

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING
APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL**

GEVER LUIS BARROSO GUERRA

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES DEGREE

PRACTICUM

PAMPLONA

2017

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

This success is dedicated to all people who surrounded me during these five years of hard work, dedication and efforts. Principally to God who gave me patience, knowledge and fortress for not letting me to give up towards many difficult situations and always have a smile on face. In the same way, I want to thank to my family, especially, a person who I love with my all my heart and today lives in my memory; My grandfather who taught me the most important things in our lives such as humanity, honesty and sincerity. To my mom who trusted on me and all my abilities to be proud of me. To my younger sister the most cheerful people I have ever known, and taught me to be happy in all situations.

To my friends who I enjoyed smiling in those wonderful moments we shared in each one of the courses. And more importantly, to my teachers whose incredible work gave me the academic formation I needed to be a good teacher and have a professional growth.

Dear mom, I will never forget, your words “One day you will be the person your family will be proud of, and you will realize that all your sacrifices won’t be in vain”.

Gever Luis Barroso Guerra

TABLE OF CONTENTS

ABSTRACT	16
PRESENTATION OF THE PROPOSAL	17
INTRODUCTION	18
JUSTIFICATION	21
STATEMENT OF THE PROBLEM	24
OBJECTIVE	25
GENERAL OBJECTIVE	25
SPECIFIC OBJECTIVE	25
INSTITUTIONAL OBSERVATION	26
INTRODUCTION	26
Topographical location of the school	26
Identification of the authorities	27
Identification of the Key aspects of P.E.I	27
Mission	27
Vision	27
Learning and teaching objectives General Objective	27
General Objective	27
Summary of the important aspect of the rulebook	28
Rights and Duties	29
Parents' rights and duties	30
Physical plant Distribution	30
Pedagogical aspects observed	31

Institutional organization	33
Schedule high school activities 1° semester 2017	34
Weekly timetable	35
Schedule for the teacher: Marlén Yolima Parra Peñaloza	35
Students' names	36

CHAPTER I

PEDAGOGICAL COMPONENT

“DEVELOPING ORAL SKILLS THROUGH THE USE OF THE TASK-BASED LEARNING APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL”.

INTRODUCTION	42
JUSTIFICATION	46
1.1 OBJECTIVES	49
1.1.1 General objective	49
1.1.2 Specific objective	49
1.2 THEORETICAL FRAMEWORK	50
1.2.1 Communicative Competence	50
1.2.2 Communication Strategies	50
1.2.3 Task-Based Learning Approach	51
1.2.4 Communicative Language Teaching	54

1.3 LITERATURE REVIEW	56
<i>1.3.1 The Influence of Task Based Learning on EFL Classrooms, by Ruso (2007)</i>	56
<i>1.3.2 The Effect of Task-Based Language Teaching (TBLT) and Content-Based Language Teaching (CBLT) on the Iranian Intermediate ESP Learners' Reading Comprehension by Ghasemi (2014)</i>	57
<i>1.3.3 Improving 10th Graders' English Communicative Competence through the Implementation of the Task-Based Learning Approach by Campo (2016)</i>	58
<i>1.3.4 Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University by Zuñiga (2016)</i>	59
1.4 METHODOLOGY	61
1.4.1 Type of research	61
1.4.2 Developing an action research	61
1.4.3 POPULATION	62
1.4.3.1 Description of participants	62
1.4.4 INSTRUMENTS TO COLLECT DATA	63
1.4.4.1 Reflective journals	63
1.4.4.2 Questionnaires	63
1.4.4.3 Strategy Inventory for Language Learning (SILL)	65
1.4.4.4 Observations	66
1.4.4.5 Diagnostic Test	66
1.4.4.6 Results of the diagnostic test	67
1.5 TASK LESSON PLAN	67
1.6 DEVELOPMENT OF THE TASKS	69
1.6.1 1ST TASK “A COLOMBIAN TRIP”	69
Pre-task of 1 st task “A Colombian Trip”	70
Task preparation of 1 st task “A Colombian Trip”	70
Task realization of 1 st task “A Colombian Trip”	71

Post task of 1 st task “A Colombian Trip”	71
1.6.2 2ND TASK “FRUITS OF MY REGION”	72
Pre-task of 1 st task “Fruits of my region”	72
Task preparation of 1 st task “Fruits of my region”	72
Task realization of 1 st task “Fruits of my region”	73
Post task of 1 st task “Fruits of my region”	73
1.6.3 3rd TASK “MELTED CHEESE”	74
Pre-task of 1 st task “Melted Cheese”	74
Task preparation of 1 st task “Melted Cheese”	75
Task realization of 1 st task “Melted Cheese”	75
Post task of 1 st task “Melted Cheese”	75
1.7 SCHEDULE OF ACTIVITIES	76
1.7.1 SCHEDULE GEVER LUIS BARROSO GUERRA	77
1.8 DATA ANALYSIS	78
1.9 RESULTS OF THE STUDY	79
Students’ perceptions about the use of TBL and CLT in the classroom	79
Improvement of pronunciation through the implementation of TBL and CLT in a EFL classroom	82
The importance of vocabulary in a EFL classroom when using TBL and CLT	84
CONCLUSION

CHAPTER II

RESEARCH COMPONENT

INTRODUCTION	88
JUSTIFICATION	89
2.1 STATEMENT OF THE PROBLEM	90
2.2 RESEARCH QUESTIONS	91
2.2.1 General questions	91
2.2.2 Specific Objectives	91
2.2.3 General questions	91
2.2.4 Specific Objectives	91
2.3 THEORETICAL FRAMEWORK	92
2.3.1 The teaching profession	92
2.3.2 Reflexion	92
2.3.2.1 Reflection as a process	93
2.3.2.2 Reflection as a theme	94
2.3.2.2 Reflective practicum	94
2.3.3 Pedagogical practice	95
2.4 METHODOLOGY	97
2.4.1 Reflective workshops	97
2.4.2 Self-observation sheet	98

2.4.3 Narratives	98
2.4.4 Classes registers	98
2.5 Context	99
2.6 Population	101
2.7 RESULTS OF THE STUDY	102
CONCLUSION	103
2.8 DATA COLLECTION SCHEDULE	104

CHAPTER III

OUT-REACH COMPONENT

INTRODUCTION	105
JUSTIFICATION	106
3.1 OBJECTIVES	108
3.1.1 General	108
3.1.2 Specific	108
3.2 METHODOLOGY	109
3.2.1 TUTORIALS	109
3.3 RESULTS OF THE STUDY	110
3.4 Schedule for activities	111
CONCLUSION	112

CHAPTER IV
ADMINISTRATIVE COMPONENT

INTRODUCTION	113
4.1 OBJECTIVES	114
4.1.1 GENERAL	114
4.1.2 SPECIFIC.....	114
4.2 METHODOLOGY	115
4.2.1 Flag raising ceremonies	115
4.2.2 Voting and Election of the student representative	115
4.2.3 Tutorials.....	115
4.2.4 Holly masses	116
4.2.5 Parent’s meeting	116
4.2.6 Spelling bee contest	117
4.2.7 Children’s day	117
4.2.8 Women’s day	117
RESULTS OF THE STUDY	118
CONCLUSION	119
4.3 SCHEDULE OF ACTIVITIES	120
REFERENCES	121
ELECTRONIC REFERENCES	123

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

APPENDIXES124

PHOTOGRAFIC GALLERY145

List of Tables

Table N°	Description
1	Identification of the Education Authorities
2	Teachers' Rights and Duties
3	Parents' Rights and Duties
4	Schedule: High School Activities, first Semester 2017
5	Schedule: Teacher Marlen Yolima Parra Peñaloza
6	8“A” Grade Students' Names
7	8“B” Grade Students' Names
8	10“A” Grade Students' Names
9	10“B” Grade Students' Names
10	11 “A” Grade Students' Names
11	11 “B” Grade Students' Names
12	Task Lesson plan
13	Schedule of Activities Pedagogical Component
14	Schedule: Pre-service teacher Gever Luis Barroso Guerra
15	Schedule of Activities Research Component
16	Schedule of Activities Out-reach Component
17	Schedule of Activities Administrative Component

List of Figures

Figure N°	Description
1	Institutional organization
2	Institutional organization
3	Reflection as a Process

List of Appendices

Appendix	Description
A	Observation format for the teacher
B	Observation format for the student
C	letter of permission
D	letter of permission for Out- reach Component
E	Role plays
F	Role plays
G	Task lesson plan “A Colombian Trip”
H	Rubric to Evaluate the Task “A Colombian Trip”
I	Task Lesson Plan “Fruits of my Region”
J	Description of the fruits
K	Task Lesson Plan “Melted Cheese”
L	Story “Melted Cheese”
M	Inventario De Estrategias De Aprendizaje
N	Reflective journal
O	Certification of practicum
P	Rules and words for Spelling bee contest
P.1	Rules and words for Spelling bee contest

List of Abbreviations

CBLT: communicative based language teaching

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

L2: Foreign Language

MEN: Ministerio de Educación Nacional

SLA: Second Language Acquisition

TBL: Task Based Learning

TBLT: Task Base Learning Teaching

TIC: Technologies of Information and Communication

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

We certify that we have read this project and in our opinion it is fully adequate in
scope and in quality, as research project for the Degree in English-French Foreign Languages
Educator.

Acceptance Note

Head of the Foreign Languages Department

Judith Albarracín Trujillo

ABSTRACT

This project aims at implementing Task-Based Learning or Teaching Approach to develop English oral skills English oral production and the use of Communicative Language Teaching in eleventh graders from a public school in Pamplona, who present a lack of motivation to participate in oral production activities. In doing so, this investigation adopted an Action Research as a methodological design as a never ending process that might contribute to the solution of this problematic that affects the majority of public schools in Colombia. The data were gathered through two participant observations, a diagnostic test, two questionnaires and some reflective diaries.

This research was carried out during 10 weeks. The researcher found that the use of TBL and CLT to teach English promotes an improvement on their oral production skill, and in the same way, they increased their motivation and willingness towards the language learning process. They felt less afraid of making mistakes when performing activities orally.

Key words: Task-Based learning (TBL), Communicative Language Teaching (CLT), Action Research, Communicative Competence, Reflective Diaries.

General Presentation

This project is broken down into four (4) main components: a pedagogical component (chapter I), a research component (chapter II), an out-reach component (chapter III), and an administrative component (chapter IV). In addition to this, each one of the chapters presents its introduction that helps readers to understand generally this study, the justification allows researchers to identify the common social issue and provides possible solutions. In every objective (general and specific ones) it is necessary to be focused on a specific purpose of the study, because this might help researchers to collect the data required to answer the research questions and guide the current research. Moreover, the explanation of theories or description of activities will review all of those investigations carried out in the area of education, but more precisely in the implementation of Task-Based Learning in order to improve oral skills, this will give support and validity to the instruments that might reveal the results according to pre-service teacher's expectations. At the end of this project the pre-service will attach all the evidences and appendices with the answers and results of this investigation.

Introduction

Nowadays, as we live in a multicultural age, every individual must be able to communicate using other languages apart from their mother tongue. In the Colombian context, in order to supply this necessity, the government has created a program of bilingualism (“*Colombia very well*”), incorporating English as a foreign language at public high schools in order to get students to reach a certain language level. This will enable young learners and teachers to contribute to their personal and professional growth and at the same time, to promote an enhancement in the economic development of the country that opens the door to a global trade. At Águeda Gallardo High School, the researcher carried out some observations during one week long, those observations allowed him to be immersed in a real Colombian teaching context; and during this time, he realized that what the plans of bilingualism have promised for students, was not fully implemented on the classrooms, because, there were lacks of communicative activities, as they were students from eleventh grade their English teacher was focused on improving writing and reading skills, through some translation exercises as a training to get the best results at “Pruebas saber-Pro ICFES” (Instituto Colombiano para la Evaluación de la Educación Superior), an entity in charge of evaluating the Colombian education, where oral skill is not evaluated. Consequently, learners did not make any effort to work on pronunciation, and they simply came into the classroom to open their English course book and copy the lessons on their notebooks.

Additionally, as grammar was taught implicitly, all learners struggled when producing oral and written sentences. More importantly, the teacher did not promote on students the use of new vocabulary and expressions to communicate in a real setting. As a result, all learners' and teachers' interventions were done in their mother tongue, and their interest was gradually reduced to learn English in every single lesson. Having described this issue, including that the use of the target language is limited in secondary schools, and due to the application of teaching traditional methods, the pre-service teacher considered that it was necessary to carry out a project based on the Task- Based Learning (TBL) method, that aims at incorporating communicative tasks with students from eleventh grade.

To begin with, it is essential to define what a “Task” is, according to Willis (1996) he states that tasks are “always activities where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome” (p. 24). Similarly, Lee (2000) he claims that a task “is a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans”. In doing so, Task Based Learning (TBL) is a method that helps language learners to interact within a real setting. More importantly, where oral communication is a key aspect to complete a specific task. It covers the necessity of improving their oral skill until a certain level. This is an advantageous method, because, it makes students to use the language with communicative purposes and give them a different way to understand a foreign language.

It is the reason why, the researcher has decided to work on tasks in all his classes following Willis (1996) framework for Task- Based Learning, divided in three main stages, where students, firstly raise their consciousness to a subject through an introduction of words or sentences by the teacher (Pre-Task). After that, (Task Cycle) learners are allowed to use what they know about the language, in order to develop the task, and consequently, make an improvement with their teacher's guidance and plan what to report about the task. During this stage the teacher can promote group work spaces. Finally, in the last stage (language focus/post task) learners identify and reflect about language features (mistakes, hesitations, common expressions) to keep practicing pronunciation. In this way, they provide a common sense on the use of a target language in the classroom.

This project helps teachers to understand the importance of incorporating communicative tasks on students, because it will allow them to interact to language users within a real context. In this case, learners will develop autonomy and confidence when talking in front of a specific public. Giving them the chance to have access to a best social status. In addition to this, they will realize that this is a methodology used to teach and learn English differently, to be encouraged to speak a foreign language.

Justification

This project is developed with the students from eleventh grade at Águeda Gallardo de Villamizar. This grade presents a low interest in learning a foreign language that in this case was English, because their teacher did not propose activities where they practice their speaking skill, her lessons were focused only on written activities of their course book, where it explains grammar at the end of each lesson, that means, students from this grade even had problems when doing grammar exercises. As a consequence, they felt frustrated of the average results when presenting written exams. As in their English classes her teacher limited the use of the target language orally, they are not good at performing oral production activities. As a result, it is necessary to incorporate Task -Based Learning, with the purpose of giving students the opportunity to participate in oral presentations, with material didactically designed for their age and their communicative needs. Students have to follow some steps: pre-task, task preparation, task realization and post-task where they have to present a final product in which they demonstrate all the knowledge they acquired in the previous steps. At the same time, involving a communicative language teaching approach (CLT), described by Richards & Rodgers (2001) “as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p.1). The implantation of this method makes the difference from those traditional methods, and activate knowledge to promote creativity.

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

Recently, there is an increasing interest in the approaches that restructures, plans, and implements the foreign languages teaching process, creating more effective lessons. The Task-Based Learning approach is the best alternative for teachers to help them to understand how a language can be taught by getting learners to develop their skills by using them in a real situation. The main objective of this method is to complete a task depending on what aspects of the language the educator is focused on, because it can be used to achieve to an enhancement of one the four communicative competences. He is the one who is going to determine which and how he is going to work during the lesson. However, it is important to highlight that he must follow some stages, that will help him to carry out correctly what he has planned.

On the other hand, the teaching practice is the opportunity for pre-service teachers to work with learners from an academic institution to cover a communicative need in a foreign language. In Colombia there are a few bilingual schools and all of them are private, that means in the majority of institutions, English is only another subject that students have to learn about. The use of English is essential for a society who is interested to belong to an academic, cultural or even an economic world. The improvement of the language learning levels of a society, or any other population, it generates opportunities to help citizens to access to a better economic and social conditions. It is the reason why, in the article 21st of the general law of Education (Law 115, 1994) in Colombia, “it establishes that every academic institution might promote the foreign language learning on students from an elementary level to an advanced one”.

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

This study basically investigates the development of the oral production in eleventh graders from a public school in Colombia, although they have an English teacher, they have not experienced other activities where they have to use English orally. Consequently, they think that this language is learned only by doing grammar exercises. It is why, the researcher implemented the Task- Based Learning so that students have more exposure to the language such as a wide range of lexical phrases, idioms, and any other patterns as well as language forms. The importance of this project consist in the efficiency of the development of the stages that students have to accomplish in every lesson, and the impact it can reflect in the future teachers about their decision making and how they can explore language features based on students' communicative needs. Finally, this project is helpful for teachers and pre-service-teachers to create and promote other uses of the language they teach and learn, and generate educational environment as well as to arise students' autonomy, the spirit of team working, and also the interest of learning English through different activities so that they feel comfortable, because their motivation depends on the teachers' attitudes and resources used towards the language.

Statement of the problem

During the observations, the researcher identified some difficulties regarding the foreign language learning process. Furthermore, although the students from eleventh grade had a full time English teacher they did not present a certain language level regarding the use of their speaking skill within the classroom, they manifested that they had difficulties when doing oral activities, because they were habituated to transcribe only English texts on their notebooks. However, one of the most important factor of this issue is the age of the students, they are teenagers and it could be easier to develop a project to supply this necessity. They do not only have to be good at writing, but also at reading and speaking. For this reason, it was necessary to propose a new teaching methodology with more possibilities and strategies to learn a foreign language easily and achieve an improvement in their communicative competence.

Objectives

General Objective

- To incorporate the Tasked-Based Learning to promote English oral skills on students from eleventh grade at Águeda Gallardo de Villamizar High School.

Specific Objectives

- To promote pre-service teachers' critic spirit development that allows them to analyze their pedagogical performance.
- To incorporate the Task-Based Learning and Communicative Learning Teaching, in order to help student to reach a certain English level when doing oral production activities.
- To teach English through the implementation of games in primary school with 2nd, 3rd, 4th, and 5th graders at "El Escorial" Basic School for the development of the communicative competence in a foreign language.
- To be immersed on the institution curricular and administrative activities.

Institutional observation

Introduction

At Águeda Gallardo de Villamizar High School , after having been emerged in the process of integration of other belonging five schools, it has become in the best example of the “Salesian Family” which is focused on educating the citizens of XXI century, under the Saint Bosco spirituality and the methodology of humanism, and the creation of autonomous, critical and reflective peace- builders with the ability to be loved and love for humanity and God’s creations, he has to associate his inner itself in his daily life, and also to take care people’s lives, and protect human rights. On the other hand, this institution is opened to all singular projects and opportunities from the ministry of education to suit in a more globalized and technological culture. It is the reason why; it is interested in the exchange of knowledge, and the establishment of relationships that break barriers by using TIC, the participation of social networks, the formulation of research projects and the use of new learning methodologies.

Topographical Location of the school

The Águeda Gallardo de Villamizar High School is located at the ninth street in the “Feria” neighborhood in Pamplona, Colombia. Taking into account the Decree No. 000 858 on September 30, 2002 and 00 129 of 28 January 2003, the Águeda Gallardo de Villamizar School was merged with the following schools:

- El Escorial Basic School
- Jardín Infantil Nacional School
- Santísima Trinidad School
- Alfonso Lopez School

Identification of the authorities

Principal:	Sor Sol Cristina Redondo
Discipline coordinator:	Oscar Enrique Suarez Suarez

Table N° 1: *Identification of the Education Authorities.*

Identification of the Key Aspects of P. E. I.

Mission

The educational institution technical school Águeda Gallardo de Villamizar gives children and teenagers an academic education since garden level to half-technical, as technical in the health area, with theoretical knowledge relevant practices and with high grade of responsibility and honesty put into service of the region and the country.

Vision

By 2020, the educational institution Águeda Gallardo de Villamizar will be consolidated as a certified institution to provide an educational service in the North of Santander department, in the academic education of autonomous and active citizens, in the generators of healthy environments with academic competences and professional competence in the area of health.

