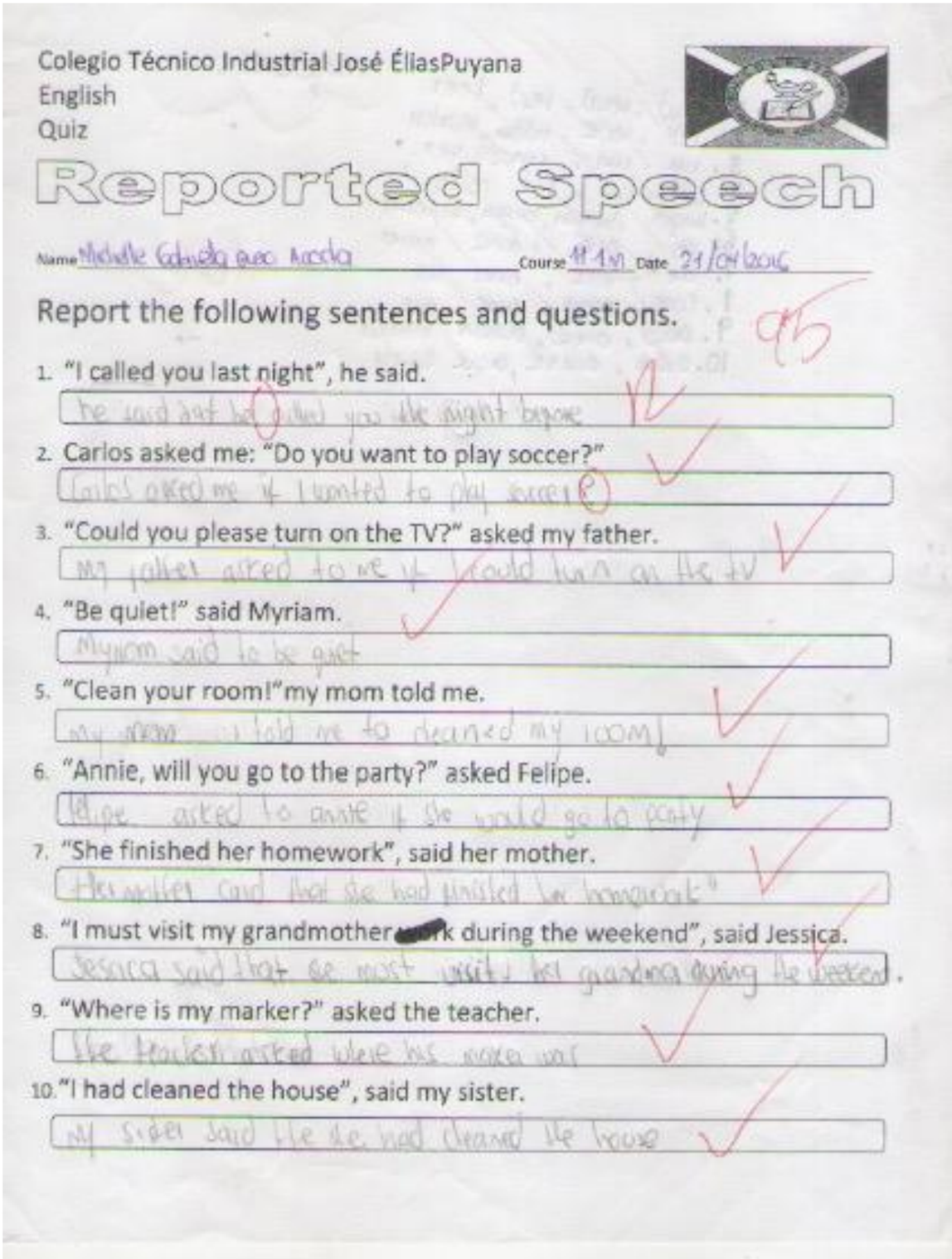
I [illegible] problem with the [illegible] tournament. I have no idea what do to play with [illegible] and [illegible].

Any advice?

Susan

Annexe 4.

