

**THE USE OF VIDEO RECORDINGS AS A DIDACTIC TOOL TO IMPROVE
8TH GRADE STUDENTS' SPEAKING SKILLS AT NORMAL SUPERIOR HIGH
SCHOOL: ACTION RESEARCH.**

JAM CARLOS ARIOSTO RODRÍGUEZ ROJAS

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES PROGRAM

PAMPLONA

2017

**THE USE OF VIDEO RECORDINGS AS A DIDACTIC TOOL TO IMPROVE
8TH GRADE STUDENTS' SPEAKING SKILLS AT NORMAL SUPERIOR HIGH
SCHOOL: ACTION RESEARCH.**

MENTOR

Mg. **CLAUDIA JUDITH MOSQUERA.**

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES PROGRAM

PAMPLONA

2017 - 1

Acceptance Note

Practicum Committee Signature

M. Claudia Judith Mosquera

Mentor

TABLE OF CONTENTS

PROJECT GENERAL PRESENTATION	11
Study description.....	11
Introduction	12
Justification	14
Objectives.....	15
General objective	15
Specific objectives	15
INSTITUTIONAL OBSERVATION	16
Topographical Location of the School.....	16
Educative Authorities.....	16
“Proyecto Educativo Institucional” (PEI)	18
Vision.....	18
Mission.....	18
Profile of the normalista student	19
Profile of normalista teacher	19
Summary of relevant aspects of the coexistence manual.....	19
Fundamental rights.....	19
Students’ rights	19
Rights of educators.....	20
Route of institutional integral attention	20
Distribution of the physical plant.....	21
Institutional organization	21
School's academic calendar.....	23

Supervisor’ schedule	23
CHAPTER I: PEDAGOGICAL COMPONENT	24
Introduction	24
Justification	26
State of the problem	27
Research Questions	27
Sub-questions	27
Objectives.....	28
General objective	28
Specific objectives	28
Theoretical Framework	29
Communicative approach	29
Speaking skill.....	30
Task-based learning (TBL)	30
Action research	31
Video recording concepts.....	33
Literature Review.....	34
Methodology	37
Pedagogical Methodology.....	37
Research Methodology	39
Type of research	39
Population	39
Instruments	39
Pedagogical methodology chronogram.....	41
Research Methodology chronogram.	42

Planning principles.....	43
Results	44
The methodology implemented.	45
Communicative approach as a methodology in EFL classes.....	45
Task-based learning while using video recordings.....	49
Data collection	54
The execution of the practicum objectives.	55
CHAPTER II: RESEARCH COMPONENT	57
Introduction	57
Statement of the problem	58
Justification	59
Research questions	60
General objectives	60
Specific objectives	60
Theoretical framework	61
The teaching profession.	61
Reflection	62
Reflection as a process.....	62
Reflection as a theme.....	63
Reflective practicum	63
Pedagogical practice	64
Methodology	67
Instruments.....	67
Reflective workshops.....	67
Self-observation sheet.....	67

Narrative	68
Classes' registers	68
Research chronogram.....	68
Results	69
Aspects related to the teaching process.....	69
Factors linked to the learning process	71
Reflecting as tool in the pre-service daily job.....	72
CHAPTER III: OUTREACH COMPONENT	73
Introduction	73
Justification	75
Objectives.....	76
General objective	76
Specific objectives	76
Outreach component subproject.....	77
General objective	78
Specific objective.....	78
Outreach component schedule	79
Activities chronogram.....	79
Methodology	81
Results	82
The pre-service teacher outreach labour	82
the advantages and disadvantages presented	83
the outreach objectives accomplishment.....	84
CHAPTER IV: ADMINISTRATIVE COMPONENT	86
Introduction	86

Justification	87
Objectives.....	88
General objectives.....	88
Specific objectives	88
Methodology	89
Activities Chronogram.....	89
Results	92
The scholar community involvement.....	92
The execution of the administrative component objectives.....	94
DISCUSSIONS	95
CONCLUSIONS	97
REFERENCES	98
Bibliography.....	98
Webography	100
ANNEXES	102

Table of figures

Figure 1. Normal Superior educative authorities' functions..... 17

Figure 2. Normal Superior institutional organization 22

Figure 3. The structural framework of TBL (adapted from pools-m, 2009). 31

Figure 4. Detailed Action Research Model (adapted from Susman 1983)..... 32

Figure 5. Reflection as a process. 62

Table of tables

Table 1. Normal Superior school's academic calendar. 23

Table 2. Supervisor' class schedule 23

Table 3. Pedagogical methodology chronogram 41

Table 4. Research methodology chronogram 42

Table 5. Research component chronogram..... 68

Table 6. Primary & Rural School schedule 79

Table 7. Outreach component's activities chronogram..... 80

Table 8. Normal Superior' activities chronogram 91

Table of annexes

Annex 1: EFL planning of the classes, and photos..... 103

Annex 2: Hours of tutoring with Normal School students. 113

Annex 3: Workshop plannings 114

Annex 4: First video recording workshop and task (Environment issues)..... 125

Annex 5: Second video recording workshop and task (Marketing) 126

Annex 6: Third video recording workshop and task (Creative thinking) 127

Annex 7: Parental permission letter..... 128

Annex 8: Sample of error speech analysis sheet..... 129

Annex 9: Pre-service teacher journal..... 130

Annex 10: First semi-structured interview 131

Annex 11: Second semi-structured interview 132

Annex 12: Research component instruments..... 133

Annex 13: Outreach component photos..... 139

Annex 14: Sketch of the role-play (outreach component)..... 140

Annex 15: Administrative component photo..... 143

Annex 16: The English Day Grid 145

PROJECT GENERAL PRESENTATION

Study description

In order to guide the lecture towards a better understanding, this project is divided in four components: the pedagogical component, the research component, the outreach component, and the administrative component. Firstly, you can find the first general guidelines of this project with the purpose of properly explaining the project directions. Secondly, the pedagogical component which shows the fundamental concepts of the project as well as the similar studies that contributed to this research development, and the methodology phase concerning the stipulated chronogram.

Consequently, the research component which evidences the reflective process of the pedagogical practicum of EFL teaching. Then, you can apperceive the outreach component which emphasizes the importance of involving the community with the EFL teaching/learning process. Finally, you can find the administrative component that exposes the responsibilities of a pre-service teacher with the scholar community as well as the participation within the Normal Superior High School activities.

Introduction

Learning a foreign language could be defined as a many-sided process which implies the commitment of the individuals involved within it, teachers and students should recognize that EFL teaching/learning process requires effort in order to achieve the desired goal of communicating in the target language, because talking in English demands that student a large knowledge in the four skills (listening, speaking, writing and reading). Speaking has become the skill that society is interested in being developed for EFL learners, due to the globalization trends in the current world. Likewise, technology devices have become strong didactic supports for the learning of English, so that teachers are in the need of implementing those technology devices inside their classroom; one of them is the video recording devices that help teachers to measure and develop students speaking skills.

Implementing Multimedia gadgets in EFL lessons has changed the way of teaching, and learning the target language. According to Kurt (2011), “the incorporation of multimedia programs in traditional learning environments has widely benefited learning and teaching”. This introduction has made student’s to actively participate inside and outside the classroom, and it has resulted in the promotion of the quality of the teaching/learning process itself. The multimedia-based programs include some multimedia instructional materials such as graphics, videos, and audios. It has been proved that use technological mediums appeal to students’ attention and motivate them to learn. In addition, students will be able to interact with authentic situations that they are not used to see in the EFL lessons.

Concerning those perceptions, this project has been proposed for the purpose of developing and reinforcing the students’ speaking skills by implementing the use of video recordings tasks that they will permit student’s engagement with a more active learning process of EFL. The idea

is leaving this traditionalism they are used to, and to offer students a didactic way of learning this beautiful language.

Finally, through the video recordings tasks, students could have a better self-confidence while learning the language. Also, students could improve those speaking mistakes. This kind of project will guide to scholar community to find new strategies to learn and to teaching the target language.

Justification

Elaborating a pedagogical project aims to expose a problematic situation to be solved with the guide of the pre-service teacher as well as identify the best strategies to overcome that problem. Thus, this project will expect to contribute in a significant aspect the students' way of learning, it expects to encourage teachers to leave this traditionalism and find some fun and new strategies which promote students' interest in EFL learning inside and outside the classroom.

This project will expect to have a positive contribution in students' learning process because implementing this kind of project will permit that students be more active and motivated regarding the EFL learning process. Thus, video recordings will guide students to know that learning a foreign language is not limited only to their classroom and schools, with the use of video recordings scholars will talk about several topics such as news, foreign and own culture, high school issues, etc. Principally, they will learn English through realistic environments in which English will be always present.

Objectives

General objective

- To improve 8th grade students' speaking skills in the Normal Superior High School through the use of video recording activities.

Specific objectives

- To implement video recording activities as a didactic support fostering the students' oral production.
- To implement reflection as a tool to transform internal pedagogical processes of the practicum.
- To attend English training needs of the children community of primary schools in Pamplona.
- To be part of the academic and cultural events performed inside the Normal Superior High School.

INSTITUTIONAL OBSERVATION

The Normal Higher School of Pamplona was created by Law 6935 of December 17 of 1934. In addition, the approval of the establishment has been carried out through Resolutions No 2347 of November 23rd, in 1949; and November 11th, in 1992.

The license of operation is based on the Resolution 001706 of November 3rd in 2006 and the Accreditation of quality Resolution 2793 of December 4th of 2002 by MEN and code ICFES 012625, by which establish formal education in educational levels; Preschool, Basic cycles of Primary and Secondary, Cycle of Complementary Formation, Program for the attention of Population with obstacles and Flexible Program of New School.

Topographical Location of the School

The Normal iSchool of Pamplona is located on Avenida Santander, In Zulia neighborhood. Additionally, there some primary schools which belong to the institution. Rural School Cariongo, the New School ISER and the Special Institute the Aurora of the city of Pamplona.

Educative Authorities

In terms of educative authorities, *Instituto Educativo Normal Superior* High School is organized in different sections, starting from the administrative component in which the head of the school, Mg. **Oscar Fabian Cristancho Fuentes** charged mostly of the academic and logistic aspects of the school. Furthermore, the institution establishes some committees such as the

directive and academic council which forms part of the directive component, the principal take part in the directive council. Subsequently, the academic component is organized by the teachers which are divided by primary and secondary school teachers, rural teachers. Finally, the community component is established to integrate the school community, in this section is found the parents' association and students' council.

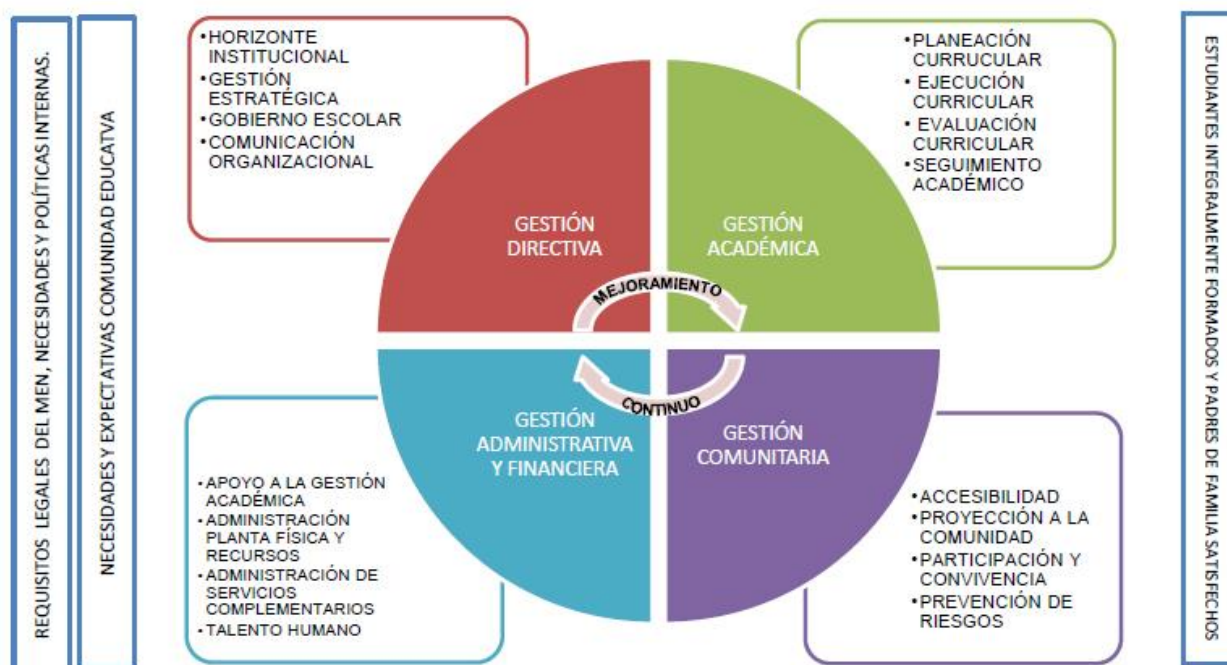


Figure 1. Normal Superior educative authorities' functions

“Proyecto Educativo Institucional” (PEI)

Some aspects part of the P.E.I for its acronym in Spanish (Proyecto Educativo Institucional) are relevant to highlight certainly, stipulated for the Escuela Normal Superior. The P.E.I recognizes the pedagogical practices to identify new branches of communication is of crucial interest. Furthermore, the objectives are formed gradually by the pedagogical nature of education, its capacity to improve organization and its skill to reinvent itself.

Vision

The Normal School of Pamplona is seen as an Educational Institution that leads programs of initial and continuous training of Teachers within a framework of curricular and human integration where educational professionals re-contextualize and produce pedagogical knowledge for the improvement of educational quality based on human rights in rural, urban and marginal urban sectors, at local, regional and national levels.

Mission

To train high-quality teachers, from preschool to the Complementary Training Program, with investigative, productive, technological and citizen competences within the framework of pedagogy, and social projection to perform at the pre-primary and primary levels of rural, urban and marginal urban sectors.

Profile of the normalista student

Education Professional with high pedagogical, investigative, personal and social skills capable of designing, managing, and developing a curriculum that favors integral development; autonomous and leader in processes of coexistence and social equity, within the framework of human rights, for the improvement of education at preschool and primary levels of rural, urban and marginal urban sectors.

Profile of normalista teacher

The teacher trainers must be an integral human being, suitable in ethical, moral, sensitive framework, communicator of experiences, and a democratic and supportive professional.

Summary of relevant aspects of the coexistence manual

Fundamental rights

The Educational Community guarantees for all members the Fundamental Rights enshrined in the Political Constitution (articles 11 to 41): To receive a dignified treatment.

Students' rights

As a member of the normal school community, the student has the right to:

- Be treated and listened with respect, understanding, justice and equity without discrimination of race, sex, religion or social position.
- Know the organization and operation of the Evaluation System and the Coexistence Manual of the institution.

- Integrate the band of marches, sports teams, musical groups, etc.
- Be trained and advised on the current pedagogical trends that will allow a good performance in the local and global context.

Rights of educators

According to the Coexistence Manual, the educator has the right to:

- Receive a dignified and respectful treatment from the whole educational community.
- Present proposals for the improvement of processes and institutional quality.
- Receive timely human, spiritual and communication treatment or guidance to ensure your well-being.

Route of institutional integral attention

- To improve school climate
- To reduce risks against
- To exercise of human rights and DHSR
- To Improve Academic – cultural performances
- To readjust the participative coexistence
- To contribute to the building projects of students' life
- To operate the manual of school life

Distribution of the physical plant

The Escuela Normal Superior facilities are there to respond to the requirements of students, teachers and administrative managers, among others. Distributed in 17 buildings There are; a language laboratory, a psychology and orientation room, 3 audio-visual rooms, a cafeteria, a restaurant , a farm, a library, classrooms for high school students, classrooms for primary students, a basketball court, a football field, a volleyball court, two music laboratories, chemistry and physics laboratories, a chapel, a theatre, a computer room, nursing care room called “Bienestar Normalista” and bathrooms for boys and girls all surrounded by green areas and open spaces. Finally, as one of the Normal’s singular signatures the availability of a school bus for the use of the students only.

