

**TASK-BASED LEARNING: AN ACTION RESEARCH TO ENHANCE ITASFA
HIGH SCHOOL STUDENTS' READING COMPREHENSION**

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Acceptance note

Practicum committee signature

Cooperative teacher signature

Mentor signature

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General Presentation

Task-Based Learning to Enhance Reading Comprehension at Instituto Técnico Arquidiocesano San Francisco de Asís

Introduction

Colombia is a country with a developing economy that exports not only crude petroleum, coffee and cut flowers but it has the capacity to put Colombians in competition in the international trade world, mainly thanks to their inherent talents, qualities and creativity enabling them with the enough potential to get Colombian economy into a higher position, increasing the national PIB and improving, as consequence, its citizens quality of life.

At this point, learning the language of business, and the most spoken worldwide, will enable Colombians to fairly compete in a globalized society. Thus, studying English becomes a great challenge to be accomplished by everyone involved in working and educational life in which these days, children have more opportunities to succeed in learning English simply due to the tools, programs, facilities and benefits offered by the Bilingualism National Program (2006) encouraged and economically sponsored by the Colombian Education Ministry.

In this Bilingualism National Program, some linguistic standards have been established in order to set a clear objective to reach in each grade of primary and secondary school. These standards are known as “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” (2006) that aim to develop proficiency in the four communicative competences: reading, listening, speaking and writing. Having as main purpose of contributing Colombian citizens to be able to communicate in English under international standards and, at the same time, face what this globalized world demands.

The former Colombian Education minister, Cecilia María Vélez (2006) stated:

“Being proficient in English not only facilitates the access to new professional opportunities that can improve life quality but it is also essential in a globalized world that demands being able to better communicate, expand horizons, understand other contexts, be understood and play a decisive role in the

development of the country. Being bilingual widens Colombians' opportunities to be more competent and competitive.”

It was also highlighted that having Colombians who are able to communicate in English under international standards is not a dream anymore, it is a reality that only can be reached with the constant contribution of English teachers who are convince and able to encourage students to communicate in this foreign language. Hopefully, there are bachelor degrees in Foreign Languages that are alienated with what Ministry of Education proposes through the Bilingualism National Program, committed to the comprehensive formation of competent, reflexive and ideal research teachers in foreign languages teaching and learning field in a local and globalized context.

Especially, the Foreign Languages Program belonging to the University of Pamplona, whose pre-service teachers, according to the agreement No. 032 of July 19th of 2004, carry out their professional practicum in a high school of the city, developing and fostering their competences, abilities, skills and visions with the purpose of allowing them to be actively linked to the Institution where their practicum is carried out throughout curricular, administrative and research activities allocated in their Practicum proposal.

To start this journey, it is suitable for students to develop their understanding of the target language through the implementation of a methodology known as tasked based learning that can allow them to recognize general and specific information in written texts on familiar topics. In this regard, this practicum proposal aims to adopt tasked based learning approach to enhance reading comprehension of tenth graders belonging to the public school “Instituto Técnico Arquidiocesano San Francisco de Asís (ITASFA)”.

Justification

In accordance to the benefits of having access to better job offers, contributing to the country development and improving life quality, as a result of being able to communicate in English, under international standards, is the main objective of the Bilingualism National Program that can provide to Colombians with opportunities to become more competitive and competent in their professional fields.

To reach this goal proposed by the Ministry of Education, it is mandatory to start from education, the central axis of development. This must be done one step at a time beginning with primary school and emphasizing in secondary school students who have wider understanding of the target language than their fellow peers of lower grades.

Although it was observed that students of ITASFA secondary school did not behave properly in English classes, especially those in tenth grade who misbehaved constantly in class, having as result a poor level of proficiency in the foreign language, mostly in the oral comprehension.

Nevertheless, these students had a total different performance when facing a written text whose comprehension was facilitated thanks to the individual effort each student showed. This activity not only kept students engaged working in silence but in one moment of the class, the interaction between them was encouraged to compare answers and to really understand what was happening in the reading.

For this reason, this proposal of aims to adopt Tasked Based Learning, one of the most innovative and complete foreign language teaching approaches according to CEFR, in ITASFA high school to enhance tenth graders' reading comprehension having always in mind Joseph Addison's quote "Reading is to the mind what exercise is to the body" mainly because when one does not work out his brain, he or she would never know how reading can impact in their personal and academic life.

General Objective

To enhance ITASFA high school students' reading comprehension through the implementation of Task-Based Learning.

Specific Objectives

- ✓ To foster awareness in students of how fundamental learning English has become in a globalized world.
- ✓ To determine students' interest regarding the implementation TBL method in English class.
- ✓ To relate the grammatical and lexical knowledge in favor of reading comprehension in foreign language.

Institutional Observation

Topographical Location of the School.

The Instituto Técnico Arquidiocesano San Francisco de Asís (ITASFA), Jose Antonio Galán headquarter, is one of the most representative public schools in Pamplona available for students with special educational needs or under vulnerable conditions receive the basic human right to education, including them in its facilities (Appendix 1).

This headquarter is exactly located at Carrera 6 No. 1b-61 in the Humilladero neighborhood in Pamplona. This high school is known for offering education in kinder garden, primary and secondary school with a class schedule from 7 am until 1 pm. Tenth and eleventh graders receive technical formation during the afternoon in areas such as accounting and financial management; and multimedia design.



Educative Authorities

This public institution is under the direction of Bernardo Wilches Gelves graduated from the University of Pamplona, and who has been its principal head for over 14 years. Additionally, there are two main school coordinators in the academic and disciplinary field, the first one is Mario Armando Castellanos Davila who is in charge of coordinating from sixth to eighth grade and the second one is Olga Barajas who coordinates from ninth to eleventh grade. Both coordinators take their role seriously contributing to keep order at school through emphasizing in proper discipline, good behavior and a better organization of students inside and mainly, outside the classrooms where they may be in jeopardy.

Proyecto Educativo Institucional (PEI)

Briefly, regarding the ITASFA high school mission “To provide spaces of educational formation that guarantee students with life lessons and experiences as reliable labor alternatives to the solution of their economic problems. To this effect, the institute will promote projects aimed at strengthening human talent, community involvement, and inclusion of all its members without any type of discrimination.”

Additionally, ITASFA vision looks forward to gaining spaces for recognition at a local, regional and national level throughout demonstrating competitiveness in social, cultural, sportive and academic aspects at the end of 2020.

On the other hand, the institution is permanently engaged in constructing proposals of cohabitation and curriculum that guarantee opportunities to compete with quality. For this reason, the institution is compromised to configure its proposal of educational project known for its acronym PEI (Proyecto Educativo Institucional) in which every member of ITASFA family is involved in its discussion, agreement and application.

In addition, the Institution is represented by two colors in its flag (Appendix 2). White, a representation of peace and brown a symbol of humbleness and spirit of service alike Francisco de Asís was in his time, a vivid example to ITASFA students who are called to develop values such as solidarity, creativity, inclusion and leadership.

In this sense and regarding the increasing number of students in vulnerable conditions and with Educational Needs (cognitive, physical or sensorial), the ITASFA institution has the obligation of guaranteeing adequate spaces to include students with the right of being respected and receiving attention without distinction of any kind, such as race, color, sex, language, religion, national or social origin, economical condition or other status. Besides inclusion of students with limitations or special conditions, the institution seeks to contribute in students’ educational formation to help them become a transforming agent in their environment relying on organizational and community criteria, with a sense of estimation, conservation and love for nature.

Rulebook

According to article 87 of 115 law of 1994 and registered under institutional code A2M1V6, the rulebook of the “Instituto Técnico Arquidiocesano San Francisco de Asís” is defined as a collective agreement in which the rights, compromises and responsibilities of each member of the school community are expressed. This implies it is specified the role of coordinators, administrative staff, teachers, students and parents in the institution. The main objective of the rulebook in ITASFA context is to create favorable environments to promote the full development of students’ personality based on the principals of reciprocal respect, freedom, democracy, equality and fairness.

As well, the educational Institution is open to the entire community of the city without distinction of any kind, such as race, color, sex, language, religion, national or social origin, economical condition, in vulnerable situations or with educational needs; and expresses its institutional compromise of continuing working under a frame of inclusion.

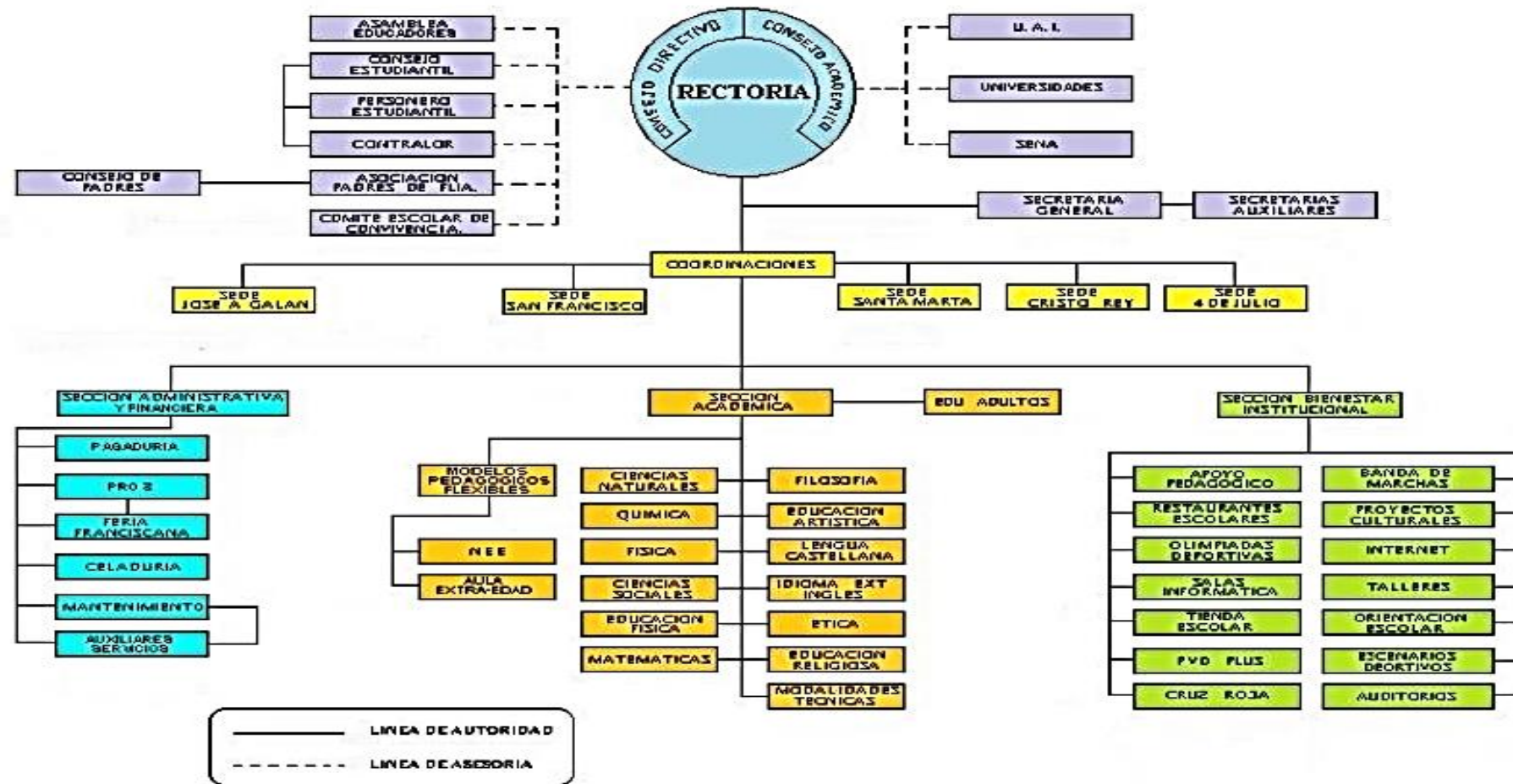
Physical Distribution

The institution counts with a variety of physical spaces where students can attend classes without having any inconvenience that may be generated in adverse inclement weather conditions. Its structure is composed mainly by three blocks (Appendix 3). In one block, primary school takes place and in the other two blocks, students of secondary school attend classes. In total, there are thirty classrooms divided in three floors where there are rooms especially designed such as a chemistry and two computer laboratories in which computers are available for students have their first contact and take advantage of the most technological devices.