Quiz about reported speech



Colegio Técnico Industrial José ÉliasPuyana
English
Quiz

Reported Speech

Name Michelle Gabriela Quec Acoda Course 11 1M Date 21/04/2016

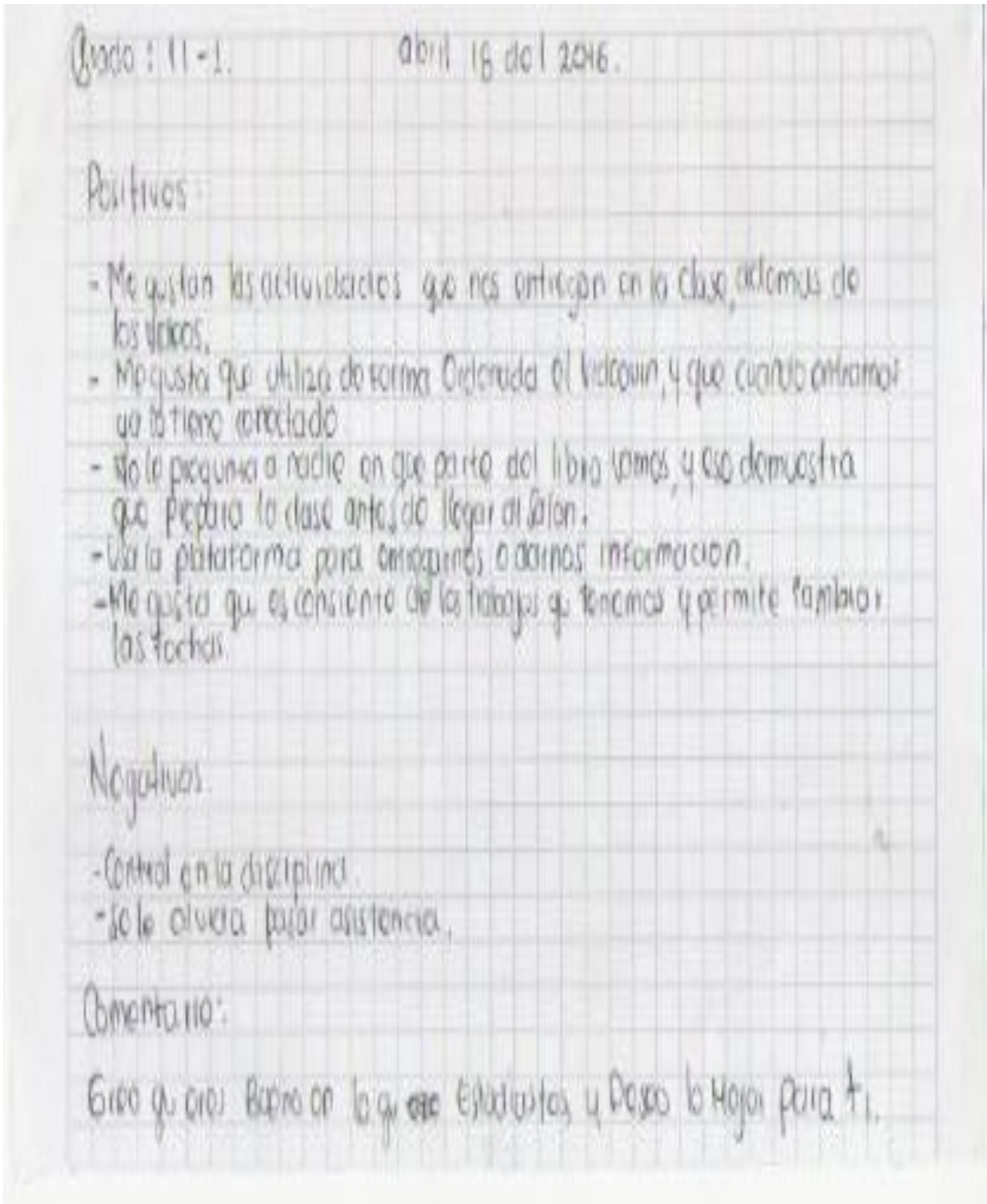
Report the following sentences and questions.