Institutional organization

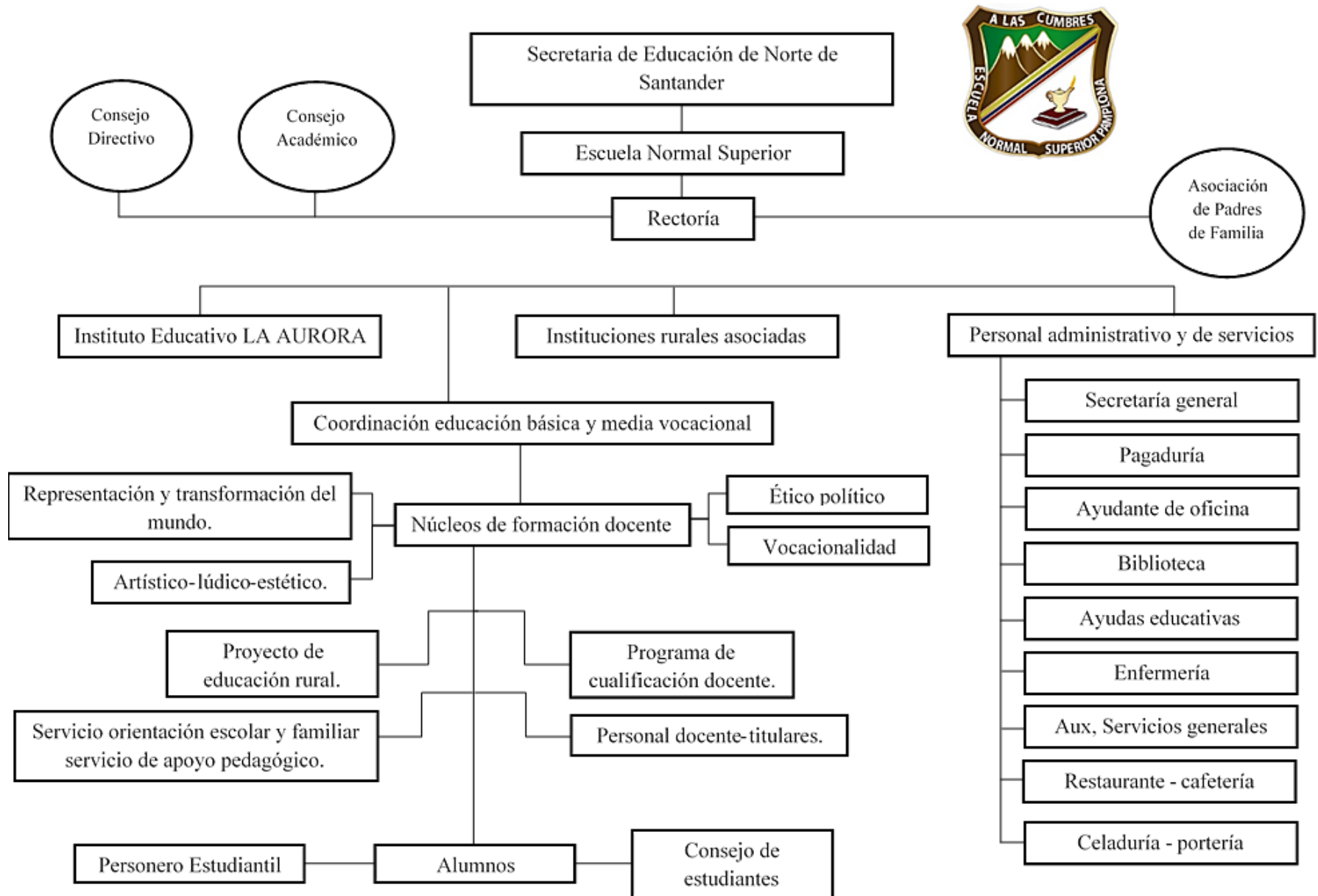


Figure 2. Normal Superior institutional organization

School's academic calendar

According to board of directors, the academic and administrative activities were approved in order to be implemented during the year 2017. It was considered the school's calendar stipulated by the secretary of education through the resolution 444 of the 28th October, 2016.

For the school's academic calendar, three academic periods were established during the current year:

FIRST ACADEMIC PERIOD	From January 23rd to 28th April.
SECOND ACADEMIC PERIOD	From 2 nd May to 18 th August.
THIR ACADEMIC PERIOD	From 22 nd August to 1 st December.

Table 1. Normal Superior school's academic calendar.

Supervisor' schedule

	<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
1 7:00		B			
2 7:50		B			
3 8:40	B				
4 9:30	B		B		
START (10:20)			BREAK		FINISH (10:50)
5 10:50			B		
6 11:40	A	A			B
7 12:30	A	A			B

SEPTIMO
 OCTAVO
 OCTAVO

Table 2. Supervisor' class schedule

CHAPTER I: PEDAGOGICAL COMPONENT

THE USE OF VIDEO RECORDINGS AS A DIDACTIC TOOL TO IMPROVE 8TH GRADE STUDENTS' SPEAKING SKILLS IN THE NORMAL SUPERIOR HIGH SCHOOL: ACTION RESEARCH.

Introduction

Learning and teaching a foreign language has become an essential aspect in the actual world, every day learners, and teachers are facing new strategies, and alternatives to learn and to teach English as a foreign language. Regardless of this new paradigm of the English teaching/learning process, it is still having strong roots within its four principal skills, and among the four skills of learning English, speaking is the most primordial and the hardest one to get learned within a good standard level concerning the CEFR. In conformity with Nunan (2003) two reasons make harder speaking than reading, writing or listening while learning a foreign language. Firstly, while speaking the speaker is waiting for the other speaker response to continue with the speaking nature, what makes it happens in real time. Secondly, when speaking the interlocutor cannot revise or edit his/her utterance or the message is not exactly what she/he wants to communicate, as we can do while writing.

Society reality in which English has become in some cases a professional opportunity, is focused on this speaking skill rather than the other ones. However, it doesn't mean that the English teaching/learning process should be interested in developing just one skill because that will be not its purpose regarding a foreign language in our case English.

Situating ourselves in the current state of proficiency level respecting the English teaching/learning process in Colombian High schools, most of the student do not achieve the required level established by MEN in secondary schools what makes a counter-productive fact. For example, as an important role in EFL learning, students should have a good level while speaking (considering the grade they are in). Nonetheless, there are some students that find hard to express their thoughts, what indicates a low ability in this skill. Hetrakul (1995) claims that one cause of students' feeble speaking improvement is that students only speak English inside the class.

Taking into account the essential part of speaking in the EFL learning process, this project will be focus in overcome the students' speaking ability problems. Through the use of new and interesting strategies which permits the students to overcome those speaking skills problems. For that reasons, one interesting strategies is the use of *video recording* in which it will promote students' motivation, participation, and autonomy because they will be producing the target language. At the same time, learners will apperceive the EFL learning in a favorable and pleasant way that allow them not only to be more interactive in this kind of activities but also to have a high confidence while talking in English.

Justification

Carrying out this project aims to promote the oral production improvement in a challenging and different way, it will allow 8th grade students in the Normal Superior High School to be more motivated while learning EFL, at the same time, they will have the opportunity to discover that learning a Foreign language, and speaking in the target language is not confined solely to their classroom. Conversely, it requires being actively involve with the target language, through the implementation of video recordings tasks students will make use of their creativity in terms that they will be in charge of their own video recordings. This project intends to develop a critical and reflective thinking because through the video recording *“this critiquing value is the one that concerns us in the classroom. We record students; speaking so that we can view and listen together, talk about what can be improved and the ways to improve it”*. (Katchen,1992).

During the one week of observation, the researcher could notice that one particular aspect of English classes was how the supervisor perception influences the way students learn. Most of the classes, the supervisor started with a motivational phrase and for some minutes a debate was carried out in which the supervisor helps students to understand the meaning of the phrase and students try to explain that meaning in English. Although students do not have a good proficiency speaking level, their pronunciation is not poor as it was expected, even though they require a little bit of work to achieve a good speaking skill. Thus, this project expects to improve those speaking skills regarding the grade in which they are.

State of the problem

In spite of the importance of EFL speaking skills, 8th grade students do not participate spontaneously in their day-to-day, they are limited only to greetings the supervisor and pre-service teachers. Due to the beginning of the school year, these weeks are focused on reviewing last year topics, so that it was kind of difficult to measure students speaking abilities. However, they show a great interest in technology devices that would facilitate the video recording project development.

Research Questions

- How can the use of video recording improve students' speaking skills?

Sub-questions.

- What is the effectiveness of using video recording activities in developing EFL speaking skills?
- In which way, the use of video recording reinforces students' own and Anglophone cultural knowledge?

Objectives

General objective

- To improve 8th grade students' speaking skills in the Normal Superior High School through the use of video recording activities.

Specific objectives

- To implement video recording activities as didactic support fostering the students' oral production.
- To articulate video recording activities with student's own culture and Anglophone culture.
- To raise students' creativity and interest in the Target language through video recording tasks.

Theoretical Framework

Due to the fact, this pedagogical component aims to develop students speaking skills, it is mandatory to establish some general terms for a better understanding of the project itself. For this project, we consider the following terms: communicative approach, speaking skill, task-based learning approach, EFL learning, action research and terms related to video recordings.

Communicative approach

This communicative approach can be defined according to Gumperz (1972) described as a discipline that appeared which purpose is to reduce the speaking abilities from other approaches that its domains were in the linguistic code, also he stated that it has the origin in the Ethnography of communication.

It is important to bring up the distinction between competence and performance: “competence is interlocutor’s general knowledge of the rule of grammar in the target language. On the contrary, the facility of using that knowledge of the rule and employing them to the real context use of target language is called performance” (Chomsky,1965).

In the communicative approach the essential aspect as its name states is communication, however, this communication is focused on daily basis context instead of studying the language. Munby (1981) points out “*Here we shall not need to draw a distinction between an idealized knowledge of the language and its actualized use: between “the code”, and “the use of the code” or between “competence” and “performance”.*

Speaking skill

Speaking skill is the process of constricting meaning in which information is produced and processed. In addition, communicative skills are involved with the purpose of chatting and transmitting messages in different and appropriate situations. It means the interaction between participants and carries a message of some sort. (Atma, 2010).

While speaking, speakers send and receive messages through verbal expressions, also gestures and facial expressions are involved in this process as non-verbal symbols. Hedge (2000) states that speaking is "a skill by which they [people] are judged while first impressions are being formed."(p.261). In this condition, speaking becomes an important aspect in EFL learning process, but it needs attention in both first and second language because it reflects people's thoughts and personalities.

Task-based learning (TBL)

In task-based learning, students learn English in a different way, they are placed in real situation context. Doing a specific task requires a real situation in which communication becomes primordial. Likewise, task-based learning has the advantage of getting students to use their skills at their current level. Thus, task-based learning allows students to achieve a goal where language becomes a tool, using the language as a necessity.

In TBL students "should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and experiment with it".

In terms of TBL, there is a cycle that are summarize in following figure:

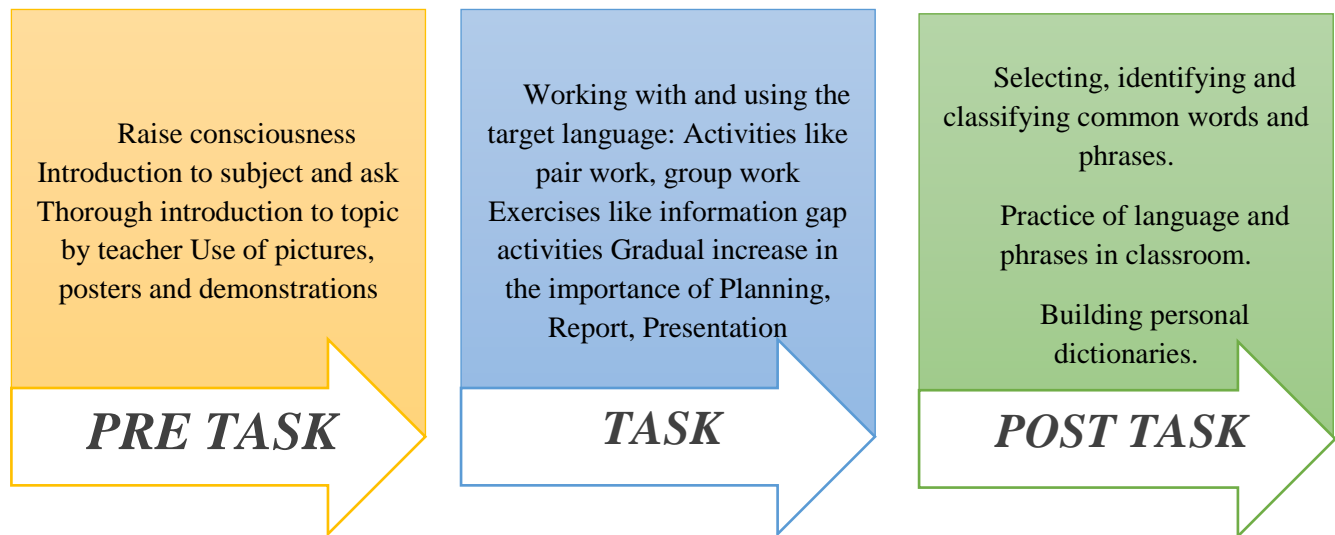


Figure 3. The structural framework of TBL (adapted from pools-m, 2009).

Action research

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- Teachers and principals work best on problems they have identified for themselves.
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
- Teachers and principals help each other by working collaboratively.
- Working with colleagues helps teachers and principals in their professional development.

(Watts, 1985, p. 118)

Considering the action research process, Susman (1983) distinguishes five steps while conducting an action research. Firstly, we as research identify the problem and made a detailed diagnosis in data collection process. Secondly, several possible solutions are postulated, following by an implementation of emerging actions. After, researches analyze and study the consequences of the action implemented. Finally, the results are identified. This process continues until the problem is resolved.

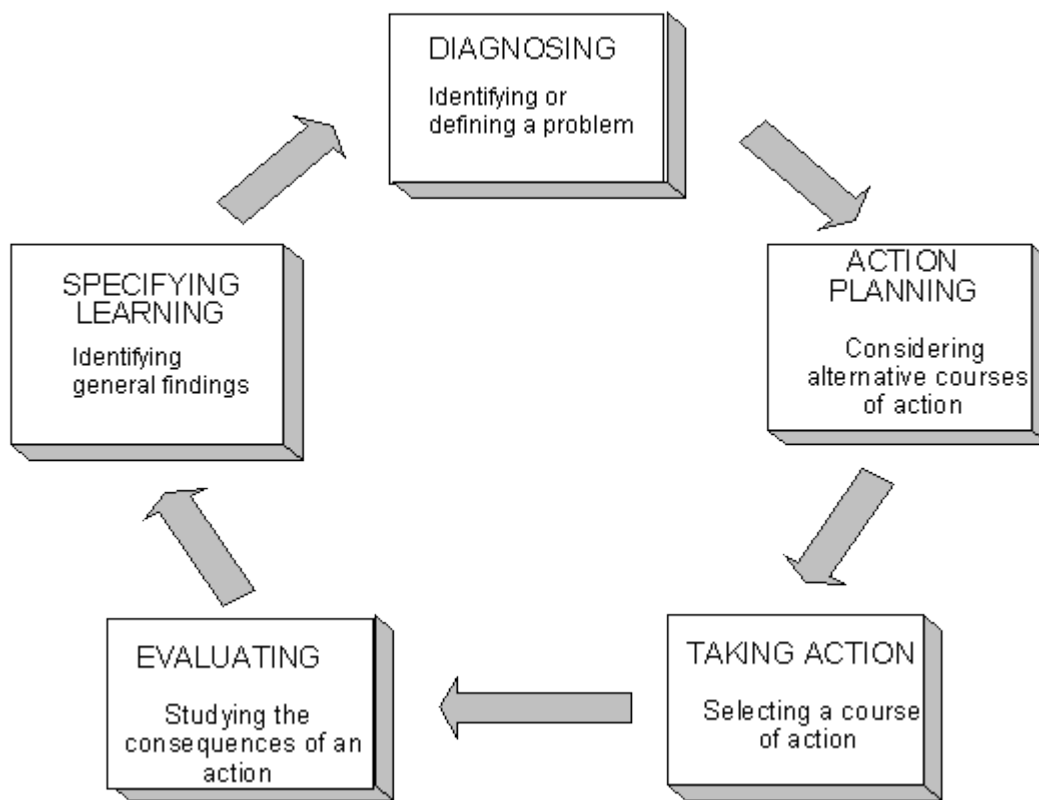


Figure 4. Detailed Action Research Model (adapted from Susman 1983)

Video recording concepts

While referring to the “video recording”, we can define it as the information designed to specify a moving image, using a recording medium (magnetic tape, optical disc, or computer memory).