Learning and teaching objectives

General Objective

- To educate learners in all basic, citizen and professional competences from garden to half-technical through significant procedures that allow them to be graduated in a high school, and to be an auxiliary assistant in the area of health, and half-academic for adults and teenagers over flexible learning models.

Common objectives for all levels

- a) To educate personality, responsibility and autonomy under their rights and duties.
- b) To provide a solid academic formation in moral and ethics and to promote respect for human rights.
- c) To promote in the institution democratic practices for learning principles and values of participation and organization, and stimulate autonomy and responsibility.
- d) To develop an appropriate sexuality to know himself/ herself, and self-confidence, and the development of a sexual identity, under the frame of respect for gender equality, affectivity and, to be prepare for a responsible and a familiar life.
- e) To create and foster international solidarity.
- g) To promote interest and respect for cultural identity to ethnical groups.

Summary of the general aspects from the rulebook

This is the ethical and moral code of all the students' and teachers' body, parents, and all people belonging to the administrative board. This handbook is designed for people to live in a

family environment, and equality in interpersonal relationships and autonomy. The rulebook encourages students to participate in every exercise of harmonious spaces in order to model personality. These rules must be assumed and practice for all educational members.

Some of the teachers’ duties and rights

Duties	Rights
<ul style="list-style-type: none"> ➤ To know the institutional philosophy and the educational model and act respectively with their principles. ➤ To create learning, creative, respectful and secure learning environments for students to develop their personal growth and values. ➤ To establish good relationships based on respect and democracy, and to provide appropriate an atmosphere based on authority limits. ➤ To assume with responsibility, the accomplishment of pedagogical duties, and pedagogical work assigned. ➤ To cooperate with the academic and disciplinary requirements with quality and competence. ➤ To take care of furniture and fixtures commonly used and the materials available. ➤ To follow exactly the schedule established for all classes and activities. ➤ To give a respectful treatment of all people, practice civility, good manners, vocabulary worship, to be when polite accepting corrections. 	<ul style="list-style-type: none"> ➤ To fulfill with their functions and an ethical, moral and academic model. ➤ Participate in every decision taken from the rules. ➤ To be hear when they are facing a conflict with the students’ community. ➤ To be treated with respect. ➤ To have access to physical and technological resources to develop their work at the school. ➤ To have a qualified teacher, and committed with their training. ➤ To have good academic and disciplinary follow-up to improve the quality of their comprehensive education. ➤ To be assessed by oral, written, comprehension, analysis, discussion and appropriation of concepts tests, based on the skills of interpretation, argumentation and proposition, according to the parameters of the MEN.

Table N°2: Teacher’s rights and Duties.

Parents' rights and duties

The family is the first and the principle educators of their teachers, which are the architect of a unify family and the responsible of their education in human values. For this reason, this educational institution endeavors for the integration and active participation of their parents in their learning process. As a result, parents have to accomplish with following rules:

Rights	Duties
<ul style="list-style-type: none"> • To know the philosophy, purpose and objectives of the educational institution. • To know the rule book and the educational institution project P.E.I. • To be punctually informed about the academic achievements, behavior, and any other progress of their sons. • To be informed about the attendances of their sons, and recognize any disagreement or students' misbehavior and to know the appropriate management of the school. • To participate in all educational learning for parents. 	<ul style="list-style-type: none"> • To informed about any abnormalities that will affect the institutions. • To collaborate spontaneously in all campaign that will help the institution. • To include cleaning habits and personal care in the use of the elements they have and other than do not belong to them. • To hold an appropriate behavior and make complaints and express different point of view. • To assume all the disciplinary consequences described on the rule book when they break the rules inside and outside the institution. .

Table N°3 : *Parents' rights and Duties.*

Physical plant distribution of the school

The Águeda Gallardo de Villamizar High School is distributed as follows: 24 classrooms for classes, 22 sinks, 3 toilets, an audiovisual classroom, an art classroom, a pastoral education classroom, a computer room, a classroom of new technologies, a multi-room, a library, an infirmary with first aid-kit, a classroom in the area of health, a chapel, a school based

restaurant, 3 offices for the administrative section and a sports center, It also has a cafeteria, a hall, and internet access. Generally, the state of the physical plant is satisfactory for the students. They are not well distributed at all, because some of the rooms are very small rooms and some others are big for students.

Pedagogical aspects observed

During the observation week, the researcher was focused on some fundamental aspects of the classroom such as lesson plans, resources and material, the classroom atmosphere and student's participation.

Lesson plans: The teacher planned all her classes in a notebook. This is divided into two parts, the first one is for the worksheets the students are going to develop, and the second one is for the questions they are going to answer from their English course book. She always followed her plan, but the time is not enough to complete all the activities she proposed. During this week, the teacher attempted to give students a review of the grammar topics they were supposed to have learnt until eleventh grade, she brought them didactic material to work individually and in groups. Unfortunately, there was a lack of time to develop these activities.

Resources and material: This room has a television, but it is not available to work with computers, it does not have cable for connection. Instead, the teacher plays her audios from her computer with the help of speakers. However, as the room is big, the sound did not cover all students, it is the reason why, some of them have problems to complete the listening activities. On the other hand, all learners from eleventh grades have access to an English course book, a book that was provided by the ministry of education in order to supply the learner's language

necessities. The researcher noticed that as they need to get excellent result from the “prueba de calidad” the only worked on written and reading comprehension exercises.

The classroom atmosphere: In general, they are well- behaved students, they do not need the teacher to be using enough strategies to control discipline. They have a book where the students are committed to keep the order and an appropriate behavior towards their partners.

Student’s participation: As they were working only on written and reading activities, the use of the L2 was totally reduced, they expressed that although they had the assistance of a native speaker they were not able to produce oral sentences. Moreover, the majority of them are students from rural areas; they say that they did not have an English teacher who helped them to learn at least grammar topics. As a result, they were very quiet when the teacher asked them to say something in English.

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL

Organization chart

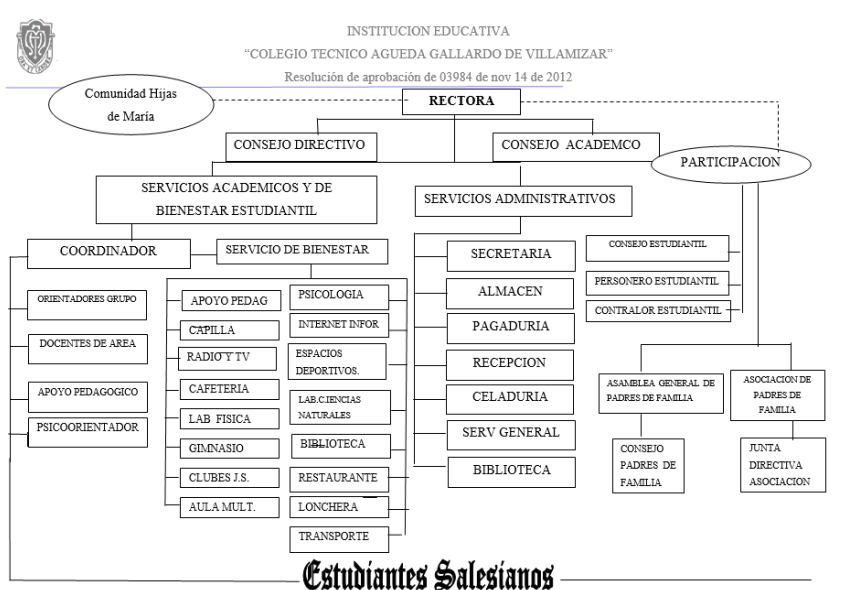


Figure N° 1: Institutional Organization.

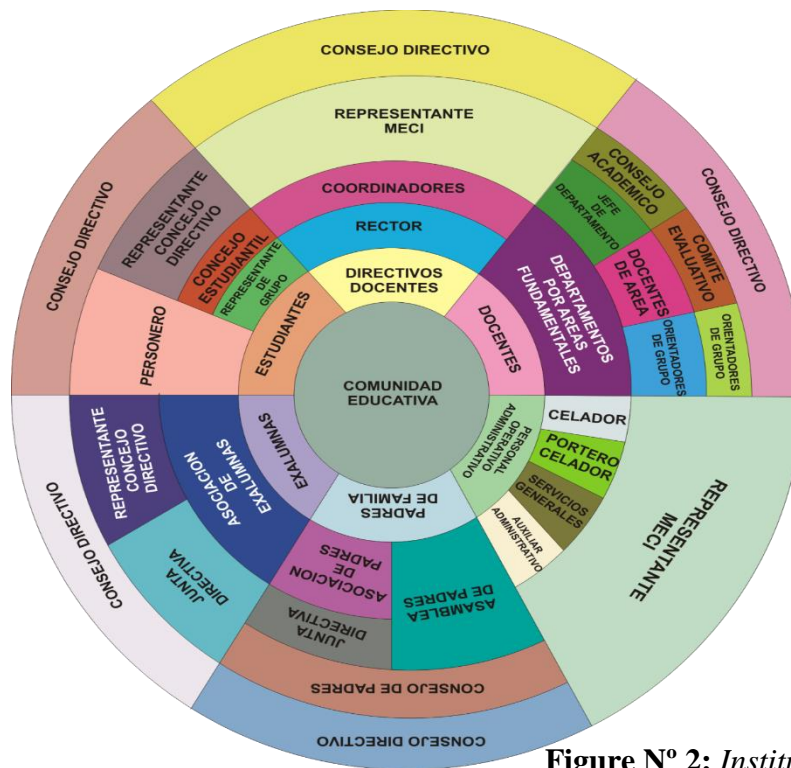


Figure N° 2: Institutional Organization.

Schedule: High School Activities, First Semester 2017

Institución Educativa Colegio Técnico Águeda Gallardo de Villamizar

Description	Date	
Wednesday ashes	01st March	
Viacrucis	04 th March 11 th March 18 th March	25 th March 01 th April 8 th April
“Inaguración de juegos interclases”	07 th March	
Women’s day	08 th March	
“Charla de proyecto de vida”	10 th March	
“Simulacro ICFES” for 10th graders	07 th April	
Agape	18 th April	
Language day	23 th April	
Declaration of may the moth of holly Mary	02nd May	
Visit of the sister Nubia González, The General Sister of The Province	05th May	

Weekly timetable for the teacher

Schedule for the teacher: Marlén Yolima Parra Peñaloza

The teacher in charge of English subject had a schedule according to the high school main calendar. She worked with 8th, 10th, and 11th graders who have a length of three institutional hours (55 min) per week with each one of them.

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 7:55	11°A			10° B	11°A
7:55 – 8:50			8° A		
8:50 – 9:45		10°A	8°B		8° A
9:45 – 10:15			BREAK		
10:15 – 11:10	11° B	11 °B		11°B	10°A
11:10 -12:05		11°A	10°A	11°A	11°B
12:05 – 1:00	10° B	10° B		8°B	8°A

Table N° 5: *Schedule for the teacher: Marlén Yolima Parra Peñaloza*

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

Students' Names

Teacher: Marlen Yolima Parra Peñaloza	
Grade: 8° A	
Names	
1	Bautista Hormaza Nicolle Fernanda
2	Boada Barajas Nyrjann Maolyd
3	Capacho Perez Michell Andrea
4	Cortiñas Outumuro Maria Alejandra
5	Cruces Villamizar Ricardo Andres
6	Delgado Caballero Heidy Yasmin
7	Duarte Andrade Andrey Felipe
8	Espinel Figueroa Johann Alexis
9	Florez Guerrero Fabian Camilo
10	Florez Pacheco Kevin Javier
11	Garcia Calderon Angie Michel
12	Gauta Villamizar Yurby Slendy
13	Gelvez Diaz Andrea Marcela
14	Jaimes Rodriguez Giselly Loreineth
15	Lizcano Acevedo Laura Valentina
16	Medina Leal Fabian Mauricio
17	Meneses Contreras Franklin Alexis
18	Omaña Melo Mariangelica
19	Parada Jaimes Paula Valentina
20	Portilla Gauta Fabian Leonardo
21	Ramon Bautista Juan Sebastian
22	Rojas Contreras Cristian Fabian
23	Rua Casadiego Jaider Dinael
24	Sandoval Ramon Maria Andrea
25	Suarez Albarracin Maria Del Carmen
26	Vera Pabon Javier Leonardo
27	Vera Florez Michelle Tatiana
28	Villamziar Hoya Hean Gelder
29	Villamziar Cañas Julian Eduardo
30	Tarazona Pardo Angie Zulay
31	Meneses Contreras Edith

Table N° 6: 8“*A*” Grade Students' Names

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

Students' Names

Grade: 8° B	
Names	
1	Baez Figueroa Javier Santiago
2	Becerra Parra Maria Alexandra
3	Becerra Santafe Hugo Ivan
4	Capacho Jaimes Wilmer Alberto
5	Cardenas Florez Jesica Xiomara
6	Carrillo Zambrano Angel Santiago
7	Contreras Miranda Dana Yoleima
8	Cuesta Galindez Shellsy Stephanie
9	Diaz Villamizar Gerson Arley
10	Enriquez Peña Karlos Eduardo
11	Florez Bautista Edison Orlando
12	Garcia García Sergio Andres
13	Garcia Jaimes Isaac Josue
14	Gelvis Jaimes Isel Viagney
15	Leal Araujo Carloss Javier
16	Lopez Ramon Maria Alejandra
17	Martinez Suarez Luis Manuel
18	Mengual Garcia Edwin Antonio
19	Mora Meneses Karen Lorena
20	Parada Vera Dayana Shirley
21	Parra Peña Danaiel Felipe
22	Parra Torres Genesis Daniela
23	Peñaloza Maldonado William Eduar
24	Quintana Rios Liceth Paola
25	Quintero Gafaro Ramia Neyira
26	Rivera Portilla Paola Andrea
27	Rodriguez Villamizar Danilo Herna
28	Solano Portilla Oscar Alexander
29	Suarez Orozco Lezly Yisseth
30	Villamizar Leal Dulfan Sanid

Table N° 7: 8“B” Grade Students' Names

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

Student's Name

Grade: 10° A	
Names	
1	Barrera Wilches Diana Alejandra
2	Bautista Florez Brhayan Yesid
3	Camacho Mendoza Valeria
4	Capacho Perez Jancin Teresa
5	Cuellar Lozano Juan Andres
6	Florez Sandoval Henry Daniel
7	Gelves Leal Julian Enrique
8	Gelvis Jaimes Dariana Lucia
9	Hernandez Fernandez Yovany
10	Isidro Lopez Sergio Andres
11	Jamioy Zambrano Laura Katherine
12	Maldonado Peña Oscar Ferley
13	Mantilla Mantilla Yeferson Ferney
14	Miranda Parada Gennifer Dayana
15	Molina Guerrero Valentina
16	Moncada Lizcano Julieth Natalia
17	Montañez Garcia Yelitza Nacary
18	Montañez Montañez Jefferson Fabia
19	Montañez Mora Julieth Daniela
20	Montañez Villamizar Yuliana
21	Montañez Mora Dayana Lizeth
22	Ortega Lopez Fabian Santiago
23	Parra Pabon Michelle Tatiana
24	Peña Villamizar Angie Paola
25	Peña Rangel Edilson Ferney
26	Ruiz Meneses Angie Daniela
27	Sanchez Lopez Irwin Jessid
28	Sanchez Contreras Sandra Catherine
29	Suarez Godoy Andrea Jhoely
30	Tapias Pineda Valentina
31	Tapias Pineda Dayana Alejandra
32	Valero Vera Delia Juliana
33	Veloza Gamez Laura Alejandra
34	Vera Villamizar Yuly Katherine
35	Villamziar Cañas Yesica Juliana
36	Villamizar Contreras Julian Andres

Table N° 8: 10°A” Grade Students’ Names

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

Student's Name

Grade: 10° B	
Name	
1	Albino Cote Yovany Alexander
2	Alvarez Romero Brigith Michelle
3	Antolinez Maldonado Luis Duvan
4	Ariza Castro Karen Dayana
5	Bastos Salazar Ivan Andres
6	Bateca Sapuy Dariana Alejandra
7	Bateca Sapay Angie Andrea
8	Boada Sanabria Angela Rosana
9	Cardenas Valencia Laura Juliana
10	Cardenas Villamizar Holman Rodolfo
11	Chapeta Celis Liseth Katherine
12	Contreras Parra Yessica Paola
13	Delgado Vera Anuelith Vanessa
14	Diaz Villamizar Eider Gonzalo
15	Diaz Parra Julieth Valentina
16	Fernandez Duran Carlos Alberto
17	Florez Rivera Ambar Natali
18	Galvis Jaimes Anlly Paola
19	Gelves Ruiz Angie Guadalupe
20	Gelvez Lamus Juan Fernando
21	Jaimes Lizcano Nicola Giovanni
22	Jauregui Aliuri Carlos Mario
23	Largacha Cruz Camila Yeraldin
24	Loaiza Montañez Jeniffer
25	Mendoza Blanco Jhon Alexander
26	Pacheco Perea Brian Esneyder
27	Pedraza Quiñones Sara Julieth
28	Rico Cruz Cristian Arley
29	Rincon Sanchez Cesar Esteban
30	Rios Gomez Cristian Alejandro
31	Rivera Cruz Marlon Jose
32	Romero Machuca Sebastian David
33	Sanchez Daza Yesica Andrea

Table N° 9: 10“B” Grade Students' Names

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

Student's name

Grade: 11° A	
Name	
1	Acuña Villamizar Yenni Paola
2	Arias Peña Maria Florangela
3	Bohoquez Romero Angel Farid
4	Caez Silva Jeison Oswaldo
5	Carrillo Vera Yeimi Alicia
6	Contreras Camargo Wislet Dayany
7	Del Real Villamziar Cristian Yair
8	Garcia Castañeda Deyli Yulieth
9	Hernandez Chacon Gabriel Fernando
10	Lizarazo Montañez Emily Yuliana
11	Mendoza Parra Monica Yasveyli
12	Merchan Blun Oscar Fernando
13	Montañez Balaguera Dairon Nayib
14	Montañez Mora Emerson Leonardo
15	Montañez Gelvez Lennis Sollannys
16	Peña Sarmiento Yoiris Zamara
17	Quiñonez Gonzalez Yurley Daniela
18	Rodriguez Parada Julian Javier
19	Rojas Duran Rosa Angelika
20	Selpudeva Caceres Yesmind Daniela
21	Suarez Parada Yenifer Andrea
22	Velandia Gafaro Daniela Valentina
23	Vera Florez Diego Dayan
24	Villamizar Fernandez Thais Fernanda Valentina
25	Villamizar Vargas Yennifer Andrea

Table N° 10: 11 "A" Grade Students' Names

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

Students' name

Grade: 11° B	
Names	
1	Araque Florez Gladys Adriana
2	Bateca Sapuy Brayan Damian
3	Caballero Barroso Leidy Matilde
4	Caballero Pabon Jimmy Alexander
5	Caballero Villamizar Sileidy Yohana
6	Calderon Delgado Yaneth
7	Clameran Bayona Juan Jose
8	Contreras Caballero Andrey Sebastian
9	Correa Gutierrez Jessica Marcela
10	Delgado Cañas Marlon Andres
11	Diaz Vera Marco Yair
12	Duarte Gonzalez Paola Andrea
13	Gomez Sanchez Cristhim Waleska
14	Guerrero Gelves Laura Johanna
15	Jaimes Gomez Jorge Eduardo
16	Loaiza Montañez Astrid Juliana
17	Martinez Becerra Liceth Daniela
18	Molina Guerrero Karla Alexandra
19	Montañez Palacios Andres David
20	Niño Martinez Ristian Leonardo
21	Rico Martinez Cristian Leonardo
22	Parada Latorre Natasha
23	Peña Lizcano Naiyarith Daniela
24	Perez Sierra Estefania
25	Rico Luna Karen Yuliana
26	Sanabria Perilla Brandon Janer
27	Vargas Mora Viane Adriana

Table N° 11: 11 "B" Grade Students' Names

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING
APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL

CHAPTER I

PEDAGOGICAL COMPONENT

Introduction

This chapter contains the definition of the Task Based Learning approach (TBL), the Communicative Language Teaching (CLT) and a review of the TBL framework in language teaching. This also includes the importance of communication and what features of the language learners have to take into account when communicating. Taking into account the argument of Hymes (1971) who “assumes that L2 learners need to know not only the linguistic knowledge but also the culturally acceptable ways of interacting with others in different situations and relationships” (Hymes, 1971, par. 6). These key concepts allow the researcher to have a better understanding of these this approach and how they help students and teachers to be motivated and to focus their attention to a communicative language use. For example, Skehan, (1996), states “TBL provides learners the opportunities to make use of lexical resources they have either from previous knowledge or the pre-task input” (p. 22). This concept complements that this method is useful to make use of grammar structures when performing a task. To conclude, a literature review gives the support this project needs to be more reliable. Likewise, the results will reveal the importance of the tasks developed through these methods.

