IMPLEMENTING INTERACTIVE SPEAKING ACTIVITIES TO ENHANCE ORAL

PRODUCTION IN EFL STUDENTS AT JOSÉ RAFAEL FARÍA BERMÚDEZ HIGH

SCHOOL

ACTION RESEARCH

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FACULTY OF EDUCATION

DEPARTMENT OF LANGUAGES AND COMMUNICATION

FOREIGN LANGUAGES ENGLISH-FRENCH

PRACTICUM

PAMPLONA

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ACCEPTANCE NOTE

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RESPONSIBLE INTEGRAL TEACHING PRACTICE SIGN

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SPERVISOR SIGN

TABLE OF CONTENTS

Page

List of Figures

List of Tables

List of Appendixes

List of the Photographic gallery

Page

Presentation

The formation of future teachers is a permanent process that is in constant evolution and that requires specific contexts in order to worth the teacher labor. In order to supply the knowledge and the pedagogical principles of a future teacher, it is imperative to consider the places and the resources that a pre-service teacher has to put into practice to acquire knowledge during the whole training process, not only in the teaching practice but in the institutional immersion, professional, social and with all the people of the academic process of formation.

This study is divided into four components, each one highlights the purpose of research itself and the methodology used in this work. The first one is the pedagogical component; it is an action research that is carried out in a high school in Pamplona, implementing the interactive speaking activities in EFL classroom. The second one is the research component; which consisted of an investigation inquiring pre-service teachers' pedagogical reflections. The third component is the outreach in which the pre-service teacher implements game activities as a way to reinforce the low academic performance in English language by the tenth graders students in a high school in Pamplona. And the last one, is the administrative component in which is described what duties the pre-service teacher should do in order to get involved in the teaching ambiance in a high school in Pamplona. Each one of those components refers to different aspects that work in function to the professional practice of the Degree in Foreign Languages.

Introduction

Nowadays, teachers have to face diverse challenges in order to prepare integral students to deliver them to this world in constant change. Preparing students required so much effort from teachers. It is not an easy task due to the advancement and the requirements that this globalized world demands to the new generations. The education has to be reshaped and changed by implementing new strategies and methodologies that motivate students and show them how they can use knowledge in real life.

In Colombia, English language has gained an important role in primary and secondary education, as English is known as the "Global Language" it has been included to be taught in the Basic standards of competence in foreign languages by the National Ministry of Education (MEN) in Colombia, which purpose is to become a bilingual country.

> Ser competente en otra lengua es esencial en el mundo globalizado, el cual exige poderse comunicar mejor, abrir fronteras, comprender otros contextos, apropiar saberes y hacerlos circular, entender y hacerse entender, enriquecerse y jugar un papel decisivo en el desarrollo del país. Ser bilingüe amplía las oportunidades para ser más competentes y competitivos. (White, et al., 2006, p. 3)

During a week of observation in a public school in Pamplona, it was evidenced different situations in tenth students' classroom. First, the students were anxious to talk and to participate but in the contrary, they felt intimidated by the time or their partners using on the other hand their mother tongue. Second, the lack of vocabulary made them stop and refuse of practicing. Third, from the observation, it could be seen the unequal participation in the classroom from both the students and the teacher.

With regard to this, teachers should be committed to fulfill what is stablished by the government. Regarding this commitment, it is necessary to implement new strategies and the use

of diverse tools to develop skills on FL learners; all these skills (listening, reading, writing and speaking) have to be developed at the same time. However, some with less intensity than others. Furthermore, it is important to prepare students to be able to communicate, to transmit an idea and to interact with others in a foreign language; that is why this action research is focused on speaking skill by using interactive speaking activities as the leading strategy concerning daily real situations in order to accomplish the improvement of oral production of tenth grade students at José Rafael Faría Bermudez High School in Pamplona. Having been identified the limitation of speaking in the classroom through observation; it is time to take action and give a solution to start a remarkable change in the education of this country.

Justification

The main interest to encourage the students of tenth grade of José Rafael Faría Bermudez school to develop their oral production is based on the need they have to communicate orally their linguistic knowledge they have learnt in all their English learning process. A useful strategy to help students to use the target language is through interactive speaking activities.

There are many methodologies to teach and to learn a foreign language and that take us to search for different strategies to implement in the classroom. They may be striking strategies for the students, not only to improve skills but to promote the acquisition of linguistic and cultural knowledge in order to incorporate the social and affective competences in the different dimensions of the human being.

According to this, interactive speaking activities are a setting of speaking exercises in which students can practice some knowledge they have learnt before. It is focused on developing the oral production through classroom activities. It is necessary to set a comfortable environment between students and the teacher since it is essential to assure the students are doing their best.

The main objective of this research is to improve the students' speaking skills through interactive speaking activities putting into practice the originality, integrality, motivation, and students' participation. They have to accept every activity they could face in the classroom at the same time they are going to use their linguistic knowledge. This combination between these two elements, the linguistic knowledge and the interactive activities is a dynamic strategy to teach and to learn a foreign language.

Objectives

General objective

- To implement interactive speaking activities in tenth grade students' classroom to enhance their speaking skills.

Specific objectives

- To know the impact of interactive speaking activities on tenth grade students at José Rafael Faría Bermúdez High School.

- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in a high school in Pamplona city.

- To implement game activities in order to respond to the needs of low academic performance students at José Rafael Faría Bermúdez High School.

- To get involved in the teaching ambiance by having a participant collaboration in the activities and events developed by the school.

Institutional Observation

Location

José Rafael Faría Bermudez High School is located in Pamplona, Colombia; it is on the North East of the town, on the 8th street # 6-61. This institution is one of the headquarters of Provincial San José High School, which is located in the Avenue Santander.

School authorities

The institution authorities have been established by Luis Francisco Mogollón, as head of the educative center, he is the first in line and the person who authorizes and organizes logistically and academically the school. The academic coordinator of the main headquarter is Martin Omaro Cuy; the academic coordinator and the person in charge of José Rafael Faría Bermudez High School headquarter is Luis Ernesto Suarez Bautista.

Important aspects about the institutional educative project (PEI)

Provincial San José High School was founded in 1915 by the bishop Lasso de la Vega, with the name of "Casa de Educación de Pamplona". Through the time there has been many inconvenient in the school, the wrong management of resources at some time, conducted to close the school. However, it was reopened thanks to a bishop who wanted to continue with the education, due to the civil war, there was an interruption of academic activities for four years. Its location has changed through the time and nowadays this institution has many headquarters that serve to the community, it does not matter the social status.

One of those headquarters is José Rafael Faría Bermudez that started its work after its foundation on November 3rd 1972, as an experimental center in the field of pedagogical sciences for future graduates in education at the University of Pamplona, with a nocturnal section. Afterwards, the daytime section was implemented and the first high school graduates was in the

year 1973. Its name "Centro de Educación Media de la Universidad de Pamplona" (CEMUP) was maintained until 1999, when it began to be called the José Rafael Faría Bermúdez University College in homage to the founder of the city's main study house. Since 2003, this school has been joint to the Provincial San José. Nowadays, more than four hundred students study there, faithful to the missionary principles of the Provincial San José, the headquarter is characterized by the permanent search for academic excellence, maintains its tradition of educational quality, and discipline. It is an educational institution of an official character, with clear principles of Christian Catholic orientation, which bases is pedagogical action on the virtues and values of Saint José.

Mission

Provincial San José High School guarantees the education service in the preschool, basic and middle level, with the purpose of forming integral and competent beings, with investigative spirit and peaceful citizens, in a pluralistic and globalized society in permanent change, respectful of the human rights, the personal freedom and values proper to human dignity, based on the "Santandereanos" and "Lasallistas" principles: Honor, Science and Virtue.

Vision

By the year 2020, Provincial San José High School will continue to be recognized for offering a high quality educational service, based on humanistic principles, pluralistic, healthy coexistence and constant updating of its pedagogical and research practices, in response to the challenges of the present time, the demands of the environment and commitment to create peace.

Institutional principles

- The personalization and socialization of the student, understood as respect for human dignity.

- Tolerance and dialogue between the members of the educational community as a basis for healthy coexistence and democratic action.

- The development of the sense of belonging on the part of the managers, teachers, students and parents by the school, the region and the country, as the basis of its identity.

- Technology as an instrument at the service of knowledge, research and human development.

- The entrepreneur capacity and innovation that allows the competitive performance in the world of work.

- Bilingualism as a means of approaching other cultures and the possibility of access to better opportunities in the globalized world.

- Attention to the diversity of students who present educational needs, many of which are shared, others individual and some special.

Institutional Objectives

General:

- To form in an integral way, facilitating the human, scientific and technological development.

Specific:

- To provide a solid academic training, that allows students to enter to higher education and their effective incorporation into society as an agent of change.

- To encourage respect and promotion of values, stimulating the development of socio - affective processes.

- To develop communicative skills and the appropriate use of new technologies and investigative practices.

- To promote the investigative practice in the different fields of knowledge as a pedagogical strategy that contributes to the construction of the knowledge supported in the ICT (Information and Communication Technologies)

- To inculcate respect, proper use and conservation of the environment as a common heritage.

In the Institutional Educational Project, the Pedagogical Component focuses its attention on the student, on the role of the teacher, on the interaction between the members of the educational community, on the pedagogical strategy and on the methodological approach raised, on research as a pedagogical strategy that ensures the integral training of children and young people of the institution. "La Institución Educativa Colegio Provincial San José, adopta como Modelo Pedagógico el Activo" (p. 51). It is stated in the PEI, this model is focused on students, their ideas, interests and activities as it is on them that education is based, it is based on the student's tendencies in a favorable environment, allowing them to incorporate the knowledge that is necessary for their personal growth and skills development. Students should appropriate of a learning process: "Aprendo, Practico y Aplico (APA). Lo que yo aprendo, lo practico; y lo que practico, lo aplico" (p. 3).

Building

José Rafael Faría Bermudez High School building is composed by three stages. On the first one, we find the academic coordinator's room, orientation's room and a cafeteria; on the left side, there is an auditorium which is a media room with visual projector and a DVD which is used for cultural and extra-classes activities; on the right side we find tenth and eleventh grade classrooms, in the middle of the first stage, there is big playground where students can play any sport (mainly football and basketball). On the second floor there are the bathrooms and on the other side, some classrooms for sixth grade students, and in the last floor, it is full of classroom

for seventh, eighth, ninth grade. Besides this, there are four laboratories: a laboratory for chemistry and another for physics, which are situated on the third floor, and the bilingual and computers laboratories are situated on the second floor.

Organization Chart of the Institution
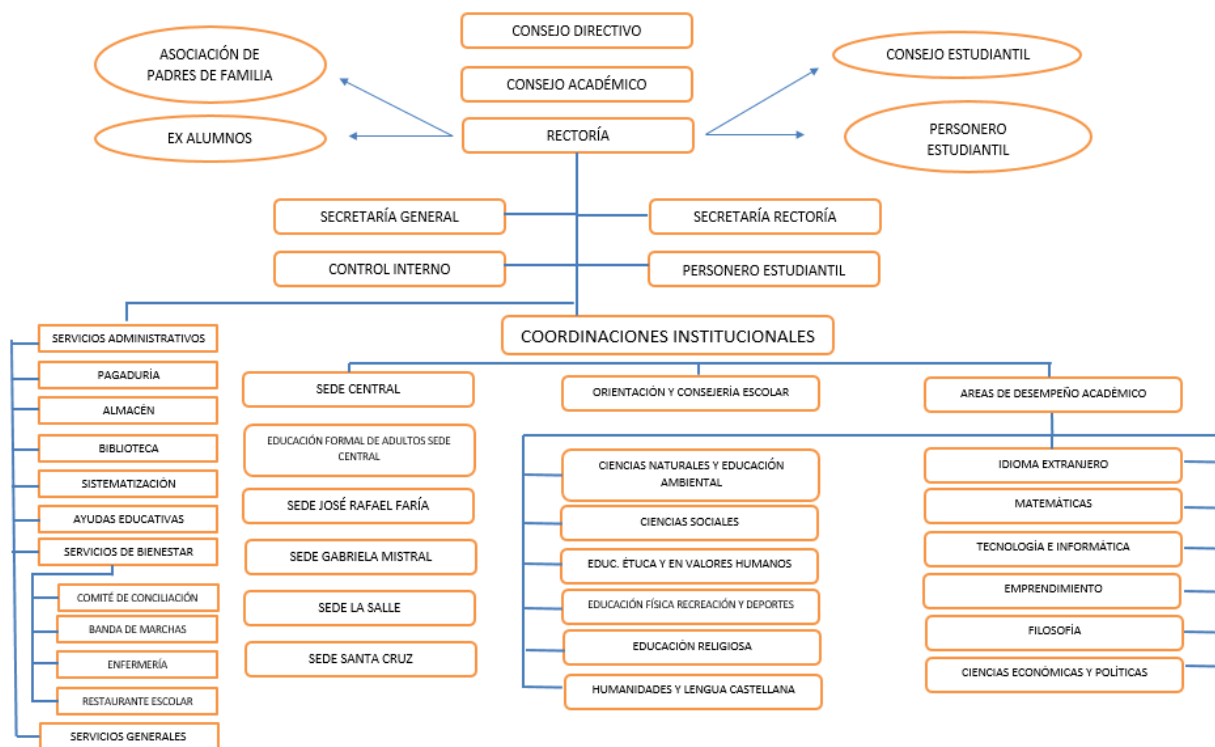
Figure 1. Organization Chart of the Institution

Table 1. School Calendar

COLEGIO PROVINCIAL SAN JOSÉ

Septiembre 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
					1 BENDICION BIBLIAS	2
3 EUCARISTIA ASISTEN SEDE MISTRAL ORGANIZA 3°	4	5 PRUEBAS DE EFICACIA SEGUNDO TRIMESTRE	6	7	8 DIA DE LA NIÑA MARIA	9
10 EUCARISTIA ASISTEN SEDE SALLE Y SANTA CRUZ ORGANIZAN TERCER GRADO	11	12	13 COMITES DE EVALUACION	14 ENTREGA DE PLANILLAS A COORDINACION	15 FIN SEGUNDO TRIMESTRE	16
17 EUCARISTIA ASISTEN 6° A 8° SEDE CENTRAL ORGANIZA 6°	18 INICIO TERCER TRIMESTRE	19 SEMANA AFECTIVIDAD IZADA DE BANDERA NOVENOS SEDE PRINCIPAL Y FARIA	20 SEMANA AFECTIVIDAD	21 SEMANA AFECTIVIDAD	22	23
24 EUCARISTIA ASISTEN 9° A 11° SEDE CENTRAL ORGANIZA 9°	25	26 ENTREGA DE BOLETINES BASICA	27 ENTREGA DE BOLETINES BACHILLERAT	28 IZADA DE BANDERA QUINTOS SEDE SALLE	29	30

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES

Agosto 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
		1	2	3	4	5
6	7 SE TRABAJA CON ESTUDIANTES IZADA DE BANDERA ORGANIZA GRADO 8 SEDE PRINCIPAL	8	9	10	11	12
13 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 11°	14	15	16 JORNADA DE ATENSIÓN A PADRES DE FAMILIA	17	18 INAUGURACION JUEGOS INTERCLASES	19
20	21 SE TRABAJA CON ESTUDIANTES	22	23	24	25 JORNADA ESPECIAL ESTUDIANTES GRADO 11°	26
27 PRUEBAS SABER GRADO 11	28	29 IZADA DE BANDERA SEGUNDOS MISTRAL	30 IZADA DE BANDERA PRIMERO Y SEGUNDO SANTA CRUZ	31 IZADA DE BANDERA SEGUNDO SEDE SALLE		

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES

OCTUBRE 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
1 EUCARISTIA ASISTEN 6° A 8° SEDE FARIA ORGANIZA 6°	2	3	4	5 ACTTIVIDAD LEXICO PRIMARIA DIA DE LA BIODIVERSIDAD	6	7
8	9 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	10 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	11 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	12 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	13 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	14
15	16 SE TRABAJA CON ESTUDIANTES	17	18	19	20 EXPOSICION DE TRABAJOS AREA DE ARTISTICA	21
22 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 9°	23	24	25 ESCUELA DE PADRES	26	27	28
29 PRIMERAS COMUNIONES	30	31				

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES

Noviembre 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
			1	2	3	4
5	6 SE TRABAJA CON ESTUDIANTES	7	8	9	10	11
12	13 SE TRABAJA CON ESTUDIANTES	14	15	16 IZADA DE BANDERA CUARTOS SEDE SALLE	17	18
19	20	21 PRUEBA DE EFICACIA TERCER TRIMESTRE	22	23	24	25
26	27	28	29 COMITES DE EVALUACIÓN Y PROMOCIÓN	30 ENTREGA DE PLANILLAS A COORDINACIÓN		

Supervisor's Timetable

INSTITUCIÓN EDUCATIVA COLEGIO PROVINCIAL SAN JOSÉ
SEDE JOSÉ RAFAEL FARÍA BERMÚDEZ
AÑO ELECTIVO 2017

Teacher: **SANDRA LUCIA CASTELLANOS**

Table 2. Supervisor's Timetable

HOURS	MONDAY	TUESDAY	WENDNESDAY	THURSDAY	FRIDAY
1ST 07h00-07h50	10-4	10-5	11-4		11-4
2ND 07h50-08h40	11-5		11-5	7-4	
3RD 08h40-09h30	10-6		10-6	10-6	10-4
Break time 09h00-10h00					
4TH 10h00-10h50	10-5	10-4	7-4		7-4
5TH 10h50-11h40		7-4	10-4		10-5
6TH 11h40-12h30		11-5			
7TH 12h30-13h20					

Contents

Table 3. English contents

COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA HONOR, CIENCIA Y VIRTUD **PLAN DE PERIODO**		

1. IDENTIFICACIÓN					
PERIODO N°	03	**FECHA DE REALIZACIÓN**:	FEBRUARY 2017	**GRADO**	**10th**
AREA:	HUMANITIES AND LANGUAGES	**Asignatura**	ENGLISH		

2. FUNDAMENTACION Y LINEA BASE
PREGUNTA PROBLEMATIZADORA
How to improve step by step the students' oral production?

ESTANDAR (ES)	**DBA (S)**
1. I identify the main idea in a listening exercise when I have previous knowledge about the topic. 2. I assume a critical position towards the author's point of view when I identify it. 3. I plan, review and edit my writing with my classmates and teacher's help. 4. I give oral presentations about topics that are interesting and related to my school curriculum. 5. I answer questions, taking into account my classmates and context. 6. I understand connectors in a conversation to understand their meanings. 7. I identify the values of other cultures which allow me to build my interpretation of their identity. 8. I express values of my culture through the texts I write. 9. I use appropriate vocabulary to express my ideas clearly about topics that are interesting and related to school curriculum. 10. I make use of understandable pronunciation to achieve effective communication.	1) Recognizes general and specific information in written and oral opinion text and discussions on familiar topics. 2) Explain ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge. 3) Writes narrative, descriptive and explanatory text related to the topics of interest or that are familiar to him/her. 4) Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced. 5) Exchanges opinions on topics of personal, social or academic interest. 6) Holds spontaneous and simple conversations on topics of personal or academic interest. 7) Responds to questions and inquiries after an oral presentation on general or academic topics of interest.