To distinguish primary from secondary school, the institution is divided in two main sectors. There is a block with two floors exclusively for children of primary school. And the rest of the school is available for those students in secondary. For sportive practices, the school counts with two multipurpose courts, one is indoor, for primary, and the other one is outdoor, for secondary students. There are also some open spaces where students play around and share with their classmates. Last but not least, the institution has five offices for its administrative component. The first one is for secretary, another one is for the principal, there are two for the coordinators and the last one is the main office in which important meetings are held.

Institutional Organization

This chart shows how the ITASFA institution is organized and distributed.



Academic Schedule

In this section, the academic Schedule is established for the current year-2017. The main three terms are also specified with their corresponding beginning and ending dates of classes. This academic schedule was approved by the principal head in accordance with the institutional governing board.

ACUERDO 001

10 de enero de 2017.

Por El Cual Se adopta El Calendario Escolar Institucional.

El Consejo Directivo de la Institución Educativa Instituto Técnico Arquidiocesano San Francisco de Asís en uso de sus facultades legales en especial las otorgadas por la Ley 715 de 2001 Decreto 1860 de 1994 y la ley general de educación y

CONSIDERANDO

Que mediante resolución 4444 del 28 de octubre de 2016 la Secretaría De Educación Departamental dictó las normas sobre calendario académico para el año lectivo 2017.

Que el Señor Rector de la institución educativa presentó al Consejo Directivo propuesta de calendario escolar para el año lectivo 2016 conforme a lo previsto en el artículo 5º de la resolución 4444 del 28 de octubre de 2016 expedida por la la Secretaría De Educación Departamental

Que conforme a lo expuesto

ACUERDA

1. DESARROLLO ACADÉMICO DE L@S ESTUDIANTES:

1.1. Primer semestre: del 23 de enero al 16 de junio de 2017.

1.2. Segundo semestre: del 10 de julio al 1º de diciembre de 2017.

2. PERIODOS ACADÉMICOS AÑO LECTIVO 2016:**2.1. PARA LOS GRADOS COMPRENDIDOS ENTRE TRANSICIÓN (0º) Y NOVENO (9º) GRADO:**

Periodo Académico	Semanas	Fecha
Primer Periodo	Catorce (14)	Del 23 de enero del 05 de mayo de 2017
Segundo Periodo	Catorce (14)	Del 8 de mayo al 1º de septiembre de 2017. Se descuentan tres semanas de receso escolar (1 de desarrollo institucional y 2 de vacaciones del personal directivo y docente)
Tercer Periodo	Doce (12)	Del 4 de septiembre al 1º de diciembre de 2017 – se descuenta una semana de desarrollo institucional

2.2. PARA EL NIVEL DE MEDIA TÉCNICA (GRADOS 10º Y 11º):


Periodo Académico	Semanas	Fecha
Primer Periodo	Diez y Seis (16)	Del 23 de enero al 19 de mayo de 2017 – Se descuenta receso institucional de semana santa
Segundo Periodo	Diez y seis (16)	Del 16 de mayo al 29 de septiembre de 2017. Se descuentan tres semanas de receso escolar (1 de desarrollo institucional y 2 de vacaciones del personal directivo y docente)
Tercer Periodo	Ocho (8)	Del 2 de octubre al 1º de diciembre de 2017 – se descuenta una semana de desarrollo institucional

Schedule of English Classes

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00		10C		9A	10 A
7:55		10 B		9A	10 A
8:50		10 B			
9:45	Surveillance / Break				
10:15		10A	9 A	10 C	
11:10				10 C	
12:05			10 B		

Pedagogical Aspects Observed

The following template was implemented during the observation week.



PRÁCTICA INTEGRAL DOCENTE
DEPARTAMENTO DE LENGUAS Y COMUNICACION
UNIVERSIDAD DE PAMPLONA

OBSERVACIÓN DE CLASE

Profesor: _____ Fecha: _____ Observadores: _____ Hora: _____

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

El profesor...		N	AV	CS	S
1	Sigue el plan de clase				
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase				
3	Privilegia la interacción de las competencias comunicativas				
4	Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				
5	Utiliza variedad de material didáctico				
6	Emplea material auténtico				
7	Tiene en cuenta los diferentes estilos de aprendizaje				
8	Centra el desarrollo de la clase en sí mismo				
9	Centra el desarrollo de la clase en los estudiantes				
Comentarios					
INTERACCIÓN					
El profesor ...		N	AV	CS	S
1	Facilita la participación de los estudiantes				
2	Da instrucciones precisas a los estudiantes				
3	Da tiempo suficiente a los estudiantes para que respondan				
4	Propicia actividades que involucran el trabajo en grupo				
5	Orienta el trabajo de los estudiantes (individual y grupal)				
6	Corrige los errores de los estudiantes				
7	Refuerza continuamente el aprendizaje de los estudiantes				
8	Circula por el aula atendiendo las necesidades de los estudiantes				
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				

During a week of observations in tenth grades of ITASFA, it was noticed most of the students misbehaved repeatedly, even, to the point of stopping the class not once, not twice but more than three times in a row. This was an evident impediment in the ordinary flow of classes, students' misbehavior not only had a negative impact in the normal development of English classes but this had a collateral impact that was notorious for their lack of oral understanding of simple commands and phrases in the target language.

However, in the observations carried out I paid special attention to a reading activity which was understood with ease by students who stayed quite while they were trying to grasp meaning of the reading to give answer to a questionnaire. Likewise, they tried to interact with their peers asking each other for unknown vocabulary or questions related to the main idea of the reading or in some cases for specifics details.

Pedagogical Component

Introduction

English has become one of the most essential languages around the world thanks to the opportunities it can generate such as having a better job, studying abroad, and discovering new cultures, people and traditions. This makes a citizen think outside his current social circle, even he can expand his frontiers approaching to foreign cultures that can enable him to think and comprehend the world from two different perspectives due to bilingual people are constantly activating both languages in their brain, affirmed Viorica Marian (2012), a linguistic psychologist at Northwestern University, this makes them choose which to use and which to ignore. The fact of understanding the reasons behind an entire population's behavior allows the learner to be part of it, even, if he has never traveled there.

De facto, it is not necessary in today's society because the development of new technologies is continually expanding worldwide that a simple dialogue between someone in United States and a person in Batswana, that means thousands of miles of distance, is already possible, in high quality and the most relevant under synchronic connection allowing us to communicate with others in real time. But before trying to establish an oral or written conversation with an English speaker, it would be advisable to start this journey understanding what they say, but mostly what they write.

Justification

“ Learning a foreign language is not only learning different words for the same things, but learning another way to think about things” – Flora Lewis

Learning English as a foreign language is not about memorizing isolated words or phrases ignoring the potential this process may generate in a learners' cognitive process. Besides, most of us know or have an idea of the benefits that a foreign language can bring with itself. Learning a foreign language always demands to develop its four skills divided in comprehension and production. There is an order to develop them and it is mandatory to work on reading and listening first and then, on speaking and writing. As we have already noticed reading is practically considered the starting point when learning English as a foreign language.

Reading plays such fundamental role in the construction of meaning in target language that if it is not properly carried out, it can generate future difficulties in both understanding and producing in English. This may happen because the learner does not pass through the process of inquiry and comparison between his native language and the language he learns, having as result, an interference of Spanish in the understanding of English. Contrary to the case of a learner who invests some of his time trying to figure out the similarities and differences between these two languages. Developing the reading skill is the most suitable to accomplish this goal, simply because when reading we are within a process of constant reasoning and inquiry that allows us to expand understanding and even helps us to develop our thinking in the foreign language, in other words, we arrive to the point of thinking in English.

General question

How the implementation of Task-Based Learning enhance ITASFA high school students' reading comprehension?

Specific questions

How may reading comprehension be promoted in foreign language learning?

How might short readings improve students' reading comprehension?

How may students' interest be regarding the implementation TBL method in English class?

General Objective

- To enhance ITASFA high school students' reading comprehension through the implementation of Task-Based Learning.

Specific Objectives

- To foster reading comprehension in foreign language through the correlation of the grammatical and lexical knowledge.
- To improve students' reading comprehension through activities based on short readings.
- To determine students' interest regarding the implementation TBL method in English class.

Theoretical Framework

To have a better understanding of this pedagogical component, it is mandatory to specify theories and definitions considered as key concepts that enlighten and expand what it is intended to work with through this practicum proposal.

Action-Oriented Approach

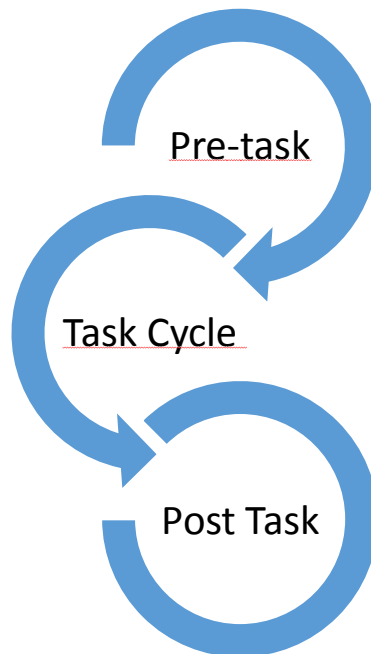
Based on the Common European Framework of Reference for Languages (2001), this approach “ [...] views users and learners of a language as ‘social agents’, who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, [...] While acts of speech occur within language activities performed by one or more individuals strategically using their own specific competences to achieve a given result in a wider social context giving them their full meaning.”

Task-Based Learning

After Willis (1996), the main purpose of this approach is to co-construct sense emphasizing on the interaction of all members of a group. It makes essential part of the action-oriented approach thanks to the utility when doing a foreign language class and develop students’ abilities. In other words, this TBL approach allows foreign language learners to have an active role in their own construction of knowledge through peer interaction in a completion of a proposed task.

Based on the book “A Framework for Task-Based” of Willis (1996), learners use foreign language to accomplish altogether a task that has a specific objective within it. The principal objective of this approach is to create in students the need of using target language in the classroom in the same way as their native language is used in their daily routine.

The lessons found on Task-based learning follows the structure proposed by Willis and Willis (1996)



During the first stage, Pre-task, an introduction to topic and task is given through the implementation of a warm up activity. Afterwards, the Task Cycle takes place and is divided in three parts: preliminary organization, task execution and report. Thus, learners are organized to execute the task in group or individually, then, they asked remember their performance through an oral report. Finally, in the language focus stage, teacher gives feedback based on students' performance highlighting specific linguistic traits while they were developing the task.

Task

This has always been confused with exercise or activity when being defined but a task has a couple of characteristics that make it more complex than them. Following the definition of CEFR (2001) a task is “any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, or an objective to be achieved. This definition would cover a wide range of actions in which the four skills can be involved consciously or unconsciously such as writing a book, ordering a meal in a restaurant or reading and translating a foreign language text.” Breen (1987) assumed task as “a range of work plans which facilitates language learning--from the simple and brief exercise type, to more complex and lengthy activities such as simulations and decision making." However, Nunan (1989) summed up what task means in learning a foreign language "[...] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.”

Reading Comprehension

When defining reading there will be always a difference in its definition but based on the educational website Foreign Language Teaching Methods, there are three main aspects to define what learning to read is. In the first, reading is a process to be undertaken reducing the uncertainty of meanings a text may generate. Second, it is indeed a negotiation of meaning between the reader and the text. Third, the process of uncovering textual meaning in which a reader plays the role of negotiating meaning with the text throughout knowledge, expectations, and strategies the reader may use. Tomkins (2011) reinforced this idea stating that reading comprehension is the understanding of a text or message result of the interaction between the words that are written, and how they trigger knowledge outside. It is also important to clarify the main goal in reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words. In this sense, after understanding what is written in a text, readers are able to develop mental models and representations of meaning of ideas within the text.