When the teacher includes TBL on the class, he enables students to experience other important features of the language they are learning. They do not only have to be able to respond effectively when developing grammar exercises, but also when communicating, because it makes part of their relationship with other people.

Interaction is one of the key components of the language learning process, all learners must communicate with others. However, this is a long process that involves the help of the teacher who might incorporate comprehensible input which will motivate students to keep learning and promoting other uses of the language they speak.

For example, Krashen (1988) states that “the affective filter is responsible for individual variation in SLA, and people acquire second languages only if they obtain comprehensible input” (p.175-183) that means if students are totally motivated they will learn easily a language, but this can be possible if the teacher implements didactic material, based on students’ interests. As we know, they are more connected to this technological, and it could be helpful, if he takes advantage of those tools to incorporate them in the classroom. They usually express that they are tired of learning English through the traditional methods that only produce on them a mental block that prohibit them to profit from this process.

Foreign language teachers might also cultivate on students’ self-confidence. Lack of confidence is a negative thought that pressures learners to not perform any activity. Language learners usually spend more time thinking about their failure, or challenges they may face when learning another language. This is an important factor, the one who gains more confidence about his own work and abilities, is the one who will be able to unlock those mental barriers that interrupt his language learning process and will communicate with speakers without fear of making mistakes. A more positive person will always have the word “success” on his mind.

On the other hand, it can be possible that this work has some obstacles regarding the development of each one of the tasks that are designed for students to practice the target language. At the first moment, students are afraid of making mistakes in front of their partners. It is the reason why, the teacher has to be flexible in terms of pronunciation, but stricter when

talking about grammar. The main idea is that they handle grammar topics in the level they are supposed to have. Unfortunately, our education system is exigent with students about the language they have to master before leaving school, but this does not invest money on the resources they need to reach that level.

Recently the government has included the idea of hiring native speakers to help no-native speakers in their classes. However, the majority of the public schools do not have the chance to have this kind of resources.

The use of TBL allows students to activate previous knowledge from different topics depending on what communicative competence the teacher wants to work on. For this investigation, the researcher wanted to incorporate this method to develop the oral production on the students from eleventh grade. More importantly, this project might face some limitations such as students' attitudes towards this process, as they are habituated to only do grammar translation exercises in order to get the best result in the exam that provides the government annually, they only develop the reading and writing competence until the last step of the secondary school.

As a result, when they get into new activities where they have to speak in front of their partners, they can feel frustrated, or even overwhelm, for not having enough vocabulary to express themselves.

Another limitation for the development of this project is the time. The teaching practice is a short period for the researcher to achieve all his expectations with the course he was assigned to carry out his investigation. It is the reason why, the researcher decided to choose the word "development" instead of "improvement", because, only 10 weeks of work are not enough for learners to "improve" their oral production skills, learning a foreign language requires more time

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

than we expect to spend to our students. It is a never ending process that needs a rigorous work from the teacher to design activities according to their interest and specially it demands autonomous work from the students, they are the main agents of this process and the successfulness of this project depends more on their attitude and willingness to learn something interesting and new.

Justification

This project implements the Task-Based Learning approach in order to encourage oral production in an EFL classroom, for some clear reasons, the first one deals with the lack of students' participation in oral activities during the class. According to the observation carried out during the first week, it was noticed that learners worked principally on written skill, it is because they are asked to reach the highest percentage on the "PRUEBAS SABER –PRO", (exam that evaluates all their knowledge about the subjects at school, and promotes scholarships in the best universities). In this way, the government measures any kind of advance towards the English level. Unfortunately, in the last three years there has not been a change in their English proficiency.

The second reason is related to the lack of time for the subject. They only attend a fifty minutes class, and this inhibits them to develop all the activities previously planned for the class and most of the time for been students from eleventh grade they have to attend other activities proposed by the institution such as meetings of mediation, a space for them to talk about their future or problems they face during the school, and as it is a technical institution they carry out another courses as well as "Occupational Security", and as a result the half of the students are absent one day a week. The third reason is the lack of motivation from learners, as they are always doing the same learning routine, some of them do not pay attention to the teacher's directions, and this gets students to feel frustrated when developing certain exercises, more precisely when they have to give an opinion or simple personal information.

The fourth reason is the importance of including the four skills in the classroom. More importantly, the oral skill with the help of visual elements that the teacher can take advantage of them. In the classroom students prefer more visual and tangible objects that can draw their

attention; for example, the use of “Realia” is useful for all students, because they can associate it to things they use in their day to day life. Once learners articulate those objects to a real setting, they will remind them easily. It is a practical way to learn any language. This strategy is similar to the one used by people who paste memos in the objects of their house to memorize their names in the foreign language they are learning.

According to Mohan's (1986, 1989) he states that “the use of visuals to help students relate the general nature of a task to its application in a specific situation and to examine how language is used to express” (p. 27). On the contrary, Hawkins, (1973) states that “language is best learnt when teachers provide a wide variety of materials, instructional strategies, and ways for students to participate” (p. 486-503). From these assumptions, it is important to highlight the role of the teacher when selecting the material and strategies to motivate students through a language learning, and the actions he takes to develop the lessons. Although some teachers have the appropriate material to teach some others do not have the ability to develop the lesson efficiently and effectively. Additionally, the importance of their decision making that is sometimes affected by their students’ attitudes and willingness to learn the language. Finally, the time they have for each one of their periods, what they learn during an academic period is not enough to be competitive in a foreign language environment, it can be stated that even the guidance of a native speaker is not helpful if they do not put into practice vocabulary, grammar structures rules and expression during the classes. The researcher claims that, they will never reach that improvement in oral skill if they just copy and paste what they have on their course book.

The lack of interactive activities does not promote any sign of participation on the students, that is why, they do not find in learning English something interesting. The teacher has to propose activities where they necessarily use their logical thinking, incorporating the acquired

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

knowledge from the different academic periods. In addition, the most important, where they can associate features of the foreign language with their mother tongue. It places a significant role during this process, language learners cannot acquire a second language if they do not know theirs. On the other hand, the lack of vocabulary is another important factor that interferes with this process, students do not participate in any oral activity, because they do not usually learn new words by their own, although the teacher must provide students with everything they need, they have to be autonomous in their own learning process. Consequently, they must create strategies to keep studying at home, because the time they spend listening to the teacher in the classroom will never be enough. The TBL is a useful method to get students to talk without being afraid of making mistakes in front of a public, when keeping the track of the steps of the tasks, learners will be able to identify their own mistakes with the help of the teacher. At the end, they can evaluate their partners and correct what they do wrong during all presentations. The main objective of the researcher after implementing this method is to place learners in a higher level of the language they were situated before.

1.1 Objectives

1.1.1 General Objective

- To incorporate the Tasked-Based learning and Communicative Learning Teaching to promote English oral skill on students from eleventh grade at Águeda Gallardo de Villamizar High School.

1.1.2 Specific Objectives

- To incorporate the Task-Based Learning and Communicative Learning Teaching, in order to help student to reach a certain English level when doing oral production activities.
- To design activities according to students' interests.
- To promote encouragement on students when addressing to public.
- To articulate socio-cultural features, from the region of Pamplona to the English classes.
- To motivated students to learn English through the Task-Based Learning method.

1.2 Theoretical framework

1.2.1 Communicative competence

The human being has always have the necessity to communicate to others who belong to the same community. In general terms, Savignon (1972) “used the term communicative competence to characterize the ability of classroom language learners to interact with other speakers; this ability to make meaning was distinguished from their ability to recite dialogues or to perform on discrete-point tests of grammatical knowledge” (p. 8).

Similarly, Hymes (1972) defines communicative competence as “the ability to use language to convey and interpret meaning, which was later divided by Canale and Swain (1980) into four separate components: “grammatical competence (it relates to the learner’s knowledge of the vocabulary, phonology and language rules), discourse competence (which is the learner’s ability to connect utterances into a meaningful whole), sociolinguistic competence (the learner is able to use language appropriately) and strategic competence (which relates to a learner’s ability to employ strategies to compensate for imperfect knowledge” (p.47).

1.2.2 Communication strategies

When learning a foreign language, it is necessary to establish some communication strategies that will help learners to interact with other speakers, because the successfulness of communication is based on what the learner is able to produce and do with the language. However, it is important to highlight that learning and communication strategies have two different manifestations of language learner’s behavior. For instance, Brown (1980), gives a clear distinction between learning strategies and communication strategies on the grounds that “communication is the output modality and learning is the input modality” (p. 87). He suggests

that “a language learner usually implements the same fundamental strategies (such as rule transference) used in learning a language to communicating in that language” (p.87).

On the contrary, there is a different point of view stated by Tarone, (1980) “by helping students to say what they want or need to say, communication strategies can help to expand language. Even if the communication is not perfect in grammatical or lexical terms, in the process of using the language for communication the learner will be exposed to language input which may result in learning and which therefore may be considered a learning strategy” (p.419).

1.2.3 Task-Based Learning and Communicative Language Learning Methods

In contrast to the skills improved on the grammar-translation method, Richards, and Rodgers (1986) suggest that “speaking and listening are the most basic language skills and might be emphasized before reading and writing” (p.3-4). From this assumption, we can consider that under the theories of TBL and CLT speaking should be the most important part of learning a foreign language.

The Task-Based Learning approach has changed the rules of the theories based on grammar, drills and repetitions, (grammar-translation method – audio lingual method). This method gives the speaker the opportunity to be placed in a different situation related to the real world, likewise it provides learners with a wide range of advantages such as transforming language into a tool with the purpose of completing a language necessity, accessing to creative and interesting classes and supply language needs. Here, the teacher is in charge of guiding students through an outcome, but let them to control their own learning. It is the reason why, Bygate et al., (2001), define a task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for

learners which will help them evaluate their own learning” (p. 11). In doing so, a task is assumed as a series of plans with the purpose of facilitating language learning. We might consider the time learners will be exposed to the target language, it is preferably that they should be exposed as much as they can, this will allow teachers and language learners of being conscious of many challenges of this process. For this reason, teachers must help learners to identify, clarify, and correct any perception of the language. The user of this method should have clear purposes, because TBL is concerned merely with the learner, and not with the teacher, he might be able to design and deliver different tasks. For this, Nunan (1989), presents purposes for tasks, where “they are taken as activities in which meaning is primary, there is some sort of relationship to the real world, task completion has some priority, and the assessment of task performance is in terms of task outcome”. Additionally, he (1989) states that “a communicative task is a piece of classroom work, which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form” (p.10). As a result, every learner will have the opportunity to explore creatively, spontaneously and individually different points of view of the language they are learning. However, Nunan (2004) presents a distinction between target and pedagogical tasks. On the one hand, he declares that a target task refers to the use of the language in the real world beyond the classroom. On the other hand, he defines the pedagogical task “as a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while they are focused on meaning rather than on grammatical forms” (p.10).

On the other hand, Willis (1996) proposes a framework for Task-Based Learning, he proposed four parameters for textbooks activities:

1) Goal / outcome

Make sure the final goal / outcome is clear to students; break it down into stages (with opportunities for exposure and output) so learners know (precisely) how to achieve it. Put in extra steps for a lower level class.

2) Pre-task preparation time

Individual learners can think ahead how to do the task (strategic planning) and plan the language they need. This helps to stimulate engagement. But sometimes let them do a task without preparation, spontaneously (involves different skills).

3) Interaction patterns:

Individuals, pairs, groups, whole class. Plus or minus individual roles: Chair person, spokesperson, secretary, editor, language advisor.

4) Post-task activities

- Planning and giving a report of the task
- Reflecting & repeating the task with other partners
- comparing recordings of task done by others
- Form focused study, noting useful words, phrases and patterns
- Learners recording themselves summarizing or repeating the task
- Reflecting and evaluating on the process.

In general terms of a foreign language learning goal Skehan (1994) “recognized three main areas in which most people have view about their performance and competence, these are; accuracy, complexity and fluency” (p.9). The first one deals with the learner’s capacity to handle whatever level of inter-language, in other words, he is able to identify a language as a system of grammar rules and implement adequate utterances before doing a performance, it lies on him the effectiveness of communication. The second one is understood it as the process of restructuring and elaborating well-structured aspects of inter-language, it demonstrates the ability of moving forward in a more complex system of the language. It evaluates the communicative efficiency in producing ideas that are more complex. Finally, fluency that concerns the learner's capacity to move easily in inter-language system to communicate meanings in a real setting.

1.2.4 Communicative Language Teaching (CLT)

There has been a growing interest in investigating about the need of communication skill, consequently, Richards (2006) describes Communicative Language Teaching as “the ability to understand different types of texts (e.g. narratives, repots, conversations)” (p. 3). For this method, the author incorporates the following aspects of language learning:

- ✓ Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies).
- ✓ Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication.
- ✓ Knowing how to use language for a range of different purposes and functions.

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

More importantly, language learning might be a process where learners must be able to interact with other language user, generating comprehensible meaning, and incorporating new forms of language (e.g. vocabulary, expressions, idioms) into a communicative competence. Furthermore, the learning and teaching roles change through this method. Learners are willing to participate in all classroom activities, now they are the responsible of their own learning, they are free to make errors in their sentences and receive the guidance of the teacher who will facilitate and monitor their learning process.

1.3 Literature review

Several studies have been conducted in the area of English learning, certainly in the use Task-Based Learning as a method to increase the oral production skill. In doing so, the following studies will provide readers a clear understanding of TBL and CLT when teaching English. Moreover, this will give significance and support to this proposal.

1.3.1 *The Influence of Task Based Learning on EFL Classrooms, by Ruso (2007)*

This study was carried out in Turkey, at Eastern Mediterranean University, with the aim of implementing TBL to a traditional classroom in order to find solutions to certain problems dealing with low learners' motivation towards language learning. This study included 55 EFL students from two English classrooms and the researcher, a Turkish teacher. Moreover, this study gives insights about the use of multiple techniques of TBL related to different tasks, and it is merely focused on the advantages of using the TBL approach. The purpose of this studied was divided into two main aspects. The first, evaluated the effectiveness of the use of TBL within a given context, and the second, deals with the improvement of teacher's professionalism for effective teaching and learning. The author administered some diaries, semi-structured interviews and questionnaires as data collection instruments.

The author divided the findings according to the instruments she used during the data collection process as follows: diaries, semi-structured interviews, and questionnaires. The findings revealed that tasks motivated students' performances. All the participants stated a positive feedback regarding the use of tasks in their classrooms; they expressed satisfaction for having active language lessons. In addition, they indicated the effectiveness of learning vocabulary. The vocabulary they learnt became more permanent.

On the contrary, the semi-structured interviews, reported some students complains in terms of what the teacher did. They stated that they were only listeners and they did not like to be passive during their classes. The students affirmed that they did not have enough opportunities to experience with the language. And finally, the questionnaires revealed that some of the students were satisfied and some others were not, because there was not a variety of lessons. At the end, the author concluded that reflection is a key aspect that teachers had to keep in mind when using TBL, this helped her to remove any obstacle between her and her students learning. She understood the necessity and effectiveness of planning lesson and reflection.

1.3.2 The Effect of Task-Based Language Teaching (TBLT) and Content-Based Language Teaching (CBLT) on the Iranian Intermediate ESP Learners' Reading Comprehension by Ghasemi (2014)

This study aimed at investigating the impact of Task-Based Language Teaching (TBLT) and Content-Based Language Teaching (CBLT) on reading comprehension of the Iranian intermediate ESP learners. The participants of this study were 120 students from Islamic Azad University majoring in accounting. Additionally, they were two groups of study; a control group (CBLT) and an experimental group (TBLT) they were given a reading comprehension pre-test (reading section of TOEFL). The first group, they learnt reading comprehension into subject based on the principles of TBLT, whereas in the second group the reading comprehension was taught through CBLT. In order to verify the effect of the TBLT and CBLT on their reading comprehension, they were given a TOEFL (standardized test) at the beginning of this study that aimed at reaching homogeneity between the two groups. The author administered twice this test in order to identify the effectiveness of the two teaching methodologies on reading

comprehension of the Iranian learners. Finally, the researcher implemented the SSPS program to analyze the data collected from the pre-test and post-test.

The author found that after using a pre-test and a post-test, the reading comprehension of both groups were improved irrespective of the methodology for teaching reading comprehension. Moreover, he concluded that TBLT motivated learners to understand the written text with an unconscious and a minor focus on the form of the language. When using pre-tasks, the teacher gives an attempt to stimulate learners' background knowledge engaging learners in completing tasks similar to those, which should be developed during the post-tasks where the teacher also deductively incorporates difficult aspects of language such as well-structured sentences vocabulary and other tricky point of a reading text.

1.3.3 Improving 10th Graders' English Communicative Competence through the Implementation of the Task-Based Learning Approach by Campo (2016)

This study investigated the results of an action- research project based on improving students' communicative competence in English through the implementation of the Task-Based Learning approach. This research took place in a co-educational public school in Medellin (Colombia) involving thirty-four students from tenth grade. The actions implemented by the researcher implicates the development of a variety of tasks and the definition of four thematic units regarding syllabus and learners' interests and needs.

The author used filed notes, two semi-structured interviews, and a survey. The researcher found an improvement on her learners' communicative competence through the implementation of listing, ordering and sorting, comparing and sharing personal tasks as part of Willis' framework for TBL (1996). Although the students' language inaccuracy, they were able to speak and

construct well-structured sentences, and stimulate the use of their English prior knowledge. More importantly, the researcher highlighted the importance of good tasks, because it sets up opportunities for students to have new experiences, and activate as much language they can, and recycle what they already know. Furthermore, the researcher mentioned some factors that had negative effects of the application of TBL, there were related to some students' lack of willingness to be immersed in some task and group work, and the lack of teacher's experience when developing the tasks proposed by Willis (1996).

1.3.4 Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University by Zuñiga (2016)

This study aimed at implementing Task-Based Language teaching as a way to incorporate language skills and help learners to improve their communicative competence in English. This investigation was conducted in the EFL program from a public university in the southern region of Colombia (Amazonia), where students diversify from age, education, culture, and socioeconomic status. The participants were divided into two groups of 25 students. However, only the group A took part in thin investigation. They were selected according to the semester they were in, and the same challenges they were facing. In order to give validity to this work, six interviews and some observations were administered. The researcher reported the findings as follows: firstly, the participants' perception about TBLT to integrate the four language skills. Secondly, he presents the participants' view of integrated skills in ELF learning, and finally the participant's motivation during the development of the task.

With regards to the first aspect, the author expressed that this research manifested students' encouragement towards the use of TBLT in the integration of their language skills during their EFL classes. They indicated that this methodology should be helpful to integrate the abilities

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

through performing tasks that incorporates a range of exercises to help them to develop their English proficiency in all their skills. Regarding the second aspect, students claimed that the integration of language skills is a useful way to balance their four languages skills. And finally, learners were always motivated by the structure of the tasks they were given, the participation of the teacher in the correction of meanings and the different activities they developed. The author concluded that the implementation of TBLT helped learners to develop self-awareness of the class atmosphere and the importance of assigning roles during the tasks they required to accomplish.