CONTENIDOS	**TIEMPO**	**NIVELES DE DESEMPEÑO**		

MODULE 3: We are all different.
Unit 1: Different looks, different lifestyles.
Lesson 1: Adverbs of frequency and frequency expressions.
    Daily activities.
 	
Lesson 2: Quantifiers.
    Celebrations and festivals.
 	
Lesson 3: Use to and used to.
	13
	
	Semanas
		SABER
		
		Ask and give opinions and points of view.
		Justify point of view.
		Identify and describe objects.
		Speak about preferences.
			HACER
			
			Identify the author's point of view in argumentative oral and written texts related to academic subjects.
			Participate in conversations on academic subjects.
			Express own points of view in simple argumentative oral and
				SER
				
				Analyze the phenomenon of Fast Fashion
				Value the role of globalization in the use of

Unit 2: Be yourself.
 	
Lesson 4: Have to and has to.
    Adjectives for describing people.
Lesson 5: Sentences with to + infinitive.
    Adjectives for describing things.
Lesson 6: Hypothetical situations: If I was I were…, I'd…
    Changing your appearance.
 	
Unit 3: Mind your manners.
Lesson 7: Past simple questions.
    Identity.
Lesson 8: Must, mustn't, have to, don't have to.
    English proverbs.
 	
MODULE 4: Our natural environment.
Unit 1: Eco-tourism.
Lesson 1: Ever and never.
    Landscapes.
Lesson 2: for and since.
    Facilities in a national park.
    Lesson 3: Already, still and yet.
    Vocabulary categories across the module.
Unit 2: Protecting our native culture and environment.
Lesson 4: The past continuous.
    Indigenous people.
Lesson 5: Active and passive.
    Trafficked animals.
Lesson 6: Present perfect continuous.
    Environmental problems.
Unit 3: Colombia: a natural and cultural paradise.
Lesson 7: Present continuous for the future, be going to, or will.
    Adjectives to describe places.
LET'S WORK TOGETHER
    Create a new eco-park.
    Self-assessment**.**
		Express agreements and disagreements. Request clarification justify points of view Express conditions and opinions. Predict future actions as a result of certain conditions. Make hypotheses on advantages and disadvantages of a subject presented	written texts on academic subjects. Recognize general and specific ideas in short argumentative write texts on academic and scientific subjects. Structure medium length argumentative oral and written texts on academic and scientific subjects. Express opinion on academic and scientific subjects in spontaneous interaction.	everyday products

3. PROCESO ENSEÑANZA – APRENDIZAJE		
ESTRATEGIAS DIDÁCTICAS	**RECURSOS**	**EVIDENCIAS DE APRENDIZAJE**
APA model: Learn, practice, and apply. • General explanations. • Matching activities. • Completing charts and sentences. • Listening tips.	• Book: English Please! • English lab. • Tablets • Cellphones. • Computers	**The student:** • Listen to a boy talking about his daily routine. • Reads an interview with Yuniko. • Discusses questions about lifestyles.

• Deducing the use of grammar. • Finding words in a puzzle. • Writing questions. • Asking and answering questions. • Predicting information • Reading and checking. • Listening and repeating. • Writing shorts articles, stories. • Correcting mistakes in sentences. • Choosing the correct option. • Creating a poster. • Speaking activities. • Discussing questions and topics. • Listening and describing pictures. • Listening and answering questions. • Following instructions. • Answering quizzes and tests. • Confirm information.	• Video beam. • Dictionary. • Grammar book. • Flash cards. • Audios. • Real material. • Slides	• Writes ideas about the lifestyles of teenagers from a different country or region. • Discusses questions about having fun in the past and now. • Writes a short report about hobbies. • Describes a famous person. • Writes a composition with the title "What is beauty? • Writes a short news article about a conflict. • Compares two photos. • Writes advices in response to a problem posted on line. • Presents an interview to your class. • Writes a quiz about cultural aspects of other countries. • Asks and answer questions about topics the unit. • Writes a postcard to a foreign friend. • Listens to a conversation about adventure holidays. • Reads "The Achuar people". • Discusses photos related to animal trafficking. • Reads about Environmental problems in Colombia. • Writes a description of a holiday. • Assesses his or her achievement of the language.

4. CONTROL Y SEGUIMIENTO

ELABORACIÓN Y RESPONSABLES DEL DESARROLLO

CURSO	NOMBRE	CARGO	FIRMA
10-01	MARIA DE LOS ANGELES EUGENIO LOPEZ. ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-02	MARIA DE LOS ANGELES EUGENIO LOPEZ. ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-03	MARIA DE LOS ANGELES EUGENIO LOPEZ. ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-04	SANDRA LUCIA CASTELLANOS BAUTISTA	DOCENTE	
10-05	SANDRA LUCIA CASTELLANOS BAUTISTA	DOCENTE	
10-06	SANDRA LUCIA CASTELLANOS BAUTISTA	DOCENTE	

REVISIÓN		FECHA	
NOMBRE		CARGO	FIRMA

CHAPTER I

Pedagogical Component

IMPLEMENTING INTERACTIVE SPEAKING ACTIVITIES TO ENHANCE ORAL

PRODUCTION IN EFL STUDENTS AT JOSÉ RAFAEL FARÍA BERMÚDEZ HIGH

SCHOOL: AN ACTION RESEARCH

Introduction

In the most recent years, the world is facing a big change, getting involved in a globalized

context in which English has become an international language. It has turned more into a need

than into a luxe. The importance of English does not reside in how many people speak this

language as their mother tongue, but in how much people speak it as a second language. English

is the language of business, technology and research. Laboring speaking, this language is

becoming a basic professional profile.

This is a world in constant change, that is why education have to change as well to

correspond to the new exigencies. Pre-service teachers need to implement new methodologies in

order to impress and motivate students to learn English and to preparing them to face the real

world. Colombia is one of the countries that wants to reach bilingualisms, the educative

revolution pretends to answer to the needs of coverage and quality required by the country. All

of this as so as to achieve better conditions of social and economic development and to improve

its population life quality. The National Ministry of Education (MEN) stablished the Basic

standards of competence in foreign languages: English as a subject to be taught at every primary

and high schools in the country. In order to succeed it, English teachers have to implement new

strategies including real situations that are interesting for students. This teaching and learning process have to become easy and pleasant to both: teachers and students.

English language is composed of four skills (reading, writing, listening and speaking), but most of the teachers are not focused in all of them, the most common is writing production and grammar component. This action research aims to improve the oral production skills on students at a high school in Pamplona by using interactive speaking activities as the main strategy to enhance the poverty of the oral communicative competence. Different situations observed in the tenth students' classroom awake the interest of this project. In the first place, the students of tenth grade showed eager to speak, otherwise, they felt intimidated by the time or their partners, so they used their native language. In the second place, if they did not know some vocabulary they stopped talking and they refused to continue practicing. And in the last place, it could be observed that the participation was unequal. Some of the students speak a lot meanwhile others stayed quite. Additionally, the teacher used to talk most of the time in both languages, Spanish and English, limiting the time and the students' participation.

Statement of the problem

The English teacher of tenth grade's students at José Rafael Faría Bermudez High School stated that they were more engaged with the writing production and grammatical structures. Therefore, during the observation carried out in one week, it was evident the mispronunciation of words that did not allow them to communicate in the target language. According to the English planning to 2017 in this High School, the teachers in charge were demanded to implement new strategies or techniques in order to foster students' oral production. During the planning, they stablished a main question for them to take into account in all their lessons planning: "How do you do to make the students gradually improve his or her oral production? This question helps to focus the purpose of this project in a great extent.

To emphasize what is mentioned above, during the observation was shown a lack of interactive speaking activities that include learning strategies to improve the students of tenth grade speaking skills in English. Through this project, it is expected to find valuable information that contributes to solve the different problems that students face speaking the target language in the classroom. The objective of this study is to implement interactive speaking activities to improve the students speaking skills. This action research is guided by three main questions: What impact do interactive speaking activities on tenth grade students? How do students learn English through interactive speaking activities of their daily life? What benefits do students get with cooperation by interacting?

Justification

Colombian education, especially in foreign languages is facing innovation and new didacticism, which become a challenge not only for teachers but also for learners. Every student is implicated in this advanced world and teachers have to face all those advancements, so that teachers have to be prepared with different methodologies and strategies to call the students' attention and motivation for practicing the English language.

Language learning strategies used by the teachers in order to help students to handle this new language are the clue to make the difference in the learning process. Griffiths (2015) updated a new definition of L2 learning strategies: "Language learning strategies are actions chosen (either deliberately or automatically) for the purpose of learning or regulating the learning of language" (p. 4). The author points out that most of the students that use different learning strategies to learn a second language have a higher level than those who do not use them.

It was proposed from the area committee to reinforce the teaching strategies so that the students at José Provincial High School and in all its headquarters such as José Rafael Faría Bermúdez High School began to develop their oral production in English. Moreover, it was established in the area contents as one of the main objectives for this year 2017. They realized that a language without possibilities to communicate is an unfunctional language, in other words, without a purpose.

In this regard, this action research attempts to put into practice some strategies in order to cover a weakness in the speaking skill in ESL in tenth grade students at José Rafael Faría Bermudez High School. For that reason, interactive speaking activities are useful strategies to get the students involved in a learning process and developing necessary skills.

Speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. (Kayi, 2012, p. 8)

Another fact that Kayi highlights that using interactive speaking activities is the use of games and moved activities in order to encourage speaking skills in English language learners. Moreover, this sort of activities can bring more benefits in both sides, teachers and students.

In view of the context in which this action research is carried out, it should be said that most of the high schools of Pamplona are stagnant, they continue implementing traditional methodologies so far. Those high schools do not look for new methodologies or new strategies to correspond to the demands of the MEN. Even though, the MEN invites to every teacher of the country to implement the task based learning that have a different view of how people should learn a foreign language. Ellis (2003) stated that a task based learning "includes field experiences, classroom management activities, inviting guest speakers, talking on topics related to the students' private life and on substantive topics drawn from other subjects on the school curriculum" (p. 5). For this reason, it is important to implement new strategies to encourage students to learn, and in this case to improve the students' oral production in English through interactive speaking activities involving situations of the real life by teaching them new knowledge about grammatical structures and some vocabulary for them to perform orally in the activities.

Objectives

General objective

- To implement interactive speaking activities in tenth grade students' classroom to improve their speaking skills.

Specific objectives

- To enhance students' oral production by interviews or change of roles in the classroom.

- To foster student's cooperation by interacting with each other in a real situation.

- To practice new vocabulary and grammatical structures discussing through work groups.

Theoretical Framework

In this section of the study, it is important to keep in mind the key concepts that will allow readers to have a better understanding of the subject of study in this action research. It is important to mention that the key concepts are going to be defined from general to particular.

Foreign language learning and teaching

Teaching and learning a foreign language has changed throughout the time, since 1959 when the Audio Lingual Approach (ALM) which consisted as Moeller and Catalano (2015) stated: "It promoted an imitation and practice approach to language development. The major figure in the ALM classroom was the instructor who was cast into the role of drill sergeant, expert, and authority figure" (p. 327). The methodology implemented had not a real objective referred to the use of the language. After the ALM, there were implemented new approaches facing the demands of the epoch. For instance, there were "Associative-Cognitive CREED, Skill Acquisition theory, Input Process theory, Process ability theory, Concept-Oriented Approach, and the Interaction Framework. (Moeller and Catalano, 2015, p. 328). It is important to mention the communicative and the action approach which involved many aspects of the real life like interaction, learning culture through solving situations between others.

All of the above theories mentioned before have developed the environment of teaching and learning foreign languages. According to Moeller and Catalano (2015) the process of learning and teaching a foreign language "refers to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning" (p. 327). Taking this into account, teaching and learning languages has been in constant change, it exists a need of improvement in the

process according to the exigencies of the world. That is why the use of new learning and teaching strategies have faced the contemporaneous language teachers.

Learning strategies

Learning strategies are understood as a set of personal or grouping strategies used to make some knowledge significantly. Of course each individual learns in a different way, it depends on the abilities he can possess.

The study believes LLSs are referring to conscious and semi-conscious thoughts and behaviors that learners used to improve their knowledge and understanding of a target language. Although I think learning strategies are the conscious use of efficient techniques to understand new information, link it to the related existing data, and use it to learn effectively. (Kalati, 2016, p. 2)

Talking about the Language Learning Strategies (LLSs) taxonomy as the author stablishes, it is classifying into different variables, each variable depends on the learners' context. They can develop as well different strategies to facilitate the acquisition of knowledge. They are LLSs as cognitive, meta-cognitive and social affective strategies (Kalati, 2016).

Language Learning Strategies

Through time have existed different authors defining what language learning strategies is, one of those concepts bellows to O'Malley and Chamot (1990) who defined LS as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p. 2). A clue concept belongs to Oxford (1990a) in which it is stablished main aspects of LLS.

> (...) language learning strategies -- specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. (Oxford, 1992/1993, p. 2)

In other words, LLS are implemented by the students who want to improve his/her level in a foreign language. Each student learns differently, so it depends on the learner how and what learning strategies is more suited to his/her way of learning. The advantage of using this set of tools is that the knowledge will be significantly, so that students will use it to communicate.

Communicative skills

Learning a foreign language requests to develop some communicative skills in order to communicate and to develop in a particular context. Those skills are: oral and writing comprehension and oral and writing production. In order to reach a clear understanding is taking as reference the Common European Framework of Reference for Languages (CEFRL). It is considered a guideline in the language filed, involving the foreign languages process of teaching and learning.

> It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (p. 1)

In addition, the CEFRL define in a general way competence: "General competences are those not specific to language, but which are called upon for actions of all kinds, including language activities" (p. 9). Nevertheless, there are competences belonging to the foreign language area, and those allow the communication using the linguistic means (p. 9) These communicative skills are oral comprehension (listening) and oral production (speaking).

Speaking skill

Speaking skill is one of the four components of a language besides of reading, listening, and writing. Speaking is a principal ability used to express an idea, feeling or believe based on the need of communication. Brown (2000) said that: "Speaking is an interactive process of

constructing meaning that involves producing, receiving, and processing information" (p. 172). It means that in communicating an individual have to express his ideas, feelings or arguments in an organized sense to the listener understand the message. Furthermore, speaking is one of the most important skills since to speak you need to respond to something heard. It is not only to know how to produce specific sounds but to know vocabulary, grammatical structures and other competences.

Speaking activities

In order to define what speaking activities are, it is important to say that classroom speaking practice become a way of drills in which one person asks and the other answers, the only thing that is evaluated in this kind of exercises is the unique question and the unique answer already stablished by the teacher. In contrast, the real purpose of oral communication is to accomplish a real task, such as request some information by phone or expressing an opinion. In addition, to make sure that the communication is effectively it is necessary to check their understanding. According to Liao (2000) "Communicative activities refer to the classroom activities that provide a genuine information gap and make it possible for language learners to communicate with target language in Communicative Language Teaching Approaches" (p. 11). In other words, speaking activities accomplish both desire to communicate and the purpose of communicating. There are many purposes of communicating like to find information, to break down barriers, to talk about oneself, and to learn about the culture.