As an electronic medium for recording **video** is a tool for copying, playback, broadcasting, and display of moving visual media. Video system comes in a diverse variety of formats and resolutions. In addition, video can include radio broadcast, tapes, DVDs, computer files, etc.

Literature Review

The notion of using video recording inside EFL classrooms has been taking great impact in our current society, the study of implementing this kind of strategies as an alternative way to improve somehow students' speaking and listening skills; it results challenging for teachers as well as students due to the fact of commitment students and teachers should acquire. However, this new strategy is practically on the testing stage thanked the constant change of technology devices and techniques. Thus, previous meaningful studies for this PROJECT were split into three categories: The use of video techniques in the classroom, video recordings as a didactic tool, and speaking skills improvements studies.

With regards studies on video techniques in the classroom, several studies have conducting in this field showing the importance of this kind of strategies inside EFL classroom. Sihem (2013) in his study entitle "*Using Video Techniques to Develop Students' Speaking Skill*" mainly concerned with making use of video technique to maximize learners' oral production. This paper aims to highlight the of using this technique inside an EFL environment. Regarding the video technique employment, the author states that the correct use of video techniques help the teachers to benefit more from it whether in improving the students' speaking and listening by putting them in real context or in motivating and engaging them in learning atmosphere. In addition, he claims that video techniques expand the reach of education. They allow students of learning in a profound way than ever before and that is why using video techniques break down the barriers of time. Also, technology does not have to do with video techniques and they are not more than a "fun way" to learn. Today, it is essential to improving student achievement and preparing them as professionals in the global economy and develops students' speaking skill.

In addition, Khan (2015) in his study entitled “*Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners*” mainly stated that audiovisual technologies could be incorporated in the classroom for second language acquisition. In this study, the author obtained a sort of results in which students typically present a lot of interest when watching English language films. He mentions that the teacher’s goal is to create a sort of enthusiasm in order to have a constructive influence on students EFL learning. Furthermore, he concludes that innovate perception of introducing audio-visuals techniques becomes kind of challenging but practical, at the same time EFL students enjoys learning tasks. Finally, teachers should induce cultivate motivation by focusing on teaching-learning objectives, and introduce tasks that go beyond of students’ linguistic ability.

Secondly, several investigations have used the video recordings as didactic tools in order to improve the teaching and learning process. Utami (2016) carried out a study to investigate how the use of video recordings help to improve students’ speaking skill. This particular research was categorized as classroom action research which was implemented in two cycles. The findings showed that there were some actions developed in the teaching-learning process. As procedure for improving students’ speaking skills, he implemented such as video recording project, practicing vocabulary, pronunciation drills, using classroom English, giving handouts, asking the students to bring the dictionary, giving feedback, displaying videos and pictures, outside classroom activity, peer assessment, and giving a reward. Likewise, the teaching technique facilitated the students to have high motivation and confidence in speaking English. It also stimulated them to actively participate in the learning process which improved their vocabulary, grammar, pronunciation, and fluency.

Additionally, Gou (2013) carries out a study entitled “*The Use of Video Recordings as an Effective Tool to Improve Presentation Skills*” examines the effectiveness of video data on graduate students’ presentation performances, and their ability to learn and improve from such data. The authors states that students perceive that audio-visuals tools help to improve their learning. The enjoyment and engaging aspect while using video recording in the experimental groups were well perceived as well as students found easily some aspect to be improve in their next presentation after watching their first video recordings. The findings showed student reflections provided detailed information about students’ learning from their video recordings. While participants in the control group did not have initial access to their video recordings, participants in the experimental group were able to provide detailed descriptions on their presentations after watching their video recordings.

Finally, some other studies have been carrying out in the field of speaking skills improvement that help to understand those improvements because is one of the hardest skill at the moment of learning a foreign language is the speaking one. Wahyuni & Kuswardani (s.d) conducted a study which aimed to encourage Indonesia people to realize that speaking foreign language has become an important skill in workplaces worldwide. The findings showed that target tasks were determined in accordance with the findings of need assessment. The guiding principles in determining the themes and content for tasks included the students’ needs in the real industry later. Thus, tasks focusing on a variety of actual topics which are related to their major.

Methodology

Pedagogical Methodology

For this pedagogical component, it will be necessary to conduct 4 workshops distributed during one workshop per week in the integral practicum. For this workshop, it will be used the task-based methodology that as Scrivener (2015) classifies as authentic in each task-based lesson, and it will be guided by the structure proposed by Willis and Willis (1996).

First, teachers face this “pre-task” stage which its purpose is to introduce and defines the topics, in this stage students integrate themselves in the stage by recalling word and phrases that they will use in the main task or to learn new and essential word, phrases to the task. Secondly, teachers are in what Willis (1996) define as “task cycle”, here students perform the task, students work with and use the target language, in this stage is importantly remember them the role of Planning, Report, Presentation. The final stage is called as “the language focus stage” here teacher should make feedback on the learners’ performance for future tasks.

For complementing this pedagogical methodology, it is important to understand the use video recording techniques in EFL classes because students should know the strategies to record a video. Derry (2007) suggests a several strategies to the students in order to benefit well from recording video as a fieldwork, according to Derry (2007), which strategies are:

- **Conduct fieldwork strategically (planed the fieldwork):** students should have a plan to their fieldwork and this should have relation with what students will do in real-time in order to view the progress of the topic under study.

- **Treat yourself as a recording device:** first, students should record what is happening, as best they can. Second, they should provide a list of the evidence for locating utterance in those recordings.
- **Separate observations from inferences:** those videos students have recorded becomes data that provide information to the whole class (teacher, classmates), but students should distinguish between what they observed and how it unfolded, and why it happened in a particular way or what it means.
- **Build students' analysis:** According to Derry (2007) teachers should remain to students to open to the results that they might not have imagined while planning his work.

Research Methodology

Type of research

Conducting an action research will led teachers to focuses on the issues presented in the classroom. Thus, in this pedagogical component an action research is developed because while doing our integral practicum as pre-service teachers we must seek for solutions to problems in order to overcome them for the common success in the classroom management, use of materials, and students learning. At the same time, an action research will permit to study the classroom phenomena in detail, and understand the reasons behind the issues presented within the EFL classes.

Population

This pedagogical component is developed in the Normal Superior High School in the 8th and 7th grade of secondary school. There are two groups of 8th grade with an amount of 25 students each of them. Concerning to 7th grade the pre-service teacher will work only with a group of 30 students in the classroom. Most of the students are from 13 to 17 years old average. It is expected that the focal group for carrying out the pedagogical group be 8th grade groups respectively.

Instruments

- **Journal:** According to Harmer (2007), journals “are powerful reflective devices which allow us to use introspection to make sense of what is going on around us” that is to say that all teacher’s perceptions, thoughts and ideas are write down in order to reflect about class management.

- **Interviews:** Applying interviews will help the research to obtain good results of what he/she want to find as well as to establish clear responses regarding the topic under study. Through interviews researches would briefly know personal, social, cultural aspects of the participant students.

According to Grawitz (1972), interviews are defined as a conversation between two people with a purpose of transmitting information. However, interviews are seen as a technic for collecting data in a scientific research.

- **Error speech analysis:** it is an alternative to contrastive analysis, an approach influenced by behaviourism through which applied linguists sought to use the formal distinctions between the learners' first and second languages to predict errors. According to linguist Corder¹, the following are the steps in any typical EA research:

collecting samples of learner language, identifying the errors, describing the errors, explaining the errors, evaluating/correcting the errors.

¹ Corder, S. P. (1967). *The significance of learners' errors*. International Review of Applied Linguistics.

Pedagogical methodology chronogram

<i>WEEK</i>	<i>DATE</i>	<i>ACTIVITY DESCRIPTION</i>
1	February 3 rd -6 th	Institutional observation. First contact with the students
2	February 7 th – 17 th	Integral practicum project elaboration
3	February 20 th -24 th	Correction of the practicum project, and project socialisation
4	Feb 27 th – March 3 rd	First week of class
5	March 6 th -10 th	Second week of class.
6	March 13 th – 17 th	Presentation of my integral practicum proposal. Formation of a video recording groups.
7	March 20 th – 24 th	First video recording workshop “environmental issues”
8	March 27 th – 31 st	Fifth week of class Feedback of the video recording task.
9	April 3 rd – 7 th	Sixth week of class.
10	April 17 th – 21 st	Second video recording workshop “T.V. commercial”
11	April 24 th -28 th	Eighth week of class Feedback of the video recording task.
12	May 2 nd – 5 th	Third video recording workshop “Creativity thinking & Free theme”
13	May 8 th – 12 th	Tenth week of class. Feedback of the video recording task.

Table 3. Pedagogical methodology chronogram

Research Methodology chronogram.

<i>WEEK</i>	<i>DATE</i>	<i>ACTIVITY DESCRIPTION</i>
1	Feb 27 th – March 3 rd	Diagnosis test
5	March 27 th – 31 st	1 st interview
	April 8 th – 16 th	Recording of the 1 st video.
7	April 17 th – 21 st	Final test (trimestral evaluation)
8	April 24 th -28 th	Recording of the 2 nd video.
9	May 2 nd – 5 th	2 nd interview
		Recording of the 3 rd video.

Table 4. Research methodology chronogram

Planning principles

In general terms, the process of deciding what to do it how to do is called planning. Referring specifically to educational field, the planning is a tool that allows organizing all the units stipulated in the school curriculum and it has as a purpose obtain goals of the course where the coordinating information and activities are made by the teacher. According to Brown (2007), there are essential elements that should be achieved in a lesson plan; those elements are goal, objectives, materials and equipment, procedures, evaluation and extra- class homework.

The goal indicates an overall contribution that will be accomplished during the execution of the lesson, the objectives are specifics statements of those results that teacher expects to achieve at the end of each class. The materials and equipment are the elements such as posters, videotapes, listening exercises, worksheets, games, needed to successfully develop the lesson plan. When talking about procedures, there are different manners to carry out the class; these are the guidelines arranged to make sure the plan. The evaluation allows checking if the newly acquired knowledge and the objectives were accomplished. Finally, the extra-class work fosters the students' autonomy and the learning beyond the lesson.

Results

Teaching and learning a foreign language has become one of the most challenging processes in our society because it demands to have an excellent knowledge of the four skills (reading, writing, listening, and speaking). These are the essential abilities that allow learners to communicate their thoughts, to understand speakers' message, and more importantly to be capable of knowing those cultural aspects that are intrinsically integrated into the communicative process of the target language. Among the skills, learners should have in order to communicate with an English native speaker, the speaking skill is considered the most difficult ability to be learned in a high language proficiency that makes students be able to communicate a message.

Regarding the purpose of analyzing the information collected through the integral practicum, it has been considered to use an inductive data analysis. According to Hatch (2002:161), an inductive data analysis "consist of organizing the particular pieces of evidence with the purpose of finding relations among them in order to arrive at analytical frameworks and generalization which permit to give a meaning to those phenomena under study". From that perspective, it is important to highlight that throughout this data analysis, the research will obtain a wider view of the aspects to be analyzed. In this case, this process serves to assess the students' oral production during the stages of the integral practicum, more specific while making the video recording task.

The video recording tasks or activities has become an exceptional tool in terms of improving students' skills, but more importantly the speaking ability. However, in a Colombian public-school context some of the teachers do not integrate the technological devices and the TICs with the development of their classes. Somehow, the use of technological devices seems as a distracting response to teacher's methodology. Nevertheless, the teachers do not realize the importance of permitting students to include those gadgets (phones, cameras, mp3 players, etc.)

in their learning process of the target language. In this respect, it has been established three *task-based learning* workshop relating to the video recordings in which students have the opportunity to improve their speaking skill by integrating themes related to T.V. and grammatical, lexical, and cultural topics proposed in the plan of study and presented in their learning process. This component is divided into three essentials aspects: 1) the methodology implemented, 2) the data collection, 3) the execution of the practicum objectives.

The methodology implemented.

In EFL classes, the methodology implemented by teachers has become one fundamental factor to be established before teaching the target language. For that reason, teachers should pay careful attention to the methodology they will implement in their classes because it will determine students' performance and motivation inside the classroom. Likewise, for the methodology implemented was clearly broken down into two methodological perspectives: a) Communicative approach as a methodology in EFL classes and b) Task-based learning while using video recordings.

Communicative approach as a methodology in EFL classes.

The classes carried out during the integral practicum were supervised and guided by the Normal School's supervisor. Every single planning (see Annex 1) was done taking into account the supervisor's recommendations, at the same time, before planning the classes it was necessary to bring up the objectives for each unity in which three points were fundamental for planning the classes. Firstly, the linguistic aspect of the target language served to identify the employment of

those linguistic elements to be taught by the pre-service and to be learnt by students. Secondly, the communicative intention in which its purpose came from the students' ability of transmitting a message related to the topic within the plan of study. Thirdly, the socio-cultural aspect of the target language where teachers' goal was to integrate the students' own culture and the foreign one. Once the pre-service had established the three objectives in each class planning, it was mandatory to connect the activities proposed during one EFL session.

Generally, the approach followed during the integral practicum in most of the classes was the communicative approach owing to the fact that this perspective permitted not only develop the classes' activities with a useful goal which was to transmit whether oral or written an specific information. But also, it allowed students to work in groups or individually somehow served to state an assessment of learners' learning process of the topics and competences previously proposed in the study plan because working on groups students had the opportunity to learnt the themes by exchanging the information and collaborating among each other in the activities development, and working individually students had the opportunity to make progress on their learning difficulties of the target language.

Furthermore, the sequence of the study plan was proposed by the book **WAY TO GO** for 6th, 7th, and 8th learners and teachers of Colombian public schools in which inside the book they make a wide emphasis in the Colombian culture, that permitted the pre-service teacher to articulate both culture established in the socio-cultural objective based on the book's activities. Even though, the institution had a great quantity of the *way to go* books the preservice did not have access to work with them inside the classroom due to an administration issue related to the register of the book per grade. In this respect, the pre-service teacher should create worksheets that allowed students to work on the book's activities.

Additionally, the EFL classes were structured following one opening stage in which the pre-service teacher introduced students a motivational phrase in order to make them reflect about it and have a discussion inside the classroom, as well as the review of the previous topic in which students should complete some example to verify if they understood they last topic the pre-service taught. This final part of the topic was focused on a warm up activity to increase students' motivation and interest in the EFL topic. Once the opening stage has finished, the pre-service teacher continued with the explanation of the topic which is divided into the explanation itself where it was explained all the topics considering the supervisor's recommendations of giving students a great number of examples for a better understanding. The second part was oriented to develop the activities and evaluations in which the pre-service teacher varies the type of activity from listening activities to reading and matching activities.

Similarly, it was necessary to offer students four extracurricular hours in order to reinforce what they have learnt or no inside he EFL sessions. The pre-service teacher established two hours of tutoring with 7th grade on Wednesday from 3 pm to 5 pm, and two hours with 8th grade on Thursday from 3 pm to 5 pm (see Annex 2). During the EFL tutoring, the pre-service teacher gave a deeper explanation to students misunderstood of some topics.

In this manner, the approach implemented during the practicum allowed the pre-service to realize the importance of using the suitable educational perspective because the communicative approach and the activities carried out interceded with students' motivation, performance, and behaviour inside the EFL classes. Firstly, the *students' motivation* was increasing while implementing activities in the group, most of the students liked to work in groups, even though that required a strict control on students' indiscipline because when they worked in groups the

indiscipline was more notorious than working individually. The pre-service realized that students were used to a traditional environment, and even when he tried to give English classes a communicative, and constructivism approach, it seemed that students just wanted to return to the traditional focus. Nevertheless, students became aware of the pre-service teacher's intention of moving away from that educational paradigm, and they became more active and participatory inside the EFL sessions.

Secondly, the previous observations before starting the integral practicum led the pre-service teacher to identify how the students' performance was, he noticed that it was limited in terms of oral or written production activities. Thus, at the beginning of the integral practicum, the pre-service faced the *students' performance* situation in which it was difficult to find a strategy to make students more productive inside the classroom while developing the oral and written production activities. In that case, the pre-service implemented some activities that develop learners' performance, for example, he proposed to students' a production activity that involves written and speaking skills in which students should write and talk about some "traditional games" in Colombia. This activity allowed the pre-service to become aware that students' performance improved during the integral practicum because students were capable of writing and talking about some traditional games. But also, they were able to understand what they were talking about.