95

1. "I called you last night", he said.
   he said that he called you the night before
2. Carlos asked me: "Do you want to play soccer?"
   Carlos asked me if I wanted to play soccer
3. "Could you please turn on the TV?" asked my father.
   my father asked to me if I could turn on the tv
4. "Be quiet!" said Myriam.
   Myriam said to be quiet
5. "Clean your room!"my mom told me.
   my mom told me to cleaned my room
6. "Annie, will you go to the party?" asked Felipe.
   Felipe asked to annie if she would go to party
7. "She finished her homework", said her mother.
   Her mother said that she had finished her homework
8. "I must visit my grandmother [redacted]k during the weekend", said Jessica.
   Jessica said that she must visit her grandma during the weekend.
9. "Where is my marker?" asked the teacher.
   the teacher asked where his marker was
10. "I had cleaned the house", said my sister.
    my sister said the she had cleaned the house

Annexe 5.

Pre-service teacher's assessment by the students.



Grado: 11-1. abril 18 del 2016.

Positivos:

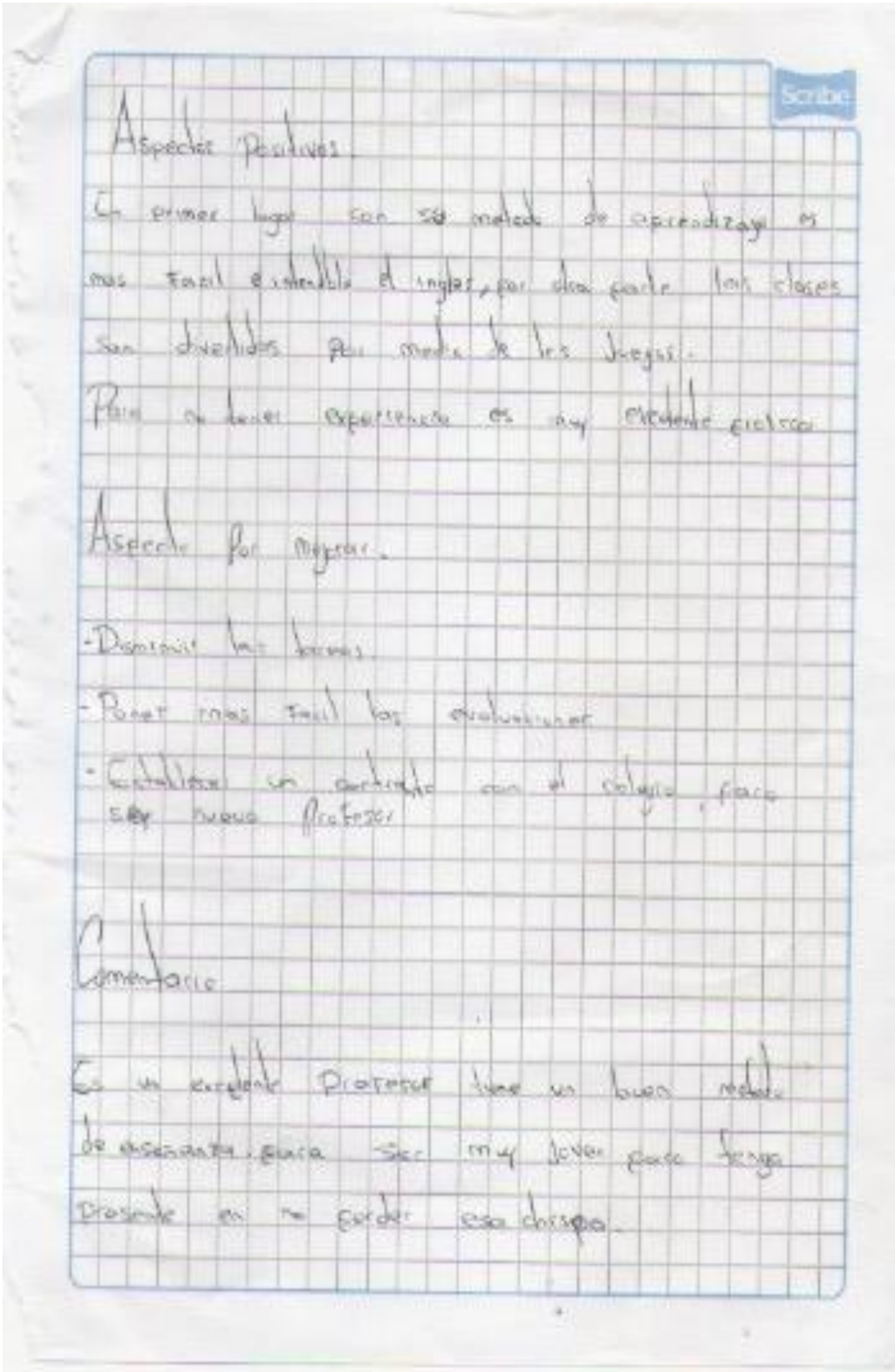
- Me gustan las actividades que nos entregan en la clase, además de los videos.
- Me gusta que utiliza de forma Ordenada el Videovin, y que cuando entramos ya lo tiene conectado
- No le pregunta a nadie en que parte del libro vamos, y eso demuestra que prepara la clase antes de llegar al Salon.
- Usa la plataforma para entregarnos o darnos informacion.
- Me gusta que es consiente de los trabajos que tenemos y permite cambiar las fechas.