Previous Studies

Rivers (1981) was one of the first who especially emphasized in the importance of developing reading comprehension as the primary and main stage when learning a foreign language. The author stated there was a dichotomy between theory and practice for, in his own words, "Foreign language teachers are sometimes accused of wishing to produce fluent chatterboxes who can speak the new language but have nothing worthwhile to say because they have never been given the opportunity to share the thinking of the great minds of another culture and so to widen the horizons of their knowledge and understanding" With this in mind, Rivers acknowledged the vitality of reading in a target language learning process which becomes easier when learners have something worthwhile to say simply because they understand it. In the same way, Nahavandi & Mukundan (2012) complemented Rivers' idea highlighting how relevant reading has become in any language class because it was not considered any more as a source of information or a pleasurable activity but it had characteristics that consolidate and extend learners' knowledge through an interactive process-oriented methodology between the reader and writer.

Additionally, a suitable teaching method should be implemented to enhance reading comprehension. Among the variety of foreign language teaching methods and approaches, there is a reliable and effective approach which is becoming more implemented in this field. Task-based learning approach has been implemented in many studies whose main objective is to enhance one of the communicative skills of comprehension or production. This approach has been carried out in a variety of contexts such the study done by Tilfarlioglu and Basaran (2007) which complements highlighting how task-based writing activities had a positive impact upon reading comprehension in English as a foreign language. Kalanzadeh, Gh-A., et al (2014) followed the same TBL methodology with the only exception of aiming at examining how matching, form-filling and labeling (specific types of tasks) influence on reading ability in students of English as a foreign language. Data was collected through quasi-experimental study included two reading tests and a test of language proficiency. As a result of the application of these tasks, the reading comprehension of the participants improved notoriously.

On the other hand, a study that supports and shows the effectiveness of TBL approach in promoting reading comprehension is Nahavandi & Mukundan (2013), being aimed at Iranian Elementary EFL learners in Tabriz Azad University, their study not only proved the positive impact in participants' written understanding but it also made contributions relating to teacher's and learner's roles. The former leaves apart his authoritarian and knowledge provider function for one in which he becomes an authoritative facilitator of students' learning; and learners become more independent and responsible for their own learning process, this provides, at the same time, chances for pair or group work creating an atmosphere of real engagement on their part.

Pedagogical Methodology

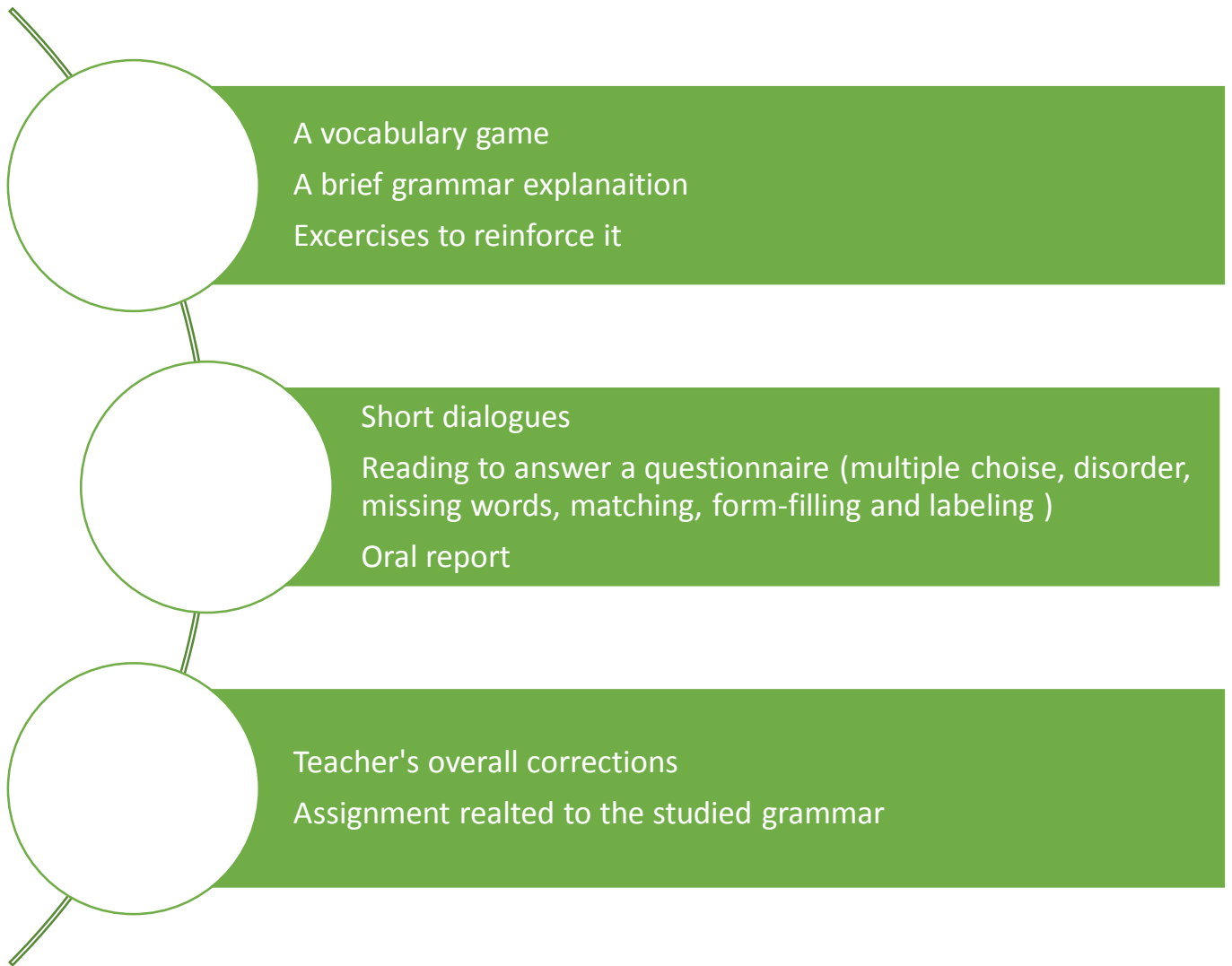
Following the Task-Based Learning structure proposed by Willis and Willis (1996), ITASFA English lessons will suffer a variation in their methodology, as it is explained as follows:

During the first stage, Pre-task, it has been adopted that an introduction to topic and task is given through the implementation of a warm up activity based on a vocabulary game. In the same stage, it is mandatory to give a brief grammar explanation that is practiced by the students through exercises.

Subsequently, the Task Cycle starts with a short dialogue to work on pronunciation and prosecute with the task which is executed in form of a reading in which students are asked to answer a questionnaire according to what they read, this questionnaire may be in different presentations such as multiple choice, missing words, matching, form-filling or labeling. After students are asked to report how their performance is and how they feel about it looking for students' own ideas to improve as group.

In the final stage, the teacher gives an overall correction of random mistakes observed during the lesson. Besides, the teacher provides his students with feedback based on their performance and encourage them to do their best in the next class giving them an assignment related to what was seen in the lesson.

Task-Based Learning Methodology Adopted for ITASFA English Lessons



Reading Strategies

In Cameron's study (2000) some strategies to read in foreign language are proposed to guide learners in this process of understanding. These strategies will be adapted primarily from the two following types: pre-reading and while-reading strategies:

Pre-reading strategies

- Read the question.
- Check whether you have to write your answer, and in what form (a name, a number, a tick or across, a phrase, circle the correct answer,...).
- Predict the content of what you will hear.
- Translate any pictures into words to anticipate hearing them in the reading passage.
- Predict possible answers to the questions to prepare yourself to hear the answers.
- Anticipate synonyms and ideas expressed in different words.
- Concentrate!

While-reading strategies

- Focus on more than one question at a time.
- Do not stop on an answer you do not know: move on.
- Do not worry if you do not understand every word when reading for the overall meaning or gist.

My Own Principles of Teaching

> Group work must be used according to its advantages and adaptation to certain learners, objectives and activities.

>The best decision that a teacher can take is to choose the teaching strategies that are estimated as the most qualified to activate, keep, guide and enrich students' individual learning strategies. (Meaningful learning)

>The teacher must be attentive to students' individual progress and at the same time, to the progression of the students as a group. (strategic investment)

>What must guide the teacher in teaching a foreign language is to foster students' personal construction process of the language by taking the errors made as a base. (Risk-taking)

>It is better to modulate the attention given to the form (linguistic correction) and to the meaning (communication) following the type of objective, homework and students' motivation. In other words, the teacher must correct selectively. (affective support)

Description of the Methodological Principles

Before Class	Beginning of class	Middle of class	End of class	After Class
<p>Planning all related to grammar and vocabulary that will be taught in the next lesson.</p> <p>Designing the necessary material that would be used in the following class.</p>	<p>Starting by sharing an inspirational life quote.</p> <p>Bringing a warm-up activity to break the ice and create a stress-free environment.</p>	<p>Being dynamic, helpful and encouraging will be the base of my teaching creed.</p> <p>Avoiding the class become monotonous by bringing interactive activities that involve students to use the target language with their classmates.</p> <p>Helping the students to solve any doubt related to unknown vocabulary and grammatical structures in FL.</p> <p>Encouraging students to pay attention and do their best when learning.</p>	<p>Reminding students that learning a foreign language is not an easy task but it requires an extra effort to be awarded with the prize of communicate oneself, with a basic level, in FL.</p> <p>Fostering students to work autonomously in their house by looking for words or expressions that call their attention.</p> <p>Giving student manageable activities reinforcing the grammar and vocabulary seen in the lesson.</p>	<p>Making a self-evaluation about teacher's performance during the previous class.</p> <p>Correcting students' linguistic errors especially in the written part.</p> <p>Thinking about different ways to improve teaching process.</p>

Research Methodology

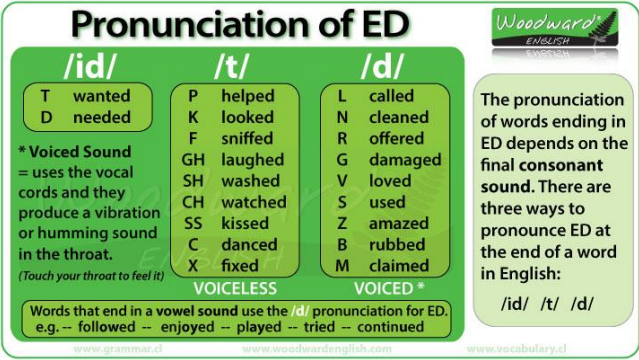

This practicum proposal is under qualitative approach, specifically, affiliated to the Action Oriented approach highly promoted by the Common European Framework of Reference for Languages. On the other hand, the instruments to collect content data are: the questionnaire and the class recording that will be carried out in the beginning, the middle and the end of my teaching practicum; and the semi-structured interview that will take place at the practicum final stage.

With the first instrument, it is pretended to know how students' reading comprehension may be improved through activities based on short readings. With the second one, the goal is different and it is intended whether the correlation of the grammatical and lexical knowledge promotes reading comprehension in foreign language. The last but not least instrument will be mainly used if there is a possible change in students' preconceptions face to English learning.


Planning Example

In the book “Teaching by Principles” written by Brown (1941) it is recommended to divide the planning format in stages procuring to describe each detail of them, their possible time, the skills aimed to work on and the material to implement. The following planning is a variation of Brown’s and one of the eight plannings I designed.