Finally, this communicative approach had an impact on *students' behaviour*. At the beginning of the integral practicum, the pre-service teacher did not have an ideal control over students' behaviour, but while he committed to make the classes more productive and dynamics students seems to response positively to the methodology an approach implemented. Students' behaviour

was changing consistently in every single class the pre-service teacher taught implementing different activities, materials, and different manners of explaining the topics.

Task-based learning while using video recordings.

Despite of having a methodology perception in most of the classes under the influence of the communicative approach, while implementing the video recording workshops the pre-service teacher articulated *task-based learning* as main methodology with the communicative one . These workshops (see Annex 3) were directly linked to the objectives and topics proposed to the plan of study. However, it was necessary to bring up what the pre-service teacher proposed at the beginning of the practicum in which it was an ambitious proposal because he did not consider the real situation of the students. For that reason, some modifications were made for a better progress of the pedagogical component.

In the first place, it is necessary to bring up the objectives related to the pedagogical component taking into account the main purpose of this project was to improve 8th grade students' speaking skills through the implementation of video recording tasks as well as to raise students' creativity and interest in the Target Language. In this regard, three workshops were established in which students had the opportunity of integrating those technological devices inside their EFL learning process for a better development and improving of their speaking skills.

In the second place, the workshops' development was done considering the tasked based learning in which broke down into three main aspect to be carried out inside the EFL session. First, the opening of the class where the teacher introduced the topics indirectly allowing

students to identify the workshop's topic. Subsequently, the pre-service teacher subdivided the following the stage of the workshop with regard to the *task-based learning methodology* expounds that for arriving to one specific task, it is mandatory to go through the pre-task phase in which some activities were developed regarding the workshop's topic. Once the preservice teacher concluded the pre-task phase, he moved to the task phase. This particular phase was developed in two parts, the first part focused on a written production where students should write a draft of the script before recording the video, this draft was revised by the teacher in order to make the suitable corrections. The second part focused on an oral production, it means the video recording itself. For this particular section of the task, the pre-service teachers' supervision while students record their video was necessary in order to facilitates a better encouragement of their speaking skills.

For the workshops' planning three main themes emerged that allowed the pre-service to work with the students and to keep working with the English plan of study proposed, these topics were: a) ***Environmental issues*** (Pollution around the world), b) ***Marketing*** (T.V commercial) c) ***Creative Thinking*** (Free theme).

Environmental issues

This workshop was carried out incorporating the Present simple presented in the study plan with the environmental issues as main topic for the video recording task. For the pre-task stage, the pre-service teacher made an observational race in which five stand shows an environmental problematic and in each stand students should develop activity related to the theme exposed. Subsequently, the task stage was divide into two sections, one written section in which students planned and wrote what they were going to do while recording the video as well as the draft of the script, one oral section where students after having the script corrections, they recorded the

video with the pre-service help (see Annex 4). Finally, in the post-task stage the re-service gave students feedback on their performance and some oral mistakes they made while recording the video in order to take them into account for next tasks.

Markenting

This workshop was conducted integrating the present simple and the modal would as topic within the plan of study, and the idea of record a T.V commercial. In the pre-task, the pre-service teacher showed students a series of T.V commercials, he gave a brief explanation in a slight related to marketing, and show students some advertisement in a magazine in order to identify the aspects shown in the slight. Consecutively, in the task stage, students create a filming plan considering those aspects for record a T.V commercial. Then, students wrote the draft of the script for its respective revision. Once students had the script checked and corrected, they record the video with the pre-service teacher help (see Annex 5). Finally, in the post-task, students received form the pre-service teacher the feedback on their oral performance.

Creative thinking

This workshop was implemented with the purpose of developing students' creativity. For that reason, in the pre-task stage the pre-service teacher introduced the topic by playing some games that allowed students to think creatively in which each game gave the students to develop the creativity aspect for recording the video. For the task stage, the pre-service established that the theme for the video was going to be free. Thus, students thought about they would like to record, and to structure the filming plan and after that they started to write the script draft for its revision and respective corrections. Subsequently, students recorded the free theme video with the pre-service teacher's help (see Annex 6). Once students have recorded the video, the pre-service

gave the appropriate feedback and thanking them to be participants in the video recording project.

With regards to the task-based learning implemented in the workshops, it demonstrated that students' participation was continuously active in every single activity within the workshops what somehow was a sign of students' interest in the video recordings project. Equally, it is important to remark that at the beginning it was a difficult process due to the fact that students' performance was limited to solve exercises not to produce a message whether it was oral or written. Thus, the pre-service decided to take an active role in the recording of the videos as guide for students' needs and questions about the technical issues.

Similarly, considering the students' age it was mandatory to ask for a parental permission (see Annex 7) which explained the practicum project proposal as well as the information collected would be treated with the accurate respect for students' comfort while recording the videos. However, during the practicum some parents and learners' guardians were somehow committed to the video recording project asking about its purpose and they showed no objection about their children being recorded, it was essential to clarify them that students themselves would be in charge of their own videos making emphasis that the pre-service teacher would be serve only as a guide, helping students during the video recording process.

Furthermore, the video recording tasks collected were check by the pre-service teacher implemented an error speech analysis sheet (see Annex 8) in order to give students, a feedback about how they should pronounce a specific word, and to make students understand the importance of having a good pronunciation while communicating among each other.

The mentioned aspects permitted to answer to the research question of this component: How can the use of video recording improve students' speaking skills? The video recording tasks implementation had a meaningful impact on students' speaking skill, it was proved that the recording a video was a complex task that required students to integrate not only the speaking skill, but all the EFL abilities during the workshops. At the same time, the workshops included a socio-cultural aspect which permits students to understand how they could learn the Anglophone culture throughout the topics shown in order to record the videos.

Undoubtedly, these video recording task became a didactic support in EFL teaching process as well as a source of students' motivation as stated the participant 1 *"Thanks to this, this video recording thing, we are practicing English, and we are learning there English, and we can be better in the English subject. This motivates us to be better every day"* (Interview 1). While implementing the workshops and the video recording itself, students were motivated in learning English with a different perspective which allowed them to be in contact with some current themes in our societies as well as they could explore their creativity in terms of making a filming plan before recording the videos. Equally, the articulation among each TBL stages allowed to comprehend the importance of finding a link among the activities because through the accurate development of them students arrived to produced orally a quality task.

In conclusion, the video recording tasks permitted to integrate not only the Anglophone cultural knowledge with the workshops, liking those cultural aspects with the grammatical contents such as present simple, the modal would, and the modal can, proposed in the plan of study. But also, the implementation of technological devices inside the EFL teaching and learning process.

Data collection

During the integral practicum proposal elaboration, it was proposed to implement three instruments which allowed the pre-service teacher to gather information, these instruments were: a journal, semi-structured interviews, and the error speech analysis.

Firstly, *the journal* was designed with the purpose of gathering the seventh and eighth grade observation as well as the reflections made by the pre-service teacher as researcher considering the implementation of the video recording tasks. This journal drafting was done weekly when the pre-service teacher carried the EFL classes and the workshops in order to have a wider view of the most important aspect observed.

In the journal, the methodological aspects of the integral practicum were analyzed and a reflection was conducted in contemplation of making the respective changes. Moreover, for a better analyzing of this journal as the instrument were established some parts in which the pre-service teacher could reflect about the planning of the classes, the materials used in which these aspects served to evaluate the pre-service performance, and to overcome the difficulties presented during the practicum. (see Annex 9)

It is important to mention that the elements which emerged while writing the journal varied regarding the development of the classes, and the group because throughout these elements the pre-service teacher realized that the journal helped to highlight those educational perceptions in the practicum starting from the class plannings to the class executions. It was through the analysis of the journal that the pre-service identified how the students learnt the grammatical context and how they used it within the EFL learning process.

Secondly, *the semi-structure interviews*, during the development of the pedagogical component in its research section two semi-structured interviews were stated in order to have the suitable information about the use of video recording task for learning a foreign language. The first semi-structured interview was conducted with the purpose of knowing learners' perception of the video recordings as didactic tool in EFL learning (see Annex 10). The second semi-structured interview was conducted in order to collect the information related to the influence of the video recording task inside the EFL teaching and learning process, as well as the method for knowing the anglophone culture. (see Annex 11)

Thirdly, *the error speech analysis* which became a useful instrument to understand student's mistakes in their spoken language while recording the videos. This instrument has served to comprehend students' progress with regards to the speaking skill starting from the script writing and to the oral production shown in the videos. This error speech process allowed to take into account the importance of articulate the written and oral production while making these kinds of activities in which it was fundamental to consider the learners' proficiency level that in this case was A1. It was necessary to show students the mistakes they had while speaking in order to improve this skill. (see Annex 8)

The execution of the practicum objectives.

As final category of this pedagogical component result, it is important to highlight the execution of this component objective in which it will help open a discussion about the relevance of conducting a video recording project in the Colombian educational institutions as well to emphasize the disadvantages presented while developing the workshops inside the integral practicum.

In the first place, it is necessary to bring up the first objective “*to implement video recording activities as didactic support fostering the students’ oral production*”. This objective were accomplished inasmuch as students’ were working on the video recording workshops because learners’ were able to generate knowledge about the topics presented while carrying out the workshops, as well as the production of written and oral information in the task stage to be shown in the videos, offering the video recordings as a didactic tool which boost the EFL teaching and learning process.

In the second place, the following objective which aimed “*to articulate video recording activities with student’s own culture and Anglophone culture*” was promoted by incorporating some cultural aspect inside the EFL classes, and the video recording workshops which was always presented in such an implicit manner allowing students to identify those socio-cultural elements and to interpreted them in order to be associated to their own culture. Most of those socio-cultural factors were introduced to students thanks to the interaction with the English native assistant of the school who helped the pre-service teacher to articulate the cultural aspect of the Target language within the teaching and learning process.

In the third place, this objective aimed “*to raise students’ creativity and interest in the Target language through video recording tasks*”, and it was developed regarding the students’ motivation inside the EFL sessions due to most of the students were interested in working on the video recordings, somehow when the pre-service teacher presented the topic of the workshops students started to discuss about what they would talk about, the location, and how they would record the video. They asked about some techniques for record a better video. Also, they affirmed that somehow the video recording task helped me them to be more creative while completing a task.

CHAPTER II: RESEARCH COMPONENT

Introduction

In the setting of the PLEX background, pedagogical practices of the pre-services teachers are designed as one of the main focal points of interest and update to study and to document for improving 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 issues than the teaching problems.

It has been considered useful to formulate a project in which the reflective approach is established about the practicum to objectify knowledge, behaviours, and attitudes that lead the educational work; as well as an exteriorization exercise of the pre-service teacher own subjectivity, through the formulation of questions and the research of information, for solving problems to their own self-recognition.

Statement of the problem

The educational institutions assume the core statements of the subjects' constitutions, the institutional life without questioning, they are impressions, stable and unchangeable features that develop some part of the educational culture and identity. When the events are carried out without major disturbance, the teachers risk of establishing themselves in a logical intervention that does not allow 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. Viewed 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 deal with social needs.

With respect to the above, it is required that teachers' training process fosters the per-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 and their future professional performance.

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

Justification

Formulating this project in the foreign Languages students' integral practicum context, it is subscribed in the professional conception of the practicum as the basis to improve the educational processes in the application centers where PRADO² 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 in the knowledge of the concepts, and approaches to attend a problematic situation and to establish 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 the reflective actions. We consider that a reflective approach protects the agents of the traditional context of inertia and the authority that permeates the school.

² PRADO: Práctica Docente

Research 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?

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 analyse their pedagogical performance.

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 analyse 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 analyse his/her beliefs about teaching performance and student's behaviour.

Theoretical framework

Among the points addressed, some concepts and theories are mentioned in this component, such as 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.

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 demand a series of competences, that currently comprise a conceptualisation and a way to operate within the planning and management of human resources orientated to facilitate an articulation among management, work, and education. As such, we find each teacher must meet the discipline competences that allow himself or herself to master a collection of knowledge and skills of the 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 the 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 foresee the teaching practice.

Reflection

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

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 et Molina (2010) reflecting on the experiences which imply “*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*”³

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

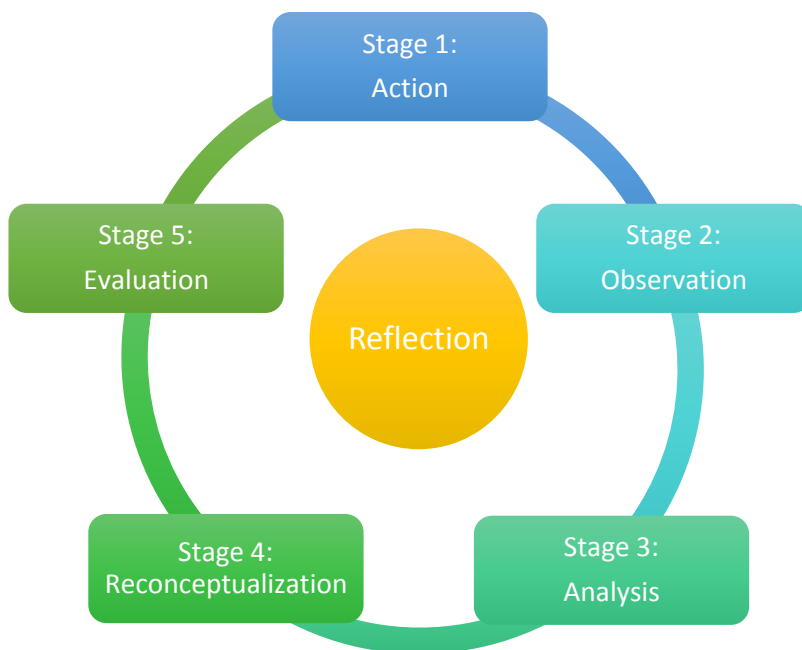


Figure 5. Reflection as a process.

³ Traducción libre a partir del documento: Concept de réflexion: un regard critique. Correa Molina et al (2010)

Reflection as a theme

Grimmet et al (1999) cited by Correa et al (2010) states 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 deliberating among competing for the view of teaching, 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 aspects. Among the mediating elements, which contribute to the process execution, are found action, context, partners and the same reflective person.

Reflective practicum

In order to update and qualify the academic proposals in the university, and guide students to new ways of interacting with the world, it is necessary that teachers question themselves about their own practicum and the repercussion they are generated, and that they are capable of objectifying their behaviours, 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 y EllioT:1986). In this problematic practicum context of the class setting, it demands a treatment oriented to understanding and socially interacting.

The necessity of articulating the changing social reality to our pedagogical day-to-day, as evidence by the existence of numerous attempts to explain school phenomena and by searching the ways to attend those phenomena, to make school work effective.

This study serves participants teacher reflect about their methodological processes in the light of reflection as unique rational and ethic way of intervening (Sacristán 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 with regard to the appropriate selection and use of the didactic strategies to be used.

In the second level, reflection brings those implicit budgets within the specific practices of the classroom. Then, teachers analyse the adapted strategies' consequences of the curriculum. Afterward, 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, it is done the most elaborated reflection, including ethical and normative criteria, directly or indirectly related to the classroom.

Pedagogical practice

It is appropriately considered to appeal to a conceptual operation of the practicum classification in order to assume the proposal of Zeichner who establishes some modalities of practicum:

- **Academical practicum:** It is oriented to prepare teachers for being able to reflect about the courses they teach, in order to transform them in understanding structures for students.
- **Efficiency social practice:** It is about of getting 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 the range of available technics what the more effective is”.
- **Of development:** teaching is based on the interests and student development, at the same time, it considers the development of teacher as teachers and as individuals.

- **Social reconstruction:** Reflecting objective is social, economic, and political context, that promote real democratic relations in the classroom, as well as equal and fair in social field.
- **Generic:** Programs related reflection in a generic way, but without specifying the claims of the programs, neither the curriculum about what it needs to be reflected nor the strategies to foment the reflective learning.
- **Reflecting trigger:** According to Schulman (1987), these triggers are the teacher' cognitive foundations about the classroom life; they are essentials because they constitute the element of the reflective thinking which brings the own thoughts during the process of taking decisions in the classroom.
- **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 the narrative element is another of the elements of the reflective thinking which is included on the current study as

instruments. 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 intersubjective experiences in the practicum.