1.4 Methodology

1.4.1 Type of research

This study adopted an action research as the methodological design. According to Kemmis & McTaggart, 1982; this is described “as a process of inquiry that is conducted to improve conditions and practices by incorporating change and social action” as cited in Campo (2016, p.6). Moreover, “carrying out an action research project contributes much to a lecturer’s understanding of her students’ and their achievement as a result of changing his/her conceptions of teaching and he states that this change is "a change essential for sustained pedagogical development" (Gibbs, 1995, p.18)”. In doing so, the researcher is interested in investigating a social issue in the secondary schools in Colombia that is the low interest of promoting activities and students’ self-awareness about the purpose of the foreign language learning process in the classroom. It is the reason why this research is focused of the implementation of Task-Based Learning in order to improve communicative competence on eleventh graders from Águeda Gallardo de Villamizar High School of the current year.

1.4.2 Developing an action research

This project will be developed under the action research method, following the four stage cycle suggested by Mertler (2006):” planning, acting, developing, and reflecting”. As part of this planning cycle, the pre-service is interested to firstly plan to carried out some teaching actions through different steps; his actions consisted on selecting four thematic units form their course book and adapt them to the students’ interests, and needs. After that, it is important to implement the TBL method through the stages proposed for Willis (1996) framework for TBL and for each one of the tasks. For this, he recorded field notes to report the events during the classes. These

notes were recorded in a weekly basis. In the same way, he collected students' production such as oral presentations and written dialogs to keep the track of the potential improvements of my learners' communicative competence. During the acting cycle, he considered necessary to develop the objectives of this study. After that, while the developing cycle students carried out the tasks selected according to the content of the lesson. And finally, he proposed to give them a feedback about their errors, this included the correction of pronunciation and the written productions.

1.4.3 Population

1.4.3.1 Participants' description

This investigation took a sample of 20 students from eleventh grade of Águeda Gallardo de Villamizar High School (Pamplona, North of Santander, Colombia). The participants of this research were teenagers where a significant percentage belong to rural areas. They were between fifteen and sixteen years old, which mother tongue is Spanish. They were taking an English subject that involves 5 hours per week that means 1 hour per day (55 minutes approx.). With regards to the "Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" (MEN, 2006) they are supposed to be situated in the B1.2 level, but if we compare the students' answers provided by diagnostic after the institutional observation, these students did not present a relevant English knowledge. All of them had weaknesses in grammar structures, vocabulary and tenses and what is more, they do not develop oral activities.

1.4.4 Instruments to Collect Data

The main purpose of this study is to implement the Task-Based Learning approach, but it is necessary to go through a data collection process that gives validity to this research. For this purpose, it is important to have both; the accurate and reliable instruments and solid basis that allow researchers to be focused on gathering the relevant information that is required to bring this investigation process a successful conclusion. Consequently, the current research administered, 2 reflective journals developed by the students, two participant observations, and a questionnaire at the end of the process.

1.4.4.1 Reflective journals

Journal entries allow the researcher to identify common aspects on a specific topic, Richards and Lockhart (1996) state that “reflective approach to teaching is one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices; and the data are then used further to reflect critically about teaching” (p.1). Reflection involves thinking about and critically analyzing our experiences and actions, and those of our students, with the goal of improving our professional practice. (See Appendix N)

1.4.4.2 Questionnaires

Questionnaires are useful instruments to collect data. As Cited in Ruso (2007), Nunan (1989) states that “through using these instruments one can inquire into any aspect within teaching/learning process. Also teachers find the opportunity to learn about classroom practices they use in class by analyzing these questionnaires” (p.1). And Munn and Drever (1990) complement by saying that” when the participants respond to the same questions in the same way, the answers become more reliable” (p. 14-20).

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

This investigation incorporated one of the most widely used measures for second language learners that is the Strategy Inventory for Language Learning (SILL). According to Oxford (1990), “It is a structured questionnaire, that aims at assessing how often learners implement specific language learning strategies. It provides teachers with the strategy profile of their students and helps learners to uncover the different of strategies they can use when learning English as a second or foreign language. is comprised of 50 items” (p.293-300). Each one of the items describes a language learning strategy where language learners are asked to respond to the SILL items by indicating how often they employ these strategies by selecting one response out of five Likert scale options. The SILL classifies language learning strategies into 6 parts; each part comprises strategies with similar function. (See Appendix M)

1.4.4.3 Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). They have to read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells how true the statement is for them. 1. Never, 2. Usually 3. Sometimes, 4. Usually, 5. Always. This questionnaire was carried out 3 days after the development of the first task. With this kind of inventory, the researcher wanted to go inside students' perception about the use of the foreign language in their environment, the possible strategies they use to practice the language, and the teacher's strategies to teach English.

Description

Number of questions: 10

Participants: 20

Language: Spanish

The questions given in this questionnaire were written in Spanish, because as they were beginners, their language knowledge is low, and it is possible that they do not express as much as they do when using their modern tongue. Additionally, this was divided into two parts. In the first part, there were 10 closed questions and in the second part, there were 4 opened questions related to the aspects that were mentioned before. Nevertheless, this was a modified version of the instrument, the researcher selected the questions according to the results that he was expected to find when doing the analysis of the common answers provided by the students.

1.4.4.4 Observations

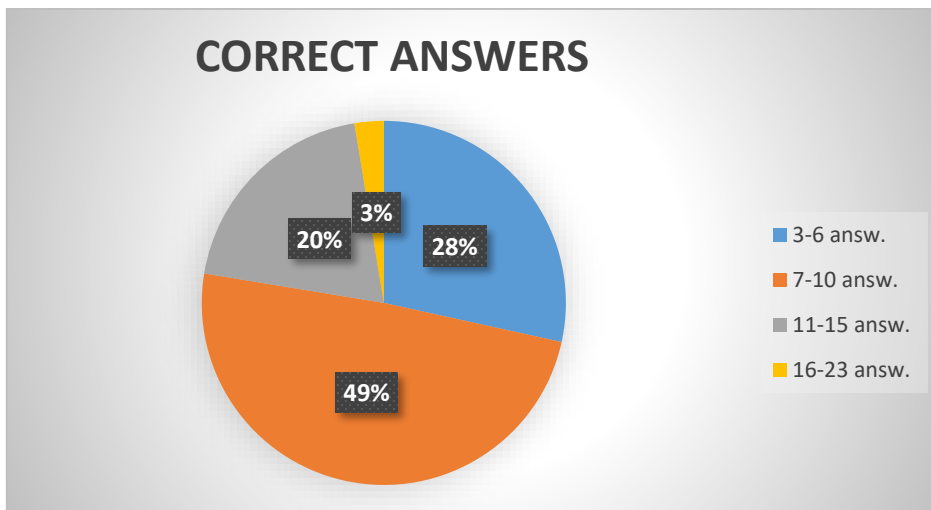
When the investigator observes an environment, he clearly identifies the issue that will be under research. In this study, the researcher will be a participant- observer, because he will be the one who interacts directly with the students. But for this, he needs a checklist that will help to organize and select what aspects of the classroom will be observed. For this reason, Wajnryb (1992 par. 22) advised “the need to follow an observation checklist in qualitative research, because it facilitates and assists the observation”

1.4.4.5 Diagnostic test

In the academic institution Águeda Gallardo de Villamizar, after doing an observation week, as an important aspect of this investigation, it was necessary to identify students’ weaknesses dealing with the use of the foreign language in the classroom. Consequently, the pre-service teacher, administered a diagnostic test with the purpose of identifying those weaknesses and created a plan to improve and achieve the objectives proposed by the Colombian government in terms of the English proficiency students have to handle in higher grades in their school. It is important to highlight that, this diagnostic test was focused on their English grammar knowledge, in the same way; this only included some of the topics that might be already learnt by the students.

1.4.4.6 Results of the diagnostic test

This test involved 52 students from 11th grades from the institution Águeda Gallardo de Villamizar. The researcher found that these students presented a low level of the English grammar use. According to this graphic, it can be stated that only the 3% of them obtain the results according to their English level. However, it is estimated that the 20% of them got the majority of the answers of the test. Here the number of correct answers for both groups.



1.5 Tasks lesson plan This is the format the researcher used to develop each English lesson according to the CLT and TBL.

Lesson Title:		
Communicative objective:		
Socio-Cultural Objective:		
Focal Language Feature(s)		
<input type="checkbox"/> Grammar:	<input type="checkbox"/> Vocabulary:	<input type="checkbox"/> Listening:
<input type="checkbox"/> Speaking and pronunciation:	<input type="checkbox"/> Reading:	<input type="checkbox"/> Writing:
Description of Classroom and Student Population:		
Number of students per room:		
Proficiency Level(s):		
Languages Spoken:		
Copies and Materials:		
Welcome and Introductions:		
Task 1:		Notes
Task introduction:		
Task Preparation:		
Task Realization:		
Post- task:		

Table N° 12: *Task Lesson plan*

1.6 Development of the tasks

This project carried out three (3) tasks, they were planned under the frame of Task -Based Learning Willis (1996). These are: “A Colombian trip, the Fruits of my region, Melted cheese”. These tasks were applied with the groups of learners under research.

1.6.1 1st Task – “A Colombian trip”

In this task, learners presented a dialog in groups of three or four students about some the most touristic places selected for foreign people. During this task, they were going to play the role of visitors and guides, and then, they were going to describe people’s preferences to visit these places and what is offered for tourists. They should use useful expressions (greetings) prepositions of place (in, at on) and adjectives. They can use posters, a projector, or a computer.

These are some of the questions to guide their presentations:

Where is it located?
What can we find?
Is it open for all public?
It is expensive or cheap?
What kind activities people can do?
Is it far?

- **Pre-task of “A Colombian trip”**

The teacher began the class by presenting to students the objectives of this project, after that, he explained that they had to create a dialog in which they have to choose one of the most touristic places in Colombia and they have to do a short description in order to give a final oral report by groups. The teacher started the class by explaining the purpose of this activity that is to practice pronunciation of common expressions for short presentations. He showed students the rubric he was going to implement to evaluate each one of the presentations (See Appendix G). After that, he developed his presentation of the city he belongs to, people beliefs, gastronomy and touristic places by pasting the nouns of the places he selected, they were guessing of those places meanwhile he was asking them if they have heard about them. After that, he asked some questions about his presentation.

At the beginning, they felt overwhelming because the majority of them were teenagers from the rural areas, but the teacher helped them to correct the dialog during the classes, as a result, the rest of the groups raised their willingness to participate. Finally, at the end, they were required to do some grammar exercises about this topic.

- **Task preparation “A Colombian trip”**

In this stage, the teacher asked students to do the groups and look for information and images so that they begin writing the presentation of the city they selected. The most important aspect for this stage was the correct use of present simple and connectors, it is the reason why, they were working in groups using some materials such as dictionary, and some learned grammar rules.

While they were writing their presentation, the teacher was monitoring all the groups and correcting them all related to grammar and spelling. After that, students were practicing the pronunciation. At the end, he collected all their written productions.

- **Task realization “A Colombian trip”**

Learners started doing their presentations to their classmates and the teacher. For this, they only had 5 minutes. Although this was the first time they did this kind of oral production activities, all presentations were good enough, the researcher realized the students’ creativity in all the posters they presented. What is more, one group brought some costumes related to the typical dances of the city they presented. They really enjoyed practicing the language orally. The most important part in this activity is to be able to talk in front of their partners in the language they do not handle at all. (See Appendix H)

- **Post- task “A Colombian trip”**

The teacher asked friendly students to talk about the experience of speaking English in front of their classmates. They mentioned some of the positives aspects and aspects to improve they found in their partners’ presentation. The researcher realized that from them is more important to learn English not only by doing writing, but also by speaking activities, although they were afraid of making mistakes they felt comfortable talking about topics of their interests. After that, the teacher gave them a general feedback in two different aspects: firstly, the creativity of the students and learners’ performance and secondly, the correction of their mistakes. He explained them that they were going to start working of phonetics.

1.6.2 2nd Task- “Fruits of my region”

Colombia is a well-known country for its cultural, religious, and gastronomical diversity. For this, the researcher considered necessary to recognized all of those tropical and exotic food produced by our peasants. The best way to honor them is by bringing them to our classroom, consequently our students are more aware of our Colombian products. However, in this case students presented the food that is produced in Pamplona and countrysides. (See Appendix I)

- **Pre-task for “Fruits of my region”**

The teacher started this task by presenting the main objectives of performing this task. He explained to them how to present the products and the result in this task. Then, the teacher contextualized students with the topic of gastronomy; the teacher selected some fruits to show them how they are expected to present them to their classmates. Moreover, it was necessary to give students some grammar exercises. They had the opportunity to select two (2) or three products from Pamplona, it could be a fruit, a vegetable, or any other type of food.

- **Task preparation for “Fruits of my region”**

Students were required to do groups of five (5) people, every group had to participate actively in all the exercises. The teacher asked students to do the groups and look for information so that they begin writing the presentation of the fruit they were going to talk about. The most important aspect for this stage is the correct use of present simple and connectors, to begin working, they were needed to work in groups using some materials such as dictionary, and some learned grammar rules. Additionally, the teacher helped students with the pronunciation of some words. (See Appendix J)

(Example of the description) Strawberries: it is a sweet fruit, it is red and green, this is mostly a plant, and most of people use it for desserts, and cakes... (Short presentation)

- **Task realization for “Fruits of my region”**

The teacher selected some students to carry out the short presentations. Learners started doing their presentations for their classmates and the teacher. For this, they had from 1-2 minutes. He recorded all the audios from their presentations.

The teacher started asking some information about the fruits they described, for example:

- Why did you choose that fruit?
- Does it contain any vitamin?
- Where can we find them?

- **Post -task for “Fruits my region”**

The teacher gave them the general feedback about some positives and negatives comments about the presentations of the students, after that he gave some tips for the pronunciation of some words. He highlighted the importance of students’ participation, by saying that they did a great job. For this, the teacher asked them how they felt after doing the presentation. At the end, the teacher gave some students the fruit they chose for the presentation.

1.6.3 3rd Task “Melted Cheese”

Short stories activate on students the use of imagination, it is the reason why, the pre-service teacher used a short story to motivate students to use the language in the written way, but at the end, they would do an oral presentation. (See Appendix K)

- **Pre-task of “Melted Cheese”**

The teacher asked students to do the groups and start writing about the story; the most important aspect for this stage is the correct use of past simple, past continuous and connectors. For this, they were needed to work in groups using some materials such as dictionary, and some learned grammar rules. Additionally, the teacher helped students to the pronunciation of some words.

Firstly, the teacher pasted a poster of a story titled “**Melted Cheese**”. Then, he asked friendly to his students to go to board and highlight the verbs they can find in past simple, and the objects they can find in the kitchen. After that, they had to create a story based on the one that the teacher brought to them (**Melted Cheese**). They had to change the tittle, and the end. (See Appendix L). They can include other characters. Once the teacher finished the reading, he asked some question such as:

- What is the topic?
- Who is the main character?
- What kind of food can you find there?
- What objects of the kitchen can you find there?
- Did you see any verb in simple past?
- Did you see any verb in past continuous?

- **Task preparation for “Melted Cheese”**

After doing the presentation of the story, the teacher asked students to do the groups. They had to work by two or three people. He stated that they must write the same number of lines from the original reading. After that, students were going to select which kind of food they were going to talk about in their story and the name of the main character. Some of them decided to choose their own names as the characters. They did mind map with a list of the vocabulary and expression on their notebooks they can use to record the audio. In addition, while they were writing the teacher was correcting mistakes about grammar and spelling from all the groups.

- **Task realization of “Melted Cheese”**

The teacher selected some students from different groups in order to record an audio from the story they created from the original one, they should be able to talk 1- 2 minutes. They had to speak loudly and clearly, using those pieces of advice the teacher helped them to pronounce the words correctly.

- **Post -task of “Melted Cheese”**

The teacher gave some positives and recognized the aspects to improve about the presentations of the students, after that he gave some tips for the pronunciation of some words. He highlighted the importance of students’ participation, by saying that they did a great job. For this, the teacher asked them how they felt after doing the presentation. Most of them like these kind of activities, because this show them that they are able to speak English no matter if they make mistakes.

1.7 Schedule for activities

Activities	February				March				Abril			
Implementation of the proposal				X								
1 st Task				X								
Part- observ.					X							
Questionnaire					X							
Reflective journal						X						
2 nd Task							X					
Part- observ.								X				
3 rd Task											X	

Activity	May				June			
2 nd Questionnaire	X							
Reflective Journal		X						

Table N° 13: *Schedule of Activities Pedagogical Component*

DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL

1.7.1 Schedule: Pre-service teacher Gever Luis Barroso Guerra

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 7:55				10° B	11°A
7:55 – 8:50			8° A		
8:50 – 9:45		10°A	8°B		
9:45 – 10:15			BREAK		
10:15 – 11:10		11 °B		11°B	10°A
11:10 -12:05		11°A	10°A	11°A	11°B
12:05 – 1:00	10° B	10° B			

Table N° 14: *Schedule Pre-service teacher Gever Luis Barroso Guerra.*

1.8 Data Analysis

This is a qualitative research that implemented the TBL to develop English oral production skill among students from Águeda Gallardo de Villamizar High School. In this opportunity, the investigator selected the two type of data analysis proposed by Hatch (2002) the inductive and interpretative models of qualitative data analysis, where he states that “using interpretive technique will make studies richer and findings more convincing when interpretive analytic processes are used along with or in addition to inductive analyses” (p. 181). However, the researcher did not use all the stages of each one, he chose the most appropriate steps he can take for this analysis and get the best results, which let him, answer the research questions.

The aspects he decided to carried out to analyze the data were: reading the data for a general idea, review impressions from the research journals, identify common domains, code them and put them aside, record the relationships found in the data, and complete an analysis within these domains. Moreover, this analysis was done, under the guide of reflective journals and questionnaires as well as the answers from the participants to highlight the differences with other investigations about the utilization TBL in an EFL classroom. They become meaningful for this investigation, in the reason why the researcher considered relevant to mix these two types of data analysis process to obtain the best results according to his expectations.

1.9 Results of the study

The data were collected from different instruments, in order to have reliable information from the participants of this study. During the practicum, the pre-service administered two questionnaires to identify different strategies they implemented to learn English. The answers from these instruments allowed the researcher to verify if each one of the objectives was achieved successfully. Once the data was analyzed, the researcher presents the findings by showing three categories related to the students' and the teacher's perception and the importance of incorporating TBL in a foreign language classroom.

In general, the pre-service teacher found that this is an interesting and advantageous opportunity to allow students to experience new things they have not learned through their language learning process. Through the first task, they realized that English is also the bridge that opens different doors, they knew that learning a foreign language not only implies writing, or listening, but also speaking, as they are habituated to copy from their course books into their notebooks, this is a motivating way to encourage them to achieve a certain language level.

Students' perceptions about the use of TBL and CLT in the classroom

When teaching a foreign language, we have to consider those methodologies that might help students to enhance their oral production skill inside the classroom. As a result, we can use TBL and CLT which can be described as revolutionary and helpful methods to innovate the way students learn and teachers teach English in a real setting.

With regards to this statement, it can be considered as a crucial part of this investigation the students' voice and perceptions about these methodologies implemented with them during the practicum. First, the researcher selected the opinion given by Paul who stated that:

“Con estos métodos aprendemos inglés de una forma divertida, y participativa, algo que nos ayuda para poder aprender”

In the same way, Alice claimed that:

“Nos ayuda al mejoramiento de nuestra producción oral, estar más cómodos con todos los ejercicios que hacemos en clase”

According to these two participants, the researcher stated that they were comfortable when learning and developing the communicative tasks that helped them to understand that learning a foreign language can be fascinating and not boring. From these two assumptions, the pre-service teacher found a little change in his mind about this process. However, when implementing TBL and CLT to teach English, these facilitated language learners to access easily and deeply to more language patterns that they used to see in the classroom, such as idioms, vocabulary, useful expressions they can use to start interacting with other people. More importantly, another aspect that was explicit among the use of these two approaches was an enhancement in their performance in the area. To support these opinions, the researcher mentioned the voice of Allan, Molly and Harry who claimed that:

“Al usar estos dos métodos, pues mejoran e incrementan mi desempeño en el área” (Allan)

“Nosotros nos animamos para dar lo de mejor de que teníamos” (Molly)

“Mi pronunciación mejoró, mi aprendizaje, me siento más concentrado” (Harry)

Regarding these three arguments, the researcher can express and notice that both CLT and TBL are not only methodologies to achieve a particular goal in the communicative competence, but also they are interactive tools for learners to change their beliefs about how English is taught and learned at schools, and have a different view of the subject that probably seems to be hard for them.