<p>GROUP: Tenth grade</p>	<p>LEVEL: A1</p>	<p>CLASS N: 7 DATE: 17th April, 2017</p>
<p>TOPIC Past Simple in Affirmative form Regular and Irregular verbs Voiced and Voiceless Sounds</p>		<p>Teacher Andrés Felipe Tolosa</p>
<p>COMMUNICATIVE OBJECTIVE: <i>At the end of the seventh lesson the students will be able to express actions they did in the past.</i></p>	<p>LINGUISTIC OBJECTIVE: <i>At the end of the class students will be able to distinguish regular and irregular verbs in past simple.</i></p>	<p>SOCIO-CULTURAL OBJECTIVE: <i>At the end of the class students will be able to realize about the vitality of pronouncing correctly the sounds in English when speaking or singing to avoid being embarrassed.</i></p>

	<p><i>make, go, do, take, come, see, know, get, give, find, tell and think.</i></p>		 <p>Pronunciation of ED</p> <table border="1"> <thead> <tr> <th>/id/</th> <th>/t/</th> <th>/d/</th> </tr> </thead> <tbody> <tr> <td>T wanted</td> <td>P helped</td> <td>L called</td> </tr> <tr> <td>D needed</td> <td>K looked</td> <td>N cleaned</td> </tr> <tr> <td></td> <td>F sniffed</td> <td>R offered</td> </tr> <tr> <td></td> <td>GH laughed</td> <td>G damaged</td> </tr> <tr> <td></td> <td>SH washed</td> <td>V loved</td> </tr> <tr> <td></td> <td>CH watched</td> <td>S used</td> </tr> <tr> <td></td> <td>SS kissed</td> <td>Z amazed</td> </tr> <tr> <td></td> <td>C danced</td> <td>B rubbed</td> </tr> <tr> <td></td> <td>X fixed</td> <td>M claimed</td> </tr> </tbody> </table> <p>* Voiced Sound = uses the vocal cords and they produce a vibration or humming sound in the throat. (Touch your throat to feel it)</p> <p>VOICELESS VOICED *</p> <p>Words that end in a vowel sound use the /d/ pronunciation for ED. e.g. – followed – enjoyed – played – tried – continued</p> <p>The pronunciation of words ending in ED depends on the final consonant sound. There are three ways to pronounce ED at the end of a word in English: /id/ /t/ /d/</p>	/id/	/t/	/d/	T wanted	P helped	L called	D needed	K looked	N cleaned		F sniffed	R offered		GH laughed	G damaged		SH washed	V loved		CH watched	S used		SS kissed	Z amazed		C danced	B rubbed		X fixed	M claimed
/id/	/t/	/d/																															
T wanted	P helped	L called																															
D needed	K looked	N cleaned																															
	F sniffed	R offered																															
	GH laughed	G damaged																															
	SH washed	V loved																															
	CH watched	S used																															
	SS kissed	Z amazed																															
	C danced	B rubbed																															
	X fixed	M claimed																															
<p><i>Exercises</i></p>	<p>They will watch a videoclip “Mr. Morton” (Appendix 3) in which they have to catch the verbs they hear in two categories: regular and irregular.</p>	<p>10 min</p>	<p>Appendix 3</p> <p>The Tale of Mister Morton Videoclip:</p> 																														
<p><i>Work on Meaning</i></p>	<ul style="list-style-type: none"> • Afterwards, the lyrics of a song will be delivered to students who will be required to highlight the sentences in simple past. Later, they will have the chance to share what their answers with the whole class. (Appendix 4) • Immediately, students will be asked to look for unknown vocabulary, explicit in bold. This will be done in groups of five in order they do it cooperatively. 	<p>5 min</p> <p>5 min</p> <p>15 min</p>	<p>Appendix 4</p>																														

<p><i>Cultural part</i></p>	<ul style="list-style-type: none"> • After sharing the possible translations, each student will be assigned a full line of the song to be translated. Each possible translation will be shared making the whole group reflect upon it for a while before showing their approval or disapproval to copy it down. • As homework, students are required to translate into their native language the verses that are in italics (normally at the end of the song). • Then, students will watch two videos in which the importance of pronouncing correctly the sounds in English is vital to avoid being embarrassed when speaking or singing. (Appendix 5) • Finally, they will listen to every verse of the song making a pause to copy how the right pronunciation might be. During this activity, it will be advised that students write with blue pen how they would pronounce the sounds they've just heard. It will always have teacher's guidance who is going to take the first verse as example. After transcribing the pronunciation of each verse, students and teachers will sing altogether until completing the whole song. 	<p>1 min</p> <p>5 min</p> <p>40 min</p>	<p style="text-align: center;">"Don't You Worry Child" Swedish House Mafia feat. John Martin</p> <p style="text-align: center;">There was a time I used to look into my father's eyes. In a happy home I was a king, I had a golden throne. Those days are gone, Now the memory's on the wall. I hear the songs From the places where I was born.</p> <p style="text-align: center;">Appendix 5</p> <p style="text-align: center;">System of a Down Tongo:</p>
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Development of the Component

This pedagogical component is focused on enhancing ITASFA high school students' reading comprehension through the implementation of Task-Based Learning. Fortunately, within my ten weeks of practicum the tasks proposed could be developed without any external inconvenient. Students were exposed to work on their reading comprehension in foreign language.

Thus, it is necessary to precise how each task was originally conceived by the pre-service teacher; and how his students finally did it. Firstly, let's review the three main stages of Task-Based Learning approach: pre-task, task cycle and post-task. The latter suffered a big change in form when implementing TBL in ITASFA classes because it was noticed through face to face interaction that students wanted new challenges in the target language. As it was stated in the third narrative

“While working in pairs, I noticed they felt comfortable with the task proposed and they confessed me it was due to the innovation in this type of tasks that helped them to be ready for “Pruebas Saber” national exams while exploring English in a total different way than the conventional.”

In that sense, that part of the teacher's overall corrections was replaced by a written or an oral production related to the main task in order to keep their affective filter as high as possible.

First Task

“**Write Around the World**” was the first task planned on February 31st and developed on March 6th by 30 students belonging to the focus group. The main purpose of this task was that students were able to identify specific information such as name, age, nationality, home city, profession and hobbies. In the chart below is precised how each task was conceived by the pre-service teacher (Planning); and how his students finally did it (Development in Class).

	Planning	Development in Class
Pre-task	A Bob Dylan’s short biography (Appendix 1) is read aloud and translated by students under teacher’s guidance who will make special emphasis in what personal information features are precised: name, age, nationality, home city, profession and hobbies.	In the pre-task, a poster with the biography of Bob Dylan was showed. I asked students to help me translate and look for specific information about him. They did it without any problem.
Task Cycle	To work on reading, students will be given the text “Write around the world” Appendix (2) in which there are six short messages from penpals. What students have to do is to give sense to them in order they can complete a table in which they precise penpals’ personal information.	Then, the task was introduced and explained. It was about six short messages sent from penpals. Students were asked to look for specific information about them such their name, age, nationality, home city, job and hobbies. After having that information underlined with colors, they completed with ease a chart. They worked in pairs and I noticed they felt comfortable with the task proposed.
Post-task	The teacher will give an overall correction of the completion of the table based on the reading. Students will be asked what they answered during the lesson. Besides, the teacher will provide his students with the right answers and their corresponding explanation. For next class, students will have to do an assignment related to what was seen in the lesson.	In a piece of paper, students were asked to write individually their own personal information following Bob Dylan’s example.

Second Task

“Meeting New People” was planned on April 3rd and developed on April 6th by 30 students belonging to the focus group. The main purpose of this task was that students were able to interact asking and answering questions concerning their personal information and preferences. In the chart below is precised how each task was conceived by the pre-service teacher (Planning); and how his students finally did it (Development in Class).

	Planning	Development in class
Pre-task	Based on the conversation displayed on a poster, students will follow the reading of it. They will listen to an audio about it twice and then, they will practice it orally in pairs. Some couples will be chosen randomly to pass and imitate the conversation.	Students listened to a conversation between an interviewer and an interviewee. (Appendix 3) What they were asked to do first was to catch some words and phrases they could recognize. Some mentioned plenty of words they understood. Then, I put a poster, with the transcript of the conversation, on the board. Intentionally, I left blank some spaces in order some students could fill them.
Task Cycle	Then, before starting the reading “A double life”, students will be required to understand the meaning of seven questions through means of translation. After, they have to look in their dictionaries for ten words. They have to write them in English and their equivalence in Spanish. With this in mind students will be asked to read completely in order to add the right question according to each paragraph. While they are reading individually, the teacher writes unknown vocabulary on the board. But it will be encouraged the use of dictionaries.	During task, students read carefully the conversation in the poster. They looked for new vocabulary and asked for the right pronunciation. After removing the poster, students were asked randomly the following questions: <i>What is this conversation about?</i> <i>How many people are in the conversation?</i> <i>What are their names?</i> <i>Who poses the questions?</i> <i>Who answers them?</i> <i>Where does she come from?</i>
Post-task	As post-task, a survey will be proposed to reinforce all seen during the class. Students will ask each other the questions of the survey that looks for their peers’ personal information. Working in groups of two, students will unscramble the	In the post task, they were asked to answer the questions of the conversation with their own information. When they finished writing, I asked them to practice the conversation with their classmate in

	<p>questions first. Then, giving precise answers to each question each member of the group has to write in a piece of paper their mate's answers using the subject pronouns "he or she". Ten sentences are asked as minimum and they will be allowed to use dictionaries.</p>	<p>order to pass and role play it in front of the class. (Appendix 4)</p>
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Third Task

“Detective” was planned on May 1st and developed on May 4th by 30 students belonging to the focus group. The main purpose of this task was that students were able to analyze information provided in a reading through discriminating it into categories such as general information, characters, time phrases, professions, descriptors, regular and irregular verbs. In the chart below is precised how each task was conceived by the pre-service teacher (Planning); and how his students finally did it (Development in Class).

	Planning	Development in class
Pre-task	Based on the video “Acertijos Criminales”, students will be focus on solving three riddles in Spanish. (Appendix 5) They will be allowed to watch it twice in order to collect more information to understand and solve the riddles. Then, they have to do the same with a riddle in English.	We started with some riddles in Spanish and one in English as pre-task in order to raise their interest in the upcoming task and in order to develop abilities such as observing, questioning, analyzing and deducing in their most basic form.
Task Cycle	In pairs, students will be asked to read a short story entitled “Danny Smith” that is divided into lines. (Appendix 6) Students have to match each line with one of the translated lines in a box next to. The five highlighted lines must be translated by the students. Later, students will be required to complete a bubble chart with specific information from the reading such as characters, dates, professions, descriptors, regular and irregular past verbs. (Appendix 7) This will be intended with the purpose of creating on students the habit of analyzing the information provided.	The main task was about reading a short story and matching every line of the English version with its Spanish counterpart. Then, they were asked to translate five sentences. This was designed in hopes students realized about the structure of their native and foreign language. Subsequently, students had to look for very specific information to complete a bubble chart that enable them to discriminate between useful data from a vast sea of information.
Post-task	Individually, it will be intended students sit a quiz related to the reading. (Appendix 8) The students will have five minutes to do it and they will not be allowed to speak with their classmates nor their teacher. At the end, the teacher will share and explain the right answers.	But at the end, the results in the post-task were outstanding because most of 10th graders had success in a quiz related to the reading. They even confessed, solving it was easy because they had worked the reading in a total different way from the traditional.

Participants

This study was conducted at “Instituto Técnico Arquidiocesano San Francisco de Asís” where I was in charge of one ninth graders course and three tenth graders courses. The group 10-C was chosen as the focus group that consisted of thirty students whose age ranged from 14 to 20, most of them willing to participate in all the activities and tasks proposed.

Data Collection Tools

On the other hand, the tools employed to collect data were: the **observation** that was carried out before implementing the tasks based on TBL; the **narrative** that were written in the beginning, the middle and the end of my teaching practicum; the **survey** (*that was not possible to carry out in the educational area*) and the **semi structured interview** that took place at the final stage of my practicum.

With the first and third instrument, I intended to determine how students’ interest might be impacted regarding the implementation TBL method in English class. With the second one, it was set if the correlation of the grammatical and lexical knowledge promoted reading comprehension in foreign language. The last but not least instrument was mainly used to validate what students may develop through TBL tasks.

Finally, after collecting the enough data there was suitable to implement the inductive analysis proposed by Hatch (2004) because it mainly consists of starting with the analysis of particular pieces of data to group them later in a coherent whole.

Results

In general terms, I felt satisfied of my performance as pre-service English teacher because I could experience how being teacher in a real context was. During the implementation of my professional practicum based on TBL tasks, everything I planned was a success with 9th and 10th graders allowing me to create a bond with them, at the same time, their reaction and gratitude made me feel that my hard work was worthy for contributing in their learning process, particularly, in their understanding of the target language, something that I initially aimed at before beginning this enriching process of practicum.

Nevertheless, getting into the results of this pedagogical component, during my stage of 10 weeks the classes were not always based on TBL approach because I was required to work on grammar and vocabulary with students. But this was not a real impediment to fully implement all the repertoire within the Task Based Learning. I conceived three tasks that were developed by the active participation of my students. It is of high importance to mention that the following results became tangible due to the change in methodology from a grammar-translation method to TBL approach through the implementation of tasks in ITASFA context.