Methodology

Among the methodological strategies proposed, it is developed an unceasing reflection process that contemplates meetings to improve 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.

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:

Instruments

Reflective workshops

The reflective workshops' purpose is to guide the pre-service teachers' reflection, 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.

Self-observation sheet

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

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.

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.

Research chronogram

		FEBRUARY				MARCH				APRIL				MAY				
		WEEKS				WEEKS				WEEKS				WEEKS				
<i>ACTIVIDADES</i>		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
I	Formulación proyecto	█																
II	Socialización		█															
III	Implementación				█													
IV	Aplicación de instrumentos.					*	*	*	*	*	*	*	*	*	*	*	*	
V	Talleres							█				█					█	

* Reflective journals.

Table 5. Research component chronogram.

Results

Reflecting on our experiences in the integral practicum helped to strengthen and transform our pedagogical process. Due to this reflecting process, as pre-service teacher realized the important to have a critic spirit because that would help us to become more aware not only of the reality most students face while learning a foreign language. But also, the challenges presented in the EFL teaching process and how to find the possible solutions to overcome that difficulty for a better development of the English classes.

In that sense, the instruments implemented for developing this reflective thinking in the pre-service teacher permitted to have a broad perception of the practicum in which the reflection served as the main source of improvement to the educational obstacles in the teaching and learning process. For that reason, three categories emerged as findings: a) *Aspects related to the teaching process*, b) *Characteristics linked to the learning process*, and c) *Reflecting as tool in the pre-service daily job*

Aspects related to the teaching process

In this category, it is necessary to highlight the importance of the reflective journal, the self-observation sheets, and the classes' register which allowed to establish some subcategories for a better reflecting process in the practicum. (see Annex 12)

Regardless of the *methodology* implemented, the pre-service teachers reflected about their experiences weekly. Thus, reflecting on what happened during the week with the integral practicum on Fridays let the pre-service teacher to identify how the fact of reflecting on those aspects that are included on the daily basis as pre-service teacher served to expand our practicum because it allowed him to be more conscious about the problematics presented inside the classroom, such as the effectiveness of the activities, the correct implementation of the

methodology used, and the planning of the class itself. Therefore, the reflection of his own experiences has helped him to understand how that is significant to take those little aspects within the pedagogical process and make the appropriate changes for having an equilibrium among all parts implicated in the pedagogical process.

Moreover, the fact of *planning* the classes and reflecting on those planning became essential because it allowed the pre-service teacher to think about the importance of well articulating the activities within the curriculum of the practicum. At the same time, reflecting on the *evaluation* proposed for checking students process became a fundamental factor while doing the practicum because the pre-service teacher realized that most of the students are interested in having a good grade instead of learning for a purpose that somehow it was troubling and led the pre-service teacher to find an optimal manner of changing the students' idea of an evaluation.

Something that emerged while conducting the practicum was how to teach students that requires a special attention in order to have a *monitoring of the teaching-learning process*. Even though in the Normal Superior School we found a diversity of students, the supervisor inside the English area did not take into account those students with special needs. Thus, it was hard to treat that situation because most of the teachers did not recognize the multiple intelligences theory in which every single student has their own way and procedure to learn a specific topic. Reflecting on the specific aspect was a challenging task because the pre-service teacher did not have experience or the knowledge for monitoring the students' learning process. However, the school psychologists were informed about these special cases and they are working in each of them.

Factors linked to the learning process

In this category, some subcategories emerged the students' motivation, the manner of presenting the topics and activities, and aspects related to the environment inside the classroom.

Those subcategories

One specific part that made reflect about the practicum was *the students' motivation* and how the *topics* and *activities* were presented to them for a better learning of the target language. It was indispensable to keep a channel of communication with the students in order to motivate them in each class. In that sense, the pre-service teacher asked some of the students how they felt during the class if they had learnt the topics for letting them know that learning required the interaction between the teacher and students. Likewise, the fact of reflecting on those aspects permitted to think about the way of giving the topic in which the pre-service teacher considered students' needs and took them into account for further classes, and activities.

Additionally, some factors that appeared concerning the learning process like the *Resources*, *the classroom environment and organization* influenced the way the reflecting process took place on the practicum due to the big impact they have on the pre-service teacher professional work. Considering the resources offered by school, students could not learn the target language in optimal conditions because even when there were some books, students did not have access to them inside the EFL sessions, what made difficult that students learnt as accurately as possible the topics proposed. Moreover, the situation presented caused that the environment and organization of the classroom were not best because not having the EFL books donated by the Ministerio de Education, students did not have the supporting material while they could not understand the pre-services instruction of the activities proposed by the books itself.

Reflecting as tool in the pre-service daily job

Being completely aware of the *impact of reflection* on the own practicum demanded a great responsibility. Starting from the decision of being more active regarding how the reflecting process was carried out in front of different situations. The pre-service teacher assumed that it would be an easy task, but the results were not what he expected. Each day of teaching is totally different from the other, it seemed that students are used to a traditional environment in which the teacher is the center of the classroom. Therefore, the fact of offering them to be more independent while developing an activity would conduct them to the response that they needed to return to that traditional system. That is how reflecting became important because while paying attention and reflecting on different situations during the integral practicum led the pre-service teacher to become aware of the education problems presented in Colombian public Schools, and more importantly to find the possible solution for overcoming those problematic situations in the EFL teaching and learning process.

CHAPTER III: OUTREACH COMPONENT

Introduction

Learning English as a foreign language in Colombia has become a right for the kids in most school in which the Colombian government has established a principal purpose of teaching English to the basic primary in pursuance of giving children the opportunity to participate in cultural exchanges which allow them to have a great personal and social development.

In terms of improving the learning of English as a foreign language, the Ministerio de la Educación Nacional launched a bilingual politic which principal objective is: *“to have capable citizens in English communication, with international standards to be inserted in the universal communication process of the country, in the global economic and cultural opening”*⁴. Thus, MEN has been implementing a great variety of strategies in the different educational levels with a view to accomplish this goal, a clear example of this is the creation of the English quality standards for primary and secondary education, the definition of a solid and coherent evaluation system and the description, and training plans.

These programs have been developing in all the country and it has integrated the work done for educational secretaries, public and private universities, and language centers, however the obtained results until now have not been very encouraging because many of the educational institutions have not yet been impacted by the program itself.

⁴ Portal Colombia Aprende: Programa Nacional de Bilingüismo. Recuperado de <http://www.colombiaaprende.edu.co/html/productos/1685/article-158720.html>

with respect to primary school, National government endeavours for the coverage expansion of the English teaching to children, because many of these educational establishments sometimes do not count with an English teacher who guides a teaching-learning process thereby the evaluation results applied at the national level are not encouraging.

The University of Pamplona in its nature of public institution trainer of trainers and more specific the Foreign Language Department, it has closed to the school's reality in Pamplona regarding to the bilingualism national politics, many of the educational institutions of this city do not count with an English teacher to attend the needs of formation in primary school.

In recognition of this social reality and the generated problematics, the current proposal of social projection aims to attend the needs of English formation, the children community of the primary schools in Pamplona and integrate the training in foreign languages of the Foreign Languages department's students. To the educational truth of this sector for attempting to reduce the gap among public and private school in foreign language field.

The government policies identify the problematic, however, the institutions' emphasis is not filled with the normativity, there is a need effective support, for the concrete case, trainers in the foreign language field, the exams results, tests, and students' results agree with most educated Colombian proposals.

Justification

Foreign language learning and acquisition allows being at vanguard of the own needs that nowadays are required by the world. Therefore, it is required to implement this project as well as working on it since children beginnings of schooling in order to conclude with its basic learning cycle in which it has foundations to continue with such secondary, high-school vocational, and higher education learning process in teaching to achieve that more people be training in this field.

The following Project aims to raise awareness of English teaching in primary schools in Pamplona, contributing to the basic training in foreign language which is required and essential in these levels. For that reason, it is carried out as part of the integral practicum of foreign language students in its outreach component, this component is conducted by the tenth-semester students, as a way of contributing to the English teaching empowerment in primary school.

The project development promotes a higher degree and mutual way to both educational institutions and the children community in Pamplona, as well as the Foreign Language Department and students who carry out the integral practicum. These benefits turn out to be the possibility that children have in primary schools the appropriate contact with the foreign language and at the same time with training process of the students who are finishing their studies in order to understand the needs and educational realities of the institutional environment, so that they will be able of co-help, intervening in the process, to impact the improvement of such needs.

Objectives

General objective

- To attend English training needs of the children community of primary schools in Pamplona.
- To integrate the Foreign language training of the Foreign Language Department to the educational reality of the primary schools in Pamplona.

Specific objectives

- To familiarize the children of primary school of Pamplona with English fundamental knowledge.
- To involve Foreign Language Department students in the English teaching process in primary schools of Pamplona.
- To articulate the Foreign Language Department students training with the programs of social projection that offers the social interaction office of the University of Pamplona.

Outreach component subproject

It is known that English is universal language which allows people to be more competent in this changing world. That is why nowadays English learning process has become not only a requirement to be accomplished, but in a basic need that I lately years our country has attempted to hardly work on it.

As pre-service teachers, one of our duties is helping to overcome the lack of basic concepts related to English teaching in primary school. It is mandatory to introduce a new educational paradigm concerning to English learning process of most of Colombian students and especially in primary school because one thing is what we can found in some MEN's resolution that states, a child in his/her fifth grade of primary school should have A1 level according to the Common European Framework of Reference for Languages (CEFR), but this is not totally true due to the lack of English teacher in school. On the contrary, the reality is crueller than those resolutions, for example, in each primary classroom is expected to find no more than 40 students and only one teacher who is charged with teaching all the subjects, that teacher does not have any formation or knowledge of teaching English as a foreign language.

The current project entitled “***CHILDREN'S LITERATURE AS PEDAGOGICAL TOOLS TO IMPROVE ENGLISH PRONUNCIATION OF PRIMARY SCHOOL STUDENTS***” included on this outreach component has been previously developed with my peers *Nancy Liliana Páez* and *Nelson Daniel Gamarra* who were the first developing this kind of project in the university. One of the reason for conducting this project has a lot of strategies a primary teacher can uses when implementing child literature for teaching English in their classes as Nancy and Daniel showed whit the results in the implementation of this project in their social service work in 9th semester.

This project is developed in “Escuela Nueva Rural ISER” rural headquarter and with fifth and fourth grade of the Normal Superior High School. It is important to highlight that in “Escuela Nueva Rural ISER” has its name indicates teachers work with the pedagogical model founded in Colombia by Vicky Colbert, Beryl Levinger and Óscar Mogollón in which one or two teachers are in simultaneously charge of all the primary school grades in a classroom. My role in this outreach component is to bring an academic support to the school community through teaching English as a foreign language considering the institutional curriculum for a better development of the English teaching/learning process.

The following project is conducted in 10 weeks within pedagogical practicum starting the 27th of February until the 12th of May of the current year, with a length of 40 hours (4 per week). The benefit of this outreach component will be reflected not only in the students but also in the primary school teachers, in which children’s literature will serve as pedagogical tool for the English teaching process

General objective

- To implement children literature as pedagogical tool for improving the English pronunciation of primary school students.

Specific objective

- To foment the use children literature in primary school classrooms.
- To use basic vocabulary presented in literary resources (short stories, songs, etc.)
- To provide academic support to primary schools’ teachers.
- To promote recreational activities for the literary resources development.

Outreach component schedule

	<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
1 7:15					ESCUELA RURAL
2 8:05					
BREAK (20MIN)					
3 9:25					
4 10:15					
BREAK (15MIN)					
5 11:45-					

QUINTO
 CUARTO
 ISER

Table 6. Primary & Rural School schedule

Activities chronogram

<i>DATE</i>	<i>GRADE</i>	<i>TOPIC</i>	<i>INTERVENTION HOURS</i>	<i>SOURCES</i>
March 2 ND	E 4 5	<i>Spelling</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song.
March 9 TH	E 4 5	<i>Introducing myself</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song
March 16 TH	E 4 5	<i>Days of the week and Months of the year</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song
March 23 RD	E 4 5	<i>Numbers (1-20)</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song
March 30 TH	E 4 5	<i>Parts of the body</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song
April 6 TH	E 4 5	<i>Family</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song
HOLY WEEK BREAK (April 8th – 16th)				
April 20 TH	E 4 5	<i>Animals</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song

April 27 TH	E	4	5	<i>EXAM</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song
FIRST ACADEMIC PERIOD ENDING (april 28th)						
May 4 TH	E	4	5	<i>Working with songs or poems, videos</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song
May 11 TH	E	4	5	<i>Working with songs or poems, videos</i>	2 HOURS PER EACH GRADE	Board, markets, laptop, speakers, literary source / song

Table 7. Outreach component's activities chronogram.

Methodology

Concerning the methodological process for this outreach component project, we should consider that a literary text has multiple interpretations in which different opinions will appear among the use of children's literature in each class. Basically, through children's literature *interaction* will become one key aspect of the English teaching process because by interacting, by communication, the language is learned as states the communicative approach. Using literary texts in children will facilitate their role as students becoming more active, autonomous and central to the learning process.

While teaching English through literature three main reasons⁵ have been consistently advanced, which are particularly embrace the learning objectives for each student:

1. **The cultural model:** in this model teacher focuses on the value of literature in a culture.
2. **The language model:** Through this model teachers purpose is to give students knowledge within a suitable and creative way of using the language.
3. **The personal growth model:** The goal in this model is to encourage students to be engaged with the reading of literary texts.

Similarly, for a better development of this project we will consider some type of activities for teaching English through children' literature, such as

- Pre-reading activities.
- While-reading activities.
- Post-reading activities.

⁵ <http://www.ijiet.org/papers/479-H10011.pdf>.

Results

This third component was mainly focused on the development of the outreach work in the Normal Superior School with primary school students, and how the pre-service teacher labour helped 1st, 2nd, 3rd, 4th, and 5th grade to be more close to speak basic commands in English. Due to the work of working with **Escuela Nueva**, 4th and 5th grade (see Annex 13), There were some difficulties faced that dragged out my outreach component at the beginning. In that sense, it is important to highlight three main categories emerged during the practicum: a) the pre-service teacher outreach labour. b) the outreach objectives accomplishment, and c) the advantages and disadvantages presented.

The pre-service teacher outreach labour

Talking about the pre-service teacher outreach labour required to refer how the outreach proposal was carried out. Starting from the work develop with Escuela Nueva in which they were only 18 students, the progress of this outreach component was done effectively because working with 18 students allowed the pre-service teacher to implement storytelling videos as didactic support for teaching English through **CHILDREN'S LITERATURE**. In Each class, he tried to bring them a video or a story relating to the topic, and I encourage them to be more active in class.

On the other hand, The Educative authorities form Normal Superior School asked about developing a sketch (see Annex 14) in Escuela Nueva for being presented in their annual “*Festival the Role-plays*”. Thus, it was a great idea to work with that specific aspect because they would contribute the promotion of the outreach proposal. Regarding to the sketch rehearsal, the pre-service could not implemented the sketch due to some events proposed by School. However,

the sketch has been already selected for future rehearsals. Likewise, Escuela Nueva work has been focused on the pronunciation because before working with the role-play, learners should have a good pronunciation in order to talk in this case, in the role-play sketch. Thus, Escuela Nueva's students seemed to be interested in working in that kind of activities that are a challenge for them.

the advantages and disadvantages presented

Regarding the disadvantages presented during the outreach component development, it is indispensable to talk about the number of hours the pre-service teacher did in this component when he had to work only 4 hours weekly, he worked 6 hours with primary School; when the pre-service teacher arrived to Normal Superior School, the Educative authorities told him that it was mandatory to work on the EFL teaching with Escuela Nueva (two hours per week) in which he would work in one headquarter of the institution. Moreover, the supervisor assigned him to work with 4th and 5th two hours in each group what turned out to be an extra work because the number of students in each classroom forty for 5th grade and thirty for 4th became an obstacle regarding the methodology implemented, the development of the activities, and the classroom atmosphere.

On the other hand, one of the advantages presented during the outreach component development was to promote English in primary school because the primary school students were really motivated considering the fact that they had a teacher in English, and they paid attention to all the classes. Even though, controlling the students was a challenge for the pre-service teacher, he found a good experience due to the fact that in most the classes the response that received the teacher from his students was always an active participation in the EFL

sessions. At the same time, the teacher could perceive that students in primary school were susceptible to enjoy the EFL teaching and learning process. This was confirmed while implementing the evaluation in which most of the students had good grades demonstrating that they learnt the topic proposed in the plan of study because they were interested in using what they learned in a real context.