Literature Review

In the learning process of a foreign language exists many studies showing the effort of teachers on improving the teaching methodologies through the implementation of new strategies. Many of those studies focus on the enhance of speaking skills which is one of the more difficult competence to master. In this sense, some studies are focus on the diverse interactive speaking activities as a meaningful strategy to improve students' oral production.

Cooperative learning on the promotion of oral production

One of the strategies that has encouraged students of a foreign language to develop their oral skills is the cooperative work. In other words, cooperative activities are essential in a classroom environment since learning a language requires a real interaction. However, the researcher found out that this kind of activities does not work if there is not the constantly supervision of the teacher. On the contrary, the students lose their focus and the output will not be the expected one (Martinez and Gomez, 2014). Cooperative learning demands a team work which is another important factor in human relationships. This provides us with tools for every day communication and interaction.

The implementation of this project aimed at putting into practice an innovative environment for learning by articulating cooperative learning in terms of language. The students had to talk about physical appearance, give personal information, and describe people and things. In order to success, the vocabulary was shown in a didactic manner in which students could have fun; additionally, the learners could interact with real objects, visual aids and teachers' demonstration (Martinez and Gomez, 2014). By the end of these cooperative strategies, students were able to produce short statement in the target language. There were able to communicate common dialogues of a real situation of the context they were in.

Role-play in oral proficiency interviews: Interactive footing and interactional competencies

One of the most common interactive speaking activities in learning a foreign language is the role-play. Kormos (1999) concluded that "role-play is more suitable and even desirable for the assessment of conversational competences in that there are more opportunities for the candidate to show such competences in a role-play than in an interviewer-led question–answer sequence" (p. 4). With this intention, it is involved the Oral Proficiency Interviews (OPIs) which involves another clue aspects of the activity. Kasper and Ross (2007) explicated "interviewers' use of multiple questions (MQs) to pursue a desirable response from the candidates and to maintain a mutual understanding of the topics between them" (p. 4). In this kind of activities, the learners have to interact in a harmonic cooperation in order to achieve the purpose of the interview which is demanded for information. That means that the learners have to learn a previous knowledge to keep playing the interview.

This study was carried out in order to indicate the candidates' proficiency in oral production. The mechanic of the activity consisted in grouping the students by pairs and then, they were given a card with a specific situation written in English and Japanese. The candidates perform the situation and afterwards they were given a feedback that indicates the level of their speaking proficiency.

The analyses indicate that the role-play in OPIs is constructed by participants' cooperative interactional work. A candidate does not just produce category-bound activities of a given role according to a given instruction, but also s/he needs to produce an action that is explicitly or implicitly required by the interviewer. In the opening of the actual acting part, the candidate has to produce an action associated with the role s/he is playing as a response to the interviewer's acting out his/her role (Okada, 2009, p. 18).

According to this, the candidates had to put into practice not only his / her speaking skills but he / she had to interpret his / her partner actions to answer in a proper way. In other words, both candidates had to monitor the role-play OPIs in order to follow a logic sequence.

Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing)

This study focuses on establishing the impact of the implementation of three communicative activities (Discussion, problem-solving, and role-playing) so as to develop speaking skills from a sample of 49 students. Since Oradee (2012) stated that "In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill" (p. 1). The sample was taken from different levels of academic performance (high, medium and low).

There were other outstanding facts in this research, for instance the student's attitude towards the implementation of those communicative activities. Departing from the information of data collection, it was found by Oradee (2012), that "the students' attitude towards teaching English speaking using the three communicative activities was rated as good" (p. 2). Furthermore, there were produced important results, referring to the posterior level of the students' speaking skill and the posttest level of proficiency. It was evidenced an improvement after employing the three communicative activities (Oradee, 2012). During this process of teaching and learning the students were comfortable working in groups of four that they established their motivation to learn the language.

Developing students' speaking skills through role-play

The implementation of role-plays to develop students' speaking skills was born from a preliminary practice on teaching in a Polish school. It was noticed the lack of using the language for communicative purposes. Most of the teachers focused on grammar and vocabulary exercises.

In order to examine the impact of role-plays as a communicative activity to develop speaking skills, the researcher decided to use different role-plays to awake the sense of communicating in the target language. From those role-plays the students could develop their skills at speaking. They found funny to play somebody else's role. At the beginning, they were afraid of talking in English but consequently they got more involved in the process of learning throughout speaking activities and they overcame their fearless to use the language (Kuśnierek, 2015). Besides that, the students attest they felt freer of moving in the classroom developing the different role-play activities.

Those mentioned studies gave a support and guidance of the development of this project, the different interactive speaking activities implemented in each one of those investigations support the objective of this research which is about implementing different interactive activities to develop speaking skills in tenth grade at José Rafael Faría Bermudez High School. Furthermore, findings gave a positive point to this study because the goals of those studies were achieved and the expectations were fulfilled by using interactive speaking activities as a strategy to teach and learn a foreign language.

Methodology

In this section of the research, it is necessary to describe the principles and the foundations that allow to formulate the objective to reach in this period of time. Concerning the methodology, at José Rafael Faría Bermudez High School, the English teachers focus on the communicative approach. It has gained a great impact in Europe in the 70's. It guarantees the use of the language as the basic element in communication through the interaction. By appropriating language, the leaners are located in a complex web of relations defining them in relation with the society. The clue question guiding its plan of area in English is the following: How do you make the students gradually improve their oral production?

The intervention plan for this project consists on the implementation of a series of interactive speaking activities. Tenth grade students at José Rafael Faría Bermudez High School have four hours per week but not in all of those four hours this pedagogical intervention will take place. The implementation of these activities conform three mini-cycles in two hours per week, in three different weeks of the time disposal for the practicum as a pre-service teacher. Those mini-cycles begin with the teaching of the learning strategies to help the students to speak fluently. Afterwards, the students will practice the direct and indirect strategies including in the interactive activity. Once done the mentioned before, some students will auto-evaluate their performance responding to an instrument, the information is analyzed, and finally, the mini-cycles finish with the reflection about the results to take into account for the next activity (Gayou, 2003).

The pre-service teacher before developing a class, should send the lesson plan through e-mail to the supervisor teacher, in order to know what the class is going to be about, how the topic is going to be taught and what activities are going to be developed by the pre-service teacher.

The following two charts are the contents of the second unit and an example of a class planning in which was included the steps to follow during the class, the planning is made depending on the topic without stablishing the time for the activities. However, most of them took more than one week to complete what is planned.

Table 4. Second Unit Contents

	COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA HONOR, CIENCIA Y VIRTUD	
	PLAN DE PERIODO	

1. IDENTIFICACIÓN					
PERIODO N°	02	**FECHA DE REALIZACIÓN**:	FEBRUARY 2017	**GRADO**	**10th**
AREA:	HUMANITIES AND LANGUAGES	**Asignatura**	ENGLISH		

2. FUNDAMENTACION Y LINEA BASE
PREGUNTA PROBLEMATIZADORA
How to improve step by step the students' oral production?

ESTANDAR (ES)	**DBA (S)**
11. I understand instruction to perform daily activities. 12. I identify key words in a text that help me understand the general idea. 13. I structure my text taking into account formal elements of language, such as punctuation and spelling, syntax, coherence and connection. 14. I tell interesting experiences, fact or stories full of details. 15. I spontaneously participate in conversation about topics that are interesting for me, using clear and simple language. 16. I give oral presentations about topics that are interesting and related to my school curriculum. 17. I answer questions, taking into account my classmates and context. 18. I understand connectors in a conversation to understand their meanings. 19. I use appropriate vocabulary to express my ideas clearly about topics that are interesting and related to school curriculum. 20. I make use of understandable pronunciation to achieve effective communication.	8) Recognizes general and specific information in written and oral opinion text and discussions on familiar topics. 9) Explain ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge. 10) Writes narrative, descriptive and explanatory text related to the topics of interest or that are familiar to him/her. 11) Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced. 12) Exchanges opinions on topics of personal, social or academic interest. 13) Holds spontaneous and simple conversations on topics of personal or academic interest. 14) Responds to questions and inquiries after an oral presentation on general or academic topics of interest.

CONTENIDOS	**TIEMPO (Semanas)**	**NIVELES DE DESEMPEÑO**		
	13	**SABER**	**HACER**	**SER**

MODULE 2: Money makes the world go round.
 	
Unit 1: What we spend?
Lesson 1: More and less with nouns.
    Every day products.
Lesson 2: Imperatives: affirmative and negative.
    Adjectives for fashion and clothes.
Lesson 3: Will and won't to make predictions.
    Advertised products.
 	
Unit 2: How the world works?
Lesson 4: Present simple and present continuous.
    Fairtrade products.
Lesson 5: Present perfect.
    Work and employment.
Lesson 6: The passive.
    Verbs for manufacturing a product.
 	
UNIT 3: Ready to change.
Lesson 7: The gerund.
    Essential and desirable items.
Lesson 8: First and second conditionals.
    Holidays.
LET'S WORK TOGETHER
    Make an advertising brochure for a product.
    Self-assessment.
		-Express agreements and disagreements based on valid reasons.
		    -Recognize different points of view.
		    -Summarize information obtained from different bibliographical sources.
		    -Request clarification about information presented by peers.
		    -Express agreements and disagreements through different points of view. Justify the point of view.
		    - Defend the point of view with valid arguments.
			-Recognize implicit information in oral and written argumentative text related to the subject of interest.
			    -Produce simple argumentative oral and written texts on subjects of interest.
			    -Exchange opinion orally in spontaneous conversation.
				-Evaluate the impact of cultural and social practices (piercings, tattoos, extreme sports and sedentary) on health.

3. PROCESO ENSEÑANZA – APRENDIZAJE		
ESTRATEGIAS DIDÁCTICAS	**RECURSOS**	**EVIDENCIAS DE APRENDIZAJE**

APA model: Learn, practice, and apply.
    General explanations.
    Matching activities.
    Completing charts and sentences.
    Listening tips.
    Deducing the use of grammar.
    Finding words in a puzzle.
    Writing questions.
    Asking and answering questions.
    Predicting information
    Reading and checking.
    Listening and repeating.
    Writing shorts articles, stories.
    Correcting mistakes in sentences.
    Choosing the correct option.
    Creating a poster.
	• Book: English please!
	• Internet.
	• English lab.
	• Tablets
	• Cellphones.
	• Computers
	• Video beam.
	• Dictionary.
	• Grammar book.
	• Flash cards.
	• Audios.
	• Real material.
		The student:
		Describes products.
		
		    Talks about spending money.
		
		    Presents an advert.
		
		    Interviews some people with different professions or jobs.
		
		    Writes a poster in support of Fairtrade.
		
		    Listens to 2 employees talking about their working conditions.
		
		    Presents an idea for a new company.

Speaking activities. Discussing questions and topics. Listening and describing pictures. Listening and answering questions. Following instructions. Answering quizzes and tests. Confirm information.		Write a job advert for your company. Describes traditional Colombian products. Read the life story of jeans. Write a label for a product at a market. Assesses his or her achievement of the language.

4. CONTROL Y SEGUIMIENTO			
ELABORACIÓN Y RESPONSABLES DEL DESARROLLO			
CURSO	NOMBRE	CARGO	FIRMA
10-01	MARIA DE LOS ANGELES EUGENIO LOPEZ. ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-02	MARIA DE LOS ANGELES EUGENIO LOPEZ. ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-03	MARIA DE LOS ANGELES EUGENIO LOPEZ. ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-04	SANDRA LUCIA CASTELLANOS BAUTISTA	DOCENTE	
10-05	SANDRA LUCIA CASTELLANOS BAUTISTA	DOCENTE	
10-06	SANDRA LUCIA CASTELLANOS BAUTISTA	DOCENTE	
REVISIÓN		FECHA	
NOMBRE		CARGO	FIRMA

Table 5. Lesson 3 (7-4)

	COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA HONOR, CIENCIA Y VIRTUD **PLANEACIÓN DE CLASE** **LESSON 3**		
AREA:	**Humanidades Lengua Castellana e Idioma Extranjero**	**ASIGNATURA**	**Inglés**
TEMA:	We use an IPad to listen to music Gerund and Infinitive	**FECHA**	SEP 25TH 2017 – OCT 13TH 2017	**GRADO:**	7-4
PROPÓSITO (S) DE APRENDIZAJE	• To know how to answer to with gerund or infinitive. • To understand the differences between gerund and infinitive and to learn by heart the verbs followed by gerund or by infinitive. • To answer to the teacher questions according to the correct form, gerund or infinitive.		

EXPERIENCIAS DE APRENDIZAJE	MATERIAL
OPENING FOR EVERY CLASS • The teacher is going to greet students in English. • He is going to ask the students' help to pray. • The teacher is going to ask to a different student in every class to write the date at the top right of the board. He is going to review the structure and to give them their respective grade immediately.	Board Markers
WARM UP **First class** Consequently, he is going to introduce the new topic by means of the game "Hot Potato". In this activity, the students are going to be asked to make a circle in the classroom. Next, the teacher will present a ball made of papers in which the students step by step will discover the title of the new topic which is "GERUND AND INFINITIVE".	Ball of paper Board Markers
EXPLANATION OF THE TOPIC **Second class** **Book work** The students are going to be asked to bring to the class the Student's book "Outstanding 7". In order to start the explanation of the topic the teacher will explain the use of gerund and infinitive based on the page 25 of the book. Meanwhile the teacher is explaining the students have to fill the gaps in the student's book. Besides that, there are some examples the teacher is going to develop with the students' participation.	Workbook Board Markers
PRODUCTION ACTIVITIES **Third class** In the following class, the students with the aid of the teacher are going to search for the meaning of the verbs followed by infinitive presented in the students' book page 25. Afterwards, they are going to check their meaning and to correct if there are mistakes. Then, taking into	Workbook Notebooks

account those verbs, the teacher is going to explain the infinitive form and to give some examples with the verbs already worked. The teacher is going give some sentences in Spanish in order to them to translate them using the infinitive form. There will be points for the first ones. Before the class finishes, the students are going to be ask to write the verbs with the translation in their notebooks.	Board Markers Handcuffs
Fourth class The teacher is going to start the class by asking and by giving points for the students' participation answering questions about the last class. Next, the teacher is going to ask the students to search for the meaning of the verbs followed by gerund in the page 25. Moreover, the teacher is going to explain the gerund form and to give some examples of the use of gerund. The students are going to write some sentences in order to practice as well as the list of verbs followed by gerund in their notebooks.	Handcuffs Workbook Board Markers
Fifth class By the fifth class, the students are going to work in page 26. The teacher will bring in a small bag some pieces of papers with the verbs written in the work book. The students randomly will pick up the pieces of paper to start writing sentences using ether gerund or infinitive. Meanwhile they are writing the sentences in their notebooks the teacher is reviewing just the first three students in order to give them handcuffs if the sentences are right. Afterwards, the teacher is going to correct a possible sentence on the whiteboard specifying the use of infinitive or gerund. Then, the teacher is going to ask the students to close their workbooks and to open their notebooks. The teacher is going to explain in the board what they have to write first (Infinitive sentences) and what is second (Gerund sentences). The dynamic is like a dictation, the teacher is going to read three sentences for each form and the students have to write them correctly. This exercise is going to be graded.	Workbook Pieces of papers Board Markers
Sixth class In order to develop the exercise from page 27, the teacher is going to bring to the classroom a *mystery box* in which there are going to be some pictures with the images presented in the workbook **(Appendix 1)**. Besides, the teacher is going to explain the questions and the answer of the following questions: "*What do we use a tape recorder for?*" "*We use it to record music or we use it for recording music*". Moreover, in the box is going to be a key word "*May*". The teacher is going to explain the meaning and what do we use it for as well with some exercises also. As the pictures are appearing they have to write down the questions and the possible answers in their notebooks. This activity will be graded with *handcuffs*. At the end of the class the teacher is going to explain the homework on the board by giving an example. The students have to complete the exercise from **page 29 "Find someone who"** at home for the next class. **Example:** **Jairo enjoys dancing in his bedroom.**	Notebooks Board Markers Mystery Box Pictures Board Markers Handcuffs Workbook
Seventh class The teacher is going to give instructions of the activity of the class, he is going to ask them to work in pairs in order to prepare a short interview. Using the model from page 29. **Example:** **-Do you enjoy dancing?** **-Yes, I do.** **-No, I do not.** The students will have 10 minutes to write down one question and one answer for each students. Later on, they have to pass in front and to present the short interview to their partners. This activity is going to be graded.	Workbook Board Markers Workbook Board Markers

	Workbook
Eighth class The students are going to present the exercise from page 28 as the test of the topic. They will have the whole hour.	

EVIDENCIAS DE APRENDIZAJE
Teacher will get grades from: • Points got for every student. • The students' participation. • Workbook. • Notebook exercises • The parents' participation in the process through the signatures.

OBSERVACIONES

Research Methodology

This project aims at giving solution to the tenth grade students at José Rafael Faría Bermudez High School, in which students has low level in oral production. The methodology followed to reach the objectives for this study are presented in function of the type of research, the design, the population, the context, the instruments of data collection and the time tables.