In the same way, the investigator established that when managing a classroom activity using CLT and/or TBL, teachers might not be focused on a specific skill to improve, because he discovered that these methodologies increase other relevant aspects, mainly internal such as self-confidence which is one element that can influence them to participate in all activities proposed by the teacher, this makes part of all students who try to learn a foreign language. For example, Thomas and Elya expressed that:

“Me sentí muy cómodo, muy seguro, a veces es difícil expresar en inglés si no sabes cómo hacerlo” (Thomas)

“Me sentí a gusto porque estaba muy segura de lo que hacía y de lo puedo hacer” (Elya)

To conclude, the pre-service teacher approved the use and implementation of TBL and CLT in the English lessons, for learners to help them to express their feelings and they are interesting method that revealed on them positive aspects. If they continue working with these two methods, they are encouraged to achieve the language level they are supposed to have. However, there must be a teacher who guides them through this process. He might make a good use of those didactic resources to keep or increase the level of attention and motivation of the students from the beginning until the end.

Improvement of pronunciation through the implementation of TBL and CLT in an EFL classroom

According to the information gathered from the participants, *pronunciation* was one of the most important aspects that students highlighted as improved after having learned through the use of communicative tasks. At the beginning, they expressed that they not only have to learn how to write short texts in English but also how to speak, and this can be done by listening to the teacher's pronunciation. In this way, they can learn the sound, and then they can easily start saying words or expressions in English. In order to support these ideas Margaret, Anne and Erik said that:

“Usualmente las palabras en inglés no se pronuncian como se escriben sino de otra forma, debemos aprender su sonido para mejor comprensión cuando hablamos inglés” (Margaret)

“La producción oral es importante para ir mejorando nuestra pronunciación oyendo al profesor y así mejorar cada día” (Erik)

Similarly, Anne stated that:

“Pudimos mejorar la parte de la producción oral ya que en lo que llevo de estudiar lo menos que enseñan es pronunciación y vocalización”

When they did their first presentation, most of them manifested that they were very nervous. However, they gave their best efforts to have the higher grades, and try to demonstrate to the teacher that they were able to practice the language orally. To do these kind of presentation, we have to be sure of the topic we want to talk about. Additionally, we should reflect self-confidence, and adopt a good posture, this must tell his partners that he looked for information, he spent enough time practicing what he was going to say, because it is hard to speak perfectly at

the first time we try, only when we have more rehearsals, more autonomous work, and interest, we are going to reach that level of the language we want to have. Unfortunately, students think more about their failure, this consequently blocks learners to show to the teacher any kind of self-improvement.

To conclude, any kind of particular language patterns cannot be separated from the language as well. Every language is a complex of signs and symbols, each one of the words, contains a particular form of pronunciation. One of these particularities of this language in those words cannot be read as they are written. Something interesting in that students like to be challenged about their abilities, and more importantly, when they have to use the language orally, because their activities with their previous teachers were totally limited by doing written production exercises. As a result, they started to believe differently about how a language must be taught and learned. Although, the researcher always implemented TBL to promote the improvement of the oral skill, it is important to highlight that other aspects of the students' skills can be enhanced, and one of them was pronunciation. When we want to interact with other speakers, we have to be understood, no matter the accent we use, the purpose of communication is to understand the message.

The importance of vocabulary in an EFL classroom when using TBL and CLT

As we know when we talk about vocabulary, we have to think that they are more than single words, it represents on the most relevant skills that teachers and learners need for a foreign language. It is the main ingredient for the development of the other communicative skills: writing, listening, reading, and speaking. When learners handle enough vocabulary, then they can use the language fluently, and effectively. Because all the time people use words for example when listening to a song, when chatting with a native speaker or even when watching movies with subtitles, students will attempt to compare and memorize easily those words. In fact, most of the students find difficult to learn a foreign language for having to learn new words. They usually confronted some problems when communicating, they expressed that speaking is the hardest part when having a conversation, because this can be interrupted due to their lack of vocabulary. Another reason is that they forget the words and the pronunciation of them immediately, after the teachers' explanation, or when they look for them in their dictionaries. It is the reason why; they have to start adopting useful strategies to memorize every word they learn in class.

Teachers play an important role when helping learners to improve the way they learn vocabulary. They must guide students through this process, students do not only have to learn all the words immediately. These new words have to be incorporated gradually in all the lessons. The purpose of it is not to teach as many words as possible, but also create individual or collective strategies to remember a huge number of words as they can.

Hopefully, when using TBL and CLT students recognized that for having a good development of their oral production, they do not only need to have a good pronunciation but also, a huge knowledge of vocabulary. According to Kelsey, this work help to have a control of their vocabulary, when she said that:

“Por medio de este trabajo aprendí a manejar mejor mi vocabulario de inglés, y a entender a mis compañeros”

Similarly, Stephen said that:

“Aprendí nuevo vocabulario a través de los juegos en clase”

Regarding these two opinions, it can be stated that vocabulary is also a skill that students need to start developing in order to develop the oral production. In English, there will be always some words that are harder to memorize and some others as they are almost identical to the students' mother tongue that they compare them in their day-to-day work.

To sum up, vocabulary is one of the most crucial skill when learning English or any other foreign language, the teacher must implement strategies that help students to become the new words they learn more permanent. Students should start training their long-term memory from children; this is the period where the brain absorbs and process more information from the environment. For example, using images, or pictures improve their ability to memorize the words, it is important that visualize the words they must learn. This will make this process less tedious and keep those words in the long-term memory.

Conclusion

This has been a hard work that required a high level of commitment from the pre-service teacher. This enormous work, showed the entire researcher's progress during his teaching practice. Although, we have 4 months to develop this project, he was able to carry it out completely. As teachers, we have to think about the future, this is a real example of a kind of a public that we might face on a near future. The importance of the development of this project is that other teachers can keep working with on this relevant method. The pre-service teachers must be pretty sure that this will be successful, because there will be more time to develop it with other population and get other results that might help teachers in their classroom activities and decision making. Despite the fact that there have been many challenges to accomplish with the objectives of this component, it is important to highlight that the researcher did his best efforts in order to obtain the best results.

Although the lesson plans might be based on their English course book, it is important to highlight that the researcher planned some dynamic activities, related to the students' interests. They expressed that the last English classes were boring and they did not do any active exercise, so that can feel motivated to keep learning, they only transcribed texts, and developed quizzes of the grammar topics, the researcher verified this by asking them to bring their English books of the last year, and it was found that they used to copy the lessons on their notebooks.

On the other hand, during this process both the researcher and participants faced some challenges. One of the main challenges languages learners faced at the beginning of this language learning process was to be able to talk in front of a public in a language they did not have a complete knowledge, fortunately, the researcher was surprised with his students' motivation to learn and participate in these activities. The most important aspect is that they did

**DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA
GALLARDO DE VILLAMIZAR HIGH SCHOOL**

not feel afraid of addressing to a public who in this case were their partners and the pre-service teacher. Regarding the objectives stated by the researcher in this component, he accomplished highly the majority of his expectations, all what he did was reflected on his students' improvement of their oral skill. There was a significant enhancement of this communicative competence by the fact that they can ask short questions about any topic with a little help of the teacher. Another relevant aspect in the design of the tasks, is the articulation of socio-cultural features of their setting into their English classes. It was interesting to look at students and notice that they were interested to talk about topics of their interest such as the city they were born and share their cultural characteristics.

Finally, to motivate learners is not an easy task, it is required a hard work form the teacher, he had to design activities according to their interests, it is the reason why; the researcher can state that all achievements of the lesson plans depends on the teacher, and the strategies he implements to captivate students all the time. However, during this few time the teacher realized that they feel motivated to learn new things every class.

CHAPTER II

RESEARCH COMPONENT

Introduction

In the PLEX background setting, pedagogical pre-services teachers' practices are designed as one of the main focal points of interest and update to study and to document for the improvement of the teaching-learning processes, for the education qualification.

Although, there is a manifesto of interest in the necessity of understanding and transforming the pedagogical practices, as well as the significant part of the local studies emphasized more on the learning difficulties that the teaching problems.

It has been considered to formulate a useful project in which the reflective approach is established about the practicum to objectify knowledge, behaviors, and attitudes that leads the educational work; as well as a familiarization exercise and immersion of the pre-service teachers' own subjectivity, through questioning and research of information, for solving problems to their own self-recognition.

Justification

The formulation of this project within the foreign languages students' integral practicum context is subscribed in the professional conception of the practicum as the basis to improve the educational processes in the application centers where PRADO¹ is conducted. It has been importantly considered, that the role of reflection in the teaching process is the first step to understand the professional difficulties, the appropriate proceedings and to be interested for the knowledge of the concepts and approaches to attend a problematic situation and to provide an analytical perception of the practicum. In accordance with the educational philosopher John Dewey, pioneer in the reflective thinking realm applied to the education, we justified the need of this project to bestow the students on analysis and self-observation tools that allow them to distinguish between the routine and reflective actions. We consider that a reflective approach protects the agents of the traditional context of inertia, and the authority that permeates the school.

¹ PRADO: Práctica Docente

2.1 Statement of the problem

The educational institutions the core statement of the subjects' constitutions, the institutional life without questioning, are assumed as impressions, stable and unchangeable features that take part of the educational culture and identity. When the events are carried out without major disturbance, the teachers risk of establish themselves in a logical intervention that does not allow them to conduct the pedagogical evaluation and the school cultural renovation. A practicum without reflection does not provide the emergency of problematic situations because the realities are ignored and non-perceived. In this way, the pedagogical practicum is assumed from some reproductive codes furnished to the teachers in one traditional know-how, of one cultural replication obstructing the emergence of prone practices which generate those thinking and knowledge transformations that cover social needs.

With respect to the above, that affects the majority teachers' body it is required that teachers' training process fosters the pre-service teachers, future teachers, a critical and reflective thinking that contributes to improve their pedagogical practicum, so that they can in turn, become essential elements that impact and transform their day-to-day work and their future professional growth.

In the case of the *Foreign Languages Degree of the University of Pamplona*, reflection is conceived as an essential exercise for conducting the teaching practicum in which students self-evaluate, and establish a critical and constructive perception about their day-to-day work in their role as teachers.

2.2 Research questions

2.2.1 General questions

- How does reflection contribute to the transformation of pedagogical processes during the practicum?
- How does reflective practice influence the pre-service teachers' critic spirit and allow the analysis of their pedagogical performance?

2.2.3 General Objectives

- To implement reflection as a tool to transform internal pedagogical processes of the practicum.
- To promote pre-service teachers' critic spirit development that allows them to analyze their pedagogical performance

2.2.4 Specific Objectives

- To consolidate a pre-service teachers group with a critic spirit, a group able to reflect and present proposals to face any problem in their practicum.
- To socialize criteria, to share ideas and guidelines to assume all pedagogical practicum aspects.
- To identify and analyze the strategies used by the pre-service teachers in his/her practicum.
- To implement reflective workshops and to develop didactic units that guide pre-service teachers' reflection.
- The pre-service teacher will analyze his/her beliefs about teaching performance and student's behavior.

2.3 Theoretical framework

Among the points addressed, some concepts and theories are mentioned in this component about teaching profession, reflection, reflexive practice and pedagogical practicum. To provide a broader understanding of each one of them, they are going to be covered subsequently.

2.3.1 The teaching profession.

One of the essential members of any educational institution is the teacher, who has the function to teach knowledge framed in a determined science or art, but who also is the responsible of the students' integral formation. The teaching professions demands a series of competences that currently comprise a conceptualization and a way to operate within the planning and management of human resources oriented to facilitate an articulation among management, work, and education. In doing so, we find each teacher must accomplish with discipline competences that allow himself or herself to master a collection of knowledge and skills of a specific area, since the first intellectual requirement of a professional is the level in which he/she develops the activity. Similarly, each teacher must have competences in organization of the contents, it means that the pedagogical practicum does not only demand to organize its components to be learned by students, but also provides the teaching conditions inside or outside the educational setting. The most immediate function that teachers must develop is to design or provide the teaching practicum.

2.3.2 Reflection

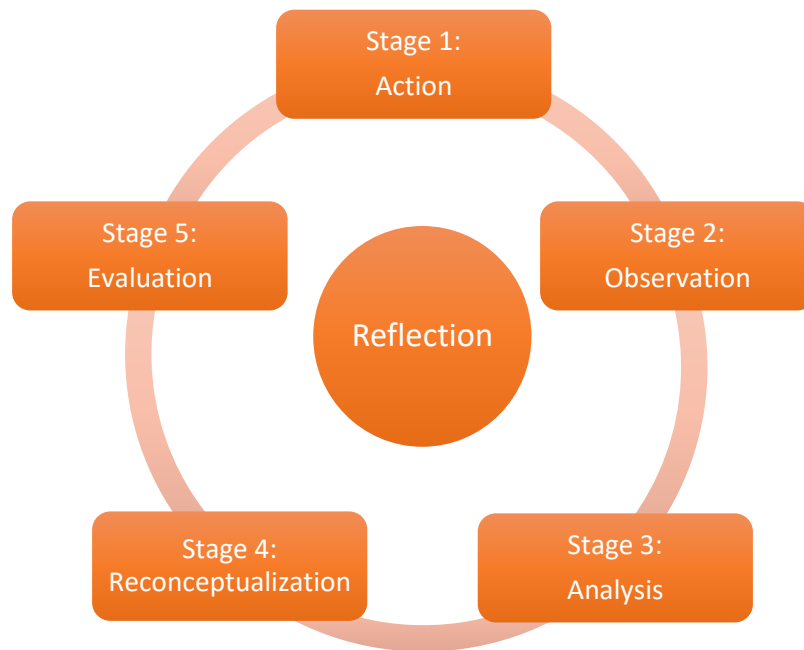
Reflection implies to cover different conceptions. For that reason, to deepen into its definition, two aspects are going to be taken under consideration: *the reflection as a process*, and *the reflection as a theme*. (Correa et al, 2010).

2.3.2.1 Reflection as a process

Reflecting is carried out starting from a series of cyclic stages as the result of a process. According Schön (1983) cited by Correa Molina et (2010) reflect about the experiences which implies “*a sort of reflective*

dialogue with the situation, where the language would promote the access to the individual's experiences, which would permit to extract a new structuring of the situation”²

Reflection as a process implies to follow a set of steps represented in the below figure:



2.3.2.2 Reflection as a theme

The concept of reflection is based on a theme related to that concept. For this reason, Grimmet et al. (1999) cited by Correa et al. (2010) suggest that “reflection may be focused on a specific theme or subject”. This type of reflection is based on three perspectives: reflection as instrumental mediation of action, reflection as deliberation and reflection as reconstructing experience. The first two perspectives take the external authority (aspects) as the source of knowledge, whereas the third one is focused on contextual

Figure 3. Reflection As A Process

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

aspects. Among the mediating elements, which contribute to the process execution, are found action, context, partners and the same reflective person.

2.3.2.3 Reflective practicum

Updating and qualifying the academic proposals in the university, and guide students to new ways of interacting with the world, allows teachers to question themselves about their own practicum and the repercussion they are generated, and verify if they are capable of objectifying their behaviors, and assuming the different roles in the pedagogical relation. Teachers take a central role in the educational modern world; they act in a complex context submitted to a constant change determined by the interaction of diverse factors and conditions. Teaching profession requires that: “Teachers develop their professional knowledge concerning the changing circumstances” (Ebutt & Elliot, 1986). In this problematic practicum context, of the class setting it demands a particular treatment oriented to understanding and social interaction.

The necessity of articulating the changing social reality to our pedagogical day-to-day, it is evidenced by the existence of numerous attempts to explain school phenomena and by searching the ways to attend those phenomena, to make schoolwork effective. This study will serve participants teacher to reflect about their methodological processes in the light of reflection as unique rational and ethic way of intervention (Sacristan 1999).

According to Van Manen (1997) there are different levels of reflexivity, in the first one: it is effectively applied skills and technical knowledge; in which reflection is applied regarding the appropriate selection and use of the didactic strategies to be used. In the second level, reflection brings up those implicit budgets within the specific practices of the classroom. Then, teachers analyze the strategies adapted to the curriculum. Afterwards, practices are chosen by the educational criteria of teaching practicum, so that the pedagogical decisions adapted to the institutional reality and context are taken. In the third level, Van Manen establishes

an exercise of critical reflection. In this level, the most elaborated reflection is done, including ethical, moral and normative criteria, directly or indirectly related to the classroom

2.3.3 Pedagogical practice

It is appropriate to appeal a conceptual operation of the practicum classification in order to analyze and reflect about the teaching practice. As a result, Zeichner has established some modalities of practicum as follows:

1. **Academic practicum:** It is oriented to prepare teachers for being able to reflect about the courses they teach, in order to transform them in comprehensible structures for students.
2. **Efficiency social practice:** The main purpose of this is to get an effective teaching through the application of didactic technics that are deduced from general principles in the pedagogical investigation. In this case, reflecting consist on a strategic decision: “selecting between a range of available techniques the most effective one”.
3. **Of development:** teaching is based on the interests and student development, at the same time, it considers the development of teacher as teacher and as individual.
4. **Social reconstruction:** The object of reflection is the social, economic, and political context, that promotes real democratic relations in the classroom, as well as equal and fair in social field.
5. **Generic:** Programs related reflection in the generic way, but without specifying the purposes of the programs, neither the curriculum about what it needs to be reflected nor the strategies to foment the reflective learning.
6. **Reflecting trigger:** According to Schulman (1987), “these triggers are the teacher’s cognitive foundations about the classroom life” they are essentials because they constitute the element of the reflective thinking which brings one’s thoughts during the process of taking decisions in the classroom.

7. **Critical element of the reflective thinking:** It is related to “the morals and ethics aspects of compassion and social justice” in accordance with Sparks-Langer and Colton (1991:39). The interest concerning to social justice and ethics in education.

This author established some sorting categories of the thoughts:

1. Content knowledge
2. General pedagogic knowledge.
3. Curriculum knowledge (materials, programs, etc.)
4. Teacher and own professional configuration knowledge.
5. Students’ characteristic knowledge.
6. Educational context knowledge.
7. Fundamental knowledge: philosophical, historic, axiological aspects.

According to Georgea, Spark-Langer and Amy Colton (n.d.) the narrative element, is another of the elements of the reflective thinking, which is included in the current study as instrument. This keep relation with teachers’ narratives to incentive those stories of their own experiences, which are presented in diverse ways and take some functions in the subjectivity, and its constitution. In this component, it is situated the teachers’ diaries in which writing triggers the elaboration of teachers’ reflective thinking, about their objective, subjective and inter-subjective experiences of the practicum.

2.4 Methodology

The methodological strategy has reflection as the central point of research that contemplates meetings to strengthen the pre-service teachers' group as an initial space to cover the educational and professional teaching work. The organization principles are autonomy, planning and self-observation. To verify the incidence of reflection as a project through the teaching practice, a process of systematization and socialization will be undertaken.

This study undertakes a qualitative approach, from the perspective of reflection as the central approach that will contribute to the description, identification and analysis of the pedagogic practice itself. The data collection instruments proposed are:

2.4.1 Reflective workshops

The reflective workshops' purpose is to guide the pre-service teachers' reflection process, but at the same time, to socialize and share experiences of each teaching process to enrich their training and to insert new tools that allow them to transform their pedagogical practices.

Objectives

1. To consolidate students' teachers with a critic spirit who reflects, presents proposal and ways to solve educational problems during his teaching practice.
2. To socialize criteria, share ideas, and guidelines to assume his teaching practicum.
3. To participate and being affectively immersed in the educational institution.

2.4.2 Self-observation sheet

Its purpose is to guide the pre-service teacher towards an own view about his/her performance as teacher and his/her role in the classroom, and in his/her the educational community environment.

2.4.3 Narrative

The exercise of reflection will allow pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event of teachers' life.