Finally, something that will be important to highlight is that in primary schools do not exist a curriculum in which the topics for teaching the target languages is proposed, it means that working with primary school requires that pre-service teacher create and plan a curriculum of the topics they will teach in their integral practicum which somehow is not the optimal procedure to follow because the pre-services teachers will difficult to choose what topics they want to teach and more importantly if the topic choose are the accurate for students to learnt the target language.

the outreach objectives accomplishment

Conducting the outreach component with primary school has permitted the pre-service to accomplish some objectives established.

- For first objective to be accomplished, it was required the commitment of the pre-service teacher in which the used of basic vocabulary presented in literary resources (short stories, songs, etc.) became a useful methodology for teaching them the topics already exposed in the syllabus related to the target the language.

- The second objective to be achieved was *to promote recreational activities for the literary resources development*. Through the work with Escuela Nueva the pre-service teacher implemented and promoted different activities which are inside of the development of literary resources, in which allowed him to have a better idea of the help of those materials and the usefulness of those resources in terms of the EFL teaching and learning process.

- The third objective to be reached was related *to fomenting the use of children literature in primary school classrooms*. In this sense, this promotion of children literature was done implicitly due to the lack of children books in the institution. The pre-service teacher realized that Escuela Nueva students are excited about the literature. Thus, through this project, he pointed out that teachers of primary school need to foment in their students the literature as a tool for acquiring and learning new knowledge especially while talking about the learning of a new foreign language.

CHAPTER IV: ADMINISTRATIVE COMPONENT

Introduction

The pedagogical practicum requires that pre-services get involve with all the academic and cultural activities of the institution because the idea of being teachers is to understand and being responsible for their role with the institutional community in order to continue with those scenarios that integrate the whole community

As a pre-service teacher in the Normal Superior High School beyond my pedagogical role is my duty to attend to all the academic and cultural activities approved by the administrative council. Thus, as a pre-service teacher will understand the general behaviour of the institution.

Justification

As the pedagogical practicum involves an integral perception of the future teachers, it is essential as a pre-service teacher to participate in the activities proposed by Normal Superior High School, in which those activities give a sense membership to the institutional community as well as they grant a space beyond the teaching/learning process. Thus, pre-service teachers are able to comprehend that institutions are not only classrooms but also centers of cultural and integral provisions to students.

The introduction to all the institution activities will give pre-service teachers a way to fortify their own beliefs concerning the professional practicum. It will give them not only some new perceptions related to their day-to-day teaching practice but also will serve to identify how their students are learning so that, teachers will implement those aspects observed in the extracurricular activities in a new methodological strategy in their classes. Likewise, pre-service teachers will understand how institutions works and more importantly they will give the experience for face the new challenges in the teaching and learning process.

Objectives

General objectives

- To be part of the academic and cultural events performed inside the Normal Superior High School.

Specific objectives

- To participate actively in the events established by the school.
- To be useful as a pre-service teacher with the preparation of the different events.

Methodology

The academic and cultural activities were approved to be implemented during the year 2017. They were stipulated in the school's calendar by the administrative council through the decree 1075 of 2015.

Activities Chronogram

For the school's academic and cultural activities, they were divided within the month of the current year:

FEBRUARY

<i>DATE</i>	<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
24 TH - 28 TH	Revisión del planeamiento curricular	COORDINADOR
28 TH	Izada de bandera: (gobierno escolar)	NUCLEO 3

MARCH

<i>DATE</i>	<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
1 ST	Eucaristía	TITULAR Y ESTUDIANTE DE SEGUNDO Y TERCERO
7 TH - 17 TH	Proceso de elección del gobierno escolar	NUCLEO 3
8 TH	Conmemoración día de la mujer	CUERPO DIRECTIVO Y DOCENTE
	Jornada pedagógica	Rector y Coordinador
19 TH	Día de San José	CUERPO DIRECTIVO Y DOCENTE.
22 ND	Día del agua	NUCLEO 1
	Jornada pedagógica	Rector y Coordinador
28 TH	Consejo directivo	RECTOR
29 TH	Consejo académico	RECTOR

APRIL

<i>DATE</i>	<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
7 TH	Eucaristía	TITULARES Y ESTUDIANTES DE SEDES
8 TH – 16 TH	Receso estudiantil semana santa	SED
10 TH - 17 TH	Tercera semana de desarrollo institucional	SED Y RECTOR
	Jornada ambiental de servicio social Grados decimos y once	RESPONSABLE SERVICIO SOCIAL
19 TH	Día de la E excelencia académica	RECTOR - COORDINACIÓN
25 TH	Consejo Académico	RECTOR
26 TH	Jornada pedagógica	Rector y Coordinador
	Consejo directivo	RECTOR
	Jornada equipos de apoyo a la gestión- semana cultural	RECTOR, COORDINACIÓN Y DOCENTES
18 TH	Reunión consejo estudiantil	PERSONERO
22 ND	Día de la tierra	NUCLEO 1
25 TH	Día del idioma	DOCENTES LENGUA CASTELLANA
28 TH	Día del niño.	AULA DE APOYO Y PFC
	Terminación del primer periodo académico	RECTOR - DOCENTES

MAY

<i>DATE</i>	<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
1 ST	Día del trabajo	
2 ND	Inicio segundo periodo académico	RECTOR Y DOCENTE
2 ND – 5 TH	Semana cultural Efemérides Fundación de la Escuela Normal Superior	RECTOR Y NÚCLEOS DE FORMACIÓN
2 ND – 5 TH	La ciencia a la carrera	NUCLEO 1
	Festival de rondas (mañana)	PFC
	Desfile de faroles (noche)	NUCLEO 4

	Concierto normalista	
	Inauguración juego inter-clases	NUCLEO 2 EDUFISICA
	Convivencia con estudiantes por grupos	NUCLEO 3
5 TH	Eucaristía normalista	DIRECTIVOS DOCENTES
	Izada de bandera desempeño académico	NUCLEO 3
	Festival de bandas	SATURIO DELGADO
8 TH – 11 TH	Comisiones de evaluación	COORDINACION
12 TH	Día del educador	
17 TH	Día mundial del reciclaje	NUCLEO 1
17 TH – 18 TH	Entrega de informes académicos primer periodo	EQUIPO DOCENTE
31 ST	Jornada pedagógica	Rector y Coordinador

JUNE

<i>DATE</i>	<i>ACTIVITIES</i>	<i>RESPONSIBLE</i>
2 ND	Eucaristía normalista	Cuarto y quinto
5 TH	Día del medio ambiente Cine foro ambiental	Núcleo 1
15 TH	Ceremonia de graduación PFC	RECTOR - COORDINACION PFC
16 TH	Convivencia para docentes	Núcleo 3
17 TH – 9 TH JULY	Receso estudiantes y docente	SED

Table 8. Normal Superior' activities chronogram

Results

Being part of a scholar community is one of the principal characteristics of teachers, and that is what the fourth component is mainly focused on. The experience as a pre-service teacher at Normal Superior School in which the pre-service teacher became part of the scholar community in which one of his duties was to participate in every extracurricular activity. Due to these extracurricular activities, as pre-service teacher realized the important of belonging to a scholar community and how to become an agent of integrity and cultural awareness at the school. For this component two categories emerged: a) The scholar community involvement, and b) the execution of the administrative component objectives.

The scholar community involvement

Working in this School allowed the pre-service teacher to understand how the structure of a school was talking about the activities that help to construct the scholar community as a whole. It was a great pleasure for him to become part of the School. The pre-service teacher learned that working with other people requires some specific aids and in this School, the activities implemented during the practicum helped to reunite students with teachers.

The first activity to be faced was a **flag-raising** in which students and teachers offered to the whole community how the Institutional organization took place on their daily basis. In this Flag-raising, students from eleventh grade represented one person that takes part of the institutional organization. Through this activity, the pre-service teacher had the opportunity of knowing more about the School and those authorities that guide all the decision for students.

The following weeks, he participated in the women's day and men's day. For most of public School, it is important to have space for remember that things that made them humans. Thus, the pre-service teacher had the opportunity to share with his supervisor woman's day, in which they had a little reunion organized by male students in which it was given to all female students and of course the supervisor some presents celebrating woman's day. Through these kinds of celebration, the pre-service teacher realized that a big part of these scenarios in which teachers and students construct the scholar community meaning are developed with the purpose of integrating more students and teachers because they are all human and they share their lives during 45 weeks per year.

For men's day, female teachers reunited themselves for organizing a celebration. The pre-service teacher's supervisor, invited him to celebrate with my 8th grade students. Moreover, it is indispensable to highlight that being part of the school celebrations became a great experience in which teachers had the opportunity to know deeper their students thanks to these celebrations, teachers knows more about their students' life.

Finally, the teacher had the opportunity to know the School history because during his practicum due to the cultural week (see Annex 15) in which the scholar community celebrated the school anniversary. That week permitted to reinforce the scholar community identity as well as offered to new generations to know the beginning of the school. During that week the preservice teacher could appreciate the nursery rhymes festival in which students presented different methods of learning through a nursery rhyme. An essential aspect to remember of this administrative component was that the pre-service teacher helped to construct the English Day Festival in which each grade of the school would be charge of a country to be exposed in some stands around the school where the scholar community would know the relevant aspects of each

country. For that festival, the pre-service teacher made a grid for a better developing of the country information to be presented on each stand (see Annex 16).

The execution of the administrative component objectives.

Taking into account the duties as pre-service teacher with the scholar community, the preservice teacher accomplished the specific objective related to this component.

- As first specific objective which aimed *to participate actively in the events established by the school*. He participated actively in all the events especially with the Catholic events, due to the fact that the basis of this School was fomented in the Catholic perspective their perception of the Catholic spirit is strong. Thus, as a pre-service teacher needed to cultivate that religion aspect in students' life. Even though, the perceptions of life and beliefs were contradictory to The School's perspective.

- As a second specific objective accomplish aimed *to be useful as pre-service teacher with the preparation of the different events*. As a pre-service teacher, He helped with most of the events of the School. At the same time, the pre-service teacher attended to different extracurricular space in the School. For instance, He had the radio in English in which with the help of the native assistant talked to the scholar community about some interesting topics as well as introduced some games for inactivating students participation with these kinds of activities. Also, in Escuela Nueva, he helped teachers with the organization of the International Day of the Mother Tongue.

DISCUSSIONS

This project was carried out with the purpose of improving students' speaking skill through the implementation of the video recording tasks. For that reason, it is important to discuss the place of the technological device inside the EFL class in most of the Colombian public schools because is clearly that the perception what the gadgets are receiving is being misunderstood by teachers that observe them as a distracting tool. However, it seems that students are always using those technological devices for a different purpose not for distracting themselves in the classes. Thus, teacher needs to know how to take advantage of them for a better developing of the EFL teaching and learning process.

According to the findings obtained, it is perceived that students' motivation improved while implemented the workshops related to the video recording ask due to the fact that students moved away from a traditional setting in which they are only received information related to the Target language from the teacher. By contrast, while conducting the video recording tasks students were in charge of their own learning process by investigating, and producing whether in oral or written way the information to be shown in the videos, making them more independent.

It was indispensable to articulate those grammatical content presented in the plan of study with the development of the video recording workshops because for the pre-service teacher conducting the workshops did not mean that he would break the students' learning process. In this respect, it was relevant to find the manner of improving students' creativity throughout the activities proposed in order to construct a good filming plan, and for recording the videos.

In conclusion, it is indispensable to promote the implementation of the technological device inside the classroom because it has been proved with the development of this project that students become more active and autonomous regarding their learning process of the target language.

CONCLUSIONS

The video recording task became a didactic support for the teaching and learning process of the Target language because it allowed not only the pre-service teacher to identify how the students' learnt and specific grammatical content taking into account the different learning styles. But also, to become aware that students are in traditional context in which their production performance is limited. Thus, moving away from that traditional paradigm throughout the implementation of the challenging alternatives such as the video recording task proved that somehow teachers need to investigate more about the use of the technological devices inside their classroom as well as to promote the correct use of the gadgets for an educative purpose.

Additionally, the professional practice served to introduce the pre-service teacher to his professional and future activity in the school. This practicum has served to improve some of the knowledge acquired through the semester especially in the specialization courses taken from the 6th to 9th semester. Also, it permitted to know more about how the scholar community is constructed in which as a future teacher, he need to be a model for his students because they will be facing several situations where he needs to be an agent of justice as well as guide for the students' learning process of the Target language.

REFERENCES

Bibliography

Atma, Samiya. (2010). *Raising Learners' level of English Fluency through Fluency through Classroom Participation*. Constantine, Unpublished Diddertation.

Domingo, Angels. *Niveles de reflexividad sobre la práctica docente*. Niveles, Activadores y Pautas

Elliot, Jhon. *La investigación-acción en educación*. Ediciones Morata.

Gerald I. Susman,(1983). *Action Research: A Sociotechnical Systems Perspective*. G. Morgan. London: Sage Publications.

Guo, R X. (2013). *The Use of Video Recordings as an Effective Tool to Improve Presentation Skills*. Polyglosia, 24, 62-100.

Harmer J. (2002). *The Practice of English Language Teaching Pearson Education limited, Fourth Edition*, (411, 414)

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Medina, Jarauta, Imbernon. (2010) *La enseñanza reflexiva en la Educación Superior*. Editorial Octaedro.

Ministerio de Educación Nacional (2006). Serie Guías 22. *Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: ¡el reto! Lo que necesitamos saber y saber hacer*.

- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press
- . Muzás, María Dolores; Blanchard Giménez, Mercedes. *Propuestas metodológicas para profesores reflexivos*. Narcea, S.A. de Ediciones
- Nunan, D. (2004). *Task- Based Language Teaching*. Cambridge: Cambridge University Press.
- Proyecto Educativo Institucional, Instituto Educativo Normal Superior. (2016). Consejo administrativo.
- Sacristán, Gimeno J. (1998). *El curriculum. Una reflexión sobre la práctica*. Madrid. Editorial Morata.
- Salabery, M.R (2001). *The Use of Technology for Second Language learning and teaching: A retrospective*. The Modern Language Journal, 85, 39-56.
- Scrivener, J. (2005). *Learning Teaching*. Macmillan. Anchor Point: bottom
- Singleton, D & Ryan, L (2004) *Language acquisition: The age factor* (2a Edición) Clevedon, Reino Unido: Multilingual Matters
- Sihem (2013). *Using Video Techniques to Develop Students' Speaking Skill*. University of Biskra.
- Van Manen, M. (1977) *Linking ways of knowing with ways of being practical*. Curriculum Inquiry, vol.6, n.3.
- Watts, H. (1985). *When teachers are researchers, teaching improves*. Journal of Staff Development, 6 (2), 118-127.
- Willis, J. & Willis, D. (1996). *Challenge and Change in Language Teaching*. Macmillan (now out of print).

Webography

Altablero (2005). Bilingüismo. *Altablero* (37). Retrieved from:

<http://www.mineducacion.gov.co/1621/propertyvalue-32266.html>

Colombia Aprende (2017). *Inglés como lengua extranjera: estrategia para la competitividad*.

Retrieved from: <http://www.colombiaaprende.edu.co/html/productos/1685/w3-article-312132.html>

Gutierrez (2005). Developing Oral Skills through Communicative and Interactive Tasks. Profile, N° 6. Retrieved from:

http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902005000100008

Katchen (1991). Using the Video Camera to Improve Speaking and Performance Skills. Crane Publishing Co. Retrieved from:

<http://mx.nthu.edu.tw/~Katchen/professional/Using%20the%20video%20camera.htm>

Pools-m (15th, February, 2017) Language Teaching Methods. Retrieved from:

<https://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>.

The University of Queensland (2016). *Pedagogical Benefits*. Retrieved from:

<http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html>

Tim Bowen (2016). *Teaching approaches: task-based learning*. Retrieved from:

<http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-task-based-learning/146502.article>

Science Encyclopaedia (2013). Video Recording - Basic Principles of Video Recording,

Recording Techniques. Retrieved from: [http://science.jrank.org/pages/7182/Video-](http://science.jrank.org/pages/7182/Video-Recording.html)

[Recording.html](http://science.jrank.org/pages/7182/Video-Recording.html)

ANNEXES

Annex 1: EFL planning of the classes, and photos.