Negativos.

- Control en la disciplina.
- Se le olvida pasar asistencia.

Comentario:

Creo que eres Bueno en lo que eres Estudiantes y Deseo lo Mejor para ti.



Aspectos Positivos.

En primer lugar son su metodo de aprendizaje es mas facil e intendible el ingles, por otra parte las clases son divertidas por medio de los juegos.

Para no tener experiencia es muy excelente profesor

Aspecto por mejorar.

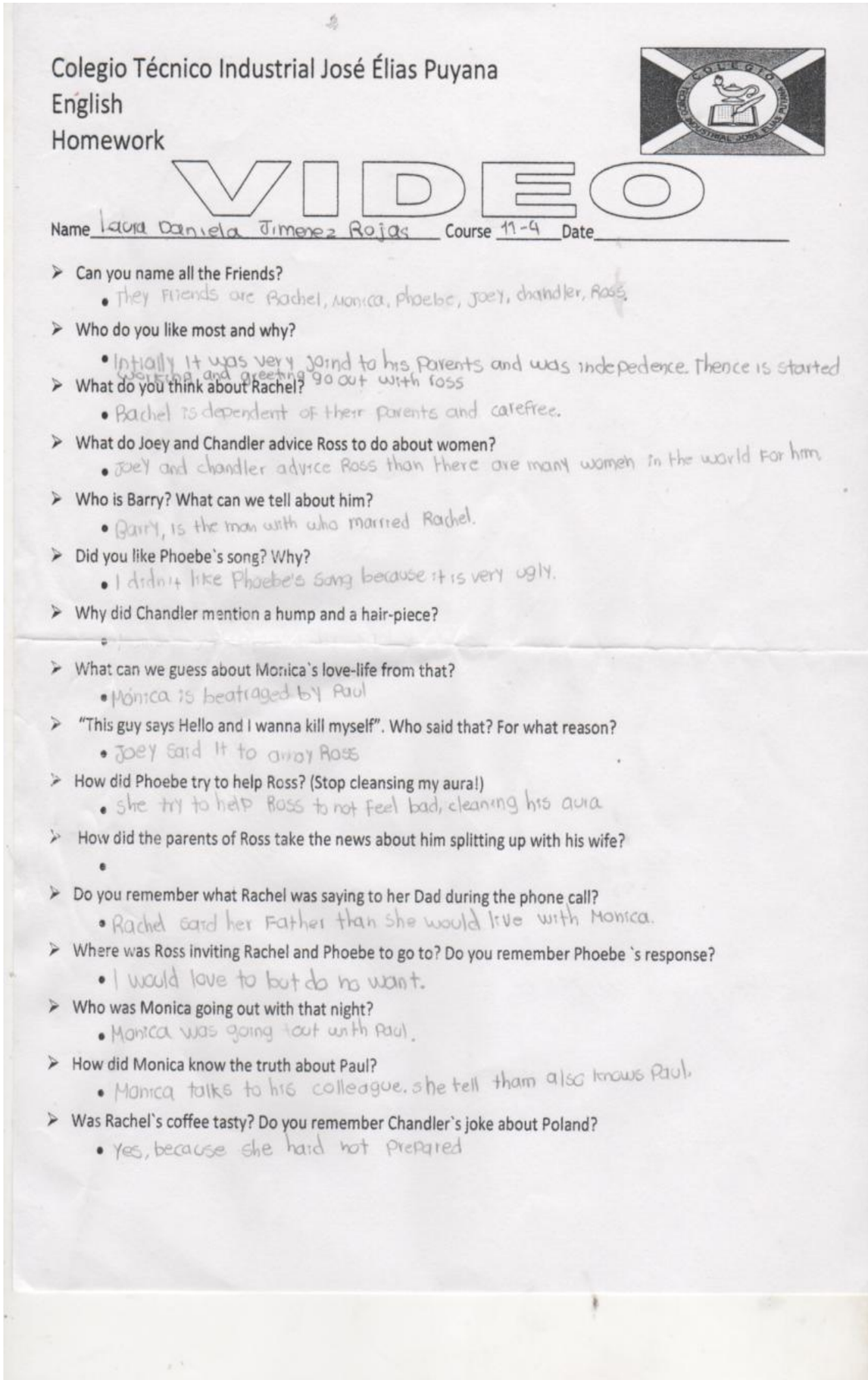
- Disminuir las tareas.
- Poner mas facil las evaluaciones
- Establecer un contrato con el colegio para ser nuevo profesor