Change in Motivation

Learning a foreign language as beginner becomes sometimes an arduous process that demands a compromise from the learner's part especially when tracking or keeping the same pace of their peers. Even so, in one part of this process the student may get motivated not only for keeping his peers' pace but there are external and internal factors that obstacle his performance. In this sense, it was pretended to determine how students' interest might be impacted regarding the implementation TBL method in English class. For instance, demotivation was something common shared by most of the students in the beginning of my practicum, as I stated in my first narrative:

"[...] I would like to emphasize how demotivated students are, any course in particular but all of them in general. When I asked them about the purpose of being at school, they just answered me they were there just for obligation like a type of requirement to have their parents' approval."

Something that I observed was that certain students were demotivated for many reasons among which stand out bad grades on the subject, lack of understanding and family issues generating in them a state of resignation towards one of the most spoken languages around the world.

For that reason the goal was clear and I attempted to raise their levels of motivation through the implementation of the most innovative teaching approaches: Task-based Learning, which was a real success in ITASFA context because most of the students started to get more engaged in performing the activities and tasks proposed.

For example, during the implementation of the first task I noticed they felt comfortable with it because when being asked, they confessed me it was helpful to be ready for "Pruebas Saber" national exams. It seems to be a type of extrinsic motivation but it is indeed intrinsic motivation because students were motivated by the internal desire to participate in an activity for the pleasure of knowing how to do it properly, in other words, they wanted to decipher how to do it by their own.

Someone who was always there being a direct observer of the implementation of each TBL task, my supervisor, corroborated in the semi-structured interview:

“A través de actividades variadas, metodologías sencilla y efectiva, proyección de videos. En síntesis, a través de un aprendizaje significativo. Se logró la motivación en la mayoría de los estudiantes.”

She could witness how her own students' demotivation transformed into an intrinsic motivation thanks to, as she stated, a simple but effective methodology.

Students' Interest for English

My supervisor was also of great help that the students suffered another internal change towards English. When being asked in the interview about her personal impression about TBL approach she precised:

“Este enfoque le permite al estudiante usar el idioma de una manera más natural, espontanea dentro y fuera del salón de clases. Se logra despertar más el interés a través de las actividades propuestas.”

Undoubtedly, this approach to learn English as a foreign language had a real impact on students who began generating more interest for the language due to the activities linked to TBL in which one more time is reaffirmed that the student uses more the language in a more natural and spontaneous way particularly inside the classroom.

Enhancing Reading Comprehension

Validating what students may have developed through TBL tasks does not seem to be difficult to spot since the title and main objective of this practicum proposal was to enhance ITASFA high school students' reading comprehension.

Reading

Write Around the World, Meeting People and Detective were the readings of the three tasks. Each reading was intentionally introduced for having a special purpose in regards of enhancing students' reading comprehension through the implementation of TBL approach. During my week of observation, the learners did not get the main idea of a reading. But everything changed in the verge of my last days in the Institution because after the implementation of the third task, students answered a quiz related to the reading. Extraordinarily, most of them got a splendid result confessing that working in a total different way from the traditional contributed them to solve it without any difficulty. Even, concerning reading comprehension, a change was noticed by my supervisor who affirmed in the interview that her students reached a level that enabled them to understand short and simple texts, reading sentence by sentence, catching names, words and basic phrases.

Indirect Work on Other Skills

However, this skill was not the only one present in the development of the tasks which made students to indirectly work in listening, speaking and writing. Skills that are hardly ever worked in class or have never been implemented in an English class of public school.

Listening

Students were exposed to this skill several times during my practicum. Students did not feel ready for understanding English in its oral form but with some creativity, I turned a stressing exercise into stimulating one. An example of this was set down in the sixth narrative that one in which the second task was described:

“Students listened to a conversation between an interviewer (me) and an interviewee (a friend). What they were asked to do first was to catch some words and phrases they could recognize. They understood plenty of words. Then, I put a poster, with the transcript of the conversation, on the board. Intentionally, I left blank some spaces in order some students could fill them”

Writing

This skill was not very common in students’ repertoire because it was falsely worked with translation of texts. Something that was not really considered as written production but as work on meaning, instead. Translation was a great obstacle in the development of writing. However, it was implemented a couple of times making the students employ the grammatical and lexical knowledge they got. E.g. In the narrative related to the first task, students were asked to write a short biography about themselves. At first, they felt not capable for doing it but after explaining them how it should be done they got down to write asking structure they might not remember such as expressing their age and their hobbies. Their written production were pretty impressive being their first time they wrote in English.

Speaking

Working on this skill was a total new experience for my students who had never role played a conversation in English. The closest way to the foreign phonemes were repeating over and over again sentences that were written on the board. For that reason, I took a risk on implementing a role play based on a conversation because my focus group was known for tending to misbehave. But it was the opposite when the role play was proposed in the post task of the second TBL task. I noticed students were cheerful trying to speak with each other in English. Their pronunciation was not 100 % accurate for being their very first time. But honestly, speaking was one of the strongest strategies I relied upon to change students’ demotivation and lack of interest. It was so effective that students who never participated, passed in front of the class to simulate the conversation. The best was kept in the following transcription in which a student asked her classmate some questions. They did it orally relying on their notes.

Transcription:

Student A	Student B
Good Morning	Good Morning
How are you, today?	I am fine
What is your name?	My name is Fabian
How old are you?	I am <u>fourteen</u> years old
Do you work or study?	I study at San Francisco de Asís
Where do you <u>live</u>?	I <u>live</u> in Guamo neighborhood
What languages do you speak?	I speak English and Spanish
What music do you like?	I like <u>every</u> music
What TV programs do you watch?	I watch horror series
What <u>food</u> do you like?	I like hot dogs
What do you usually read?	I usually news paper
What sports do you practice?	I don't practice any sport
Bye	Good Bye



Conclusion

I know that there are aspects that I want to improve in my teaching methodology to become a sort of ideal teacher and reach the proper understanding to guide every single type of intelligence within students. It is a significant challenge and it keeps this wonderful teaching profession as one of the most appealing jobs.

Regarding my practicum in one of the most misunderstood high schools in Pamplona, I have to confess that it was one of my best experiences because from the beginning I did not pay attention about the negative connotation the school had, instead I kept focus on getting to know its members, especially, its students who just needed a bit of understanding from teacher's part. I arrived to the point of understanding them and gave them the support and chances they needed.

You may like English but when you live in a difficult context, in the whole sense of the word, this language will not be one of your priorities. I gained important firsthand knowledge about my students' problems such as poverty, hunger, family-disruption, the abuse of psychoactive substances, gangs and psychological fatigue. Being their academic performance the least of their worries.


Implementing Task-Based Learning in Instituto Técnico Arquidiocesano San Francisco de Asís was a complete success not only due to the innovation of this approach but honestly, I took time to know and understand my students' educational needs that allowed the conception of tasks completely proper to their level of understanding, that were developed by students without any inconvenience making them **feel much more motivated and interested for English**. Through TBL tasks, they could work on skills to which they were never **exposed such as listening, writing and speaking** in their most basic level enabling them to **enhance their reading comprehension in the target language** no matter their circumstances.

Appendices PC

Appendix 1

Bob Dylan

He is sixty four years old. He is American and his home city is Duluth, Minnesota. He is a singer, musician and writer. He likes composing lyrics, singing and playing the acoustic guitar.




Appendix 2


Write around the world 1.1

Do you want to practise your English? Do you want to make friends around the world? Then read about the people below and start writing!


Hello! My name is Berta Lopez and I'm looking for a keypal. I'm twenty-two years old and I'm from Madrid in Spain. I'm a nurse. I work long hours, but in my free time I do a bit of sport. And I like eating out with my friends. In Spain we eat very late in the evening. Write to me at Box 001.




Hi! My name is Paulo Diaz and I'm Brazilian. I live in Rio de Janeiro near the sea - I love water sports! I teach music in a school. I love music too! What about? I'm twenty-four years of age and I'm single. My box number is 002.




Hello, I'm a 20-year-old Russian university student (engineering). I live with my family in Moscow. I want to write to other people around the world. My hobbies are computer games and the internet. Please write to Box 003 to find out more. I nearly forgot - my name is Mikhail Petrov.




I'm Stefan Zolken and I work in a travel agent's in Munich in the south of Germany. I was 23 on January 1st. My hobbies are football - I play and I watch - and walking in the mountains. I also get some free holidays with my job! Perhaps I can come to your country! I'm at Box 004.



Hi! My name's Claudette Bernard and I'm French. My home is in Lyons, but I work in Madrid - I'm a ski instructor there. I work in the winter - but in the summer I like to travel. It went to Russia last summer. I like photography too - so I always have a camera with me! Oh yes, I'm 25 years old. Contact me at Box 005.



I'm Maria Scapen, twenty-one years old, and I'm from Warsaw, the capital of Poland. I'm a computer programmer. In the evenings I go to the cinema - but English films are difficult for me! I also like running - I'm a member of a big athletics club. You will find me at Box 006.



name					
age	24				
nationality		Polish			
home city			Lyons		
job				travel agent	
hobbies					computer games, internet

Appendix 3



Appendix 4



Appendix 5



Appendix 6

Danny Smith

by Dave Zeltserman

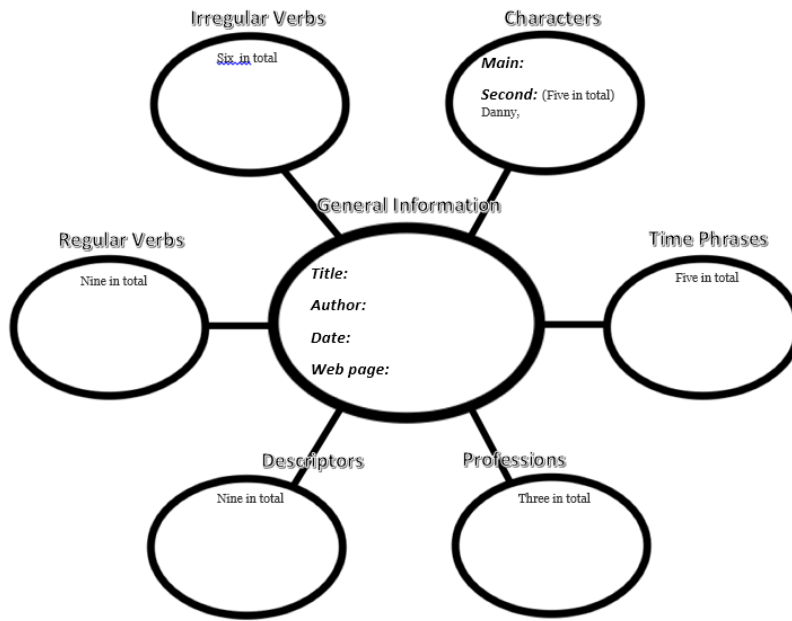
1. Danny Smith was a good-looking, refined, young man.
2. Only twenty-four years old. He was a prestigious scientist.
3. He hired me to find his real parents.
4. He was adopted by splendid people, but he wanted to know his roots.
5. His face was familiar to me.
6. His real dad resulted to be Sam Lombardo.
7. The Boss of the Boston Mafia.
8. Lombardo had a relationship with a dancer.
9. He never knew she had got pregnant.
10. When I told him that Danny was his son,
11. He got angry because he had to run a profitable business.
12. That was six months ago.

Danny Smith

por Dave Zeltserman

El fue adoptado por una espléndida pareja.
Eso fue hace seis meses.
Sólo tenía 24 años de edad. Era un prestigioso científico.
El Jefe de la Mafia de Boston.
Su cara se me hacía familiar.
Danny Smith era un hombre joven, bien parecido y refinado.
El nunca supo que ella había quedado embarazada.
Cuando le dije que Danny era su hijo.
El se enojó porque tenía que administrar un negocio lucrativo.
Me contrató para encontrar a sus verdaderos padres.
Pero quería saber sus raíces.