Action research

Action research is a participatory process concerned the educational field in which there is a process of practicing evaluation to solve real organization problems. It is conceived as an interactive method with the purpose of collecting information to explore topics of teaching, contents, methodologies, and students' behavior. As it was stated by Geoffrey Mills in Southern Oregon University.

> Any systematic inquiry conducted by teacher researchers [including library media specialists], principals, school counselors, or other stakeholders in the teaching/ learning environment, to gather information about ways that their particular schools operate, how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment, and improving student outcomes and the lives of those involved. (Mills, G, 2007, p.1)

In this regard, action research is used by teachers in order to observe and to improve their own practice and it is essential to follow some steps. To clarify what these criteria means, seven steps proposed by Creswell (2002) and adapted by Mertler (2006) about the action research process are presented:

1. The area of focus should involve teaching and learning and should focus on your own practice.

2. The area of focus is something within your locus of control.

3. The area of focus is something you feel passionate about.

4. The area of focus is something you would and can change or improve. Within the plan for action, the teacher researcher should be able to:

5. Describe the situation to change or improve.

6. Describe the evidence currently held that shows there is a problem.

7. Identify the critical factors that seem to affect the problem locally.

Population

The target population for this study corresponds to the tenth grade students at José Rafael Faría Bermudez High School. The students come from Pamplona where this college is located. Their age is between 14 and 17 years old. According to this, the direct contact with those students concerns to four hours per week.

Context

This project is carried out at José Rafael Faría Bermudez High School, this institution is one of the headquarters of Provincial San José High School, which is located in the Santander Avenue. The English courses are justified in the communicative approach involving the main general objective of its plan of area consisting in communication in the target language.

Sample

In order to collect the data, the sample for this research is composed of five students of tenth grade. To choose the participants some criteria are taken into account like the constant participation, the wish of participation, and the responsibility in the different activities of the class.

Instruments

With the aim of knowing the contributions of the implementation of the interactive speaking skills in order to enhance the tenth grade students' oral production, it has been carried out interviews, observations and writing journals.

Interview

An interview is a form used in research to know the participants' conceptions, ideas or expectative in a study. The participant is interviewed with questions already established and concerning the researcher interest to the research. One interview is formulated to participants before starting the project, in order to know if they have a previous knowledge about interactive speaking activities, as well as knowing what are their expectations about the implementation of this kind of strategies. This interview consists of ten questions related mainly to their experiences with speaking activities and what would they like to cover in the next activities. Moreover, there is another interview carry out at the end of the process in order to know the students' opinion from the interactive speaking activities and if they get any improvement of their speaking skills.

Writing journal

Writing journals are a common practice within education in various fields. A reflective journal is an individual activity in that teachers commit ideas, thoughts, reflections and feelings to paper in various learning contexts (Gilmore, 1996). Reflective journal is proposed to be done three times by the pre-service teacher, at the beginning, in the middle and at the end of the process; with the purpose to know how the interactive speaking activities have been carried out and if there is any advantage in their learning process. They are going to be written in digitally and save in a portfolio.

Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Participant observation serves to become involved in activities at the research setting. This offers excellent opportunities to see experiences from the views of participants. A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe. As a participant, you assume the role of an "inside" observer who actually engages in activities at the study site (Creswell, 2002). The pre-service teacher had the opportunity to observe the three interactive activities with a role of participant observer.

Chronogram of data collection

INSTITUCIÓN EDUCATIVA COLEGIO PROVINCIAL SAN JOSÉ
SEDE JOSÉ RAFAEL FARÍA BERMÚDEZ
AÑO ELECTIVO 2017-II

Pre-service teacher: **DUVAN ARLEY GUTIERREZ CARVAJAL**

Table 6. Chronogram of data collection

Weeks	Instruments			Activity N° 1 Interview or change of roles	Activity N° 2 Interaction in a real situation	Activity N° 3 Discussion (Work group)
	Intv	WJ	Obv			
1 28th Aug – 01st Sept						
2 04th Sept – 08th Sept						
3 11thSept – 15th Sept						
4 18th Sept - 22nd Sept	✓					
5 25th Sept – 29th Sept		✓	✓	✔		
6 2nd Oct – 6th Oct						
7 9th Oct – 13th Oct						
8 16th Oct – 20th Oct						
9 23rd Oct – 27th Oct		✓	✓		✔	
10 30th Nov – 03rd Nov						
11	✓	✓	✓			✔

06th Nov – 10th Nov						

Abridgments: Interviews (Intv); Writing journal (WJ); Observation (Obv).

Pre-service teacher timetable

Table 7. Pre-service teacher timetable

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1ST *07h00-07h50*	10-4 English				
2ND *07h50-08h40*				7-4 English	10-6 English
3RD *08h40-09h30*	10-6 English		10-6 English	10-6 English	10-4 English
Rest time *09h30-10h00*					
4TH *10h00-10h50*		10-4 English	7-4 English		7-4 English
5TH *10h50-11h40*		7-4 English	10-4 English		
6TH *11h40-12h30*					
7TH *12h30-13h20*					

Results

Throughout the teaching and learning process of a foreign language, the implementation of different strategies is fundamental in order to understand the linguistic and cultural knowledge of the target language. Implementing strategies that encourage students' learning is a complex task since it is necessary to explore the multiple learning axes that depend on the students' needs, different learning styles and objectives to be achieved. Through the pedagogical practicum, three interactive speaking activities have been put into practice; interviews or change of roles, student's cooperation by interacting in a real situation and discussing through work groups.

In order to analyze the data, it was selected the type of data analysis proposed by Powell and Renner (2003) to apply to any kind of qualitative research. It proposes a set of steps to follow in order to organize and clarify the information. This type of method analysis helps to select specific categories and codes to facilitate the data analysis and the writing of the results (Appendix 10). Through this process, there have been highlighted three main aspects: the first one deals with the opportunity of improving the students' speaking skills working on real communication; the second one concerns the students' motivation to start learning for real the English language and; the third one is about the benefits that the interaction in work groups brings to the learning process of a language, moreover, it was evidenced a weakness dealing with the complexity of the activities to the tenth grade students at José Rafael Faría Bermúdez High School.

Improvement of the students' speaking skills through real communication

Concerning the first aspect, it is important to stress the opportunity the students had to improve their speaking skills through real communication in a foreign language due to

these interactive speaking activities. Taking into account that they have not entirely practiced

their oral production, these three activities allowed the students to learn new knowledge and to

put it into practice using the language for a communicative purpose. In her study Oradee (2012)

highlights the use of interactive speaking activities:

> (…) using the three communicative activities was rated as good. This may result from having
> been provided adequate language functions in situations that occur in real communication
> leading to their confidence in speaking the language. (…) The process of teaching and
> learning helped creating enjoyment in speaking English in small groups. The feelings of
> success in learning to speak English through the three activities establish their motivation to
> learn the language (p.3).

For instance, interview or change of roles has demonstrated a significant impact in the

students since it was the first activity and the first time they developed an activity like that one.

From the presentation of the activity, the students showed a positive attitude towards what they

have to do. The theme of the activity involved the same topic of the class in that moment

(comparatives and superlatives explained with the characters of Game of Thrones, the series).

They had 50 minutes to prepare and to correct their productions. Later on, each group had 3

minutes to present the interactive speaking activity. The final product was evaluated by the pre-

service teacher using an assessment grid (Appendix 5) containing aspects like respect of the set

point, structure of the interview or change of roles, lexical, morphosyntax and control of the

phonological system. Despite the nerves, the students did a complete job, the effort in working in

pronunciation made them to have a better performance, even when they almost do not practice

their oral production, they showed a significant intention to improve their speaking skills.

Furthermore, the implementation of interactive speaking activities motivates the

students to learn English since it involved real communication. The tenth grade students

realized they were using a different language to communicate information that could

interest to other people.

Considered the before mentioned, it is presented Oradee (2012) who established in her study that:

> These types of activities can afford students experience using the language for real communication. This idea was consistent with 8 participants, where they proposed that the learner should know the purpose of speaking, what to speak, with whom, and where to speak, and how to use appropriate language (p.2)

According to her, the main aspect that encourages students to speak a language lies on the communicative purpose of it. These interactive speaking activities help the students to have a continuous interaction between them using the language to communicate in the classroom.

In the second activity, they were asked to prepare a presentation about seven important monuments around the world. The information was given to them in order to facilitate the main purpose of this study which is the speaking development. They worked in small groups, they understood the information and then they prepared what they were to say. This kind of activities give the opportunity not only to practice the language but also to get new knowledge from each other. The results of the activity were satisfactory since the students demonstrated to be able to produce short statement in English and besides that, they brought their own knowledge and their interests to know the world.

Encouraging interaction through work groups

Covering the second aspect, a positive factor is attributed to work groups. Taking into account that developing speaking skills represents an interaction between two or more implicated, work group have helped the students to practice and to correct their pronunciation. As it is shown in Oradee's (2012) article about the benefits of work groups.

> (…) students can have an opportunity to work together providing help to others while performing the activity. The atmosphere in working in groups can lessen their fear in making mistakes when speaking English. Students in the group can support others in the team needing help. They can express themselves successfully while working in groups. This can lead to

self-monitoring, more confidence in speaking, and enjoyment can encourage them to participate more in learning (p.2).

Considering that the students at José Rafael Faría Bermúdez High School have good relationships, it is possible to organize small work groups in order to develop the activities. It is also an opportunity for them to interact and to feel more comfortable asking and answering between them. It was evidenced they worked better when they worked in groups sharing their ideas with the others and deciding which one would be the best, they learnt to distribute their responsibilities according to the activity to develop. As it is stated in Kuśnierek's (2015) article:

> (…) it also allows students to work and interact independently without the necessary help from the teacher, hence it promotes the learner's autonomy. Pair work also gives an educator a possibility to work with one pair while the other learners continue speaking. To add more, students learn to share responsibility and such a classroom interaction pattern promotes cooperation which helps the classroom to be a more likeable place.

Work groups has demonstrated to be a good strategy to work with students since it encourages the students to cooperate inside the group. Everyone has the responsibility to do their best to respond to their partners. Moreover, it disposes the students to have a positive attitude toward they have to do. They can enjoy working in groups and having the opportunity to share between them. In the third activity, the students showed a great interest because of the subject of the activity. They were told to prepare the answers of some questions about the movie "Freedom writers". They worked in groups of four students in order to discuss and to decide what was the best answer to participate in the main activity. They turned between them in order to share their ideas or opinions about the movie to the class. It was evidenced the will to share more ideas, but also the lack of vocabulary and oral production, they used Spanish.

Weaknesses on implementing interactive speaking activities

However, in this interactive speaking activities was evidenced that the students have to pay attention to multiples elements what makes them do not have a better performance. Some of these elements are; the first one, they have to learn everything by heart, from the participant observation it could be said that the students learn their dialogues out of context, they said their lines just because they know it was their turn (Obv 1). Most of the groups did not pay attention to the interaction between them, they limited to say their sentences (Obv 1,2,3). That made the communicative intention got lost. And in the second one, they have to focus in pronunciation and intonation, what led the students to repeat several times words even complete sentences. In addition, if they were concentrated in pronounce correctly, sometimes they forgot what they had to say. Another aspect to highlight in this process is the insufficient time to carry out this kind of activities. The students need to have a better and complete process during a longer period of time. In that way, they can develop their oral skills and learn deeply about the English language (Intv 2).

Implementing interactive speaking activities in tenth grade students to enhance their speaking skills have had a positive impact. The possibility to overcome the fear to talk in a foreign language through these activities gain a great advancement in order to develop their interest in developing oral skills. Furthermore, the interaction with their classmates have given them the advantage to interact and to correct each other. Although the time to develop this project was not enough, the progress they have had revels the importance of implementing this kind of speaking activities.
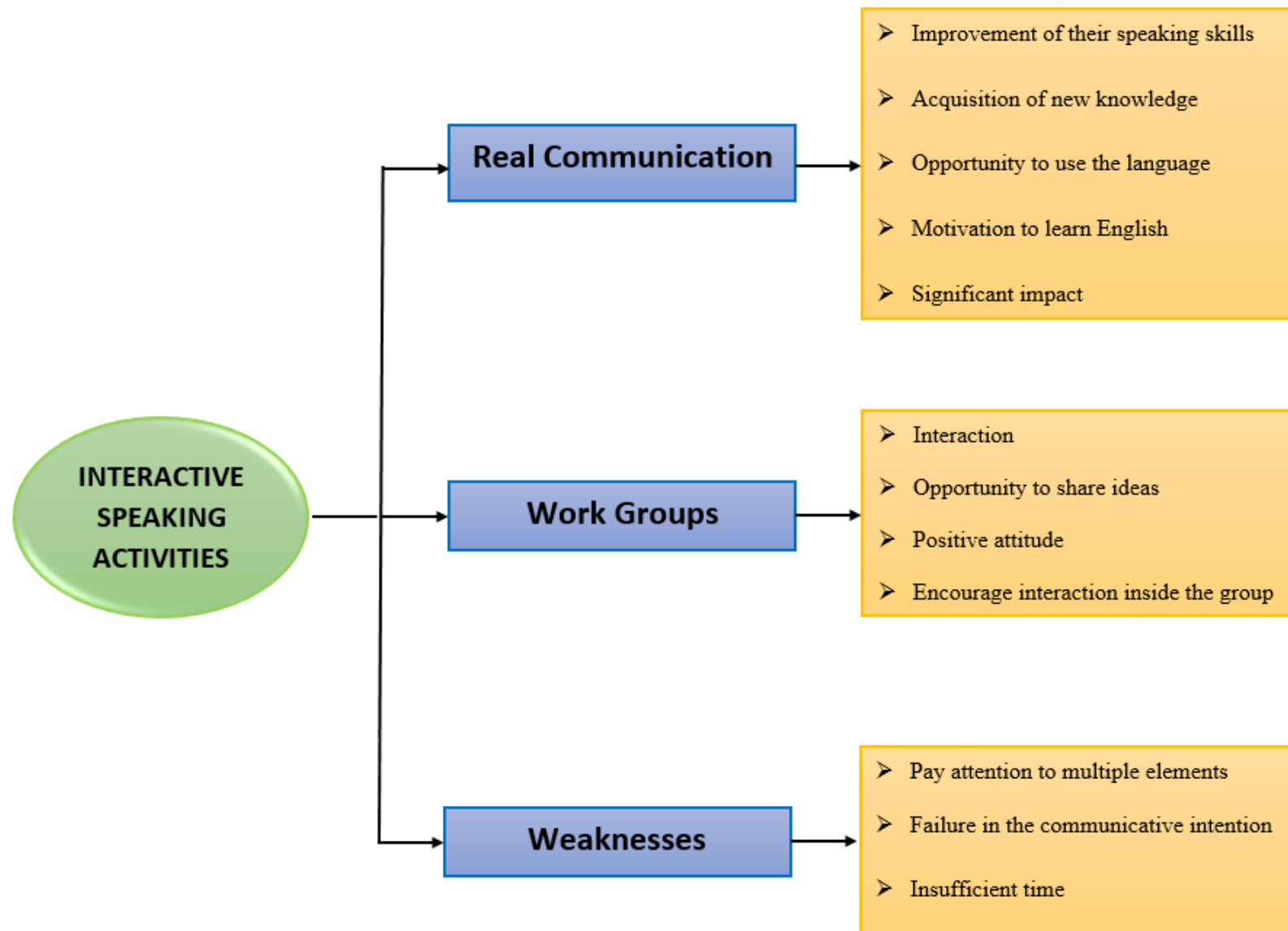
Figure 2. Definition of the Categories

Table 8. Coding of data

	Category	Sub-category	Data collection instrument	Commentary
Interactive Speaking Activities	**Real communication**	Improvement of their speaking skills	*Interview* *Observation* *Writing journal*	Interview 2: Part 2: ... a pesar de todo creo que aprendimos muchas cosas sobre todo de cómo es la pronunciación de ciertas palabras. Part 5: A mí me gustaron las actividades porque nos exige que hablemos el inglés y eso nos ayuda a mejorar bastante.
		Acquisition of new knowledge		Wj 2: Además, se pudo evidenciar que los estudiantes recibieron la información interesadamente sobre los siete monumentos del mundo de los que ellos mismos hablaron. (…) los aportes de informaciones adicionales por parte de los estudiantes pudieron mostrar que el conocimiento del tema había sido adquirido. Intv 2: Part 3: Lo que más me gustó a mi es que pudimos aprender más cosas a parte del idioma e sí. La interacción entre nuestros compañeros nos permitía saber otras cosas que nosotros no sabíamos.
		Opportunity to use the language		Obv 2: A partir de la organización de esta actividad se pudo evidenciar que todos los estudiantes tuvieron la misma oportunidad de hablar en inglés algo sobre el monumento. Wj 2: (…) de esta manera todos los estudiantes compartieron las informaciones correspondientes al monumento que les había correspondido, aunque era difícil hacerlo hablando en inglés ellos hicieron su mayor esfuerzo, leyendo o preguntando si la pronunciación estaba correcta.
		Motivation to learn English		Intv 2: Part 1: A pesar del miedo que uno tiene al momento de hablar una lengua yo creo que si uno sigue trabajando este tipo de actividades uno muy seguramente va a mejorar porque no es aburrido y uno sabe que está utilizando el idioma con un propósito. Wj 1: La mayoría de los estudiantes revelaron un grado de interés alto hacia la preparación de los role-play y las entrevistas; en lo que concierne a un horario de tutoría que se realizó exclusivamente para trabajar en la pronunciación del mismo al cuál la gran mayoría asistieron. Obv 1: Los estudiantes disfrutaron la presentación de sus compañeros y estuvieron atentos en todo el tiempo.