Comentario

Es un excelente profesor tiene un buen metodo de enseñanza, para ser muy joven para tenga presente en no perder esa chispa.

Annexe 6.

Worksheet for an AOSV speaking activity.



Colegio Técnico Industrial José Élias Puyana
English
Homework

VIDEO

Name Laura Daniela Jimenez Rojas Course 11-4 Date

- Can you name all the Friends?
  - They Friends are Rachel, Monica, Phoebe, Joey, Chandler, Ross.
- Who do you like most and why?
  - Initially it was very joind to his Parents and was indepedence. Thence is started working, and greeting go out with Ross
- What do you think about Rachel?
  - Rachel is dependent of their parents and carefree.
- What do Joey and Chandler advice Ross to do about women?
  - Joey and Chandler advice Ross than there are many women in the world for him
- Who is Barry? What can we tell about him?
  - Barry, is the man with who married Rachel.
- Did you like Phoebe`s song? Why?
  - I didn't like Phoebe's song because it is very ugly.
- Why did Chandler mention a hump and a hair-piece?
  -
- What can we guess about Monica`s love-life from that?
  - Monica is beatraged by Paul
- "This guy says Hello and I wanna kill myself". Who said that? For what reason?
  - Joey said it to away Ross
- How did Phoebe try to help Ross? (Stop cleansing my aura!)
  - she try to help Ross to not feel bad, cleaning his aura
- How did the parents of Ross take the news about him splitting up with his wife?
  -
- Do you remember what Rachel was saying to her Dad during the phone call?
  - Rachel said her Father than she would live with Monica.
- Where was Ross inviting Rachel and Phoebe to go to? Do you remember Phoebe `s response?
  - I would love to but do no want.
- Who was Monica going out with that night?
  - Monica was going out with Paul.
- How did Monica know the truth about Paul?
  - Monica talks to his colleague. she tell tham also knows Paul.
- Was Rachel`s coffee tasty? Do you remember Chandler`s joke about Poland?
  - Yes, because she haid not prepared

Annexe 7.

1st recording of a lesson.

Annexe 8.