Appendix 7



Appendix 8

1. How old was Danny?
 - a) He was 20
 - b) He was 24
 - c) He was 12
 - d) She was 23
2. Who was Danny's real father?
 - a) Sam Butoski
 - b) Dave Zeltserman
 - c) Sam Lombardo
 - d) Abraham Lincoln
3. What was the profession of Danny's real mother?
 - a) A scientist
 - b) A dancer
 - c) A DJ
 - d) A top guy in the Boston Mafia
4. When did the detective tell Sam Lombardo about the existence of Danny?
 - a) A week ago
 - b) Three days ago
 - c) Last night
 - d) Six months ago
5. Why was the heart donor a perfect match for Lombardo?
 - a) Because he was his son: Danny.
 - b) Because they had the same blood type.
 - c) Because Lombardo was a lucky man.
 - d) Because reality hits you hard, bro.

Research Component

Introduction

In PLEX training context, training pedagogical practices are one of the interest and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial that local studies focus on learning issue rather than in matters of teaching.

It is relevantly considered to design a project that involves a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helps to guide teachers' labor. Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity. By means of questions wording and searching of information to seek a solution for any problem and for the self-recognition.

Justification

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on-it.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It is considered that a reflective approach shield the agents in a traditional context of inertia and the authority they have in the school.

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture.

When the events unfold without major alteration, the teacher takes the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to emerging problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourages a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study the following guiding questions are formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

General Objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflect and propose proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze teachers' and students' beliefs about their work.

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, we present an approximation of each one of them.

Teaching profession

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. But also, he/she has the responsibility his/her students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the *teaching competences* that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content to be acquire by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

Reflection

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

Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”

The stages of reflection as a process are shown in the following figure.

2 Traducción libre a partir del documento : Concept de réflexion: un regard critique.
Correa Molina et al (2010)



Reflection as a Theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects which allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. The application of educational criteria is opted in teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

In a third level, Van Manen establishes an exercise of critical reflection; at this level it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

- **Pedagogical practicum**

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

- **Academic practicum**

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

- **Social efficiency practicum**

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research

has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective".

This is the way of proceeding from technical rationality.

- **Development**

Teaching is based on the interests and development of students, and, at the same time, it considers the development as a teacher and as a person.

- **Social reconstruction**

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

- **Generic**

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

- **Reflection triggers**

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

- **Critical element on reflective thinking**

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of :

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics

6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative is another element of reflective thinking that is included in the present study as instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component teachers' journals are placed in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum, it will be carried out a process of socialization and systematization will be carried out.

This study is ascribed to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent to the description, identification and analysis of the pedagogical practicum.

For collecting data, it is proposed to implement the following instruments:

Reflective workshops

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution concerning the educational problematic of their pedagogical practicum.
- To socialize criteria, ideas and principals to assume their pedagogical practicum.

To qualify, facilitate and an effective inclusion to the school

Auto-observation sheet:

The self-observation sheet has as main objective to guide the student teacher towards a self-perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

Narrative

The reflection exercise will allow teacher students to express how their endeavor is based on the narrative of their own teaching experiences as way to provide meaning to their profession.

Class recordings

To have evidence of what teacher students do in the classroom, class recordings will allow to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings will allow to have an external and constructive view of their pedagogical practices.

Context

Pamplona was founded in 1549, is the oldest city in all Norte de Santander department. It is located in the Espiritu Santo valley in the Colombian Andes. One of the first cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God ; the Company of Jesus; Sallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, Educational institutions were created based on their religious values and

beliefs. This study is carried out in this geographical context in an environment where actors of educational systems, PLEX practitioners, perform.

School refers to a specific educative community in charge of institutionalized education, it means school is the place where education is organized ordered and developed. Currently the school is considered as the way of living of the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own.

At school, we find a series of fundamental factors that may influence in a group's behavior. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization.

The school is a dependent body of the society, it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following:

Socialization role

Learners' values, rules, behaviors, attitudes and aptitudes focus on the dominant social culture in the political and economical context that they belong to. This role includes all the socialization processes in which the members of the school participate.

Instructive role

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that the globalized world demands. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational role

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population

Seventeen students of tenth semester, practitioners of the Foreign Languages Program English-French of the University of Pamplona constitute the total population of this study.

The Direct Beneficiary Population:

Teachers in training, teachers supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population:

It is composed by the teaching community of the Foreign Languages Program, the results will feedback the program agents' vision of their practices and the collective of Integral Practice.

External Institutions Linked to the Project:

Colegio José Antonio Galán

Colegio Bethlemitas Brighton

Colegio Técnico La Presentación

Normal Superior de Pamplona

Colegio Provincial San José

Colegio José Rafael Faría

Results

This process of reflection was mainly based on the four following tools: the narrative, the class recordings, the self-observation sheet and the workshops, endorsed in the research component and previously explained by CIEL. Additionally, each instrument had its own impact allowing me to transform my professional performance through reflecting upon my own labor. For that reason, it is imperative to mention how this transformation was reached.

Narrative

The narrative was the most substantial instrument that I had to write, emphasizing in the four components, every single Friday for the ten weeks of my practicum. The weekly narrative helped me a lot to literally speak all I had in my mind while serving in the institution as pre-service teacher. I did realize of many facets of myself I would not have noticed without the conscious writing of them.

Throughout a subjective mindful exploration when facing practicum moments such as assimilation, immersion, before, while and after teaching, I could find my own external and internal worries, beliefs, dislikes and intrinsic motivation. For instance, in the following extract of my first narrative, I was living a tough familiar calamity that kept my mind far away but when my moment to teach came, my internal worry disappeared suddenly:

“I was very worried for my mom who needed an expensive surgery to recover the vision of one of her eyes [...] I was devastated for having my hands tight [...] However, during the class everything was different. My mood changed immediately simply because teaching is an activity that I do enjoy, [...] mainly because I’ve always loved helping others [...]”

Class Recordings

On the other hand, I had the chance to record my classes in three different practicum moments in the beginning, middle and end. These class recordings allowed me to observe on one hand aspects related to my teaching performance; the didactic material I brought; the exercises and activities proposed in class; and how students work individually or in pairs.

For example, my supervisor had noticed and let me know about an irritating habit I used to have when teaching. I could finally verify it after watching the audiovisual

content of the first recording. She was right, I overused the word “sí” at the end of the each sentence when I employed Spanish as a support to explain complex grammatical features.

Another aspect I could realize was that I made a considerable effort to going around the classroom giving personalized explanations if they were needed and encouraging demotivated students while an exercise, activity or task. The last aspect was something I did regularly in class but had not thought about in detail. But a fellow classmate did, Wilmer Conda stated in his analysis of my class recording “*El material utilizado por el profesor es creativo y didáctico con información adecuada para reforzar el tema en estudio*” allowing me to realize about the richness of the material I brought to teach and reinforce the class topic.

Auto-Observation Sheet

With the auto-observation sheet I could finally devise a great amount of aspects when carrying out a reflection in an educational context. I learnt it was not only about highlighting positive and negative aspects of my own teaching methodology; my interaction with students; and students’ behavior class. There was a category in special that caught my attention: communicative competence. Although I was completely certain about my own proficiency level in the foreign language, I was highly restrained to use it most of the time because of students’ lack of understanding. As I stated in a part of my first self-observation sheet:

“Me gustaría expresarme todo el tiempo en inglés pero es notorio que la gran mayoría de estudiantes tienen dificultad para entenderla de forma escrita, ya imaginaran de forma oral.”

It would have been splendid, if I had made use of English most of the time but their lack of understanding in written and oral form was the biggest obstacle to do it.

Reflective Workshops

The last and most stimulating instrument of reflection was the workshop that took place four times before, during and after my stage in ITASFA. These workshops were constructive for novice teachers in the sense of having a place where all the practitioners could share their own experiences with the slight difference that these were mainly focused on teaching aspects such as misbehavior, lack of interest and the inconvenient generated by some supervisors. These workshops helped me a lot to have a relief of my

practicum that was time and mind consuming. Similarly, this space was also encouraging to me because I could notice that I was not the only one facing issues of students' misbehavior and lack of interest at the beginning of the practicum.

Conclusion

Being part of this project was of great convenience and benefit to my own teaching process in which not only methodological aspects were implicitly influenced but also those belonging to the humanist part. It is unbelievable how every reflection exercise proposed by Colectivo de Investigación CIEL significantly contributed to this indispensable improvement that my teaching labor suffered. To sum up, this ongoing process of reflection upon our own helped me to realize about the aspects below:

- My high passion for teaching even when dealing with familiar calamities.
- The diversity in the material I to teach and reinforce the class topic.
- Being encouraged due to the fact I knew my fellow practitioners were also dealing with students' issues such as misbehavior and lack of interest.
- My limitation of employing English in class most of the time because of students' lack of understanding.

Outreach Component

Awareness to teach English language in primary schools in Pamplona Colombia.

Pamplona, February 2017

Presentation

The dual objective the reader will find in this presentation is to organize in a project the social impact of the Foreign Languages Program through the implementation of the outreach component to the community concerning the English teaching practicum, and to sensitize students from primary school to EFL fundamentals.

Firstly, the justification of the project, the objectives, its characterization and the guidelines of contribution to the project will be stated.

Secondly, the theoretical framework guiding this proposal, the benefited population, the timetable and the financial budget table filled by each participant will be disclosed.

Introduction

Participation in world trade, academic, cultural and economic policies has motivated the Colombian National Government to foster the learning of foreign languages in the different education sectors of the country. So that all the citizens have the opportunity to participate in cultural exchanges that will allow them to gain access to equitable conditions concerning the social development of the country.

With a view to sensitize the learning of English language in Colombia as well as shaping competitive citizens, the Ministerio Nacional de Educación proposed its bilingualism policy in 2004 whose objective is “Having Citizens that can be able to communicate in English, with international comparable standards that insert the country in the global communication processes, in the global economy and in the cultural openness”. And so the Ministry has been implementing a wide range of strategies in the different levels of education with regards to the accomplishment of this goal. A clear example of that is the creation of “Estándares Básicos de Competencias en Lenguas Extranjeras” for primary and secondary education, the definition of a solid and coherence evaluation system as well as the development of training plans.

This program has been developed all over the country in which the work of la Secretaría de Educación, public and private universities; and institutions of English work has been integrated. However, the results obtained until now have not been very encouraging since many educational institutions have not been impacted by the project.

With regards to primary school, the National Government tends to expand the English teaching coverage to children, since many educational institutions do not often count with an English teacher that guides the teaching and learning process, consequently, evaluations applied nationally are not brighter.

The University of Pamplona in Colombia as institution where professionals are trained, especially, the Foreign Languages Program English and French has further approached to the reality that faces primary schools in Pamplona regarding to the Política Nacional de Bilingüismo, many educational institutions of the city do not count with an English teacher to meet the educational needs of this sector.

In recognition of this reality and the consequences that generates, this social projection proposal aims to meet both, English learning needs of childhood population from Pamplona and the integration of the foreign languages training of the pre-service

teachers from the Foreign Languages Program English and French to this reality in order to decrease irregularities between the public and private area in EFL.

The governmental policies have identified the problem, nevertheless, these needs are not completely fulfilled because of it is missing monetary support in order to achieve a balance between the students' results and tests with the Colombian educational purposes.

Justification

Learning a foreign language allows being at the forefront of what today's world demands. This process is therefore necessary to be implemented from the first grades having basic foundations in foreign language that allow them to continue constructing their competences in English in secondary, vocational and later, in higher education, to achieve more people be trained in this area.

The aim of this project is to raise awareness towards English teaching in primary schools in Pamplona, contributing to the basic formation in foreign language that it is essential and prior in these levels. For that reason, the outreach component comprises the practicum carried out by students in their last semester of Foreign Languages Program of the Universidad de Pamplona, as manner of contributing to the reinforcement of English teaching in primary level.

The fulfillment of this project will not only favor the student population of Pamplona, but also the Program of Foreign Languages, especially, the students carrying out their practicum. This benefit redounds to the possibility children in primary school have to be in contact with the foreign language and in turn, to the students who finish their university education process knowing the realities and educational needs of the environment, and in this way, intervening in processes that impact in the improvement of such needs.

Objectives

Main Objectives

The implementation of this outreach project, on the part of Program of Foreign Language English-French, ascribed to the Universidad de Pamplona, works towards the following objectives:

- To meet the English Teaching demands in primary school in Pamplona.
- To integrate the foreign languages education of the PLEX teacher students with the educational reality in primary school in Pamplona.