GROUP: EIGHT GRADE A-B	LEVEL: A1	CLASS N: 2 DATE: March 6 th 2017
TEACHERS: Jam Carlos Rodríguez	SUPERVISOR: ROSALBA ESPINOSA URBINA	FINAL GRADE:
TOPICS: ENVIRONMENTAL CONCERNS		COMPETENCES: Communicative, Linguistic, Socio-Cultural
<p style="text-align: center;">STUDENTS' RIGHTS:</p> <ul style="list-style-type: none"> ▪ Request and provide information about experiences and plans in a clear and brief manner. ▪ Explains in written form different familiar situations and facts in a coherent and simple manner. ▪ Recognizes specific information in short oral and written texts on topics of general interest. ▪ Exchanges information about academic and general interest topics, through simple conversations, dialogues and role-plays. ▪ Makes recommendations to people in his/her community about what to do, when and how. ▪ Makes brief presentations on academic topics related to his/her school environment or community. ▪ Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner. ▪ Briefly narrates facts, daily situations or personal experiences orally and in written form. 		
BASIC STANDARD OF COMPETENCE: The students will be able to use would like/ would not like expressions for express what they want by doing a roleplay.	COMMUNICATIVE OBJECTIVE: The students will be able to describe human actions that affects environment by video recording themselves.	SOCIO-CULTURAL OBJECTIVE: The student will be able to know what the worldwide environmental concerns by listening to an audio.

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	<ul style="list-style-type: none"> ▪ The teacher will start the class by praying a pray (Appendix 1), and he will show a motivational phrase (Appendix 2). Then, the teacher and students will reflect about the sentence's. 	10 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
Warm-up	<ul style="list-style-type: none"> ▪ The teacher will start the class by greeting students and he will proceed by explaining the warm up activity an “observation race” This activity consists on taking notes of some important worldwide environmental concerns (Appendix 3) that will be in some stands around the classroom. What students should do is go in group of five, and write the information in each stand in order to answer some questions (Appendix 4) 	15 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.

Explanation of the topic	<ul style="list-style-type: none"> For the explanation of the topic, the teacher will write “environmental concerns and he will divide the board in three section (Appendix 5). The first section will serve to explain the affirmative form of <i>would like</i>, the second one to explain the negative form, and the third one for the interrogative form. At the same time, the teacher will explain the function of using would like in English. Once the teacher has explained the topic he will write on the board some examples (Appendix 6) to students to have a better understanding of the topic. 	15 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.
	<ul style="list-style-type: none"> After that, students will receive from the teacher a worksheet (Appendix 7) in which they will find a list of exercise to reinforce what they have learned in the explanation. What students should do is complete the worksheet taking into account the use of would like in its three forms. And telling what its function is. Once students have finished the answer will be shared orally, if necessary the teacher will give a feedback to reinforce students' knowledge about the topic. 	10 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.
	<ul style="list-style-type: none"> For the following activity, some images and expressions related to environmental problems (appendix 8) will be posted on the board. What students should do is match the expressions with the corresponding image. 	10 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.

<p>Activities</p>	<ul style="list-style-type: none"> For this activity students will open the student book in page eleven, the third exercise; and taking into account the expressions learned in the previous activity, students will read a text, and hear an audio (Appendix 9) about some Colombian teenagers getting involved in their communities. What students should do is read the text and to complete the blank with the information heard. Once, they have finished, teacher will share the answer orally. 	<p>10 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.
<p>Production Activity</p>	<ul style="list-style-type: none"> For the production activity, students will work in groups in four, and they will perform a role play concerning some real situations (Appendix 10) that teachers will have in a bag. What students should do is pick up a situation from inside the bag a follow the instruction, and pass in front of the class to perform the role play. If necessary, the teacher will provide an example of what students should do as a model (Appendix 11) to guide their role plays, 	<p>20 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.
<p>Closure</p>	<ul style="list-style-type: none"> Working in the same groups, the teacher will give students a pocket with some words in disorders (Appendix 12) regarding the use of "would like". What students should do is organize the sentence and write a similar one on the board and read it aloud. If necessary, the teacher will give a feedback on students' pronunciation. 	<p>10 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.

Planning Class for 7th grade.

<p>GROUP: SEVEN A-B</p>	<p>LEVEL: A1</p>	<p>CLASS N: 1 DATE: March 1st 2017</p>
<p>TEACHERS: Jam Carlos Rodríguez</p>	<p>SUPERVISOR: ROSALBA ESPINOSA URBINA</p>	<p>FINAL GRADE:</p>
<p>TOPICS: ABILITIES AND POSSIBILITIES.</p>		<p>COMPETENCES: Communicative, Linguistic, Socio-Cultural</p>
<p>STUDENTS' RIGHTS:</p> <ul style="list-style-type: none"> ▪ Participate in short conversation providing information about himself/herself as well as about familiar people, places and events. ▪ Describes people activities, events and personal experiences orally. ▪ Writes short and simple texts about familiar actions, experiences, and plans. ▪ Understands the main idea and details related to activities, places, and people in a short descriptive text. ▪ Recognize specific information in written and oral texts related to objects, people, and actions. ▪ Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. ▪ Describes actions related to a subject in his/her family or school environment using simple sentences and images. 		
<p>BASIC STANDARD OF COMPETENCE: The students will be able to use can its three form by completing a worksheet</p>	<p>COMMUNICATIVE OBJECTIVE: The students will be able to talk about their abilities by an oral presentation</p>	<p>SOCIO-CULTURAL OBJECTIVE: The student will be able to know the abilities of people around the world by watching a video.</p>

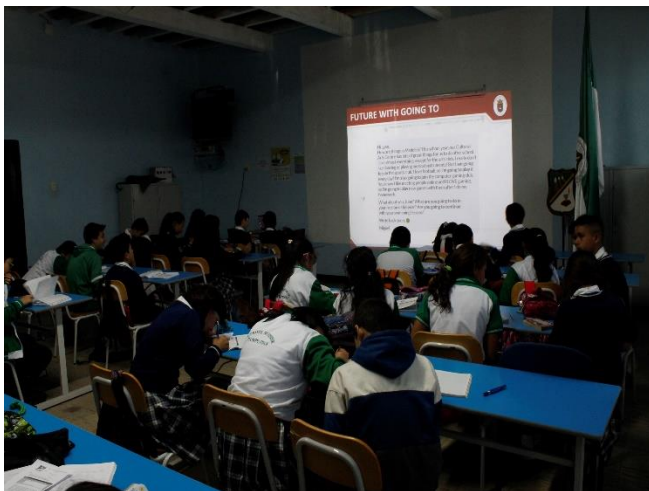
STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	<ul style="list-style-type: none"> ▪ The teacher will start the class by praying a pray (Appendix 1), and he will show a motivational phrase (Appendix 2). Then, the teacher and students will reflect about the sentences. He will ask students to review students' homework about what they wrote in the e-mail. 	5 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
Warm-up	<ul style="list-style-type: none"> ▪ The teacher will organize the classroom into five rows. Then, he will stick on the wall some images about common abilities that people normally do (painting, dancing, writing, cooking and some others). Under each image there will be a list in which students should write their names on it, in order to confirm that they are able to do that specific activity. Row by row the students will go and write their names on the lists that they think they are good at. Finally, the teacher will socialize the results on the board. 	10 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.

Explanation of the topic	<ul style="list-style-type: none"> The teacher will project some slides (Appendix 3) in order to explain the use of the modal verb Can/Can't, taking into account the three forms (Affirmative, negative and interrogative). Within these slides there will be some examples, and exercises to allow students to reinforce what they have learned. Finally, the teacher will ask students to say some examples that will be written on the board by the teacher to make sure that they understood the explanation. 	15 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.
	<ul style="list-style-type: none"> The teacher will give to the students a worksheet (Appendix 4) in which they will find some images, sentences and a list of verbs. What students should do is to complete the sentences with <i>can</i> or <i>can't</i> and choose one verb of the list that corresponds to the image. In order to make sure that students understand what they should do the teacher will do the first exercise. Finally, the teacher will check the answers by asking to the students to say them orally. 	15 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.
Listening Activity	<ul style="list-style-type: none"> The teacher will give a worksheet (Appendix 5) that contains some exercises with can/can't. The teacher will ask students to read them before listening to an audio (Appendix 6). Then, the teacher will play the audio in which a man is saying some sentences. What students should do is to listen to it in order to fill the gaps of the 	15 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.

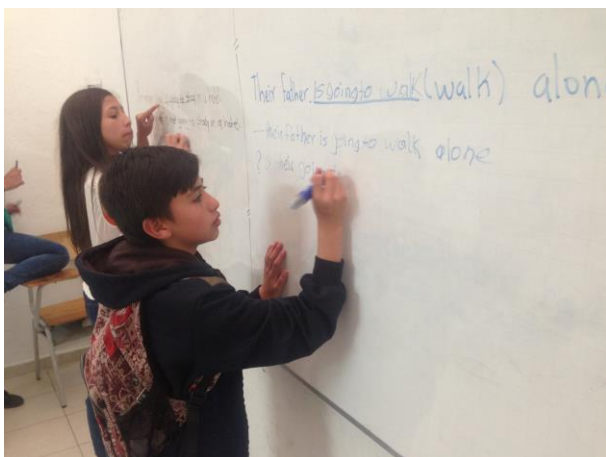
	<p>worksheet. Finally, the teacher will check the answer orally and if there are mistakes he will correct them.</p>			
Vocabulary Slides	<ul style="list-style-type: none"> The teacher will project some slides (Appendix 7) within some verbs, sports, and talents that students will be able to use when talking about their skills and abilities. Then, he will give students some examples and exercises for a better understanding of the vocabulary. After that, the teacher will use the board for doing a brainstorming activity in which students should say as teenagers what their abilities are, what they are able to do. 	10 min	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Production Activity	<ul style="list-style-type: none"> In the production activity, the teacher will ask students to talk about what they are good at. Firstly, the teacher will talk about what he is good at as an example (Appendix 8) and also he will write some sentences on the board in order that students can follow a model while doing the oral presentation. What students should do is to pass in front of the class and share orally their abilities. Students will have two minutes to prepare their presentation and one minute to talk about it. 	10 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.
Evaluation on Activity	<ul style="list-style-type: none"> In the evaluation activity, the class will play a game called "Guess the superhero". Teacher will divide the class in four groups. Subsequently, he will give to each group a cardboard (Appendix 9) 	10 min	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

	<p>with images of some superheroes in it. What each group should do is, firstly to select one superhero. Secondly, write the abilities of that superhero. Once all the groups have finished of writing the superhero's abilities, the teacher will ask to each group to try to guess what the superhero of the other groups is. Students will have two minutes to write the characteristics of the superhero. If necessary various rounds will be played.</p>			
Closure	<ul style="list-style-type: none"> For finishing the class, the teacher will explain what the homework is about, he will give the homework (Appendix 10) to students in which they should develop it using the topics already explained. Then, the teacher will thank to students for attending to class. 	5 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing. 	<ul style="list-style-type: none"> Worksheet, board, markets.

Pedagogical component photos



Annex 2: Hours of tutoring with Normal School students.



Annex 3: Workshop plannings

1ST workshop planning

<p>GROUP: EIGHT GRADE A-B</p>	<p>LEVEL: A1</p>	<p>CLASS N: 8 DATE:</p>
<p>TEACHERS: Jam Carlos Rodríguez</p>	<p>SUPERVISOR: ROSALBA ESPINOSA URBINA</p>	<p>FINAL GRADE:</p>
<p>TOPICS: A GREEN CITY (1ST WORKSHOP)</p>		<p>COMPETENCES: Communicative, Linguistic, Socio-Cultural</p>
<p>STUDENTS' RIGHTS:</p> <ul style="list-style-type: none"> ▪ Request and provide information about experiences and plans in a clear and brief manner. ▪ Explains in written form different familiar situations and facts in a coherent and simple manner. ▪ Recognizes specific information in short oral and written texts on topics of general interest. ▪ Exchanges information about academic and general interest topics, through simple conversations, dialogues and role-plays. ▪ Makes recommendations to people in his/her community about what to do, when and how. ▪ Makes brief presentations on academic topics related to his/her school environment or community. ▪ Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner. ▪ Briefly narrates facts, daily situations or personal experiences orally and in written form. 		
<p>BASIC STANDARD OF COMPETENCE: The students will be able to use vocabulary about environmental issues by writing and workshop.</p>	<p>COMMUNICATIVE OBJECTIVE: The students will be able to talk about environmental issues in their school by recording a video.</p>	<p>SOCIO-CULTURAL OBJECTIVE: The student will be able to know worldwide environmental problems by watching a video.</p>

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	<ul style="list-style-type: none"> ▪ The teacher will start the class by praying a pray (Appendix 1), and he will show a motivational phrase (Appendix 2). Then, the teacher and students will reflect about the sentence's. The teacher will star the class by greeting students for being in the workshop. Then, he will proceed to introduce the topic about he will start the first workshop. The topic will serve to develop the video recording task. 	5 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
Warm-up	<ul style="list-style-type: none"> ▪ The teacher will play a video (Appendix 3) about a short film that presents as hypothetical way how the world is changing through the perspective of scarecrow. What students should is to watch the video and taking notes about what they understood about the idea of a video recording project. Once the video has finished, the teacher will ask some questions (Appendix 4) to students to make a comparison between what they should do with the video recording activity and what they shouldn't do. 	10 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.

<p>Explanation of the topic</p>	<ul style="list-style-type: none"> For the explanation of the topic the teacher will ask students to form the groups already established in the previous class in order that students work in their groups for a better development of the video recording task. Once the groups have been formed. The teacher will ask students to pay attention to the following activities which will help to record properly the video. 	<p>2 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing 	<ul style="list-style-type: none"> Worksheet, board, markets.
<p>Activities</p>	<p>PRE TASK</p> <p>This pre-task activities consist of series of stands distributed in the school, in each stand an environmental issue related to Pamplona city will be presented, the teacher will be with students in all stands in order to make sure understand the topic. Moreover, students should develop a series activities regarding the activity.</p> <p>WALLER POLLUTION STAND.</p> <p>In the water pollution stands students should read about the water treatment process (Appendix 5) in Pamplona City. Once students have read the information each group will have 2 minutes to exchange their opinions and will answer to the teacher's questions (Appendix 5.1)</p>	<p>2 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing 	<ul style="list-style-type: none"> Worksheet, board, markets.
		<p>10 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing 	<ul style="list-style-type: none"> Worksheet, board, markets.

		<p>DEFORESTATION:</p> <p>The following stand will be the deforestation one in which students will know about how deforestation affects live in Pamplona by watching a video (Appendix 6). Then, students should develop crossword puzzle (Appendix 7)</p>	<p>10 min</p>	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
		<p>LAND POLLUTION</p> <p>In the land pollution stand, students will know the importance of recycling and how to separate the different products by a game in which one students from each group will have his/her covered and they should try to put the correct product (Appendix 8) into the correct rubbish bin. The winner group will be the one which has most right answers.</p>	<p>10 min</p>	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
		<p>AIR POLLUTION</p> <p>This stand will serve students to understand the importance of the Air in our world (Appendix 9), what students should is to read how to reduce the air pollution in order to know some key words that will help them to solve a word search (Appendix 10).</p>	<p>10 min</p>	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.

		<p>GLOBAL WARMING</p> <p>In this global warming stand, students will receive a pocket with some words (Appendix 11) related to the causes of global warming nowadays. What students should do is to organize the words in order to know the global warming causes,</p>	10 min	<ul style="list-style-type: none"> Reading, listening, speaking, writing 	<ul style="list-style-type: none"> Worksheet, board, markets.
Production Activity	TASK	<p>This production activity will be divided into two parts:</p> <p>1) the first part students in their respective groups will write the draft of the script they will follow while recording the video. If necessary the teacher will help students with some ideas for the written production. Likewise, students will receive a text of the environmental problem chosen for each group.</p>	20 min	<ul style="list-style-type: none"> Reading, writing 	<ul style="list-style-type: none"> Worksheet, board, markets.
		<p>2) The second part students will plan how they will record the video, and they will take into account some important aspects such as the location, the weather, if they will interview some people. If necessary, the teacher will help to the logistic aspect of the video record task.</p>	10 min	<ul style="list-style-type: none"> listening, speaking, and 	<ul style="list-style-type: none"> Worksheet, board, markets

Closure	POST TASK	<p>Finally, once students have recorded their videos recording task about environmental problem. The teacher with the students will reflect about their work, performance. Also, the teacher would like to know how students felt during the recording process and what they would like to do for the following video recording tasks.</p>	5 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
---------	------------------	--	-------	---	--

2ND workshop planning.