2nd recording of a lesson.

Annexe 9.

Reflective journal entries.

Annexe 10.

Self-observation grids.

Annexe 11.

Reflective thinking workshops.

Annexe 12.

Register of a lesson.

Annexe 13.

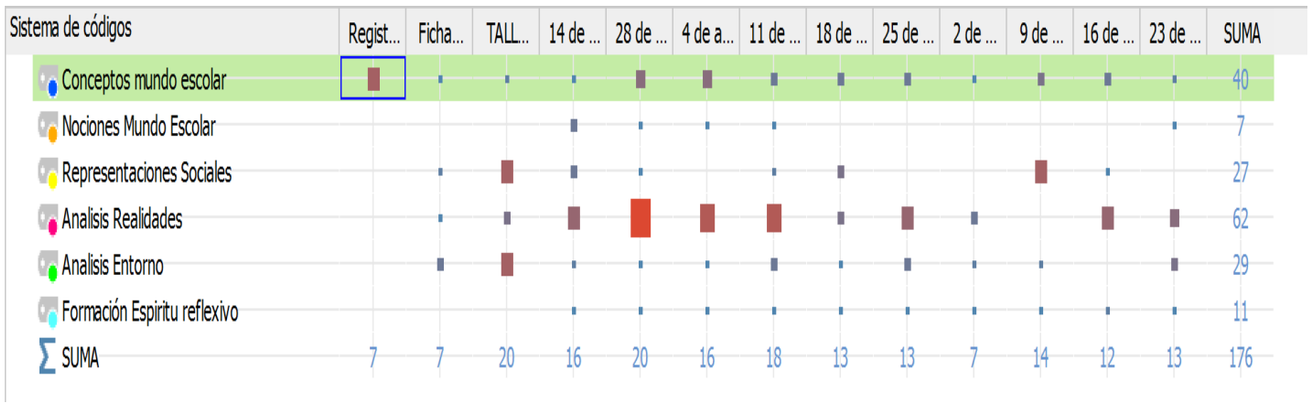
MAXQDA Data Analysis.

Annexe 14.

Semantic Relationships.

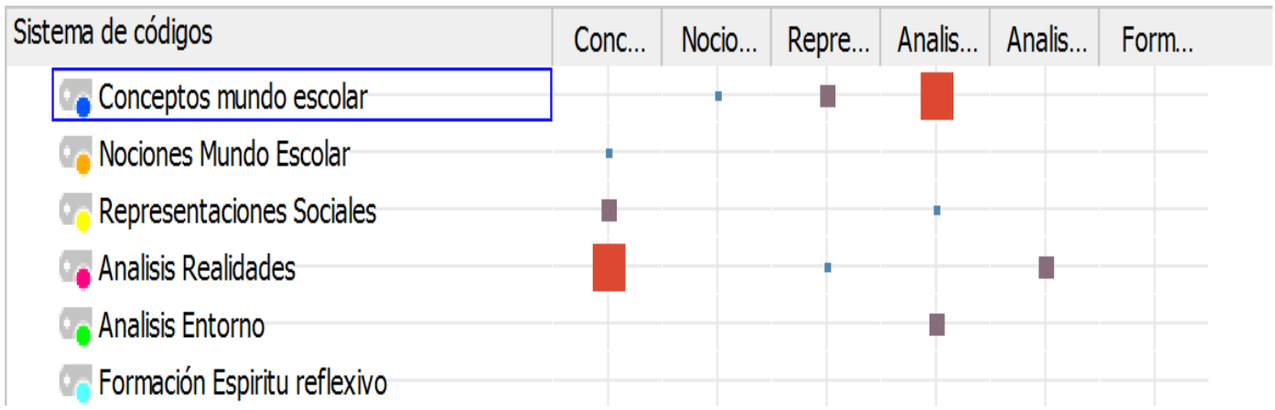
Annexe 15.

Codes Matrix.



Annexe 16.

Codes Relationships.



Annexe 17.

Plannings for 3rd grade.

Annexe 18.

3rd grader's farewell letters.