Specific Objectives

- To familiarize school children from Pamplona with fundamental knowledge of English.
- To involve PLEX teacher students teaching processes in primary school in Pamplona city.
- To articulate the education of students belonging to the Program of Foreign Languages with outreach programs offered by Social Interaction office.

Typology of the Project

This is an educational disciplinary project in the curriculum area, open to all the institutions in Pamplona. This project is part of the training project of the foreign languages program. This study allows the articulation of the Program of Foreign Languages with the community of Pamplona. The main objective in a pedagogical and communicative level is framed into the outreach community institutional lines of the Universidad de Pamplona.

Contribution lines

- Academic training in foreign languages
- Citizen training (treatment of educative problems in order to decrease inequality in the educational system)
- Scholar community outreach in Foreign Languages Program

Theoretical Framework

Teaching Languages

Languages international policies

“La UNESCO se ha preocupado desde hace varios años por el papel de las lenguas en el contexto mundial. En su conferencia general de 1999 adoptó el término «educación multilingüe» para referirse al uso de al menos tres lenguas: la lengua materna, una lengua regional o nacional, y una internacional. Esta resolución partió de la idea de que los requerimientos de participación nacional y global, y la atención de las necesidades particulares de comunidades cultural y lingüísticamente distintas, únicamente pueden ser atendidos a través de la educación multilingüe. Cruz M, Loyo G, & Mendez E, (2011).

La UNESCO (2003) considera que las lenguas no son únicamente medios de comunicación, sino que representan la verdadera fábrica de expresiones culturales; son portadoras de identidades, valores y visiones del mundo. Por ello, propone como principio para la diversidad cultural mantener y fortalecer la diversidad de las lenguas (incluyendo aquellas con poblaciones nómadas o aisladas) y, al mismo tiempo, apoyar el aprendizaje de lenguas internacionales que ofrecen acceso a la comunicación global y al intercambio de información. Para lograr lo anterior, la UNESCO sugiere fomentar el multilingüismo y el diálogo intercultural, así como desarrollar políticas para la traducción, en todos los medios posibles, de materiales escritos y visuales con el fin de promover la circulación de ideas y de trabajos artísticos”.

According to Lima M, (2006), “El aprendizaje de las lenguas extranjeras es actualmente una necesidad ineludible, pero lo es también de manera inseparable el aprendizaje de las culturas que representan. Las lenguas constituyen el espíritu y la conciencia de los pueblos, señala el poeta; son el mejor instrumento para el acceso a otras culturas, a otras historias, a otros modos de ver y de entender el mundo; borran las distancias y nos acercan también a la ciencia y a la tecnología”. All kind of learning is important in the sociability of the human being because it allows him/her to act adequately

in different contexts. Learning a second language or other languages focuses personal and professional life of an individual to be successful at make and know-how.

Teaching English in Primary School

According to Yesser A, & Chacon C, (2011) “La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros”. In such a way, the importance of understanding how the child learns and incorporates a foreign language, it is necessary to analyze the theoretical foundations that explain the process of learning or acquisition of a second language(L2) or a FL and how this process is linked with the mother tongue. From this statements, Krashen (1991) cited by Yesser A & Chacon C, (2011), he makes a difference between the terms learning and acquisitions in relation with FL “The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language”

“Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)”. Authors show their point of view regarding the topic and they differ “que para efectos de esta disertación, los términos aprender y adquirir indistintamente debido a que la LE puede adquirirse mediante actividades lúdicas de una manera inductiva y natural que también implica procesos de aprendizaje” it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes. Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) “La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales” (p. 467). Consequently, “los niños construyen a través del lenguaje significados del mundo que los rodea y establecen sus propios criterios de interpretación semiótica a cada concepto que descubren. Por esta razón, el aprendizaje de la LE debe partir de los conocimientos previos y de los esquemas de la lengua materna dado que las representaciones desarrolladas en aprendizajes anteriores y experiencias previas constituyen el andamiaje para construir mediante la LE, nuevos esquemas mentales o ampliar los ya existentes”.

Yesser A & Chacon C, (2011), cite Ausubel (1986) who stated “desde el punto de vista de la psicología cognitiva, explica que existen diferencias entre las capacidades cognitivas del niño y del adulto en relación con la cognición y la afectividad, las cuales se manifiestan en la motivación, creatividad, espontaneidad y flexibilidad que caracterizan a los niños y que distan mucho del adulto, quien, por lo general, es más proclive al bloqueo afectivo en el momento de expresarse en otra lengua”. “De los planteamientos anteriores, se desprende que la edad es un factor que incide en el aprendizaje del inglés como LE, particularmente en la adquisición de la pronunciación. Es decir, a menor edad, mayor es la probabilidad del niño o niña para desarrollar la pronunciación de un nativo”.

Why is it important to learn a FL in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid y McLaren (1981) who stated that there are different types of reasons that justify the learning of a FL at primary school. Pointing that the truly reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study a FL at school are used to get a better performance than those who do not.
- Children show not only a special capability to imitate sounds and colloquial expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers' and adults'.
- Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, leaning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

The Context of Pamplona

Pamplona has institutions of basic and secondary education, most of them are grouped in general schools as follows:

- **Colegio Normal Superior:** Which has as headquarters, Escuela Rural Cariongo, and Instituto Aurora.
- **Colegio Provincial San José,:** It is in charged of Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.
- **Colegio Águeda Gallardo de Villamizar:** Which has as headquarters, Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional.
- **Institución Educativa San Francisco de Asís:** It is in charged of Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII.

Similarly, there are two institutions which are not general schools but they provide public basic and secondary education. They are:

- La Presentación High School.
- Brighton Bethlemitas High School.

It is in this context where the students of the foreign languages degree of the University of Pamplona carry out their practicum, and social projection in primary schools.

Scenarios proposed to carry out the activities of the project I semester 2017

Institutions	School year (Primary)	Number of students
José Antonio Galán high school		
Normal Superior High School		
La Presentación high School		
José Rafael Faría Bermúdez high school		
Cristo Rey high school		
Brighton Bethlemitas high School		

The scenarios in which the activities of the project will be developed are the educational institutions previously described. The specific course will be included once the student-practitioner completes the observation stage and provide the courses and schedules in which they will be implementing the component of social projection.

Subproject

This space aims to establish a line of action for the Foreign Language Program concerning social projection. In that regard, when implementing the extension component to the community, each practitioner will adapt the general guidelines of this proposal to the institution's educational reality where the practicum takes place.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona through the design and implementation of a project to support English training.

General Timetable for the Project

		August				September				October			
Activity		1 st month				2 nd month				3 rd month			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	INSTITUTIONAL OBSERVATION												
2	SUBPROJECTS DESIGN												
3	SUBPROJECTS' IMPLEMENTATION IN EACH INSTITUTION												
		November				December							
Activity		4 th month				5 th month				6 th month			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	SUBPROJECTS' IMPLEMENTATION IN EACH INSTITUTION												
2	REPORT CONSOLIDATION												
3	PROPOSAL'S RESULTS AND IMPACT'S ASSESSTMENT												
4	SOCIALIZATION.I NTERACTION WITH THE												

COMMUNITY INVOLVED												
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Project's Budget

Items Type (expenses for the design of the project	Contribution for the project administration	Additional contributions: students and institutions' contributions	Total
Materials			
Prints			
Professional services profits			
Equipment and installation rental			
Communication, transport(tickets)			
Incentive and appreciation awards, courses, trips.			
Logistical support			
Total	Nothing	Nothing at all	

Benefited Population

The direct benefited population is composed of Pamplona's primary schools academic student community in which the integral practicum is carried out. It will be mentioned the benefited community, the number of participants will be established once the observation period finishes. The population for this project goes around 50 and 60 students for each institution.

- Basic primary school students
- Language courses field teachers in basic primary
- Foreign languages students-practitioners

Indirect benefited community:

- Foreign languages community program
- Pamplona's academic community

Institutional dependencies articulated to the project

- José Antonio Galán school
- Pamplona Normal Superior school
- La presentación Technical School
- José Rafael Faría school
- Cristo Rey school
- Brighton Bethlemitas high school

Introduction

El Instituto Técnico Arquidiocesano San Francisco de Asís counts with five physical campuses. Among them is “Jose Antonio Galan” campus in which primary classes are taken by almost two hundred students whose ages range from 5 to 11 in both boys and girls.

The physical location of the institution is relatively central thanks to its proximity to the town’s main park. Therefore, children from near neighborhoods such as “El Humilladero”, “Cristo Rey Parte Baja”, “Galan” and others, benefit from this because they are not forced to walk long distances and living near the school allows them to reduce the possible dangers they may face in their way to school.

Focusing on the ITASFA primary teaching staff, they, all of them are women, are capable to provide their students with educational support and guidance, with only one exception: teaching Basic English level in a basic level. For this reason, it would be significant for students in third and fourth grade to rely on a teacher of English who enables them to understand and produce utterances in the foreign language in its most basic form.

Justification

This inconvenience as an opportunity to display, put in practice and improve my teaching skills with minors would become a temporary solution for ITASFA teachers in primary school. Also, it must be mentioned that the whole theoretical and practical journey in my alma mater, the University of Pamplona, has enabled me to fully carry out my teaching profession. As teacher of English as Foreign Language, I consider myself, I have the required qualities and mindset to teach English in this primary school.

Knowledge mainstreaming is relevant in educational formation, once I was advised, taking into account its importance it will be one of the main supports when teaching in primary school during this 2017-I semester. In this order, it is planned to implement the video modeling as promoter of basic English comprehension and production in primary school children.

Objectives

General Objective

- Promote basic English comprehension and production in primary school children throughout video modeling methodology.

Specific Objectives

- List the advantages of Video Modeling in promoting basic English learning.
- Describe students' reactions and progress face to video modeling.
- Identify the impact of the proposed English videos in students' intake and output.

Methodology

This outreach component demands forty hours of direct class with students of primary school. Thus, I am going to be the teacher in charge of third and fourth grade in the English area. My work plan will be mainly based on a video per class. With these videos, students will have a source of input in target language thanks to its content just in English. Besides, the movements and actions displayed in the videos will be also contribute in the understanding of English topics such as greetings, feelings and verbs. My teaching assistance will be approximately from February 13th to May 8th, 2017. Having a class of two hours per week with each group.

On the other hand, according to the well-known Albert Bandura (1986), there is a way to learn through modeling that stimulates learning due to the constant observation to someone else's behavior, who is considered as model for the observer who unconsciously decides to emulate his behavior, even if it is positive or negative. Starting from this point, it would be advisable to adopt this learning method to ITASFA primary school students who always learn by modeling since very early age without noticing. A class planning has been conceived taking into account the advantages of video modeling without leaving aside teaching vocabulary and simple grammatical phrases.

Planning Model

- Initially, the teacher will start the class asking students how they are and he will corroborate if all the students are present.
- A review of the previous class topic will be done through the assignment. (It may vary in form and skill)
- The vocabulary topic will be explained through flash cards or body language. (It should be made clear that the resource used may depend exclusively on the topic.)
- Then, students will reinforce what was taught in the explanation through exercises that must be developed individually.
- After completing the exercises, students will be exposed to English thanks to the authenticity relying on the proposed videos.
- At the end of the class, the assignment to do is given and explained to students.