2.4.4 Classes' registers

To have evidence about pre-service teachers' actions in the classroom will contribute to the analysis and reflection of a variety of aspects concerning teaching and learning process. These registers will also provide an external and constructive view of their pedagogic practices.

2.5 Context

Pamplona is the oldest city of North of Santander department. It was founded in 1549 and is located in “El Valle del Espíritu Santo” in the Colombian Andes. It has been through history the center point on religious influences, where we can mention “- 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. The presence of these communities help the creation of educational institutions with projection in values and beliefs. And in this geographical context is where this study takes place and the main school characters are developed: pre-service teacher from PLEX perform.

The school is understood to be a specific educational community in charge of the institutionalized education, in other words, the school is the place where education is ordered and developed. Currently, it is considered as the form of life of the community, particularly the one that transmits all of those values and knowledge to be considered as a necessity in the community, and provides benefits for students’ skills and society. Here, we are going to find a variety of essential elements for education, in this case teachers and students which actions are organized in a social and cultural order. The school “is a dependent organ of the society, a social institution specified within an educational area, to administer the systematic education which organize and form different groups represented by teachers and learners”. (Crespo, 2010).

As an educational institution, the school accomplishes with specific functions where we find:

Socializing function

It constitutes the learning process of the students, their values, rules, behaviors, attitudes or aptitudes focused on a dominant culture, in the economic and political context they belong to. This function embraces all process of socialization in which the members of the school participate.

Instructive function

The instructive function, carries out two functions, the first one is the enhancement of the spontaneous socializing processes, to guarantee human education, which he requires for the global trade operation. Moreover, it states that the more knowledge, values etc. the human has the more possibilities of adaptation he will obtain.

Educational function

It requires community of life, democratic participation, and intellectual research on dialog and learning. An educational community that breaks the artificial barriers between the school and society, a space where concepts, technical tools and cultural codes of humanity are learnt. Consequently, there will be an active participation on meanings, desires and behaviors exchange with classmates and adults (Vizcaino, 2010).

2.6 Population

The population of the current study is composed of seventeen students from ten semester, they are pre-service teachers from the foreign languages program English and French, of the University of Pamplona.

The direct benefited population

Trainee teacher

Supervisor teachers

Student community from the implementations centers of teaching practicum

The indirect benefited population

This is composed of the foreign languages teachers' community; the results will foster the vision of the agents about their practices.

Teaching practice community

External institutions related to the project

José Antonio Galán School

Brighton School

La Presentación School

Normal Superior de Pamplona

José Rafael Faría School

Institución Educativa Cristo Rey

2.7 Results of the study

Reflection has been defined differently in many teaching and learning contexts. Pacheco, (2011) “through reflection English as a Second Language or English as a Foreign Language(ESL/EFL) professionals can react, examine and evaluate their teaching to make decisions on necessary changes to improve attitudes, beliefs and teaching practices” (p. 3). However, the results of this study are described regarding this definition and the one from Richards and Lockhart (2005) who stated that “reflection involves examining teaching experiences as basis for evaluation and decision making and a source for change” (p. 4). In doing so, the researcher found that the formation of the reflective spirit in practitioners from “PLEX” is the key component for achieving a qualification of their pedagogical practice. In other words, reflective pre-service teachers are more aware of every action taken in the classroom and underline the possible drawbacks he might face when teaching.

Furthermore, they will be able to analyze the realities where they are implicated, adopting those concepts he knows about the educational world. Before going to public schools, pre-service teachers are full of expectations regarding students’ attitudes and their learning style, but once they are engaged with this environment, he realized that those notions they learned during his formation as educators are not enough, and there will be a mismatch between his believes and the reality. Consequently, most of the time, the investigation he planned to cover a necessity on a public school is too ambitious for its development. To sum up, reflection becomes an essential tool to redefine the teaching strategies, and to promote the learning spirit on the students. This process might be constant, and active, in this way, he will examine and evaluate his own self-improvements.

Conclusion

Reflection is considered as the central point of any improvement in the teaching practice, this allowed the researcher to identify weaknesses and plan different strategies as a sort of self-evaluation, and self-recognition of the principal duties he had as a teacher. Most of the teachers are interested in content and not in the skills that can be exploited on students. Through this time, the investigator noticed that some of the students were good for other things, for example, in drawing or singing, this is where the teacher has to take advantage and incorporate English activities taking into account some of the students' interests and abilities. Reflection played an important role within the teaching practice. In this case, this guided the pre-service teacher to recognize what he did wrong within this process. As he had to write weekly about his experience in all the classes, he understood that every moment he described his actions taken during the lesson, he would find something different to what he saw when he was in front of the students. It is sometime difficult to identify those mistakes when teaching, it is the reason why; every time the supervisor gave the researcher some feedbacks, he realized how he would take advantage of those advice and redirect his actions in the next lesson.

All of those reflective workshops were meaningful tools that also helped the other investigators who were explicitly implicated during his process. All of them expressed their obstacles dealing with discipline, some supervisor's attitudes, and the implementation of the proposals. At the end, everyone felt satisfied of being able to overcome those troubles. These recommendations are meaningful for the department, as well as for future pre-service teachers to realize the implication of working with educational institutions in this country.

2.8 Data Collection Schedule

Description	Date	
Classroom observation	21 st - 24 th March 17 th -21 st April 8 th -12 th May	
Narratives	4 th March 11 th March 18 th March 25 th March 7 th April	14 th April 21 st April 28 April 5 th May 12 th May
Reflective workshops	13 th -17 th march 3 rd -7 th April 8 th -12 th May	
Auto-evaluations	6 th -10 th March 21 st -24 th April 8 th -12 th May	

Table N° 15: *Schedule of Activities Research Component.*

CHAPTER III

OUT-REACH COMPONENT

Introduction

This chapter presents the activities that were developed inside one of the headquarters of the institution with the aim of incorporating the use of games with students in order to promote learners' motivation and extend students' knowledge of English in the classroom. This project attempted to improve learners' oral skills, as they are students from primary, they do not have an English teacher, and they only have access of what they teachers know about the language. The main idea was to create a learning atmosphere for children where they can feel comfortable when learning English. Teachers are always looking for strategies where the students can interact within a foreign language atmosphere.

In doing so, this project proposed the use of games as useful tools to draw children's attention. This can be an effective method, and one of the most practical and easiest way to teach English didactically. This project will open the door to new teaching experiences, especially in primary schools where students are full of expectations, and willingness to learn something new. In the same way, it gave the opportunity for students to keep improving other skills such as reading and writing, because they are children who are still in the process of enhancing the four skills in their mother tongue.

As children they have the opportunity to learn English easily, during this period is when learners receive and acquire more information of their environment. If we want to speak English fluently, the language learning process must begin from our childhood for many reasons; children are developing the brain and during this period is where the knowledge become more permanent. As they are more active, teachers must take advantage and get students to implement appropriate and interactive games. In plays, they are constantly moving and using their imagination, and at the same time, they can make discoveries about the language they are learning. Here, the teacher plays an important role, he has to guide them, and model each one of the

communicative skills. We must remember that they are not only learning how to speak, but also how to write and read in their mother tongue. As they perform activities where he incorporates the use of those skills, he must be increasing the language level; form easier to harder exercises, in this way, learners give their best efforts to learn something different.

Regarding the material that the teacher has to implement in the classroom, it has to be captivating, language learners need to associate those things to their real setting. Additionally, he must propose a setting where they can feel familiar with, because it can increase their motivation, the most powerful component for learning English. In the same way, to start cultivating self-confidence by developing activities where they put into practice what they learn but using didactic method for evaluations. In addition to this, these learners, must learn socio-cultural aspects. A language cannot be separated of its cultural aspects, this makes part of those important features a language is composed of, such as behaviors, traditions, moral rules, etc., learning English is a new opportunity for them to adopt another personality.

Justification

Nowadays, in Colombia the institutions which only have English teachers in primary are private schools, it is the reason why, the teaching practice will allow the pre-service teacher to supply this necessity through a project that aims to support English learning from primary with the purpose of creating strong knowledge basis of the language in order to have access to a higher educational quality. Although the ministry provides projects of bilingualism for the country, these are not correctly developed at all primary schools due to the fact that there is not English teaching training programs for all teachers, who are the central point of education, to face a growing world of the foreign languages.

Taking into account the age of the students, the researcher considered that this project was not going to be much interested in the reading skill, because children do not have the ability to read appropriately and understand English texts. However, during ten weeks of the development of this project, the teacher was able to do activities that prepared them to explore this skill, in this way; he could promote and help students in all their skills. The purpose of this study was to foster the learning language process of the L2, more precisely in speaking and listening. He considered to plan different lessons to achieve success, but exclusively in the English area where he described the activities and the skills developed. This is carried out with 2nd, 3rd, 4th and 5th graders. 4 hours per week that means 1 hour per group. The pre-service teacher developed different lessons plans regarding some common factors such as the age and the amount of students per group. (10-15 approx.)

3.1 Objectives

3.1.1 General Objective

- To teach English through the use of didactic games at Escorial primary school with the 2nd, 3rd, 4th and 5th graders to develop the communicative competence in a foreign language.

3.1.2 Specific Objectives

- To design lesson plans adapted to the students' learning necessities.
- To promote strategies that stimulate learners' participation in each one of the classes.
- To implement didactic material in order to learn the different topics easily.
- To increase language learning motivation through dynamic activities.

3.2 Methodology

This is a project that aimed at supplying a language necessity of students from public primary schools, especially with children; they do not have an English teacher who teaches them correctly the use of the language. For this, the researcher has prepared some plans that might facilitate the solution of this common issue.

3.2.1 Tutorials

It is important to highlight that students, as they were preparing a Spelling Bee-Contest they needed the help of the pre-service to practice the pronunciation of difficult words. Two days before the event there was an internal election of the participants. Firstly, they had to write on their notebooks, the word spelled, and then the teacher was asking each student one word from the list they had. (See Appendix P)

3.3 Results of the study

This project attempted to cover students' language learning necessity from a public primary school, these children, do not have an English teacher who teaches them correctly the use of the language. For this, the researcher has designed some plans that helped them to solve this common issue. In doing so, this project proposed the use of games as useful tools to draw children's attention. This project is the key to interact with learning experiences, especially in primary schools where students are full of willingness to learn something new. This work also guided teachers and learners to an improvement of leaning conditions of a foreign language using new teaching strategies with the purpose of creating a motivational environment and facilitate this process. It is necessary to say that, although the teacher was focused on vocabulary, there is a meaningful part that was missing which is the exposure to grammatical structures.

From these grades it might be considerable that students start training with grammar topics, in this way when they arrive to higher grades it could be easier for them learn more complex features of the language.

On the contrary, students developed the oral skill, as they look at the images, they were continuously repeating the pronunciation and learning each one the meanings of the words. Likewise, through the use of games, the pre-service teacher encouraged cultural awareness, they do not only need to know about vocabulary but also about the language itself. In other words, all common aspects as well as culture has to be taught, it determines the main foundation of communication that is the way how people connect traditions, messages, feelings etc.

3.4 Schedule for Lesson Plans

Grades: 2nd- 3rd- 4th- 5th

Topics	February				March				April				May			
Commands				X												
School Supplies					X											
Parts of My Body						X										
Sports							X									
Professions								X								
Parts of My House									X							
Fruits											X					
Means of Transport													X			

Table N° 16: *Schedule of Activities Out-reach Component*

Conclusion

This inquiry has been created to improve learning conditions of language learners from primary school, implementing new teaching strategies, to promote a motivational environment and facilitate the English learning process. To supply this necessity, one hour per week is not enough for students to achieve those expectations for learning a foreign language in this country. However, the pre-service teacher did his best efforts to implement the most “attractive” material, based on the necessities of the students. Although the time pre-service teacher had for developing this project was short, the most relevant aspect is that all the plans were designed for learners to think that learning English can be a game and they can enjoy while they acquire knowledge.

All the lessons were planned according to the age of the students, these ranged between 7 to 12, in doing so, they needed activities where they start working on their imagination. As we know children like every activity where they have to color, find, or even run, and during these ages they are active to develop whatever activity the teacher gives them. Additionally, the pre-service teacher prepared each class taking into account the number of students per room, and the purpose of this project was to include all students so that anyone feels frustrated for not participating. Likewise, teachers’ activities have been developed using didactic materials the most useful were flashcards, videos, and some short games. It is important to say that these kind of materials have helped the teacher to carry out successfully his teaching practice, the majority of the students present a high interest in learning English.

Additionally, all the strategies that the teacher implemented during the practicum were based on students’ interests, in this way they were motivated to learn. One important aspect to highlight across this process is the teacher’s attitude and guide, because students’ participation is totally related to the actions that the teacher takes when developing all the activities, he might be able to reflect confidence and willingness to teach.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

This chapter contains some of the administrative aspects about the school and the student-teacher's commitment with the institution during the first semester of the current year. This component specifies the different activities the institution holds according to its academic schedule. To be immersed in such administrative procedures, it allows the pre-service teacher to be aware of the operation of the school he develops his teaching practicum, because pre-service teachers are sometimes interested only in the students' learning process, and not in their engagement with the institution. The educational institution Águeda Gallardo de Villamizar is based on a Christian philosophy from Saint Juan Bosco "good Christians and honest citizens". It is the reason why as part of this academic family he has to participate in activities such as: flag raising ceremonies, students' day, holy masses, parents' and teachers' meeting and the academic activities where he has to attend. This demonstrates that as a practitioner he is really committed with the institution and not only with the work of an English teacher but also as part of a community.

The pre-service teacher is also committed with one of the headquarters of the institution, that is the Escorial Primary School, because he must accomplish with some hours of social community work, with the students from 2nd to 5th grades. Not only he has to supply a communicative need with those students, but also be a friendly hand in the organization of any event, or even help teachers to control discipline.

4.1 Objectives

4.1.1 General Objective

- To participate actively in all administrative procedures of the school.

4.1.2 Specific Objectives

- To attend meetings where my presence is required.
- To be a hand in the organizations of events.
- To be committed with the teaching role inside the institution during the practicum process.

4.2 Methodology

As part of the teaching practice requirements, the pre-service teacher had to stay 4 hours weekly in the school that did not belong to the classes. He had to take part of activities such as:

4.2.1 Flag raising ceremonies

This is a monthly ceremony organized by students from different grades in which national, local and institutional anthems are sung, and the best students are recognized with insignias for their academic performance. This motivates them to keep improving their skills in all the subjects, and it makes teachers to be proud of their best efforts and work given in each one of the periods. These activities involve students and teacher's organization. In this case, this ceremony was developed by 10th grade students, where the best students were recognized for their academic performance. In addition to this, during the ceremony there were some important aspects such the selection of the students' representative for each grade, the principle gave the student a jacket that will identify her as the main voice of the learners when they face any difficulties with their teachers in charge. She replied by giving some thankful words to the public for having selected her.

4.2.2 Voting and Election of the student representative

This took place on Friday 18th, March during the last two hours in the morning, they were organized according to the grade they were in, all the school was involved in this academic activity.

4.2.3 Tutorials

The pre-service teacher aided students to overcome some obstacles regarding the use of some grammar topics such the implementation of the "questions tags", prepositions of place, possessive. They were worried about these topics, because they were going to be evaluated, and they needed to have good grades. These were done each Friday in the afternoon.

4.2.4 Holly masses

They are celebrated on 24th of each month of the year at 7:00 am in order to honor Holly Mary dedicated to “María Auxiliadora” who is the patron saint of the Educational Institution. They are organized by students from different grades, and home teachers. Nevertheless, the pre-service teacher participated in three holly masses. The first one was celebrated on 24th of March at 7:00 am in order to honor “María Auxiliadora” who is the patron saint of the Educational Institution. This was organized by students from 10th grades, and home teachers. The second one was the “*Wednesday ash*” in which every student and teacher had to attend the holly mass and put a cross of ash in the forehead as a symbol of preparation for the holly week.

The last mass was developed for been the first of May, the month that is dedicated to Holly Mary, during this event student from 11th grades were in charge of organizing it with the help of the teachers. Moreover, at the end they collect some food that all students had to bring with the purpose of giving them to poor families in Pamplona.

4.2.5 Parents’ meeting

These meetings are developed to get parents to be aware of their children’s grades, behaviors or performances. They have the opportunity to talk to their teachers and express any academic or disciplinary situations. Additionally, they are informed of every academic activity where their presence is required. During the teaching practice, the pre-service only was required to attend one meeting on April 26th, and this was with the purpose of giving them the result of the exams from the first period.

4.2.6 Spelling bee contest

The pre-service teacher helped the supervisor to organize an important event for the institution that was a Spelling Bee Contest that took place on April 25th, every English teacher had to propose ideas for the development of the event. During the firsts week of April, the teacher had been helping students with the pronunciation of the letters of the alphabet. The participants of this event, they were one student from each grade; from 6th to 11th. However, they were competing as follows: 6th – 7th, 8th – 9th, 10th – 11th. The one who had more words was going to win. The winner of this event was a student from 10th grade. However, all the students that took part of this event were given a present from participation.

4.2.7 Children's day

The pre-service helped the teacher from “El Escorial” to organize students in the room of events of the school in order to control discipline. During this event, students from each grade had to participate with a song. This project was carried out by a student who was doing her social community work with them. Although the children's day is celebrated on April 18th, this was developed on Friday 22nd. It was really interesting to help students to practice the song, for they to have a good performance.

4.2.8 Women's day

This was carried on May 9th, during this day the pre-service teacher was present, this day was dedicated for all women that belonged to the institution. This event was organized for students from 9th grade, all the grades were in charge of presenting an activity dedicated to their partners and teachers. This was an interesting day full of songs, and performances.

4.3 Results of the study

As part of the teaching practice requirements, the student- teacher had to stay 4 hours weekly in the school that did not belong to his classes. What the pre-service teacher was doing, was to be immersed in every activity of the institution, this demonstrated that he is committed not only with his work as a teacher, but also to be a part of an academic community. The institution of Águeda Gallardo de Villamizar is a well-known institution and the only one where students can do a technical course, in the area of health with SENA (Sistema de Educación Nacional), this is only for students from 10th and 11th grade. It is the reason why, this institution provides students many extra- curricular activities, because they have to attend classes in the morning and in the afternoons.

The pre-service teacher accomplished with all the objectives he established at the beginning of this research. He was a helping hand in all the events his presence was needed. The results of this investigation are reflected in the successfulness of those events. It is important to underline that students were completely satisfied with the work of the pre-service teacher. They manifested that, they had a good relationship with his attitude, all what he did was with empathy, this motivated them to develop all the exercises he brought to them. More importantly, the reaction of the students towards his classes, the majority of them felt that with this kind of teachers they would feel more comfortable and motivated to keep studying.

Conclusion

One of the most relevant functions of the pre-service teacher as part of academic community is to be engaged in the organization of events or any other administrative procedure. It allowed the pre-service teacher to be aware of the operation of the school he developed the teaching practice, because his interest not only must be focused in the students' learning process but also in the participation of academic activities in the institution. This school provides students with all kind of activities, because this is one of the institutions that has classes in the afternoon. Consequently, during the week there are sportive activities so that students do not feel stressed. Anyway, the researcher always tried to be a friendly hand to help teachers where they need his presence. Moreover, every time he was present in an event, he was immersed in the same educational environment of his students. Teachers must share moments with their students, this makes stronger the communication and sympathy in their relationships. In this way, they can find on the teachers a friend who helps them to solve any situation.

Schedule of Activities

Description	Date
Flag raising ceremonies	March 10 th
Election of the students representative	March 18 th
Holly masses	March 1 st March 8 th March 24 th
Parents meeting	Abril 26 th
Children's day	April 22 nd
Spelling bee contest	April 25 th
Women's day	May 9 th
Tutorials	April 7 th April 14 th April 21 th

Table N° 17: *Schedule of Activities for the Administrative component.*

Conclusion

The Task Based Learning method helps students and teachers to understand every important feature of a foreign language. It provides learners more advantages than disadvantages. When developing tasks, these are not only focused on language features but also on achieving a specific goal in the language learning process. As language is used in everyday life, learners can engage tasks to previous learning and knowledge experiences. One of the most important aspect when using this method is that students can raise autonomy, and consciousness to identify any kind of self-improvement, with the help of the teacher who is the monitor and facilitator of this process. After every task completion, language learners are enhancing their communicative competences and creating their own way to evaluate their partners work, giving them the opportunity to express a feedback and plan a strategy to correct their mistakes. With regards to the teachers' role, through the implementation of TBL, they can select the topics that are relevant to the students' interests and make a list of different tasks more reliable. However, Teachers become more aware and flexible to receive any kind of suggestions from students when choosing these topics. As a result, both can establish different type of tasks and classify them according to their communicative needs.