		Significant impact		Wj 3: Después de haber realizado las tres actividades interactivas de producción oral los estudiantes habían dejado ya tanto el miedo a equivocarse y que sus compañeros se burlaran de ellos mismos. Ya sabían la pronunciación de múltiples palabras… Obv 3: (…) los estudiantes se esmeraban por participar alzando la mano todos al mismo tiempo sabiendo que lo tenían que hacer en inglés. A pesar de saber que era nota el tema con el que se hizo el debate influyó mucho para lograr su colaboración, incluso pedían opinar más pero que les permitieran hacerlo en español.
	Work groups	Interaction	*Interview Observation Writing journal*	Intv 2: Part 2: Pues en realidad me sentí muy bien, la verdad es que el poder practicar inglés con mis compañeros es más fácil, pues se siente uno más en confianza. Part 3: La verdad es que el trabajar en grupo fue muy bueno pues uno siempre se siente nervioso cuando sale solo y ya con los compañeros uno siente más confianza. Part 4: La interacción con mis compañeros fue buena, yo creo que todos hablábamos, compartíamos y tratábamos de hacer lo mejor que podíamos. Part 5: Fue buena ya que en los grupos en los que trabajábamos nos la llevamos muy bien, lo que teníamos que preparar lo hacíamos sin ningún problema y creo que eso sirve para aprender a trabajar en grupo ya que casi no lo hacemos, siempre es por nuestra propia cuenta. Obv 2: El trabajo entre grupos se vio como buena, no tuvieron ningún problema en distribuirse las partes que le tocaban a cada uno, además de que lo hicieron rápido.
		Opportunity to share ideas		Wj 3: (…) al momento de trabajar en grupo, los estudiantes compartían sus opiniones y daba sus ideas con el fin de ponerse de acurdo cuál era la mejor repuesta para compartirla (…) Obv 1: Al principio y con el objetivo de organizar las diferentes actividades, los grupos tuvieron el tiempo para decidir qué hacer, cómo hacerlo y empezar a redactar para que el profesor les pudiera corregir inmediatamente.
		Positive attitude		Intv 2: Part 1: Realmente a mí me gustó participar de estas actividades porque teníamos todo el apoyo de los profesores y de nosotros mismos en los grupos. Trataba de hacer lo mejor posible. Part 5: A mí me gustaron las 3 actividades que desarrollamos, en especial la segunda de los monumentos, fue como una forma de utilizar el inglés para algo real que fue el de conocer de los siete monumentos.

		Encourage interaction inside the group		Wj 2: Se pudo apreciar que los estudiantes estaban motivados en el desarrollo de la actividad que ellos se pusieron de acuerdo rápidamente en lo que iban a decir a sus compañeros. Wj 3: (…) a pesar del tiempo para la preparación de las actividades los estudiantes siempre estuvieron dispuestos a trabajar juntos, a dar sus opiniones, a decidir qué era lo que mejor convenía para obtener una buena participación.
	Weaknesses	Pay attention to multiples elements	*Interview Observation Writing journal*	Intv 2: Part 1: Pues ahí lo más difícil era que para hablar inglés uno tiene que ponerles cuidado a muchas cosas y por estar en eso a uno se le olvidan las cosas. Part 2: Mi problema es que como no tengo buena pronunciación a mí me dan nervios y se me olvida todo y no soy capaz de hablar (…) Part 3: Pues a pesar de que no tengo tan mala pronunciación a mí se me olvidaban las cosas, primero, por los nervios de que si lo que estoy diciendo está bien o no, segundo, porque hay algunas palabras complicadas de pronunciar y también porque uno no se entiende con los compañeros en el momento, uno no sabe si ya es el turno y eso. Part 4: Yo diría que lo que más se le dificulta a uno es aprenderse todo de memoria porque como aún nos falta demasiado por aprender entonces toca de memoria y eso a uno lo llena de nervios si se le llega a olvidar a uno algo.
		Failure in the communicative intention		Obv 1: (…) también se pudo evidenciar que en algunos de los diálogos estaban perdidos, ellos seguían como lo habían ensayado, pero se ponían nerviosos al ver que ya no les cuadraba lo planeado. Obv 2: (…) el desarrollo de la actividad se llevó de manera satisfactoria, sin embargo, por la pronunciación de algunos de los estudiantes no se entendía muy bien que era lo que estaban diciendo. Obv 3: (…) al momento de leer, además del tono de voz, había momentos que los compañeros no entendían por la entonación que ellos mismos les ponían a las respuestas y era difícil seguir una discusión cuando ellos no podían entenderse. Wj 3: Teniendo en cuenta las tres actividades interactivas de producción oral, se puede decir que es importante que los estudiantes sigan trabajando hasta tener un nivel en el cual ellos puedan entenderse entre sí cuando ellos hablan. Algunas veces el mensaje se perdía y no había una conexión entre sus diálogos.
		Insufficient time		Intv 2: Part 1: respecto a mis expectativas acerca de estas actividades si se cumplieron porque trabajamos bastante el hablar el inglés que poco se hace comúnmente en las clases, yo pude aprender a pronunciar algunas palabras y a dejar un poquito el miedo de hablar

| | | | | en inglés, pero pues siempre como que fue muy poquito, igual fueron solo tres actividades (...)

Part 3: Si profesor, nosotros casi no trabajamos este tipo de actividades con la profesora y siempre se da uno cuenta que estamos mal en pronunciación, ojalá y el otro año se pudiera seguir trabajando el speaking ya que en si fue muy poco.

Part 5: Al principio pues no estaba tan animado con estas actividades ya que, pues me dan muchos nervios, pero pues usted se pudo dar cuenta que así hubiera sido con errores pues siempre me gustaba participarle y creo que eso también me ayudó a aprender bastantes cosas de la pronunciación y otras cosas. |

CHAPTER II

Research Component

THE FORMATION OF THE REFLECTIVE SPIRIT IN THE PRACTITIONERS OF PLEX,

TRAINING TOOL TO QUALIFY THE PEDAGOGICAL PRACTICE

Introduction

In the formation context in the PLEX[1], the pedagogical practices of the teachers in
training are outlined as one of the focuses of interest and updating to study and document
for the improvement of the processes of teaching-learning, for the education qualification.

Even though there is a clear interest in the obvious need to understand and transform the
pedagogical practice, it is also true that much of the local studies are especially focused on
learning problems rather than teaching.

It has been considered pertinent to formulate a project that establish a reflective approach
to practice as a way to objective knowledge, behaviors and attitudes that guide the teaching
work. Also as an exercise of internalization, immersion and conscious exploration of the own
teaching subjectivity, by means of the formulation of questions and search of information for the
solution of problems and for the self-recognition.

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[1] Programa de Lenguas Extranjeras

Justification

The formulation of this project in the context of the Integral Practice of the foreign languages students, fixes in the professional conception of the practice as spearhead to improve the educational processes in the application centers where the PRADO[2] is executed. It is considered that giving importance to the reflection role in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and for being interested in the knowledge of the models and the approaches to understand a problematic situation setting up on an analytic look on the fact.

According to the philosopher of education John Dewey, precursor in the field of reflective thinking applied to teaching, it is justified the necessity of this project to endow the students with tools of analysis and self-observation in order to let them distinguish between the routine action and the reflective action. It is considered that a reflective approach protects the agents of the traditional context of inertia, and authority inside the school.

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[2] Práctica docente

Statement of the problem

In the school are assumed medullar aspects of the subject constitution, of the institutional life without questioning, they are seen like marks, stable and invariable traits that are part of the identity and the culture of the school. When the events unfold without major alteration, the teacher runs the risk of settling in a logic of action that does not allow the pedagogical evolution and the renewal of the school culture. A lack of reflection practice does not encourage the emergence of problematic situations; these realities are ignored, they are invisibles. In this way, the pedagogical practice is assumed from reproductive codes that install teachers in a traditional making pedagogical practice, of cultural reproduction becoming a barrier to the emergence of emerging practices aimed at generating transformations of thought and knowledge, to meet the social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, promote in the teacher in training, in the future teacher, a critical spirit and reflection that contributes to the improvement of their pedagogical practices, so that these in turn are essential elements that impact and transform their work and their 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 in order to the students who perform their integral practice to evaluate themselves, to install a critical and constructive look at their role in teaching. 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?

Objectives

General objectives

- To implement the reflection as a transformative tool of the pedagogical processes typical of the integral practice.

- To promote in the students-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a collective of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives of solution to the problematic present in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to be inserted effectively in the institution.

- To identify and to analyze the strategies that the students use in their pedagogical practice.

- To implement workshops of reflection and development of didactic units that orient the reflection of the students-practitioners.

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, it is presented an approximation of each one of them.

Teaching profession

The teacher is one of the most important elements of each educational institution, and he has the function of imparting knowledge based on a science or art. But also, he has the responsibility on his 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 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 develop his 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 for being learned 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

Talking about 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 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 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"

Figure 3. Reflection Process

Reflection as the 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 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 what 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.

The reflective practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teachers question about their own practice and the repercussion it has generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession requires that " los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes" (Ebutt and Elliot, 1986). In this context the problems of practice, of the class space demand a particular treatment oriented to the understanding and the social interaction.

The need to articulate the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and the search for ways to address these phenomena to make school work effective.

This study will serve the participating pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999).

According to Van Manen (1997) there are different levels of reflexivity, at the first level in the classroom gives effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

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. It is opted the application of educational criteria to the 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 knowledge

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 element, is another element of reflective thinking that is included in the present study as an 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 are placed the teachers' journals 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 process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, 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. These reflective workshops aim at first, to consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum; second, to socialize criteria, share ideas and directives to assume their pedagogical practicum; third, to qualify, facilitate and be set in an effective way to the school. There was not opportunity to meet and to socialize the teacher's experiences during this process.

Self-observation card

The self-observation card has as main objective to guide the student teacher towards an own 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 students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life. During the whole process the pre-service teacher wrote down ten narratives that help him to make a feedback of his own process and to take into account the things he did well and also in which he had to work to make them better.

Class recordings

To have evidence of what teacher students do in the classroom, 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. Those recordings allowed to have an external and constructive view of their pedagogical practices. The pre-service teacher decided to record two classes, more specifically, those in which he developed his pedagogical proposal.

Context

Pamplona city 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. Founder of 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; "Lasallista" community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, they were created educational institutions based on their religious values and beliefs. This study is carried out in this geographical context in which schools are the environments where actors of school systems: PLEX[3] 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 accounts. 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).

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[3] Programa de Lenguas Extranjeras

School as educational institution accomplishes specific functions including the following:

Socialization role

This is the youth learning of values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political an economical context that they belong. 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 requires the labor market. 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

The total population of this study is constituted by seventeen students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

The direct beneficiary population:

Teachers in formation, teachers' supervisors, and student community of the centers of implementation of the Integral Practicum.

Indirect beneficiary population:

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

Institutional units linked to the Project

- Foreign Language Program

- Department of Languages and Communication

- Education Faculty

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

- Institución Educativa Cristo Rey

- Institución educativa Águeda Gallardo

- José Horacio Betancur (Medellín)

- Institución Educativa Pablo Correa León (Cúcuta)

Results

The reflection is one tool a teacher can use to self-evaluate his own teaching process. As it is one of the first steps in our professional training, it is here where it works the most. The role of the pre-service teacher is to learn the most he can about teaching. From this statement, then, he has to accept each advice, comment or recommendation to improve his practicum. Furthermore, the reflection allows the pre-service teacher to judge his own process, it allows, as well, to better develop what he is doing good or in the contrary to stop doing bad. Likewise, the reflection awakes the critical spirit in the practitioner, conceiving this idea as a process of analysis, understanding and evaluating the way in which have been developed the practicum.

Through weekly narratives in which the pre-service teacher has stated his experiences during his performance as an English teacher, moments of reflection have been given. Each week brings new aspects to take into account when being a teacher. It is important to put into practice the critical spirit in order to analyze the moment of the class in which it was evidenced a weakness, understand what happened and of course to correct and to improve for the next time. Additionally, it is necessary to reflect about the feelings of the moment, they can be considered as an essential point in the development of the classes.

The reflection has given to the pre-service teacher the opportunity to stop for a while and to have a deep look in his thoughts. It has brought the possibility to realize and to face immediately the present problem.

The pedagogical practicum has been a great opportunity to prove the potential we have as teachers. From the first day, the pre-service teacher has faced multiple situations that he had to overcome. A teacher has to acquire a critical spirit towards his practice. The different situations presented in the classes along with the comments and recommendations from the supervisor have

helped to look for better solutions in order to improve the weaknesses and to become a better teacher. One of the most difficult aspects for me, has been the character formation, it could be called the "Achilles heel". But as a way of solution, it is necessary to face those moments with a stronger mind.

Listening experiences from the other practitioners gave me another perspective about what being a teacher is. In this world, there are many kind of institutions, each one is different in some way and in the future we will have to face those kind of populations. Moreover, the pedagogical practicum demands to be involved in all areas of the institution. According to the pre-service teacher's experience, the immersion in the institution is done by the interest of himself to participate and to collaborate in the different activities of the institutions, a feeling of belonging.

This is a continuous process in which the pre-service teacher has to evaluate his own process of teaching. It is true that a student learns from a teacher, and in this case, the pre-service teacher has learnt strategies from his supervisor. In order to improve his pedagogical practice, the pre-service teacher has to propose a set of strategies to reach the objectives of every class. Those strategies are considered in a trial period in which the supervisor and the pre-service teacher evaluate the effectiveness of their implementation. There have been some strategies that have worked efficiently and there have been others that haven't worked at all. It is necessary to take into account the characteristics of the population, the time, the topic, between others.

To be critical is an average staff to identify the qualities and the defects to improve, strengthen and develop the process of education. After the execution of activities, the implementation of the methods and the strategies for progress of the class and the evaluation, the automobile correction becomes a constant and permanent exercise which was always of use to the improvement of the educational practice.

The development of the critical mind through the self-observation, the self-assessment, self-analyzes, and the self-correction gives a profit to the professional and personal level which must be developed in a permanent way to favor and generate a visible and beneficial evolution of our educational practice.

Table 9. Implemented Instrument Schedule

Implemented Instruments Schedule			
	Self-observation card	Narrative	Class recordings
1 28th Aug – 01st Sept		✓	
2 04th Sept – 08th Sept	✓	✓	
3 11th Sept – 15th Sept		✓	
4 18th Sept - 22nd Sept	✓	✓	
5 25th Sept – 29th Sept		✓	✓
6 2nd Oct – 6th Oct	✓	✓	
7 9th Oct – 13th Oct		✓	
8 16th Oct – 20th Oct		✓	
9 23rd Oct – 27th Oct	✓	✓	✓
10 30th Nov – 03rd Nov			
11 06th Nov – 10th Nov	✓	✓	✓

CHAPTER III

Outreach Component

GAME ACTIVITIES AS A REINFORCEMENT STRATEGY IN LOW ACADEMIC

PERFORMANCE IN ENGLISH LANGUAGE IN A HIGH SCHOOL IN PAMPLONA

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 creating competitive citizens, the National Ministry of Education created 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 English high standards 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 the secretary of education, public and private universities and English institutions 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 those students having difficulties in English proficiency in a public high school in Pamplona, there is not an action measure from the same institution. Those students have to level by themselves without assuring they reach the demanded level in which they are supposed to be. Allowing in this way, an unbalance in comparison with the rest of their partners.

The University of Pamplona in Colombia as an institution considered trainers of trainers and more specifically the foreign languages degree English and French, is preparing the future teacher to fulfil all the needs that a determined community presents. In this sense, the pre-service teacher detected a defect which requires special and immediate attention.

In recognition of this reality and the consequences that generates, this social projection proposal aims to meet both, English teaching needs of students with low academic performance in the English area through game activities and the integration of the foreign languages training of the pre-service teachers from the foreign languages degree English and French to this reality in order to decrease irregularities between the public and private area in EFL[4].

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[4] English as a Foreign Language

Justification

Acquisition and learning of a foreign language allow to be at the forefront of the own needs that today's world demands. It is therefore the process of reinforcement in low academic performance students that the learners will be prepared in English language with the enough level to face the exigence of the world.

The aim of this research is to use game activities to encourage students to improve their weakness in English language in a high school in Pamplona, contributing to the basic formation in foreign language that it is essential and prior in these levels. For that reason, it gets under way as part of outreach component in practicum carry out by students in their last semester of bachelor in Teaching Foreign Languages at the Universidad de Pamplona, as a manner of contributing to the reinforcement of English teaching in secondary school.