Academic Calendar

Calendario Escolar (José Antonio Galán): Clases de Inglés

Semana	Fecha	Grados	Horas	Temas
1	13 de Febrero	Cuarto B	2	<ul style="list-style-type: none"> Greetings Personal Presentation
	17 de Febrero	Tercero A	2	<ul style="list-style-type: none"> Greetings
2	20 de Febrero	Cuarto B	2	<ul style="list-style-type: none"> Commands
	24 de Febrero	Tercero A	2	<ul style="list-style-type: none"> Personal Presentation
3	27 de Febrero	Cuarto B	2	<ul style="list-style-type: none"> Classroom items What is this?
	3 de Marzo	Tercero A	2	<ul style="list-style-type: none"> Commands
4	6 de Marzo	Cuarto B	2	<ul style="list-style-type: none"> Prepositions of place Pronoun: it
	10 de Marzo	Tercero A	2	<ul style="list-style-type: none"> Classroom items What is this?
5	13 de Marzo	Cuarto B	2	<ul style="list-style-type: none"> Subject Pronouns
	17 de Marzo	Tercero A	2	<ul style="list-style-type: none"> Prepositions of place
6	20 de Marzo	Cuarto B	2	<ul style="list-style-type: none"> School verbs
	24 de Marzo	Tercero A	2	<ul style="list-style-type: none"> Subject Pronouns
7	27 de Marzo	Cuarto B	2	<ul style="list-style-type: none"> Can or can't
	30 de Marzo	Tercero A	2	<ul style="list-style-type: none"> School verbs
8	3 de Abril	Cuarto B	2	<ul style="list-style-type: none"> What day is it today?
	7 de Abril	Tercero A	2	<ul style="list-style-type: none"> Can or can't
9	10 de Abril	Cuarto B	2	<ul style="list-style-type: none"> Verb to be
	14 de Abril	Tercero A	2	<ul style="list-style-type: none"> What day is it today?
10	17 de Abril	Cuarto B	2	<ul style="list-style-type: none"> Who is she? Who is he? Who are they?
	21 de Abril	Tercero A	2	<ul style="list-style-type: none"> Verb to be

Schedule of English Classes

	Monday	Tuesday	Wednesday
7:00			3-C
7:55	4-B		3-C
8:50	4-B		
9:45	Surveillance / Break		

Results

I was in charge of teaching English to 3rd and 4th graders belonging to the ITASFA primary school. It was an enriching experience, as EFL teacher, full of good memories for being surrounded by students who were always interested in every single activity, games, songs or videos I implemented as class material. Participation was so persistent from students' part that I had to give turns, something that is hardly ever seen with their secondary school peers. Above all, I will permanently have in my mind their affection and gratitude for the lessons I gave them making my teaching practice much more enjoyable. Thus, regarding the results of this component, I split them out in two according to the specific objectives initially stated.

Advantages of Video Modeling

Concerning the objective of *listing the advantages of Video Modeling in promoting Basic English learning; and describing students' reactions and progress face to VM*, it is imperative to confirm as result that three advantages were found during the implementation of this pioneering methodology are the following:

1. Listening and recognizing the vocabulary studied in class permitted that students to develop their listening skill in the target language enabling them to differentiate and identify certain words in an audio.
2. The video became a source to revise short phrases and words that had been studied previously in class, for this reason students always tried to repeat them unconsciously.

3. Videos had a great contribution in students' short oral productions promoting the accurate imitation of utterances heard in the videos.

*An example of students' oral production was when they were asked to stand in front of the class telling the school supplies they had in their bags.



Transcription

“Good Morning, my name is Brayan (pointing himself). In my school bag, I have a notebook (showing it to the whole class), a pencil case and a pen. Good bye!”

Change in Students' Behavior

On the other hand, referring to the impact identification of the English videos in students' intake and output, it was noticed students' main focus changed totally when a video was displayed having a double result in their behavior. The first one, their attention was fully centered in what it was being showed and said in the video. In the second, behaving properly was a radical change due to the attraction and curiosity that the videos might arouse. Moreover, the linguistic content in the videos should be simple a starting for being the very first oral interaction with the foreign language. This is advised in order to take advantage of the rich linguistic content a video may have contributing in the development of mental set-ups in English.

Conclusion

This enriching experience allowed me to put in practice all theoretical knowledge I learnt throughout six semesters of linguistic learning and three of entrenchment. In the same sense, this experience contributed to enhance aspects linked to my teaching methodology such as group management, voice projection and time management.

Additionally, the video was employed as a ludic tool that may lead to keep students' attention and enthusiasm to participate in class only if it is well implemented as it happened to the ITASFA primary school students who resulted the most benefited from the frequent display of proposed videos that, in fact, kept them attentive while listening and watching to finally participate with their contributions.

To sum up, teaching to children whose ages ranged from 7 to 11, is a labor that demands a lot of patience, an ongoing process of reflection; and a high level of vocation for this teaching practice that not only pursues the linguistic formation in foreign language but also the cultivation of values being of great help in order that they get involved in the construction of a better social collectiveness providing solutions to future problems.

Photographical Evidence

3rd Graders



4th Graders



Administrative Component

Introduction

In accordance with the practicum directives of the Bachelor Degree in Teaching Foreign languages ascribed to the University of Pamplona, this administrative component is proposed in order the pre-service teacher learns about the institution, where he was assigned, allowing him to understand the context in which his practicum takes place; and become part of ITASFA family, mainly composed by students, teachers, parents, coordinators, administrative staff and others, whose permanent contributions are significant in the normal development of classes. As pre-service teacher, I am responsible for supporting every single event proposed in the activities chronogram during the school year to create a familiar environment between colleagues.

Justification

Most of the extra-curricular activities always demand time and effort from teachers' part mainly because in this type of events, all the students are held in only one place where indiscipline may burst in seconds. For that reason, taking care of students becomes a double task because firstly, teachers have to generate a big effort to make students behave properly and besides, they are in the obligation of detecting and preventing possible dangers that may impact their physical and mental wellbeing.

Additionally, participating in the extra-curricular activities is a great chance to get acquainted with students, teachers and others. This may allow pre-service teachers to perceive the reality of the educational context in a public school, its variety of needs, issues and acknowledgements.

This educational scenery will help me to develop myself not only in my teaching methodology but it will greatly contribute in my formation as an integral teacher of English as Foreign Language.

Objectives

General Objectives

- To be actively involved in administrative activities and events proposed by the school.

Specific Objectives

- To supervise students' integrity during events and breaks.
- To be supportive in events proposed by the institution.
- To participate in the extra-curricular meetings in the institutional agenda.

Methodology

To accomplish the main objective of being actively involved in administrative activities and events proposed by the school, I was asked to fulfill some specific functions. My administrative functions will take place every single day during the break that always starts at 9:45 am. They have been already established as:

- To avoid fights and insulting words against classmates or teachers.
- To avoid the consumption of psychoactive substances.
- To avoid students leave the school facilities without coordinator's consent.

Chronogram of Institutional Events

February, March, April and May

FEBRERO

FECHA	ACTIVIDADES
7	SESIÓN CONSEJO ACADÉMICO
10	ELECCION PERSONERO, REPRESENTANTE Y CONSEJO DIRECTIVO Y CONTRALOR ESTUDIANTIL ORGANIZAN DOCENTES SOCIALES Y COORDINADORES
17	REMISIÓN DE PLANES OPERATIVOS DE COORDINADOR@S A RECTORÍA
24	ACTO DE RENDICIÓN DE CUENTAS DE LA RECTORÍA VIGENCIA FISCAL 2016

MARZO

FECHA	ACTIVIDADES
3	SIMULACROS 10º y 11º
7	SESIÓN ORDINARIA CONSEJO ACADÉMICO

ABRIL

FECHA	ACTIVIDADES
4	SESIÓN ORDINARIA CONSEJO ACADÉMICO
7	DIA 'E'
10 AL 14	RECESO ACADÉMICO
25	ENTREGA DE INSTRUMENTOS DE PRUEBA DE CALIDAD PREEESCOLAR 1º A 9º GRADOS – LIDERES DE 3 ÁREA A COORDINACION - IZADA DE BANDERA – DÍA DEL IDIOMA. PARTICIPAN TODOS LOS GRADOS PRIORIZAR MANIFESTACIONES ARTÍSTICAS Y CULTURALES CON LOS ESTUDIANTES
28	ENTREGA PRUEBAS DE CALIDAD COORDINADORES A SECRETARIA

MAYO

FECHA	ACTIVIDADES
2 AL 5	DESARROLLO ACADÉMICO – PRUEBAS DE CALIDAD 0º A 9º GRADOS CONFORME PROGRAMACION DE COORDINACIONES. LAS ACTIVIDADES DE RECUPERACION SON SIMULTANEAS Y SE REGISTRARAN EN EL OBSERVADOR DEL ESTUDIANTE CONFORME A LA PROGRAMACION DE LOS DOCENTES EL REGISTRO DE INFORMES ACADÉMICOS SE HARA CONFORME SE ORIENTE POR LA RECTORÍA

5	TERMINACION PRIMER PERIODO ACADÉMICO DE PREESCOLAR A BASICA CICLO DE SECUNDARIA
3	SESIÓN ORDINARIA CONSEJO ACADÉMICO – BINGO INSTITUCIONAL FINANCIACIÓN FIESTA DE LA FAMILIA
8	INICIO 2º PERIODO ACADÉMICO PREESCOLAR, PRIMARIA Y SECUNDARIA
9	ENTREGA A COORDINACION INSTRUMENTOS PRUEBA DE CALIDAD 10º Y 11º GRADOS 1º PERIODO ACADÉMICO
15 AL 19	PRUEBAS DE CALIDAD 1 PERIODO ACADÉMICO MEDIA TECNICA
16	INICIO 2º PERIODO ACADÉMICO MEDIA TÉCNICA
18	ASAMBLEAS ACADÉMICAS SESIÓN ORDINARIA COMITÉ CONVIVENCIA
19	DÍA DEL EDUCADOR
23	REPORTE INFORMES ACADÉMICOS A SECRETARÍA 1º PERIODO MEDIA TE´CNICA

Results

Getting into the administrative component, it is important to clarify that although some extracurricular events were meant to be in specific dates according to the institutional chronogram above, a couple of them suffered a change due to external circumstances. However, this was not an impediment to get involved in flag raising and cultural events organized by the school staff. Thus, the main functions I performed during my stage were comprised in three: monitoring, designing exams and tutoring.

Monitoring

In the monitoring function, I was with my supervisor in different areas of the school avoiding students to misbehave, saying bad words and running away during many school breaks in order to ensure their own general welfare. (Appendix 1) I had the same responsibilities during institutional events organized in the table below.

Appendix	Date	Event
2	March 6 th	Flag Raising
3	March 7 th	A Simulation Exam for Pruebas Saber
4	March 8 th	Women's Day Celebration
	March 9 th	Inauguration of Chemistry Labs.
5	March 17 th	Students' Representative Election
6	April 24 th	Language Day
7	April 29 th	Children's Day
	May 9 th	Flag Raising

Designing Exams

Regarding the function of designing exams, from 3rd to 7th April I had the experience of designing the official exams of the first academic period for three grades: third, fourth and tenth. It was very demanding and time consuming but at the end, I succeeded in the neat design for the exams. (Appendix 8)

Tutoring

My last function was mainly based on preparing students for a presentation on Language Day. From March 21st to April 24th during the school break, I worked personally with two students who were going to perform in the coming flag raising of April. One spoke about the biography of Bob Dylan and gave the reasons why he had been awarded with the Literature Nobel Prize and what it consisted of (Appendix 9) and the other one, a young girl, sang a fragment of a Bob Dylan's song and then, she sang to another song of her preference. The other two students served as translators during their classmates' presentation. (Appendix 10)

Honestly, I felt splendid working with these students because they were fond of English and the most important, motivated to learn more. Some fellow teachers liked their presentation and the audience, composed by nearly 300 students, reacted in an impressive way. Even, they paid a lot attention and behaved properly.

Conclusion

This experience could not have been complete without having the chance of being closer with ITASFA community such as directives, teachers, fellow practitioners, administrators, parents and students through a set of functions during the great variety of relevant activities proposed by the Institution among these the celebration of Women's Day, Students' Representative Election and Language Day that contributed to proportionally develop a fundamental skill when teaching: discipline management.

Appendices

Appendix 1



Appendix 2



Appendix 3



Appendix 4



Appendix 5



Appendix 6



Appendix 7



Appendix 8

INSTITUCIÓN EDUCATIVA INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS PAMPLONA – NORTE DE SANTANDER		
Prueba de Calidad Área: INGLÉS		
Fecha: _____	Grado: _____	Good Luck !
Estudiante: _____		

A. Encierra la opción correcta

1. What is this? ¿Qué es esto?



A. a pencil B. a book C. a sharpener

2. What is this? ¿Qué es esto?



A. a school bag B. a ruler C. an eraser

3. What is this? ¿Qué es esto?



A. a ruler B. a pencil C. a board

4. What is this? ¿Qué es esto?



A. a bag B. a book C. a pen

9. Parts of the day. Partes del día

A. Good Morning
B. Good Evening
C. Good Night



10.



What is your name?

B. Con una línea, une las palabras con su imagen



STAND UP

Appendix 9



Appendix 10



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