On the other hand, this investigation provides relevant aspects from each one of its components, that might be important for the reader. For example, reflection in the practicum allows pre-service teachers to be their own builders of self-improvement, and create plans that will facilitate them to redirect their actions during and outside the classroom. As Schön (1983) describes reflection in action; 'when someone reflects-in-action, he becomes a researcher in the practice context (p.68). On the contrary, we reflect on action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome' (p. 26). In fact, when reflecting about the practicum, this enables pre-service teachers to make appropriate decisions when teaching and identify their own mistakes and evaluate constantly his teaching style.

There are many public schools in Colombia that do not have English teachers, and children when they finish their primary, they do not acquire the knowledge necessary to learn a foreign language. It is the reason why; the main objective of pre-service teachers is to provide the opportunity to cover a language need in these institutions. In order to give further solution to a communicative need, the researcher carried out an investigation with the purpose of incorporating the use of games to generate a motivational environment for a foreign language learning. At the end, students were meaningfully thankful for having this experience, they expressed that using didactic games they feel engaged with their own learning process. Finally, another relevant aspect at the end of the teaching practice was the engagement the pre-service teacher reflected in all his actions related to activities of the institution. Likewise, it allowed him to be aware of the operation of the school, because his interest might not only be focused in the students' learning process but also in the participation of the academic activities organized by the same students and teachers. This is a way, that demonstrates good relationships between the pre-service teacher and his learners.

References

- Brown, H Douglas (1980). *Principles and practices of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall.
- Bygate, M., Skehan, P. & Swain, M. *Research Pedagogic Tasks, Second Language Learning, Teaching and Testing*. Harlow: Longman. 2001.
- Canale, Michael & Merrill Swain (1980). *Theoretical bases of communicative approaches to second language teaching and testing*, *Applied Linguistics*, 1, 1-47.
- Campo (2016) *Improving 10th Graders' English Communicative Competence Through the Implementation of the Task-Based Learning Approach* Vol 18, No 2 (2016): PROFILE Issues in Teachers' Professional Development, Vol. 18 No. 2. International.
- Cengiz*, Karataş & Yadigaroglu (2013) *The investigation of pre-service science teachers' reflective journals*, Elsevier System, 116 (2014) 3297 – 3302. Guide. Edinburgh: The Scottish Council for Research in Education.
- Gibbs, G. (1995). *The society for research into higher education and Open University press*. Celtic Court: Buckingham.
- Hatch, A. (2002) *Doing qualitative research in education settings*. Albany: State University of New York Press.
- Hymes, D. (1972). 'On Communicative Competence' In J. B. Pride and J. Holmes (eds). *Sociolinguistics*. Harmondsworth: Penguin
- Hymes, Del (1972). *On communicative competence*. In Pride and Holmes (eds) 1972.
- Kemmis, S., & McTaggart, R. (1982). *The action research planner*. Victoria, au: Deakin University.
- Laforest, J. (2009). *Safety diagnosis tool kit for local communities: Guide to organizing semi-structured interviews with key informants*. Québec, ca: Institut National de Santé.
- Lee, J. (2000) *Tasks and Communicating in Language Classrooms*. Boston: McGraw-Hill.

- Leedy, P.D. (1997). *Practical research: Planning and design*. Upper Saddle River, NJ.
- Ley general de educación [General law on education], No 115, Colombia, 1994.
- Mertler, C, A. (2006). *Action research: Teachers as researchers in the classroom*. Thousand Oaks, ca: Sage.
- Mohan, B. (1986). *"Language and content."* Reading, MA: Addison Wes.
- Munn, P., & Drever, E. (1990). *Using questionnaires in small-scale research*.
- Medina, Jarauta, Imbernon. (2010) *La enseñanza reflexiva en la Educación Superior*. Editorial Octaedro.
- Muzás, María Dolores; Blanchard Giménez, Mercedes. *Propuestas metodológicas para profesores reflexivos* Narcea, S.A. de Ediciones. Inquiry, vol.6, n.3.
- Nunan, D (1989) *Design Tasks for the Communicative Classroom Cambridge*. Cambridge University Press.
- Nunan, D. (1989). *Understanding language classrooms*. London: Prentice-Hall.
- Nunan, David (1995). *Learner strategy training in the classroom: A case study*. Unpublished paper. Prentice Hall. Publique du Québec.
- Pacheco (2010). *Reflective teaching and its impact of foreign language teaching*. Instituto de Investigación en Educación. Universidad de Costa Rica.
- Richards, J and Lockhart C 1996. *Reflective Teaching in Second Language Classroom*. New York, Cambridge University Press.
- Richards, Jack C, John Platt & Heidi Platt (1992). *Longman dictionary of language*
- Richards, J. C., & Lockhart, C. (2005). *Reflective teaching in second language classrooms*. Cambridge, UK: Cambridge University Press.
- Ruso n. (2007). *The influence of task based learning in EFL classrooms*.
- Savignon, Sandra J., 1972. *Communicative Competence: An Experiment in Foreign Language Teaching*. Center For Curriculum Development, Philadelphia.

- Skehan, P. (1996b). *Second language acquisition research and task-based instruction*. in J. Willis and D. Willis (eds.).
- Sacristán, Gimeno J. (1998). *El curriculum. Una reflexión sobre la práctica*. Madrid. Editorial Morata.
- Schön, D. (1983). *The Reflective Practitioner: How professionals think in action*. London: Temple Smith
- Tarone, Elaine (1980). *Communication strategies, foreigner talk, and repair in interlanguage*, *Language Learning*, 30/2, 417-429. Teaching and applied linguistics. Harlow: Longman.
- Van Manen, M. (1977) *Linking ways of knowing with ways of being practical Curriculum*
- Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*. Cambridge, uk: Cambridge University Press.
- Willis, J. (1996). *A framework for task-based learning*. Harlow,U.K.: Longman Addison- Wesley.
- Willis, J. (1996) *A framework for task-based learning*. Edinburgh: Addison Wesley Longman Ltd. mework for Task-Based Learning. Harlow: Longman..
- Zuniga(2106) *Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University* Vol 18, No 2 (2016): PROFILE Issues in Teachers' Professional Development, Vol. 18 No. 2.

ELECTRONIC REFERENCES

Correa Molina, E, et al. *Concept de réflexion: un regard critique*. En

<http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>

Mena, M. *El enfoque crítico reflexivo en educación: Experiencias en el aula* (abril, 2000). Obtenido en

http://www.micentroeducativo.pe/docente/fileproject/file_docentes/150bi_aa69ca.pdf

Sparks-Langer, G & Colton A. *Synthesis of research on teachers' reflective thinking* en

http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf

Zeichner, M. *El maestro como profesional reflexivo*. En

<http://www.practicareflexiva.pro/wp-content/uploads/2012/04/Org-El-maestro-comoprofesional-reflexivo-de-Kenneth-M.-Zeichner.pdf>

APPENDIXES

APPENDIX A: Observation format for the teacher



PRÁCTICA INTEGRAL DOCENTE
DEPARTAMENTO DE LENGUAS Y COMUNICACION
UNIVERSIDAD DE PAMPLONA


OBSERVACIÓN DE CLASE

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

N (rara) AV (alguna vez) CS (casi siempre) S (siempre)

El profesor...		N	AV	CS	S
1	Sigue el plan de clase				
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase				
3	Privilegia la interacción de las competencias comunicativas				
4	Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				
5	Utiliza variedad de material didáctico				
6	Empieza material auténtico				
7	Tiene en cuenta los diferentes estilos de aprendizaje				
8	Centra el desarrollo de la clase en sí mismo				
9	Centra el desarrollo de la clase en los estudiantes				
Comentarios					
INTERACCIÓN					
El profesor ...		N	AV	CS	S
1	Facilita la participación de los estudiantes				
2	Da instrucciones precisas a los estudiantes				
3	Da tiempo suficiente a los estudiantes para que respondan				
4	Propone actividades que involucran el trabajo en grupo				
5	Orienta el trabajo de los estudiantes (individual y grupal)				
6	Corrige los errores de los estudiantes				
7	Refuerza continuamente el aprendizaje de los estudiantes				
8	Circula por el aula atendiendo las necesidades de los estudiantes				
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				
Comentarios					
COMPETENCIAS COMUNICATIVAS					
El profesor ...		N	AV	CS	S
1	Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos)				
2	Domina los contenidos trabajados durante la clase				
3	Se expresa correctamente en forma oral en la lengua extranjera				
4	Se expresa correctamente en forma escrita en la lengua extranjera				
5	Se hace entender en la lengua extranjera				
6	Alterna el uso de la lengua materna y la extranjera				
Comentarios:					
EL ESTUDIANTE					
		N	AV	CS	S
1	Participa individualmente de forma activa durante la clase				
2	Participa grupalmente de forma activa durante la clase				
3	Participa activamente en actividades orales				
4	Participa activamente en actividades escritas				
5	Sigue las instrucciones del profesor				
6	Muestra respeto y disciplina hacia el profesor				

APPENDIX B: Observation format for the student



PRÁCTICA INTEGRAL DOCENTE
DEPARTAMENTO DE LENGUAS Y COMUNICACION
UNIVERSIDAD DE PAMPLONA


OBSERVACIÓN DE CLASE

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

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

El profesor ...					N	AV	CS	S
1	Sigue el plan de clase							
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase							
3	Privilegia la interacción de las competencias comunicativas							
4	Desarrolla las competencias subyacentes (fonética, sintaxis, etc)							
5	Utiliza variedad de material didáctico							
6	Empieza material auténtico							
7	Tiene en cuenta los diferentes estilos de aprendizaje							
8	Centra el desarrollo de la clase en sí mismo							
9	Centra el desarrollo de la clase en los estudiantes							
Comentarios								
INTERACCIÓN								
El profesor ...					N	AV	CS	S
1	Facilita la participación de los estudiantes							
2	Da instrucciones precisas a los estudiantes							
3	Da tiempo suficiente a los estudiantes para que respondan							
4	Propicia actividades que involucran el trabajo en grupo							
5	Orienta el trabajo de los estudiantes (individual y grupal)							
6	Corrige los errores de los estudiantes							
7	Refuerza continuamente el aprendizaje de los estudiantes							
8	Circula por el aula atendiendo las necesidades de los estudiantes							
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes							
Comentarios								
COMPETENCIAS COMUNICATIVAS								
El profesor ...					N	AV	CS	S
1	Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)							
2	Domina los contenidos trabajados durante la clase							
3	Se expresa correctamente en forma oral en la lengua extranjera							
4	Se expresa correctamente en forma escrita en la lengua extranjera							
5	Se hace entender en la lengua extranjera							
6	Alterna el uso de la lengua materna y la extranjera							
Comentarios								
EL ESTUDIANTE								
					N	AV	CS	S
1	Participa individualmente de forma activa durante la clase							
2	Participa grupalmente de forma activa durante la clase							
3	Participa activamente en actividades orales							
4	Participa activamente en actividades escritas							
5	Sigue las instrucciones del profesor							
6	Muestra respeto y disciplina hacia el profesor							

APPENDIX C: Letter of permission

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5985303 - 5985304 - 5985305 - Fax: 5982750 - www.unipamplona.edu.co

Pamplona, 6 de febrero de 2017

Sor
SOL CRISTINA ARREDONDO
Colegio Águeda Gallardo de Villamizar
Rectora


Respetada Rectora,

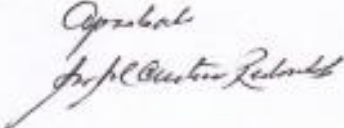
En nombre del Departamento de Lenguas y Comunicación de la Universidad de Pamplona agradezco la oportunidad que esta institución educativa ha brindado a nuestros estudiantes para realizar la Práctica Docente durante varios periodos académicos.


Conocedores de su espíritu de cooperación, me permito solicitar su autorización para que el estudiante BARROSO GUERRA GEVER LUIS del programa de Licenciatura en Lenguas Extranjeras Inglés- Francés, realice la Práctica Profesional durante el primer semestre académico de 2017, quien estará bajo la supervisión de la Licenciada, Marién Yolima Parra Peñalosa.

Quedamos a su disposición para cualquier información complementaria con respecto al proceso de Práctica Integral

Agradeciendo su amable atención, se despide de usted,

Atentamente,

Judith Albarracín Trujillo
Directora
Programa de Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona



Formadores de líderes comprometidos con la región en la construcción de un nuevo país en paz.

APPENDIX D: letter of permission for Out- reach Component

Pamplona, Febrero 13 de 2017

Coordinadora
SOR ISABEL PEÑALOZA
I.E Colegio Técnico Águeda Gallardo de Villamizar
Sede El Escorial

Reciba un atento saludo

Por medio de la presente me permito presentar al profesor-practicante del programa de lenguas extranjeras de la Universidad de Pamplona Gever Luis Barroso Guerra, quien estará acompañando y desarrollando su propuesta de práctica integral docente durante el I semestre del 2017 en nuestra institución. En su propuesta debe cumplir con un proyecto de extensión a la comunidad el cual está diseñado a dirigir 4 horas de inglés en escuela primaria de 2 a 5 grado (1 hora por grupo). Después de revisados los horarios, el docente puede prestar este servicio los días lunes y miércoles de 7:00 am a 9:00 am. Todos los procesos pedagógicos a desarrollar serán previamente planeados y revisados por la docente supervisora y deben estar acompañados por los docentes del grado.

Agradeciendo su valiosa colaboración,

MARLEN YOLIMA PARRA PEÑALOSA
Docente I.E Águeda Gallardo de Villamizar
Supervisora

APPENDIX E: Role plays

YOU HEAR	YOU SAY
Hi ... How is it going?	Great!
How was your weekend?	It was amazing!
Tell me, what did you do?	I went to a wonderful concert
Where?	It was on Miami!
Did you like it?	I loved it
That was great!	And what about you?
I just stayed at home	That was boring!
Not at all, I watched some incredible movies.	Oh, that sounds interesting.
Ok, see you later!	Bye.

YOU HEAR	YOU SAY
Hi, How is it going?	Fine, and you?
Great, where did you go for your last holyday?	I went to Rome
Who did you go with?	I went with my parents.
How did get there?	By plane
How long did you stay there?	Just a week
Did you enjoy it?	I loved it, and what about you?
I went to an amusement park.	How was it?
I really liked it, and I met a new friend. Her name is Alice.	That is amazing!
Ok, Great to see you!	It was really nice, Bye.

YOU HEAR	YOU SAY
Hi, How are you?	Fine, and you?
Excellent, How was your holyday?	It was amazing!
Tell me what did you do?	I went to a beautiful beach called " playa Blanca ".
Where?	In Cartagena
Who did you go with?	I went with my parents.
How long did you stay there?	Just a week, and what about you?
I went to a wonderful restaurant with my family.	That was amazing!
Of course, I loved!	We had an incredible weekend.
Ok, see you later!	Bye.

APPENDIX F: Role plays

YOU HEAR	YOU SAY
GOOD MORNING, CAN I HELP YOU?	HI, I WOULD LIKE A COFFEE, PLEASE.
REGULAR OR LARGE?	REGULAR, PLEASE.
DO YOU WANT SOME SUGAR OR MILK?	JUST SUGAR.
ANYTHING ELSE?	I WOULD LIKE A BROWNIE.
IT'S 2 DOLLARS!	HOW MUCH IS THAT?
HERE YOU ARE.	THANKS.

YOU HEAR	YOU SAY
GOOD MORNING, CAN I HELP YOU?	HELLO, I HAVE A RESERVATION IN THIS HOTEL
WHAT IS YOUR NAME?	MY NAME IS ...
OK, Mr. /Ms. IS IT FOR FIVE NIGHTS?	YES, THAT'S RIGHT!
CAN YOU SIGN HEAR?	OF COURSE!
YOUR ROOM IS OVER THERE!	THANKS!
ENJOY YOUR STAY!	THANK YOU!

YOU HEAR	YOU SAY
EXCUSE ME. DO YOU KNOW THE ROYAL STREET?	OF COURSE!
WHERE IS IT?	YES. TURN LEFT AT THE TRAFFIC LIGHTS AND THEN, TURN RIGHT.
IS IT FAR?	NO, IT ISN'T
CAN I GO BY WALKING?	YES, IT IS NEAR HEAR.
THANK YOU!	DON'T WORRY!

Lesson Title: “A Colombian trip”		
Communicative objective: At the end of the task students will be able to describe their favorite city by doing a short oral presentation		
Socio-Cultural Objective: At the end of the task students will be able to articulate socio-cultural features, from our country to their English classes.		
Focal Language Feature(s)		
<input type="checkbox"/> Grammar: Introduction to the present simple, past simple.	<input type="checkbox"/> Vocabulary: Students will use (greetings) prepositions of place (in, at on) and adjectives.	<input type="checkbox"/> Listening:
<input type="checkbox"/> Speaking and pronunciation: Students will use Presentation of a poster of the city they selected.	<input type="checkbox"/> Reading:	<input type="checkbox"/> Writing:
Description of Classroom and Student Population: Students from 11 th grade from Águeda Gallardo High School Number of students per room: 20- 27 Proficiency Level(s): Beginners Languages Spoken: Spanish.		
Copies and Materials: Poster, List of regular and irregular verbs, Laptop, Markers, TV, Blue tack		
Welcome and Introductions: The pre-service teacher greets students as they come in and sits in each one of their chairs. When the most students have arrived, instructor introduces the purpose of his investigation and explains how the first task will be developed.		
Task 1: “A Colombian trip” BARRANQUILLA		Notes
Task introduction: The teacher started the class as follows: <i>“Today I’m going to show you the city I selected for my presentation, but before starting I would like to highlight that as I’m the teacher I will do it alone but, this task will be developed in groups of 3 people. First, you will listen to my presentation and then you choose to</i>		Although the task was designed so that students could develop all the presentations is only 55 min class, it took more than three classes to finish up all their

whom you are going to work. This is the rubric I will use to evaluate your presentation, I will take into account some aspects such as: creativity, pronunciation, content.

Task Preparation: the teacher asked students to do the groups and look for information and images so that they begin writing the presentation of the city they selected, the most important aspect for this stage is the correct use of present simple and connectors, it is the reason why, they were needed to work in groups using some materials such as dictionary, and some learned grammar rules. Additionally, the teacher helped students to the pronunciation of some words

Task Realization: Learners started doing their presentations to their classmates and the teacher. For this, they had from 5-7 minutes.

The teacher start asking some information about the places they described, for example:

What is this place about? What kind of music do people listen to?

Where is it located?

Is it open every day?