The fulfillment of this project favors high and mutually as the institutions and the student population of Pamplona, as the Program of Foreign Languages and the students carrying out their practicum. This benefit redounds to the possibility students of high school have to improve their competence in the foreign language and in turn, to the students who finish their university educational process knowing the realities and educational needs of the environment, and in this way, they can help in, intervening in processes that impact in the improvement of such needs.

Objectives

General objectives

- To implement game activities in order to respond to the needs of low academic performance students at José Rafael Faría Bermúdez High School.

Specific objectives

- To reinforce low academic performance of students at José Rafael Faría Bermúdez High School through game activities.

- To involve students of the Bachelor Degree Program in Foreign Languages English-French to respond to the low academic performance in English of students of a public high school in Pamplona city.

- To motivate students to learn English by enjoying game activities.

Methodology

The reinforcement with game activities in the students with low academic performance at José Rafael Faría Bermúdez High School is developed with the tenth grade learners. In order to do so, the supervisor teacher and the pre-service teacher decided to work with them four hours per week in the afternoons, from 15 h00 to 17h00 in the central headquarter Provincial. First of all, it is necessary the authorization of the coordinator of this headquarter Martin Omaro Cuy. Furthermore, it is important to have a register of the development of the activities, for this reason, photos and video recorders were going to be taken in order to show the execution of the project. Moreover, the students are going to sign an assistant act in order to prove the number of the students and their participation of the students in those hours (Appendix 11)

The game activities to work in this time are in accord with the contents they fall in the normal English course. That means that every activity is adapted to reinforce the students' weakness from the previously contents saw in class.

Reinforcement timetable

INSTITUCIÓN EDUCATIVA COLEGIO PROVINCIAL SAN JOSÉ
SEDE JOSÉ RAFAEL FARÍA BERMÚDEZ
AÑO ELECTIVO 2017

Pre-service teacher: **DUVAN ARLEY GUTIERREZ CARVAJAL**

Table 10. Reinforcement timetable

HOURS	MONDAY	TUESDAY	WENDNESDAY	THURSDAY	FRIDAY
15h00-17h00	Reinforcement activities			Reinforcement activities	

Table 11. Schedule of reinforcement activities

REINFORCEMENT ACTIVITIES	
WEEKS	GAME ACTIVITIES
1 28th Aug – 01st Sept	Start of classes with the pre-service teacher 07h00-13h00
2 04th Sept – 08th Sept	Picture Games 14h00-16h00
3 11th Sept – 15th Sept	Reinforcement Gerund and Infinitive
4 18th Sept - 22nd Sept	Magic Tricks 14h00-16h00
5 25th Sept – 29th Sept	Card and Board Games 14h00-16h00
6 2nd Oct – 6th Oct	Reinforcement Comparative and Superlatives
7 9th Oct – 13th Oct	Word Games 14h00-16h00
8 16th Oct – 20th Oct	True-false Games 14h00-16h00
9 23rd Oct – 27th Oct	Memory Games 14h00-16h00
10 30th Nov – 03rd Nov	Reinforcement Zero Conditional
11 6th Nov – 10th Nov	Caring and Sharing Games 14h00-16h00

Results

The idea of implementing game activities in order to respond to the needs of low academic performance students at José Rafael Faría Bermúdez High School has given many advantages in those students who have difficulties in the language. With this project, the tenth grade students had had the great opportunity to reinforce their weaknesses by attending to the schedule proposed by the pre-service teacher. It was an accessible schedule to each student under his direction. The activities proposed by the pre-service teacher were thoughts with the aim at helping the students to better understand the different topics in the English class.

The opportunity given to the students to go in the afternoon to reinforce their weakness in the English language has helped many of them who profit of that space. It has been used also to explain as well the previous topics in a didactic way. It is a labor together with the supervisor, as it is an open space to all the students not matter from which course, so there is a grouping work.

This strategy proposed by the pre-service teacher to the José Rafael Faría Bermúdez High School and to the supervisor in order to accomplish the social service, has had a positive impact in the development of the different activities in the extraordinary classes of the students who assist to those hours. They use it for practicing and for asking what they do not understand or what they are not sure. This outreach component is done every Monday and Thursday from 15h00 to 17h00 in the English Lab at the Institution José Rafael Faría Bermúdez to which the students belong.

The implementation of didactic game activities such as picture games, guessing and speculating games, card and board games, word games, true or false games, and memory games helped the students to better understand the different topics they have studied so far. It is true that changing the ambiance when doing something bring multiple benefits in the learning process of a

specific subject, in this case, English. With this kind of games, the students have had the

opportunity to practice and to clear doubts about the topic. Moreover, the attendance to the

reinforcement classes has increased since the first time due those game activities.

CHAPTER IV

Administrative component

Introduction

Being a teacher not only consists of going to the classroom and working with students on a certain topic, we have to work on diverse aspects as well, to implement values, to understand students' problems, to become a friendship hand to students and more importantly, to collaborate with the school itself, to have sense of belonging, to make cooperative work with other teachers, and to help in the activities stablished by the school. As pre-service teacher, I should be involved in the school activities, to keep permanency in the building in order to give aid, if needed, to teachers and directors and also to get a better understanding of the school and to achieve the same time an insertion in the scholar context

Provincial San José is a High School with clear principles of Christian Catholic orientation, in the school every Sunday a Eucharist is done, students and teachers must go there to pray; besides this, there are many religious and cultural events throughout the year in which most of the teachers get involved. In order to be part of those activities, the pre-service teacher should get involved as well to cooperate and collaborate in the organization and development of some of those activities being inside or outside the institution.

Objectives

General Objective

- To get involved in the teaching ambiance by having a participant collaboration in the activities and events developed by the school.

Specific Objectives

- To collaborate in the organization of events and activities inside and outside the school.

- To become an active member in the activities proposed by the institution.

- To give aid and support to other teachers in the development of cultural activities.

Methodology

During the third terms of classes of 2017 at José Rafael Faría Bermúdez High School, there were diverse activities, such as masses, celebrations and extracurricular events. Moreover, there were six flag hoisting in the rest of the year in which the pre-service teacher should take place. Other important aspect the pre-service teacher has to attempt to is to deliver the students' grades to their parents or people in charge of them. Besides that, it is imperative the permanency in the school; the pre-service teacher should stay in the school for the whole journey, starting from 6:45 a.m. to 1:00 p.m. to keep abreast of everything inside the institution; during this period of time inside the institution he has to grade the students' notebooks, prepare didactic material and to be prepare to the following classes of each day. At the end of that process it is programmed a specific event for the English area which consists in the "Great Contest about Irregular Verbs". This event is in charge of the English teacher in higher levels and the pre-service teacher. They were going to have the participation of all the students of tenth grade.

Table 12. Chronogram of activities and events of the school

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES
Agosto 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
		1	2	3	4	5
6	7 SE TRABAJA CON ESTUDIANTES IZADA DE BANDERA ORGANIZA GRADO 8 SEDE PRINCIPAL	8	9	10	11	12
13 EUCARISTIA ASISTEN 9° A 11° SEDE FARIA ORGANIZA 11°	14	15	16 JORNADA DE ATENSIÓN A PADRES DE FAMILIA	17	18 INAUGURACION JUEGOS INTERCLASES	19
20	21 SE TRABAJA CON ESTUDIANTES	22	23	24	25 JORNADA ESPECIAL ESTUDIANTES GRADO 11°	26
27 PRUEBAS SABER GRADO 11	28	29 IZADA DE BANDERA SEGUNDOS MISTRAL	30 IZADA DE BANDERA PRIMERO Y SEGUNDO SANTA CRUZ	31 IZADA DE BANDERA SEGUNDO SEDE SALLE		

COLEGIO PROVINCIAL SAN JOSÉ
Septiembre 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
					1 BENDICION BIBLIAS	2
3 EUCARISTIA ASISTEN SEDE MISTRAL ORGANIZA 3°	4	5 PRUEBAS DE EFICACIA SEGUNDO TRIMESTRE	6	7	8 DIA DE LA NIÑA MARIA	9
10 EUCARISTIA ASISTEN SEDE SALLE Y SANTA CRUZ ORGANIZAN TERCER GRADO	11	12	13 COMITES DE EVALUACION	14 ENTREGA DE PLANILLAS A COORDINACION	15 FIN SEGUNDO TRIMESTRE	16
17 EUCARISTIA ASISTEN 6° A 8° SEDE CENTRAL ORGANIZA 6°	18 INICIO TERCER TRIMESTRE	19 SEMANA AFECTIVIDAD IZADA DE BANDERA NOVENOS SEDE PRINCIPAL Y FARIA	20 SEMANA AFECTIVIDAD	21 SEMANA AFECTIVIDAD	22	23
24 EUCARISTIA ASISTEN 9° A 11° SEDE CENTRAL ORGANIZA 9°	25	26 ENTREGA DE BOLETINES BASICA	27 ENTREGA DE BOLETINES BACHILLERAT	28 IZADA DE BANDERA QUINTOS SEDE SALLE	29	30

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES

OCTUBRE 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
1 EUCARISTIA ASISTEN 6' A 8' SEDE FARIA ORGANIZA 6'	2	3	4	5 ACTTIVIDAD LEXICO PRIMARIA DIA DE LA BIODIVERSIDAD	6	7
8	9 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	10 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	11 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	12 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	13 CLASE CON ESTUDIANTES DESARROLLO INSTITUCIONAL EN	14
15	16 SE TRABAJA CON ESTUDIANTES	17	18	19	20 EXPOSICION DE TRABAJOS AREA DE ARTISTICA	21
22 EUCARISTIA ASISTEN 9' A 11' SEDE FARIA ORGANIZA 9'	23	24	25 ESCUELA DE PADRES	26	27	28
29 PRIMERAS COMUNIONES	30	31				

COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES

Noviembre 2017

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
			1	2	3	4
5	6 SE TRABAJA CON ESTUDIANTES	7	8	9	10	11
12	13 SE TRABAJA CON ESTUDIANTES	14	15	16 IZADA DE BANDERA CUARTOS SEDE SALLE	17	18
19	20	21 PRUEBA DE EFICACIA TERCER TRIMESTRE	22	23	24	25
26	27	28	29 COMITES DE EVALUACIÓN Y PROMOCIÓN	30 ENTREGA DE PLANILLAS A COORDINACIÓN		

Results

The pre-service teacher's role in the institution requires an engagement with the administrative aspects not only with the English subject but with everything in general. This engagement is with the aim at enriching the pedagogical practicum in this training process. The active participation in the different events; the flag hosting, the meetings with parents and teachers and the English activities, it is an intrinsic part of a teacher's role in an institution.

The active participation in the different activities was evidenced throughout the ten weeks of practicum. The pre-service teacher was asked to collaborate controlling the indiscipline at rest time for a week. Moreover, there were some walks in the city in which it was asked the teachers' accompaniment to take care of them.

Integration in the High School activities

The participation in the different events proposed by the institution in the second semester of the year, and more specifically in the third term of the institution, began with the involvement of the pre-service teacher in academically performances such as the supervision of the second term efficacy test and the "Pruebas Saber 9th and 5th grades. They are moments of knowledge acquisition about the discipline, stiffness and seriousness of a state test.

The pre-service teacher took place in the organization of a "Modern dance Festival" carried out by the eleventh grade students of the institution with the objective to earn money to their spending. It was a great opportunity to recognize the important of this kind of event to the city. Being part of the development of the event helps to understand and to feel involve of a cultural environment of the institutions. Furthermore, the assistance to every flag hosting done by the High School remembers the importance of the different dates, as well as the opportunity to recognize the identity of a Colombian institution.

Besides, the reflection from our educational practice put in discussion aspects about methodologies or strategies implemented in the classroom, the taught contents, the performance of the students in the processes of evaluation and the answers of the students in front of action plans in order to improve. The exchange of the opinions of the English teacher with more experience gives a strengthening to our teaching labor since we acquire extra knowledge. It allows the pre-service teacher to modify the students' perceptions to transform and move them into the teacher's role.

The contribution of the complementary activity to the institution

In the same way, the pre-service teacher was responsible to inform and to motivate the students to participate actively in the complementary activity the area by underlining the importance to show the qualities of the English subject through the knowledge of the English language. The Great Irregular Verbs Contest developed in the institution allows to recognize aspects like the responsibility in the organization of the event. First, the preparation of the host and the finalists of the event which were the best score in the Irregular Verbs Contest done in each classroom of tenth grade. Second, the preparation of each one of the stages of the event as well as the program to follow. Third, the invitation of the jury from the University of Pamplona, the participants' mothers and the courses of tenth grade. Fourth, the organization and the decoration of the place in which the contest was going to carried out.

The fact of being the teacher in charge of the event along with the supervisor gives the opportunity to learn about responsibility and the recognition that these events gives to the headquarter José Rafael Faría Bermúdez.

Conclusion

During the process of pre-service teacher, the practice as teacher guide me to the acquisition of various perspectives bound to linguistic and educational knowledge with regard to the education of a foreign language. The complexity of this process lives in the fact that the education involves several of the aspects such as what, how, why and to whom to teach by taking into account professional and ethical principles of our know-how. The responsibility and the engagement to give to the students the knowledge and the necessary skills to face the next year of schooling.

The teacher's role allowed me to develop and to perfect many aspects which are essential to be a good professional; the organization, the responsibility, the linguistic and educational knowledge, the execution of the planning, the strategies of teaching and evaluation, to act, the confrontation and the solution of the challenges as well as the integration to the institution as a member who contributes with the improvement of the educational practice of the bachelor's degree.

After the implementation of the project, it is noticed that the implementation of the educational strategies which adapt themselves most to the needs for the students becomes essential taking into account that the main objective is to assure the significant learning in the students. The implementation of different interactive speaking activities in tenth grade students has shown an improvement in the development of their speaking skills. The students have started to produce short statement in English with a successful pronunciation. However, the time and the number of activities developed were not enough to do a significant process in the tenth grade students at José Rafael Faría Bermúdez High School.

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Appendixes

Appendix 1. **General Observation format**

Observation N°1	10°
Teacher	Sandra Lucía Castellanos
Date	August, 8th 2017
Heur	08h50-09h45
Lieu	Bilingual Lab-
Pre-service teacher	Duvan Arley Gutierrez Carvajal

Opening: The teacher started with the prayers and she started talking in English. Then, she advised them the date of a quiz and of some books activities.

She began the class by introducing a new topic, she motivated them by means of a competition named "Word formation". The instructions she gave were in English and she repeated sentences that were important for the students to understand and to follow.

At the end of the activity, the students were asked to open their books and to write the date.

Explanation of the topic: The teacher wrote the name of the topic on the board. She used a PowerPoint presentation and asked them for reading. Every time they got a good point she gave them a small flower that they had to collect until the end of the class. Meanwhile they were participating the teacher left long enough for them to copy the information in their notebooks. Moreover, she always motivates them with candies.

In any case, she explained the meaning of unknown words and gave examples.

Activities: Besides, there were a time for activities about the subject, in this class, the students had to classify some words in a grid; she gave them examples to help them with the exercise, she moves around and supervised the activity in order to check the students work. As they were performing the activity they were changing their notebooks to have a grading by peers. The teacher gave them the answer on the board and then, they graded each other in their notebooks. At the end of the activity, she prized the student with the highest grade with a chocolate.

The second activity of the topic were updated for the next class.

Appendix 2. **Diagnostic Interviews**

University of Pamplona
Interactive speaking activities
Duvan Arley Gutierrez Carvajal
<div align="center">

First Interview
</div>

The purpose of this interview is to get a global perspective about the participants about their speaking skills and what they think about the implementation of different interactive speaking activities in their English classes. In order to allow the participants to express freely and not to limit their answers, this interview is going to be carried out in Spanish.

Buenos días:

Mi nombre es Duvan Arley Gutierrez Carvajal y como ya sabe me encuentro haciendo mi práctica profesional en este colegio (José Rafael Faría Bermúdez). Además de mi práctica debo desarrollar un proyecto con el fin de mejorar una falencia con que cuentan los estudiantes en el de inglés. A través de mi observación institucional me pude dar cuenta que es necesario trabajar en el desarrollo de la producción oral de los estudiantes de décimo grado. En este sentido he propuesto trabajar tres actividades interactivas de producción oral que son: entrevistas o juego de roles, discusiones en grupos de trabajo, y cooperación entre estudiantes interactuando en situaciones de la vida real. Es por eso que pido su colaboración para responder a las siguientes preguntas a fin de comenzar con este proceso.

1. ¿Cómo se siente al momento de hablar en inglés en el salón de clases?
2. ¿Cuáles son sus mayores temores al hablar inglés?
3. ¿Cómo le gustaría desarrollar su producción oral en inglés?
4. ¿Qué actividades considera usted desde su proceso en formación en inglés, le pueden ayudar a mejorar su producción oral?
5. ¿Ha escuchado hablar de las actividades interactivas de producción oral? Si es así me puede decir cuales conoce.
6. ¿Cree usted que este tipo de actividades son útiles para el desarrollo de la producción oral en una lengua extranjera?

7. ¿Ha participado en actividades como entrevistas o cambios de roles? Si es así, que me puede decir desde su experticia acerca de estas.