Post- task: the teacher gave some positives and negatives comments about the presentations of the students, after that he gave some tips for the pronunciation of some words. He highlighted the importance of students' participation, by saying that they did a great job. For this, the teacher asked them how they felt after doing the presentation.

presentations. A they were students from 11th grade they had to be in other activities such as: "*Simulacros prueba saber ICFES*"

APPENDIX H: Rubric to Evaluate the Task “A Colombian Trip”

Oral presentation rubric

Task 1st: “A Colombian trip”

Students’ names: _____ **City/ town:** _____

Date: _____

Criteria	Grades									
	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Language use										
Students use complete sentences (present simple- past simple)	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Students speak clearly and distinctly all the time (phonology vocabulary, morphology, syntax).	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
Presentation and preparation										
Students are completely prepared and has obviously rehearsed.	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
Students stand up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	0	1.0	1.5	2.0	2.5	3.0				
Content										
Shows a full management of the city you have selected.	0	1.0	1.5	2.0	2.5	3.0				
Creativity										
Students use 1 poster that shows considerable work/creativity and which make the presentation better.	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0		
Time limit										
Presentation is 5-6 minutes long.	0	1.0	1.5	2.0						
Listen to other presentations										
Total	Final grade ____ / 25									

Positives aspects	Aspects to improve

Lesson Title: Fruits of my region		
Communicative objective: At the end of the task students will be able to describe their fruit by doing a short oral presentation		
Socio-Cultural Objective: At the end of the task students will be able to articulate socio-cultural features, from our country to their English classes.		
Focal Language Feature(s)		
<input type="checkbox"/> Grammar: Introduction to the present simple, present continuous.	<input type="checkbox"/> Vocabulary: Students will use (adjective) (colors)	<input type="checkbox"/> Listening:
<input type="checkbox"/> Speaking and pronunciation: Students will show a fruit and describe why they are important to our health.	<input type="checkbox"/> Reading:	<input type="checkbox"/> Writing:
Description of Classroom and Student Population: Students from 11 th grade from Águeda Gallardo High School Number of students per room: 20- 27 Proficiency Level(s): Beginners Languages Spoken: Spanish.		
Copies and Materials: Poster, List of regular and irregular verbs, Laptop, Markers, TV, Blue tack		
Welcome and Introductions: The pre-service teacher greets students as they come in and sits in each one of their chairs. When the most students have arrived, instructor introduces the purpose of his investigation and explains how the first task will be developed.		
Task 2: “ Fruits of my Region”		Notes
Task introduction: The teacher started the class as follows: <i>“Today I’m going to show you the fruits I selected for my presentation, but before starting I would like to highlight that as I’m the teacher I will do it alone but, this task will be developed individually. First, you will</i>		This time the teacher could record some audios from students’ presentation from

listen to my presentation and then you choose the fruit you are going to describe.

Task Preparation: the teacher asked students to do the groups and look for information so that they begin writing the presentation of the fruit they will talk about, the most important aspect for this stage is the correct use of present simple and connectors, to begin working they were needed to work in groups using some materials such as dictionary, and some learned grammar rules. Additionally, the teacher helped students to the pronunciation of some words

Task Realization: the teacher selected some students to carry out the short presentations. Learners started doing their presentations for their classmates and the teacher. For this, they had from 1-2 minutes. He recorded all the audios from their presentations.

The teacher start asking some information about the places they described, for example:

What did you choose that fruit?

Does it contain any vitamin?

Where can we find them?

Post- task: the teacher gave some positives and negatives comments about the presentations of the students, after that he gave some tips for the pronunciation of some words. He highlighted the importance of students' participation, by saying that they did a great job. For this, the teacher asked them how they felt after doing the presentation. At the end the teacher gave some students the fruit they chose for the presentation.

As they are students from 11th grade they had to be in other activities such as: *preparing the decoration for the institution that correspond to the May (the month where students honor Holly Mary)*

APPENDIX J: Description of the fruits

Pears

They are sweet, delicious and rich flavored pears offer crunchiness of apples yet juicy as peach and nectarine.

- a) Pears fruit is packed with health benefiting nutrients such as dietary fiber, antioxidants, minerals, and vitamins, which are necessary for optimum health.
- b) Pears have been suggested in various traditional medicines in the treatment of colitis, disorders, arthritis, and gout.

Apple

Apples are obtained from medium-sized tree belonging to the *Rosaceae* family. Today, its cultivation fostered in many parts of the world including the USA as a major commercial crop.

Benefits

1. Apple fruit contains good quantities of *Vitamin-C* and *beta-carotene*. Vitamin C is a powerful natural antioxidant
2. The fiber also saves the colon mucous membrane from exposure to toxic substances by binding to cancer-causing chemicals inside the colon.

Mango

Mango fruit is rich in pre-biotic dietary fiber, vitamins, and minerals.

1. Fresh mango is a good source of potassium.
2. Mango fruit is an excellent source of **Vitamin-A**
3. mango fruit has been found to protect from colon, breast, leukemia and prostate cancers.

APPENDIX K: Task Lesson Plan “Melted Cheese”

Lesson Title: Melted Cheese		
Communicative objective: At the end of the task students will be able to tell a story about food by recording an audio.		
Socio-Cultural Objective: At the end of the task students will be able to compare a typical breakfast form Both a Colombian and and American		
Focal Language Feature(s)		
<input type="checkbox"/> Grammar: Introduction to the past simple, past continuous.	<input type="checkbox"/> Vocabulary: Students will use (food) (Objects of my kitchen)	<input type="checkbox"/> Listening:
<input type="checkbox"/> Speaking and pronunciation: Students will record an audio form his own story.	<input type="checkbox"/> Reading:	<input type="checkbox"/> Writing:
Description of Classroom and Student Population: Students from 11 th grade from Águeda Gallardo High School Number of students per room: 20- 27 Proficiency Level(s): Beginners Languages Spoken: Spanish.		
Copies and Materials: Poster, List of regular and irregular verbs, Laptop, Markers, TV, Blue tack		
Welcome and Introductions: The pre-service teacher greets students as they come in and sits in each one of their chairs. When the most students have arrived, instructor introduces the purpose of his investigation and explains how the first task will be developed.		
Task 1: “Melted Cheese”		Notes
Task introduction: The teacher started the class as follows: <i>“Today I’m going to show you my story I selected for my presentation, but before starting I would like to highlight that as I’m the teacher I will do it alone</i>		

but, this task the written part will be developed individually. However, you can work in groups of 3 people. First, you will listen to my presentation and then you choose to whom you are going to work.

Task Preparation: the teacher asked students to do the groups and start writing about the story the most important aspect for this stage is the correct use of past simple past continuous and connectors, it is the reason why, they were needed to work in groups using some materials such as dictionary, and some learned grammar rules. Additionally, the teacher helped students to the pronunciation of some words.

Firstly, the teacher past a poster of a story titled “**Melted Cheese**”, Then he asked friendly to his students to go to board and highlight the verbs they can find in past simple, and the objects they can find in the kitchen. After that, they had to create a story based on the one that the teacher read brought to them. They had to change the tittle, and the end. They can include other characters.

Task Realization: while they are writing the story

Post- task: the teacher gave some positives and negatives comments about the presentations of the students, after that he gave some tips for the pronunciation of some words. He highlighted the importance of students’ participation, by saying that they did a great job. For this, the teacher asked them how they felt after doing the presentation.

APPENDIX L: Story "Melted Cheese"

Melted Cheese

Steven was hungry. What could he eat? He looked in the fridge. He saw some orange cheese and some butter. He knew what he could eat. He would eat a melted cheese sandwich. He took the cheese and butter out of the fridge. He buttered two slices of bread. He sliced the cheese and put it between the two buttered slices. He heated the frying pan. He put the cheese sandwich into the frying pan. After three minutes, he flipped the sandwich over. After three more minutes, he put the melted cheese sandwich on a plate. It was delicious!

APPENDIX M: Inventario De Estrategias De Aprendizaje

Strategy inventory for language learning (SILL)

Esta forma de inventario de estrategias de aprendizaje (SILL) es para estudiantes de una segunda lengua (L2). Por favor lea cada uno de los enunciados y llene el círculo de acuerdo a su respuesta (1, 2, 3, 4, 5).

1. Nunca 2. Algunas veces 3. Usualmente 4. Casi siempre 5. Siempre

Las respuestas corresponden a que tanto usted se describe en cada uno de los enunciados. Para estos enunciados no hay respuestas correctas o incorrectas.

PARTE 1

1. Si no entiendo una palabra en inglés, le pido a otra persona que la diga muy suavemente o que la repita de nuevo. 1 2 3 4 5
2. Le pido a los hablantes de inglés que me corrijan cuando hablo. 1 2 3 4 5
3. Practico el inglés con otros estudiantes. 1 2 3 4 5
4. Hago preguntas en inglés 1 2 3 4 5
5. Me motivo para hablar en L2 aun cuando tengo miedo de cometer errores. 1 2 3 4 5
6. Busco oportunidades para intentar hablar lo más posible usando el inglés. 1 2 3 4 5
7. Considero que debo progresar más en cuando al uso del inglés. 1 2 3 4 5
8. Reconozco mis errores en inglés y trato de buscar información para mejorar. 1 2 3 4 5
9. Practico los sonidos del inglés. 1 2 3 4 5
10. Escribo o digo palabras nuevas en inglés muchas veces. 1 2 3 4 5

¿Cómo debería un profesor enseñar inglés? (Menciona alguna de las actividades que debería emplear en clase)

¿Piensas que es importante mejorar la producción oral cuando aprendes inglés?

¿Utilizas algún tipo de estrategia para aprender inglés? ¿Cual?

¿Cuál crees que es la parte más difícil de aprender inglés? (vocabulario, gramática, la producción oral).

APPENDIX N: Reflective journal

UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE COMUNICACIÓN Y LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

Diario de reflexión

Este cuestionario está basado en su experiencia teniendo en cuenta su aprendizaje del inglés por medio de las tareas. El investigador tratará de encontrar cambios en sus respuestas, es por eso que algunas de ellas se repetirán durante toda la práctica integral la cual será vital para esta investigación. Las preguntas serán dadas en español para que no se sienta limitado en sus respuestas. Trate de ser lo más detallado posible.

1. ¿Qué porcentaje le daría a cada una de estas habilidades comunicativas en inglés teniendo en cuenta su importancia?

Producción oral _____ comprensión oral _____ = 100%

Producción escrita _____ comprensión escrita _____

¿Por qué?

2. ¿Cómo se sintió al realizar su última presentación oral en inglés?
3. ¿Pudo percibir algún tipo de mejora en cuanto a su aprendizaje del inglés por medio de las tareas de producción oral?
Si/no por qué?
4. ¿Cree que se deberían implementar continuamente las tareas de producción oral en las clases de inglés? ¿Por qué?

APPENDIX O: Certification of Practicum



INSTITUCIÓN EDUCATIVA
"COLEGIO TÉCNICO ÁGUEDA GALLARDO DE VILLAMIZAR"
Resolución de Aprobación N 4455 del 28 de octubre de 2016

No 126

LA SUSCRITA RECTORA DE LA INSTITUCIÓN EDUCATIVA "ÁGUEDA GALLARDO DE VILLAMIZAR" AUTORIZADA SEGÚN RESOLUCIÓN No 03984 DEL 14 DE NOVIEMBRE DE 2012, QUE OFRECE EDUCACIÓN FORMAL EN LOS NIVELES DE PREESCOLAR, BÁSICA PRIMARIA DE 1° A 5°, BÁSICA SECUNDARIA 6° A 9° Y MEDIA TÉCNICA 10° Y 11° GRADO; PROGRAMAS ACRECER Y SER HUMANO SEGÚN RESOLUCIÓN N°02600 DE 22 DE JULIO DE 2013. DANE No154518000281. NIT 890.501-473-1 REGISTRO DE FIRMAS ANTE LA SECRETARÍA DE EDUCACIÓN LIBRO 5, FOLIO 105

HACE CONSTAR:

Que: **GEVER LUIS BARROSO GUERRA**, identificado con cédula de ciudadanía No 1.052.702.543 expedida en Talaigua Nuevo Bolívar. Estudiante de la Universidad de Pamplona, realizó la práctica profesional en Lenguas extranjeras: Inglés desde el 27 febrero hasta el 12 de mayo para un total de 200 horas; bajo la supervisión de la docente: Marlen Yolima Parra Peñaloza.
Se expide a solicitud del interesado

Pamplona, 24 de mayo de 2017.


SOR SOL CRISTINA REDONDO AVILA.
C.C. 57.430.303 de Santa Marta
Rectora


Elaboró: Alba Moreno F.



Carrera 9ª Calle 9ª Barrio Salesiano Pamplona Norte de Santander
Telefax: (037) 568 94 00 Correo: salesianospamplona@gmail.com
"54 AÑOS EDUCANDO CON ESTILO SALESIANO"




APPENDIX P: Rules and words for Spelling bee contest.

 ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL
SPELLING BEE CONTEST 2017
Principal: Sor Sol Cristina Redondo Teachers: Estefanía Molina - Nataly Guarín - Yolima Parra & Melissa Richardson (fellow)



PROGRAM

1. Presentation of the contest
2. Judges: Principal: Sor Sol Cristina Redondo and Teacher: Melissa Richardson
3. Rules of the contest
4. Categories and participants:
 - Begginers: 6th
7th
 - Pre-intermediate: 8th
9th
 - Intermediate: 10th
11th
5. Contest and results
6. Spelling bee Rewards
7. Ending words by our Principal: Sister Sol Cristina Redondo

 ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL
SPELLING BEE CONTEST 2017
Principal: Sor Sol Cristina Redondo Teachers: Estefanía Molina - Nataly Guarín - Yolima Parra & Melissa Richardson (fellow)



Spelling Bee Rules

The contest is separated in three categories basic, sixth and seventh graders, pre-intermediate; eighth and ninth graders, and intermediate tenth and eleventh graders.

1. The pronouncer will announce the word to be spelled. She will speak slowly and clearly, without distorting the normal pronunciation of the word. She is going to use the word in a sentence and will say the word again. Each student will have the opportunity with six words.

2. The speller must listen carefully to the pronouncer and ask for the word to be repeated if necessary.

3. When the speller is sure she or he understands the word, will pronounce it, spell it and then says the word again. She must say it loudly enough for the judge to hear it.

4. The judges determine whether or not the word was spelled correctly.

5. If the correct spelling was given, the speller will get a green bee.

6. The students with more words correctly, of each category will be declared the winners of the spelling bee contest.

APPENDIX P: Rules and words for Spelling bee contest.



ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL
SPELLING BEE CONTEST 2017

Principal: Sor Sol Cristina Redondo Teachers: Estefania Molina – Nataly Guarín – Yolima Parra & Melissa Richardson (fellow)



BEGGINERS

states	square	teammate
nature	human	favorite
work	remember	Coffee
letters	cereal	disaster

PRE-INTERMEDIATE

identify	progress	allergic
sarcastic	article	improvement
adhesive	provoke	something
expire	management	addition

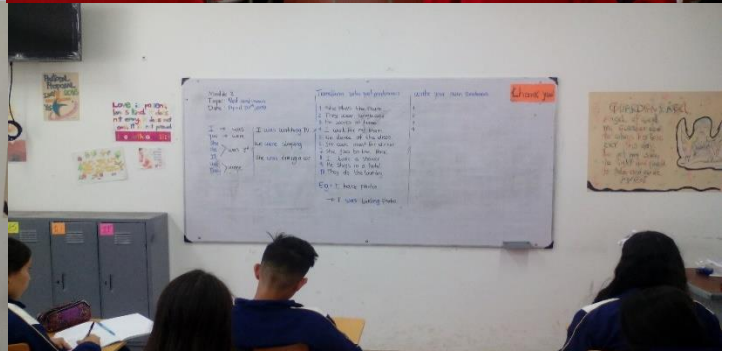
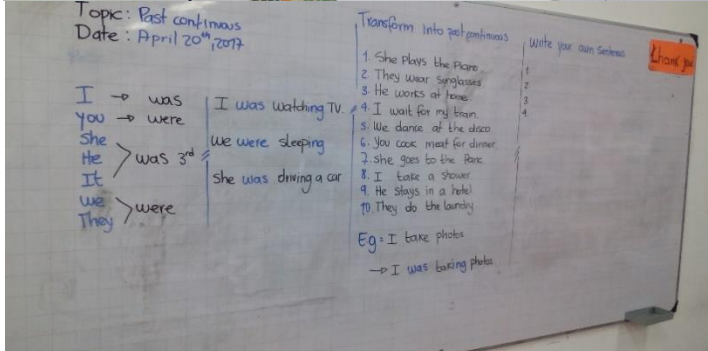
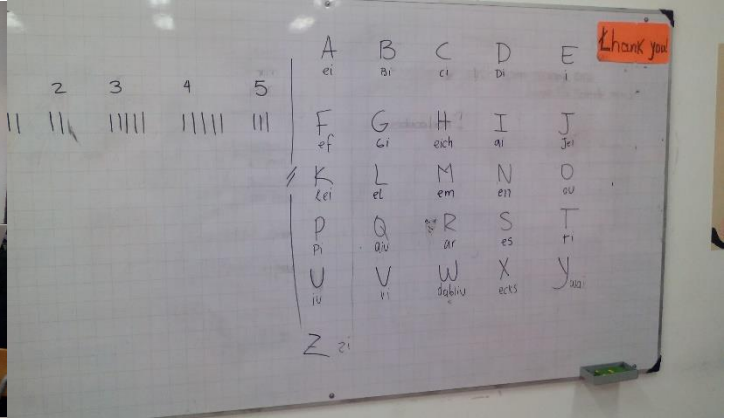
INTERMEDIATE

government	expression	uncertainty
prescription	popularity	fortunate
persistent	transition	vandalism
relevant	indifferent	architecture

PHOTOGRAPIC GALLERY

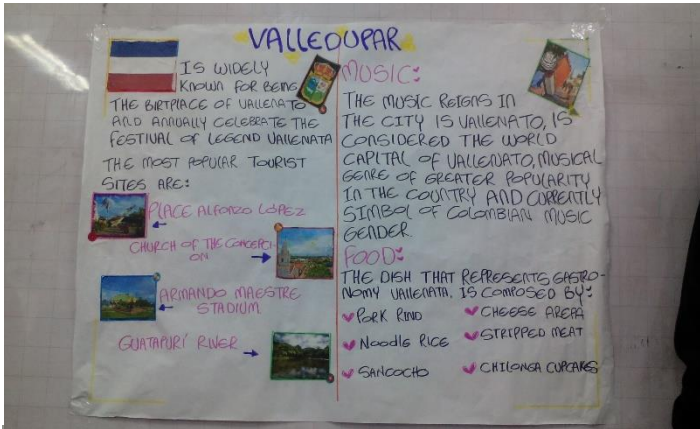
DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL

CLASSES



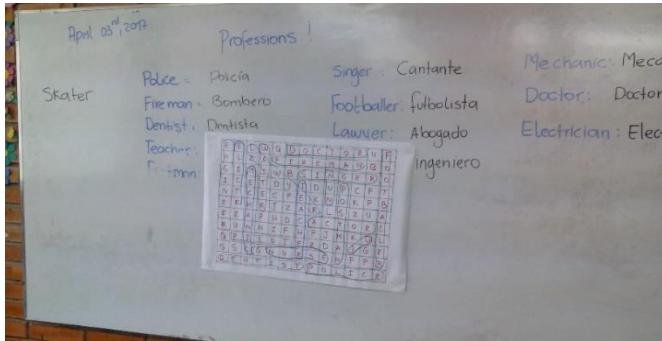
DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL

A COLOMBIAN TRIP

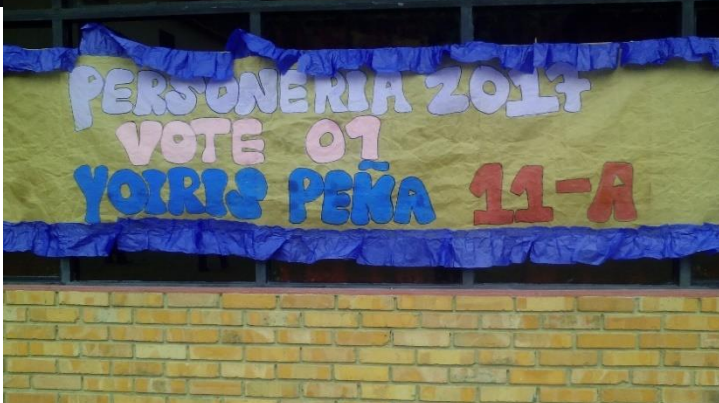


DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL

OUT- REACH COMPONENT



ELECTION OF THE STUDENTS' REPRESENTATIVE



DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL

WOMEN'S DAY



DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL

LANGUAGE DAY “SPELLING BEE CONTEST”



DEVELOPING ORAL SKILL THROUGH THE USE OF TASK-BASED LEARNING APPROACH AT ÁGUEDA GALLARDO DE VILLAMIZAR HIGH SCHOOL

KNOWLEDGE RACE