8. ¿Cree usted que aprender vocabulario es fundamental para la producción oral?

9. ¿Está de acuerdo con el trabajo en grupo para practicar una lengua extranjera, en este caso el inglés?

10. ¿Cómo considera su interacción con sus compañeros?

11. ¿Está de acuerdo en que las actividades de interacción estén relacionadas con temas cotidianos de la vida real?

12. ¿En cuáles escenarios cotidianos de la vida real estaría interesad@ en practicar?

13. Teniendo en cuenta que trabajaremos actividades interactivas de producción oral para mejorar su producción oral en inglés, ¿cuáles son sus expectativas hacia estas prácticas?

*Appendix 3.*Second interview at the end of the process.

University of Pamplona
Interactive speaking activities
Duvan Arley Gutierrez Carvajal

Second Interview

The purpose of this interview is to know the students' opinions and experiences about the interactive speaking activities they had developed during the last weeks and if they get any improvement of their speaking skills.

1. ¿Cómo se sintió a lo largo del desarrollo de estas actividades?

2. ¿Fueron estas actividades de su interés?

3. ¿Qué opinión tiene sobre estas actividades de producción oral?

4. ¿Cree usted que las tres actividades interactivas de producción oral le han ayudado a mejorar su producción oral en inglés?

5. ¿Cree usted que saber pronunciar de forma correcta el inglés es importante?

6. Si se trabajaran este tipo de actividades desde el principio de su formación, ¿cree que su nivel oral de inglés sería mejor?

7. ¿Considera usted desde su experiencia con estas actividades que la interacción con sus compañeros le ayudó al desarrollo de la producción oral en inglés?

8. ¿Cuál es su punto de vista acerca del trabajo cooperativo con sus compañeros a partir de las actividades desarrolladas?

9. ¿Cuál de las tres actividades de producción oral le gustó más? ¿Por qué?

10. ¿Le gustaría seguir trabajando este tipo de actividades que le pueden ayudar a mejorar su producción oral en inglés?

Appendix 4. **Planning format – First Interactive Speaking Activity**

	COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA HONOR, CIENCIA Y VIRTUD **PLANEACIÓN DE CLASE** **LESSON 6**					
AREA:	**Humanidades Lengua Castellana e Idioma Extranjero**		**ASIGNATURA**		**Inglés**	
TEMA:	COMPARATIVES AND SUPERLATIVES	**FECHA**	SEP 25TH 2017 – SEP 29th 2017		**GRADO:**	10°
PROPÓSITO (S) DE APRENDIZAJE	By the end of the lesson the students will be able to: • Recall the structure of Comparative and Superlative. • Compare different personages, animals or things using Comparatives and Superlatives. • Identify the different use of Comparatives and Superlatives.					
EXPERIENCIAS DE APRENDIZAJE					**MATERIAL**	

OPENING FOR EVERY CLASS

- The teacher is going to greet students in English.
- He is going to ask the students' help to pray.
- The teacher is going to ask to a different student in every class to write the date at the top right of the board. He is going to review the structure and to give them their respective grade immediately.

Board Markers

EXPLANATION OF THE TOPIC

<mark>First class</mark>

The teacher is going to start the explanation of the topics by using a poster about *Game of Thrones* and *Twilight* (Appendix 1)**.** The main objective of that poster is to help them to practice by doing exercises.

Posters Game of Thrones Twilight

Comparative: ...er... than and more... than

The teacher is going to explain on the board how to compare er… than and more… than.
- o We use **… adjective in degree of comparison (…ER) + than** to compare things with certain grades of differences and using short adjectives.
- o We use **… more + adjective in positive + than…** to compare things with certain grades of differences and using more than two syllables adjectives.

Afterwards, they are going write down in their notebooks some exercises with comparative form about the poster of "Game of Thrones" and "Twilight".

Board Markers

<mark>Second class</mark>

Comparative of inferiority: with ... less... than - ... not as... as

The teacher is going to explain the comparative of inferiority.

- o We use **less + adjective in positive + than** to compare when the things we are comparing are not equal.
- o We use **not as + adjective in positive + as** to compare when the things we are comparing are not equal.

Board Markers

Comparative of equality: as... as...

Board Markers

|	

o   We use **as + adjective in positive + as** to make comparisons when the things we are comparing are equal in some way:
      Example: *The weather this summer is as bad as last year.*
 	
The students are going to practice by doing some exercises about the poster.
 	
<mark>Third class</mark>
 	
Superlatives: the… est… and the most
 	
   In the last class the teacher is going to explain the two forms of superlative; using adjectives shorts and using adjectives with more than two syllables.
 	
    o   We use **… the + adjective in degree of superlative (… EST) …** to express that something is superior in some way. We use this form with short adjectives.
    o   We use … the most + adjective in positive… to express that something is superior in some way. We use this form with more than two syllables adjectives.
 	
   Meanwhile the teacher is explaining, the students have to write down in their notebook the examples and after the explanation they are going to practice through other exercises.
 	
Homework
 	
   At the end of that class the teacher is going to ask to the students to write in their notebooks as a homework a sentence to each one of the cases they have study until that moment about comparative and superlative. It means they will write seven (7) sentences in total.
 	
   They are going to be advised to study for the test next class.
 	
<mark>Fourth class</mark>
 	
   In this class the teacher is going to implement one of the activities he proposed in his project with the objective to enhance students' oral production. The first activity is the interview. This first speaking activity corresponds to the first objective: •   To enhance students' oral production by interviews or change of roles in the classroom.
   In order to link the topic with the interactive speaking activity the teacher is going to propose at first, to watch the trailer of the second season of Game of Thrones which is the theme they are working Comparative and Superlative (Appendix 2)**.**
 	
   Afterwards, he is going to divide the class into nine groups of three people. In order to develop the activity, the teacher is going to provide the students with a piece of paper in which they are going to find a situation and the indications they have to follow to do the interview or the role play (Appendix 3)**.** Moreover, the students will have ten minutes to prepare and to organize them.
 	
   As well the teacher will present the speaking production assessment grid in order the students to take into account to prepare the activity. (Appendix 4)
 	
   By turn, each group is going to have the opportunity to pass in front of the class and to perform what they have prepared.
 	
   The teacher will record the class and for that, he is going to ask the permission of the students through a letter (Appendix 5)
	Students' notebooks
	
	Board Markers
	
	Students' notebooks
	
	Students' notebooks

EVIDENCIAS DE APRENDIZAJE	
Teacher will get grades from: • Points got for every student.	

- The students' participation.
- Worksheets.
- Notebook exercises
- The parents' participation in the process through the signatures.

OBSERVACIONES

Situations

1. **Interview** Comparative and Superlative Preparation time: 10 minutes Presentation time: 3 minutes	Family Stark Arya-Sansa-Rickon-Bran-Robb-Jon
Instructions: You are going to present the interview, you are going to give information about yourselves and finally you are going to talk about the picture in the chart using comparative and superlative. You have to ask questions to each other. Ex: Who is this family? –This family is the biggest one of Winterfell.	Adjectives you can use: Noble Smart Brave Polite Serious Tall Small Handsome Pretty
2. **Role play** Comparative and Superlative Preparation time: 10 minutes Presentation time: 3 minutes	Family Stark Arya-Sansa-Rickon-Bran-Robb-Jon
Instructions: You are going to imagine a meeting with some friends, you are going to give information about yourselves and finally you are going to talk about the picture using comparative and superlative. Ex: What do you think about the family Stark? – The Stark family is kinder than the Lannister family.	Adjectives you can use: Noble Smart Brave Polite Serious Tall Small Handsome Pretty
3. **Role play** Comparative and Superlative Preparation time: 10 minutes Presentation time: 3 minutes	Family Stark Arya-Sansa-Rickon-Bran-Robb-Jon
Instructions: You are going to imagine a meeting with some friends, you are going to give information about yourselves and finally you are going to talk about the picture using comparative and superlative. Ex: What do you think about the family Stark? – The Stark family is kinder than the Lannister family.	Adjectives you can use: Noble Smart Brave Polite Serious Tall Small Handsome Pretty
4. **Interview** Comparative and Superlative Preparation time: 10 minutes Presentation time: 3 minutes	Lannister house Tywin-Cercei-James-Joffrey-Tyrion
Instructions: You are going to present the interview, you are going to give information about yourselves and finally you are going to talk about the picture in the chart using comparative and superlative. You have to ask questions to each other. Ex: Who is this family? –This family is the richest one of King's Landing.	Adjectives you can use: Powerful Smart Small Evil Serious Handsome Tall Brave Pretty

Appendix 5. **Speaking Production Assessment Grid**

Colegio Provincial San José
Sede José Rafael Faría Bermúdez
Clase de Inglés
Pamplona, 2017
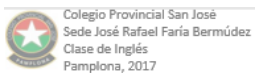
Speaking Production Assessment Grid

Teacher: _____   Date: _____

Students	Respect of the set point (Respect of time, used of the given adjectives…) 10p	Structure of the interview / role play (present the interview, information about yourselves, comparative and superlative) 10p	Lexical (extension and control) 10p	Morph syntax (Control of the structure of comparative and superlative) 10p	Control of the phonological system (Can be expressed without help despite some formulation problems and occasional pauses) 10p	Total

Appendix 6. **Permission letter to record.**

Pamplona, 25 de septiembre de 2017

Estimados,
Estudiantes décimo grado
Cordial saludo,

Yo, DUVAN ARLEY GUTIERREZ CARVAJAL, identificado con C.C 1094276816 de la ciudad de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos 10-04, 10-06 y 07-04, acompañado de la supervisión de la docente Sandra Lucía Castellanos. Me dirijo a Ustedes con el fin de solicitarles la autorización de participar en mi proyecto de práctica titulado "Implementación de actividades interactivas de habla para mejorar la producción oral en estudiantes de EFL en el colegio José Rafael Faría Bermúdez", esta autorización se les es presentada, ya que para mi proyecto debo grabar dos videos durante la realización de las diferentes actividades de producción oral. Es importante mencionar que la información suministrada por ustedes será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

_____

C.C._____

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Appendix 7. **Observation format**

OBSEVATION FORMAT

Date: _____   **Pre-service teacher:** Duvan Arley Gutiérrez Carvajal

Hour: _____

Observation N°: ___   **Number of participants:** 27

✓ Observation objective:

Identify the benefices of implementing interviews or change of roles in tenth grade students.

✓ Interactive speaking activity objective:

To develop tenth grade students' speaking skills such as pronunciation and intonation.

Hour	Description and development of the activity	Commentaries and observations	Resources

Appendix 8. **Writing journal**

First Writing Journal

I am about to start a new process in which I would like to reach an improvement in tenth grade students at José Rafael Faría Bermúdez High School. From a week of institutional observation, finally I decided to contribute in developing the students' oral production through three interactive speaking activities (Interviews or change of roles, discussions, and an interactive activity outside the classroom).

Despite the fact that one week of observation is not enough to know the students' interests or disposition, the three activities I would like to propose could be of completely interest to the students. Besides, the teacher-supervisor encourages me to focus on speaking since the main objective of the English subject is to improve students' oral skills. It was necessary to carry out an interview at the beginning to start thinking and planning how the interactive activities are going to be accomplished. Taking into account their responses I could infer that they are interested in developing their oral skills through different activities and covering topics involving the real life. In one hand, two of the interviewed asserted that they prefer to work alone. They stated to have better performance working alone than in group; in the other hand, three students agree that they like to work in group since they consider the work group as an advantage to improve their knowledge. However, I should say that ten weeks is not time enough to see a notable progress in the students' speaking skills. Even though, if we work hard to achieve what we want, it would be necessary to keep going with this kind of activities in order to have a positive impact in the students. Moreover, if we are going to work on something in order to cover speaking, we cannot force and to overload the students with many homework and tasks. The idea is that they enjoy what they want to do.

Appendix 9. **Planning second activity and third activity**

	COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA HONOR, CIENCIA Y VIRTUD **PLANEACIÓN DE CLASE** **LESSON 8**	
AREA:	**Humanidades Lengua** **Castellana e Idioma Extranjero**	**ASIGNATURA**	**Inglés**

TEMA:	ZERO AND FIRST CONDITIONAL	**FECHA**	OCT 19TH 2017 – NOV 3rd 2017	**GRADO:**	10º

PROPÓSITO (S) DE APRENDIZAJE	By the end of the lesson the students will be able to: • Know seven different monuments around the world. • Handle the knowledge through the language in order to communicate it. • Talk about the seven main monuments around the world.

EXPERIENCIAS DE APRENDIZAJE	**MATERIAL**
OPENING FOR EVERY CLASS • The teacher is going to greet students in English. • He is going to ask the students' help to pray. • The teacher is going to ask to a different student in every class to write the date at the top right of the board. He is going to review the structure and to give them their respective grade immediately. **WARM UP** **First class**	Board Markers
SECOND ACTIVITY OF THE PROJECT The teacher is going to organize in the classroom a Gallery in which there are going to be exposed 7 main monuments of the world. Each stand will contain the pictures showing the monuments. In order to involve the students with them, the teacher is going to stand up in the door welcome them to the "Cultural Gallery". Afterwards, the teacher is going to explain what they are going to find around the classroom. He is going to ask them to imagine they are traveling and they are going to learn about some important monuments. He is going to organize 7 groups and he is going to give to each one of them, one description and one title. The students have to read and to decide which monument fix better with the description and with the title. After having decided the group will stand in front of the monument that corresponds to the description. They are going to be asked to have a tour with the purpose to	Posters Board Markers

learn about all of them. Then, the students will come back to their sits and they are going to be asked to talk about the monument they like the most and the why (Appendix 1).	
EXPLANATION OF THE TOPIC	Board Markers
Second class	
The teacher is going to start with the new topic by means of a jigsaw puzzles (Appendix 2). The teacher is going to ask the students to organize groups in order to discover the title in the jigsaw puzzles the teacher will give them. The first group who put together the jigsaw will win some candies.	
Afterwards, the teacher will start the explanation of the topic about *Zero Conditional* on the board. The teacher will explain the structure and they will practice by doing some exercises.	Board Markers
Always true situation	
Structure:	
IF + SIMPLE PRESENT TENSE + (,) + SIMPLE PRESENT TENSE	Students' notebooks
The students are going to be asked to write down two or three examples of their daily life.	
Example: *If I study English, I pass the exam.*	
Exercises	Board Markers
Third class	
Practice by doing exercises about Zero Conditional.	
Fourth Class	
The teacher is going to start the class with a song, "Count on me" by Bruno Mars. The students will listen to the song four times (Appendix 3). The first time, they are just going to listen to the song and enjoy it, after that the teacher will ask some questions like:	Students' notebooks
➢ *What is Count on me?*	
➢ *What things a friend might do?*	
➢ *What would you do for a friend?*	
The second time, they are going to be provided with a worksheet with the lyrics of the song and they are going to fill the gaps and at the end they are going to be asked to underline the examples of first conditional they will find (Appendix 4).	Students' notebooks

The third time, before starting the song, the teacher will teach to the students the pronunciation of some words, they are going to read it and then, they are going to practice by singing.

In the last time the teacher will divide the class into 4 groups, they are going to sing a different part of the song and the best performance will win candies.

Fourth class

The teacher is going to ask to the students what was the conditional they worked during the song. After that, he is going to start the explanation of it use giving them the structure on the board:

Real or possible situation

IF + SUBJECT + VERB IN PRESENT TENSE + COMPLEMENT + (,) + SUBJECT + WILL + VERB IN PRESENT TENSE + COMPLEMENT
The students are going to be asked to write down two or three examples of their daily life.
Example: *If I study English, I will pass the exam.*
Exercises

Homework

The teacher will provide the students with a situation in a piece of paper, they have to think and to write on their notebooks four sentences using Zero Conditional and four sentences using First Conditional. They have to think in possible situations to help that situation (Appendix 5).

Example:

Fifth class

THIRD ACTIVITY OF THE PROJECT

In order to practice the grammatical structure and the vocabulary learnt during the last classes, the teacher is going to organize a discussion in work groups.
The teacher is going to propose to watch a movie "Freedom Writers" in order to start a discussion **(Appendix 6)**.
Before the students leave the classroom the teacher will give them the questions they are going to answer in the discussion. The aim of this, is to allow the students to prepare what they will ask in the speaking activity.

Questions

➢ What do you think about the movie?
➢ Do you think it worth the teacher effort?
➢ What would you do if you have classmates like those ones on the movie?
➢ What would you do to help their situation?
➢ What would be the best option for the students?

From the beginning the teacher will divide the class in two groups with the same quantity of students. He is going to explain the methodology of the discussion, what they are going to talk about, how they are going to do it, etc.

As they are going to be asked to prepare the questions at home, they would participate of all the turns

The teacher of the class will be the moderator; he is going to pose the questions the students will prepare to answer. The students will have 2 or 3 minutes to answer and to give their opinions. For everyone to talk, everyone has to answer the questions, if there is something that has not been said they will have the possibility to participate.

There will be a grade for each student so, the teacher will ask directly to the students who haven't said anything.

(Appendix 6) Questions

Sixth class

The students will present the evaluation about Zero and First Conditional during the whole hour **(Appendix 7)**

EVIDENCIAS DE APRENDIZAJE

Teacher will get grades from:
- Points got for every student.
- The students' participation.
- Worksheets.
- Notebook exercises
- The parents' participation in the process through the signatures.

OBSERVACIONES

The most important monuments around the world

Tower Bridge – London

This is one of the most recognizable bridges in the world. Its Victorian Gothic style stems from a law that forced the designers to create a structure that would be in harmony with the nearby Tower of London. The bridge, designed by city architect Horace Jones in collaboration with John Wolfe Barry, would eventually be completed in 1894.

Taking photographs of it is a favorite London tourist activity, but you can also go inside the bridge, where you'll have a magnificent view over London from the walkway between the two bridge towers.

El Puente de la Torre – Londres

Este es uno de los puentes más reconocibles del mundo. Su estilo gótico victoriano nace de una ley que obligó a los diseñadores a crear una estructura que estuviera en armonía con la cercana torre de Londres. El puente, diseñado por el arquitecto de la ciudad Horace Jones en colaboración con John Wolfe Barry, eventualmente se terminaría en 1894.

Tomar fotografías de ella es una actividad turística favorita de Londres, pero también se puede ir dentro del puente, donde tendrá una magnífica vista sobre Londres desde la pasarela entre las dos torres de puente.

Big Ben – London

This is one of the most famous landmarks in the world. It is the clock tower. Its name is often used to describe the clock tower that is part of the Palace of Westminster.

Officially, it does not refer to the clock tower but instead to the huge thirteen-ton Great Bell located at the top of the 320-foot-high tower. The clock tower is the focus of New Year celebrations in the United Kingdom, with radio and TV stations tuning to its chimes to welcome the start of the year.

Big Ben – Londres

Este es uno de los hitos más famosos del mundo. Es la torre del reloj. Su nombre se utiliza a menudo para describir la torre del reloj que es parte del Palacio de Westminster. Oficialmente, no se refiere a la torre del reloj, sino a la gran campana de trece toneladas situada en la parte superior de la torre de 320 metros de altura. La torre del reloj es el foco de las celebraciones del año nuevo en el Reino Unido, con las estaciones de radio y de la TV que templan a sus carillones para dar la bienvenida al comienzo del año.

Eiffel Tower – Paris

In 1889, when this monument was completed, it was the tallest building in the world at just over 300 meters tall. This Tower was originally built as a temporary structure to commemorate the centennial of the French Revolution. Thankfully, the tower was never torn down and since, that important Tower has become an enduring symbol of the city of Paris. Millions of people climb the Tower every year and it has had over 250 million visitors since its opening. Visitors can climb up stairs to the first two levels or take a lift which also has access to the third and highest level. The French Nickname La dame de fer which means the iron lady.

La Torre Eifel – Paris

En 1889, cuando este monumento fue completado, fue el edificio más alto del mundo a poco más de 300 metros de altura. Esta torre fue construida originalmente como una estructura temporal para conmemorar el centenario de la revolución francesa. Afortunadamente, la torre nunca fue derribada y desde entonces, esa importante torre se ha convertido en un símbolo duradero de la ciudad de París. Millones de personas suben la torre cada año y ha tenido más de 250 millones visitantes desde su inauguración. El apodo francés la Dame de fer que significa la Dama de hierro.

Taj Mahal – India

Standing majestically on the banks of River Yamuna, this monument is synonymous to love and romance. The purity of the white marble, the exquisite ornamentation, precious gemstones used and its picturesque location, all make a visit to this castle gain a place amongst the most important tours in the world. However, until you know the love story behind the construction of that wonder, the beauty of the same would not enliven in your heart and mind and instead would come up as just another beautiful building/monument. It is the love behind this outstanding monument that has given a life to this monument.

Taj Mahal – India

De pie majestuosamente a orillas del río Yamuna, este monumento es sinónimo de amor y romance. La pureza del mármol blanco, la exquisita ornamentación, las piedras preciosas utilizadas y su pintoresca ubicación, hacen que la visita a este castillo adquiera un lugar entre los tours más importantes del mundo. Sin embargo, hasta que usted conoce la historia de amor detrás

de la construcción de esa maravilla, la belleza de la misma no se anima en su corazón y la mente

y en su lugar vendría como otro hermoso edificio/monumento. Es el amor detrás de este

monumento excepcional que ha dado una vida a este monumento.

The Statue of Liberty – New York

"La Liberté Éclairant le Monde" or "Liberty Enlightening the World" is the official name given to this Statue by sculptor Frederic Auguste Bartholdi and is a symbol of freedom to the entire world. In recognition of the friendship established during the American Revolution, French statesman and writer Edouard de Laboulaye proposed presenting a monument to America as a gift from the people of France. The statue was a joint effort between the two countries - Americans would build the pedestal and the French would build the statue - in honor of the centennial of the Declaration of Independence. The seven rays of the Statue's crown represent the seven seas and continents of the world, each measuring up to 9 feet in length and weighing as much as 150 pounds.

La Estatua de la Libertad

"La Liberté Éclairant le Monde" o "la Libertad que ilumina el mundo" es el nombre oficial

dado a la Estatua la Libertad por el escultor Frederic Auguste Bartholdi y es un símbolo de la

libertad al mundo entero. En reconocimiento a la amistad establecida durante la revolución

americana, el estadista y escritor francés Edouard de laboulaye propuso presentar un monumento

a América como un regalo del pueblo de Francia. La estatua era un esfuerzo conjunto entre los

dos países-los americanos construirían el pedestal y los franceses construirían la estatua-en honor

del centenario de la declaración de la independencia. Los siete rayos de la corona de la estatua

representan los siete mares y continentes del mundo, cada uno midiendo hasta 9 pies de largo y pesando tanto como 150 libras.

The Bridge of Boyacá – Boyacá

This monument, in the department of Boyacá, Colombia, is the site where Colombian troops finally achieved the country's definitive independence from Spain.

The Battle of Boyacá, which took place on 7 August 1819, was a decisive moment in the bloody struggle for Independence from the Spanish Empire which had been raging across Latin America for nearly a decade.

The armies of Simón Bolívar, united with the republican forces of the Brigadier Generals Francisco de Paula Santander and José Antonio Anzoátegui, defeated the Royalist forces led by the Spanish Colonels José María Barreiro and Francisco Jiménez. The victory, which was achieved in the space of two hours with the military assistance of the British Foreign Legion, sealed Colombia's independence.

El Puente de Boyaca – Boyaca

Puente de Boyacá, en el Departamento de Boyacá, Colombia, se encuentra el sitio donde las tropas colombianas finalmente lograron la independencia definitiva de España.

La batalla de Boyacá, que tuvo lugar el 7 de agosto de 1819, fue un momento decisivo en la lucha sangrienta por la independencia del imperio español que había estado furioso por toda Latinoamérica durante casi una década.

Los ejércitos de Simón Bolívar, Unidos a las fuerzas republicanas de los brigadieres generales

Francisco de Paula Santander y José Antonio Anzoátegui, derrotaron a las fuerzas realistas

encabezadas por los coroneles españoles José María Barreiro y Francisco Jiménez. La victoria,

que fue alcanzada en el espacio de dos horas con la ayuda militar de la Legión extranjera

británica, selló la independencia de Colombia.

Machu Picchu – Perú

It is an Inca city surrounded by temples, terraces and waterways, built at the top of a mountain. Its construction was built with large blocks of stone attached to each other, without the use of amalgam. It is currently considered a cultural patrimony of humanity as it is recognized as an important political, religious and administrative center of the Inca period. This monument, which in Castilian means "old mountain", is the most famous Inca citadel in the world. Located 112.5 kilometers northeast of Cusco, in the province of Urubamba, this architectural gem is surrounded by temples, terraces and waterways.

Its constructions follow the classic Inca style: constructions with polished stone walls in rectangular form, joined together without the use of amalgams, doors and trapezoidal windows.

Machu Picchu – Perú

Machu Picchu es una ciudad inca rodeada de templos, andenes y canales de agua, construida

en lo más alto de una montaña. Su construcción fue edificada con grandes bloques de piedra

unidas entre sí, sin el uso de amalgama. Actualmente es considerada patrimonio cultural de la

humanidad al ser reconocida como importante centro político, religioso y administrativo de la

época incaica. Machu Picchu que en castellano significa "montaña vieja", es la ciudadela inca más famosa del mundo. Ubicada a 112.5 kilómetros al noreste de Cusco, en la provincia de Urubamba, esta joya arquitectónica está rodeada de templos, andenes y canales de agua.

Sus construcciones siguen el estilo clásico inca: edificaciones con muros de piedra pulidos en forma rectangular, unidas entre sí sin el uso de amalgamas, puertas y ventanas trapezoidales.

Appendix 10. **Categories used to analyze the data**

	Category	Sub-category	Data collection instrument	Commentary
Interactive Speaking Activities	Real communication	Improvement of their speaking skills	*Interview Observation Writing journal*	
		Acquisition of new knowledge		
		Opportunity to use the language		
		Motivation to learn English		
		Significant impact		
	Work groups	Interaction	*Interview Observation Writing journal*	
		Opportunity to share ideas		
		Positive attitude		
		Encourage interaction inside the group		
	Weaknesses	Pay attention to multiples elements	*Interview Observation Writing journal*	
		Failure in the communicative intention		
		Insufficient time		

Appendix 11. **Assistant Act for reinforcement**

Colegio Provincial San José.
Sede José Rafael Faría Bermúdez
English Class . Pamplona, 2017

Acta n°	
Fecha	
Hora	15h00-17h00
Lugar	Colegio José Rafael Faría Bermúdez

Docentes asistentes
Sandra Lucía Castellanos
Duvan Arley Gutierrez Carvajal

Nombre	Grado	Actividad	Firma

Photographic gallery

Photography 1. **First Interactive Speaking Activity (Interview or change of role)**
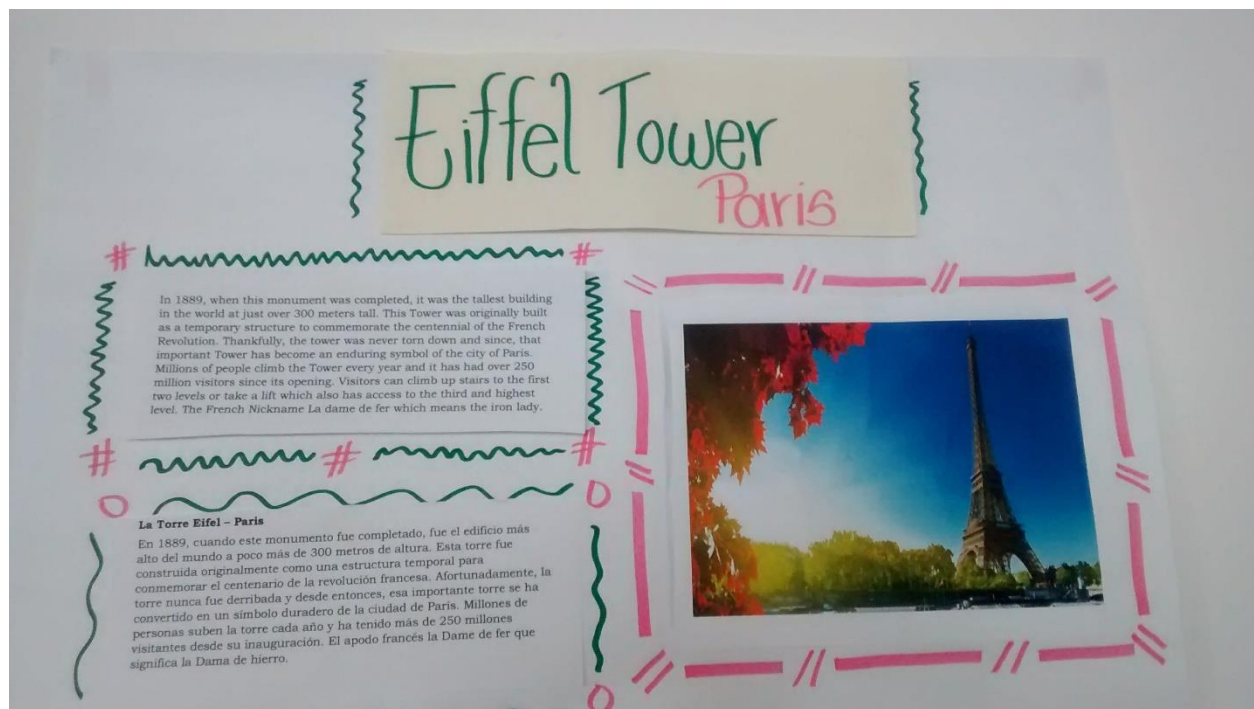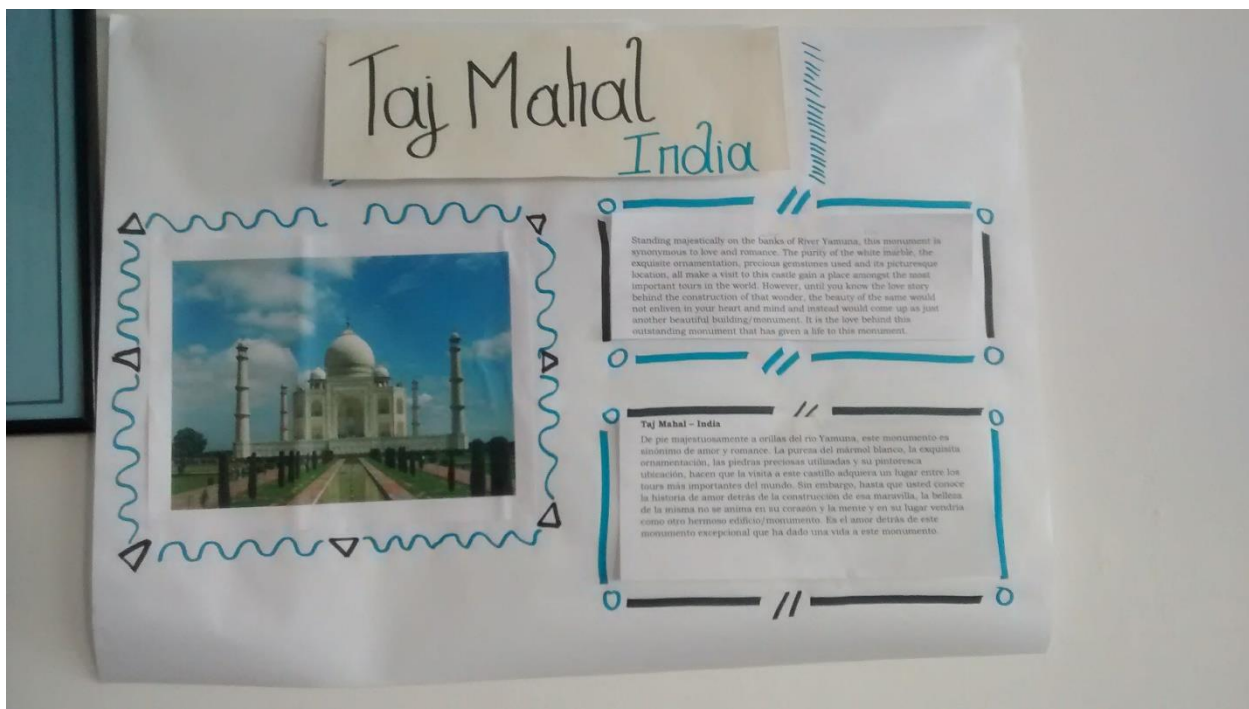
Photography 2. **Second Interactive Speaking Activity (Interacting in a real situation)**

The Statue of the Liberty – New York

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Dream what you want to do!

Bridge Tower London

This is one of the most recognizable bridges in the world. Its Victorian Gothic style stems from a law that forced the designers to create a structure that would be in harmony with the nearby Tower of London. The bridge, designed by city architect Horace Jones in collaboration with John Wolfe Barry, would eventually be completed in 1894.

Taking photographs of it as a famous London tourist activity, but you can also go inside the bridge, where you'll have a magnificent view over your London from the walkway between the two bridge towers.

El Puente de la Torre – Londres

Este es uno de los puentes más reconocibles del mundo. Su estilo gótico victoriano nace de una ley que obligó a los diseñadores a crear una estructura que estuviese en armonía con la cercana torre de Londres. El puente, diseñado por el arquitecto de la ciudad Horace Jones en colaboración con John Wolfe Barry, eventualmente se terminaría en 1894.

Tomar fotografías de ella es una actividad turística famosa de Londres, pero también se puede ir dentro del puente, desde tendrá una magnífica vista sobre Londres desde la pasarela entre las dos torres de puente.

The Bridge of Boyaca

Boyaca

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Photography 3. **Third Interactive Speaking Activity. (Discussing through work groups)**

Photography 4. **Outreach Component (Reinforcement test)**

Photography 5. **Picture Games**

Photography 6. **Card and Board Game**

Photography 7. **Caring and Sharing Game**

Photography 8. **Administrative Component (Love and Friendship celebration)**

Photography 9. **Flag Hostings**

Photography 10. **Institutional Mass**

Photography 11. Irregular Verbs Contest