<p>GROUP: EIGHT GRADE A-B</p>	<p>LEVEL: A1</p>	<p>CLASS N: 8 DATE: April 25th</p>
<p>TEACHERS: Jam Carlos Rodríguez</p>	<p>SUPERVISOR: ROSALBA ESPINOSA URBINA</p>	<p>FINAL GRADE:</p>
<p>TOPICS: A TV COMMERCIAL (2ND WORKSHOP)</p>		<p>COMPETENCES: Communicative, Linguistic, Socio-Cultural</p>
<p>STUDENTS' RIGHTS:</p> <ul style="list-style-type: none"> ▪ Request and provide information about experiences and plans in a clear and brief manner. ▪ Explains in written form different familiar situations and facts in a coherent and simple manner. ▪ Recognizes specific information in short oral and written texts on topics of general interest. ▪ Exchanges information about academic and general interest topics, through simple conversations, dialogues and role-plays. ▪ Makes recommendations to people in his/her community about what to do, when and how. ▪ Makes brief presentations on academic topics related to his/her school environment or community. ▪ Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner. ▪ Briefly narrates facts, daily situations or personal experiences orally and in written form. 		
<p>BASIC STANDARD OF COMPETENCE: The students will be able to use publicity expressions by reading an advertisement in the newspaper.</p>	<p>COMMUNICATIVE OBJECTIVE: The students will be able to talk about a specific product by video recording a TV commercial.</p>	<p>SOCIO-CULTURAL OBJECTIVE: The student will be able to know different products around the world by listen to a song, .</p>

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	<ul style="list-style-type: none"> ▪ The teacher will start the class by praying a pray (Appendix 1), and he will show a motivational phrase (Appendix 2). Then, the teacher and students will reflect about the sentence's. The teacher will star the class by greeting students for being in the workshop. Then, he will proceed to introduce the topic about he will start the first workshop. The topic will serve to develop the video recording task. 	5 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
Warm-up	<ul style="list-style-type: none"> ▪ The teacher will start the warm up activity by asking students to take notes while watching the video (Appendix 3). The video is about a cartoon in which two students are in charge of video recording project, in this task they record a TV commercial of a toy. What students should do is to write what they understand of a TV Commercial. Once students have finished, the teacher will ask students those key aspects for video record a TV commercial. 	10 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.

<p>Explanation of the topic</p>	<ul style="list-style-type: none"> For the explanation of the topic the teacher will ask students to form the groups already established in order that students work in their groups for a better development of the video recording task. Once the groups have been formed, the teacher will explain students the purpose of a commercial and how to record one. 	<p>2 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing 	<ul style="list-style-type: none"> Worksheet, board, markets.
<p>Activities</p>	<p style="text-align: center;">PRE TASK</p> <ul style="list-style-type: none"> <i>What are you going to sell?</i> In this part, of the workshop the teacher will explain the importance of knowing what they are going to sell. The teacher will give students an image of one advertisement (Appendix 4). Students should identify the product in the advertisement. Once students have finished, they will share their answer. <i>Who is going to watch the TV commercial?</i> Continuing to the workshop, the teacher will talk about the essential of thinking about the audience. In this part, students will watch a series of four video (Appendix 5) in which each of them will be directed to a specific audience what students should is to take notes about the video and complete a worksheet (Appendix 6) in which they will be asked about that specific audience of the TV commercials. 	<p>10 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing 	<ul style="list-style-type: none"> Worksheet, board, markets.
		<p>10 min</p>	<ul style="list-style-type: none"> Reading, listening, speaking, writing 	<ul style="list-style-type: none"> Worksheet, board, markets.

		<ul style="list-style-type: none"> ▪ What would be the main idea of the TV commercial? <p>For this third part of the workshop, students will be focus on how to structure the video recording task. They will receive from the teacher a reading (Appendix 6) in which it is explained, how brainstorming is good for TV commercials. The teacher will give students a product for being analyzed what students should do is to brainstorm for construct the main idea of the TV commercial.</p>	10 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
		<ul style="list-style-type: none"> ▪ Make a shooting, filming plan <p>Now students will make the shooting plan that will serve to record the TV commercial, in order to that students will be in their groups, and they will discuss about the possible advantages of disadvantages of selecting the product and obviously the recording itself.</p>	10 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.
Production Activity	TASK	<p>3) the first part students in their respective groups will write the draft of the script they will follow while recording the video. If necessary the teacher will help students with some ideas for the written production. Likewise, students will receive a text of TV expressions (Appendix 7) for writing the script.</p>	20 min	<ul style="list-style-type: none"> ▪ Reading, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.

		<p>4) The second part students will plan how they will record the video, and they will take into account some important aspects such as the location, the weather, if they will interview some people. If necessary, the teacher will help to the logistic aspect of the video record task.</p>	10 min	<ul style="list-style-type: none"> ▪ listening, speaking, and 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets
Closure	POST TASK	<p>Finally, once students have recorded their videos recording task about environmental problem. The teacher with the students will reflect about their work, performance. Also, the teacher would like to know how students felt during the recording process and what they would like to do for the following video recording tasks.</p>	5 min	<ul style="list-style-type: none"> ▪ Reading, listening, speaking, writing 	<ul style="list-style-type: none"> ▪ Worksheet, board, markets.

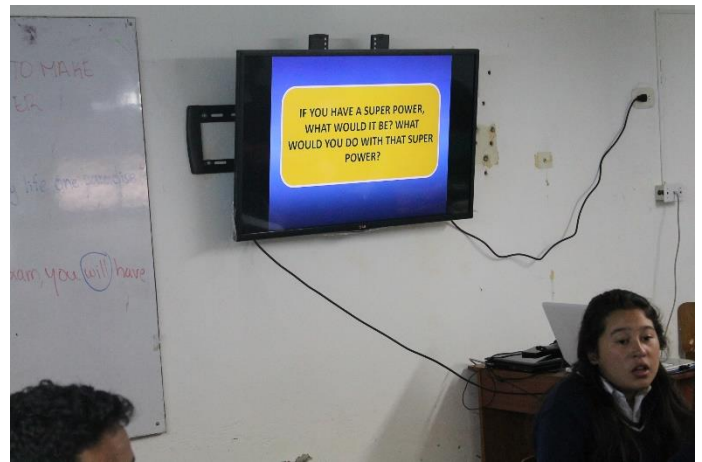
Annex 4: First video recording workshop and task (Environment issues).



Annex 5: Second video recording workshop and task (Marketing)



Annex 6: Third video recording workshop and task (Creative thinking)



Annex 7: Parental permission letter



Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

Pamplona, Abril ____ de 2017

Padre(s) de Familia:

Cordial saludo,

Tengo el agrado de dirigirme a usted para solicitarle muy comedidamente autorice a su hijo: Manuel Alejandro Torres del curso 8^a A hacer parte del proyecto: **"THE USE OF VIDEO RECORDINGS AS A DIDACTIC TOOL TO IMPROVE 8TH STUDENTS' SPEAKING SKILLS IN THE NORMAL SUPERIOR HIGH SCHOOL: ACTION RESEARCH."**

Para este proyecto se implementarán unas series de grabaciones de videos (3) con fines educativos. Sus hijos deberán llevar a cabo estos videos grabaciones durante la practica integral que estoy efectuando en el instituto educativo Normal Superior de Pamplona.

Igualmente, quiero manifestarle que toda la información que se obtenga será llevada con la más estricta confidencialidad y el anonimato que caracteriza este tipo de actividad. Desde ahora, le agradezco su colaboración. Al finalizar el semestre esta cordialmente invitada a la socialización de los resultados obtenidos.

Sin otro particular y agradeciendo su colaboración,

Atentamente,

Jam Carlos Rodriguez.
JAM CARLOS RODRIGUEZ ROJAS
Pre-service teacher.



Una universidad Incluyente y comprometida con el desarrollo integral

Annex 8: Sample of error speech analysis sheet

ERROR SPEECH ANALYSIS ON STUDENT'S VIDEO RECORDING TASK						
VIDEO RECORDING TASK N°2	GROUP:	8 TH GRADE	DATE:	April 27th	THEME	T.V Commercial
Error Detected	Type of Error	Error Correction	Possible Cause Of The Error			
You [dʒu:]	Articulation disorder	[ju:]	<i>Fossilization</i>			
Yes [dʒɛs]	Articulation disorder	[jɛs],	<i>Fossilization</i>			
a.m [eɪ.n]	Articulation disorder	[eɪ.m]	<i>Lack of practice</i>			
the [ði]	Articulation disorder	[ðə]	<i>Lack of knowledge</i>			
Play [pleɪ]	Articulation disorder	[pleɪ]	<i>Fossilization</i>			
Paintball [peɪntbɔ:l]	Articulation disorder Deletion	['peɪntbɔ:l]	<i>Fossilization</i>			
Mask [Mæʃ]	Articulation disorder	[mɑ:sk]	<i>Lack of practice</i>			

Annex 9: Pre-service teacher journal.

<i>DATE</i>	<i>SESSION</i>	<i>POSITIVE ASPECTS</i>	<i>ASPECTS TO BE IMPROVED</i>
February 27th	First English session.	<ul style="list-style-type: none"> ▪ I was excited of giving my first class. At the beginning students were interested in knowing about me. So, I told them what I would like to do. ▪ The English lab that is in the School, it seems a good tool for working with students, that will be easy for them to learn different topic if they use the laptops. 	<ul style="list-style-type: none"> ▪ It is hard for me to control the number students for each grade, because it just me that is teaching the classes. ▪ I don't know students' name, so it is difficult for me to make student's pay attention in the classroom. ▪ The use of worksheet. I need to use worksheets suitable to students' grade.
	MATERIALS USED		Worksheet, the WAY TO GO book, audios.
<i>DATE</i>	<i>SESSION</i>	<i>POSITIVE ASPECTS</i>	<i>ASPECTS TO BE IMPROVED</i>
February 27th	Second English session.	<ul style="list-style-type: none"> ▪ I started to bring more worksheet that are appropriate for students' grade. ▪ Students have had a good response to the methodology used inside the classroom. ▪ I like the way of 8th grade students are working in every class, that shows me that I need to continue with this methodology. 	<ul style="list-style-type: none"> ▪ The Educative authorities haven't lent me the books yet for using them inside the classroom. ▪ My laptop doesn't have good sound. So, I need to buy some speaker for using them while making the audio activities.
	MATERIALS USED		Worksheet, the WAY TO GO book, audios, laptop.
<i>DATE</i>	<i>SESSION</i>	<i>POSITIVE ASPECTS</i>	<i>ASPECTS TO BE IMPROVED</i>
February 27th	Third English session.	<ul style="list-style-type: none"> ▪ I bought the speakers. I made the first audio activity with them, the students' performance has improved a little because of the speakers. However, they needed to listen the audio a couple of time before developing the activity. ▪ I am learning students' name, so I'm having more control on students' discipline and the classroom atmosphere. 	<ul style="list-style-type: none"> ▪ They are some students that required attention, it seems that they are not motivated, and that worries me because I know that somehow, they are oppressed by a traditional system. ▪ I need to bring more motivational warm ups for improve students' motivation.
	MATERIALS USED		Worksheet, the WAY TO GO book, audios.

Annex 10: First semi-structured interview

Objective: To know learners' perception of the video recordings as didactic tool in EFL learning.

**Sample of the first semi-structured interview carried out with participant 1.*

PARTICIPANT N°1	RESPUESTA //RESPONSE
¿qué opinión tiene acerca de la implementación de grabaciones de videos en el aprendizaje del inglés?	<i>Que es muy bueno para nosotros, así nosotros podremos, por lo que estamos grabando, podremos aprender de ahí para nuestro futuro</i>
¿Cree usted que las grabaciones de videos ayudarán a fortalecer sus habilidades orales en inglés? ¿Por qué?	<i>Sí, porque gracias a eso, esto en lo de video, esto estamos practicando inglés y estamos aprendiendo ahí para lo de inglés y nos puede ir mejor en inglés en la que podemos ir mal y motivarnos a ser mejores cada día.</i>
¿A la hora de ver un video en inglés comprende en un 100% el mensaje emitido?	<i>[mmm] No, entiendo regularmente porque solamente sé algunas palabras y no entiendo bien porque nos puede ayudar nosotros a entender pues a mirar [ehh] y a escuchar</i>
¿Qué puede aprender usted durante la escritura de un guion y la grabación de un video en inglés?	<i>Esto, sí porque ahí podremos aprender por escribiendo, hablando y escuchando para nuestro futuro</i>
¿Ha tenido experiencias relacionadas con las grabaciones de video?	<i>[eeh] Si, esto casera y ya la de inglés que nos toca hacer trabajos y todo eso. [eeh] en inglés el teacher nos ayuda cuando estamos grabando.</i>

Annex 11: Second semi-structured interview

Objective: To know the influence of the video recording task inside the EFL teaching and learning process, as well as the method for knowing the anglophone culture.

**Sample of the second semi-structured interview carried out with participant 3.*

PARTICIPANT N°3	RESPUESTA //RESPONSE
¿Qué ha sido lo más importante de grabar videos para la clase de inglés?	<i>[mmm] que hemos aprendido a utilizar las cosas que aprendimos en clase, también a cómo utilizar una cámara para hacer videos como esos de YouTube. [eeh] me parece muy importante trabajar en esto para nuestro futuro.</i>
¿Qué ventajas tiene esta clase de proyectos en la enseñanza y el aprendizaje del inglés?	<i>Me gusta que nos ayuda a mejorar y practicar nuestro inglés, porque esto sirve para pronunciar algunas palabras que no sabemos... [eeh] me gusta que salimos del salón porque estar en el salón, a veces no aprendemos bien, es mejor salir y usar el inglés como se habla y eso.</i>
¿Qué desventajas tiene las grabaciones de videos en la enseñanza y el aprendizaje del inglés?	<i>Pues que algunos compañeros. No tiene celular y que para grabar se debe tener un buen celular, por ejemplo, el colegio es grande para grabar y todo eso. [eeeh] Pero todos no tenemos celular y el teacher hizo bien en hacernos en grupo para eso y ayudándonos a grabar y estar ahí con nosotros.</i>
¿De qué manera ha conocido acerca de la cultura inglesa a través de los talleres?	<i>El teacher Craig (asistente nativo) iba algunas veces a clases para hablar de la escuela allá en su país y otras cosas. El teacher cuando no le entendíamos nos explicaba y eso para que entiéramos. Me gustó mucho esas clases con los dos teachers.</i>
¿Cree usted que la cultura es importante a la hora de aprender una lengua?	<i>Sí, porque a veces hay como dichos aquí en Colombia que no entendemos, o como es la escuela allá, o semana santa como nos dijo el teacher Craig, entonces creo que es muy muy importante porque se aprende inglés para viajar y conocer otros países. Si es importante para nuestro futuro.</i>

Annex 12: Research component instruments.

Reflective journal.



UNIVERSITY OF PAMPLONA		INTEGRAL PRACTICUM	
INSTITUTO EDUCATIVO NORMAL SUPERIOR DE PAMPLONA.			
<i>REFLECTION NUMBER</i>	2	<i>DATE:</i>	March 6TH – March 10TH 2017
<i>TOPIC</i>	PRESENT SIMPLE AFFIRMATIVE, NEGATIVA, AND INTERROGATIVE FORM.		
<i>TEACHER</i>	RODRÍGUEZ ROJAS , Jam Carlos Ariosto.		

En esta segunda semana de práctica integral, todavía no me he acostumbrado a la metodología empleada por la supervisora. En primer lugar, la disciplina para ella juega un papel un muy importante durante sus clases y yo me veo en la obligación de impartir unas clases muy estrictas en donde la disciplina es factor esencial para el desarrollo de ellas como tal. Desde un punto de vista personal creo que los docentes deberían enseñarles a los estudiantes mismo que hay un momento para todo y que cuando están en clase se va a aprender. Pero en el caso de la supervisora es como si impartiera miedo a los estudiantes, con las notas y o con un llamado a sus padres. En realidad, no me veo plasmado con ese tipo de metodología amedrentadoras.

Por otra parte, he planeado para cada clase y por el momento ya he adelantado tres planning pero el único inconveniente es que ni si quiera he terminado las dos horas de las cuatro planeadas para la primera semana, entonces me toca en la mayoría de veces improvisar porque los planning se hace más extensos y la supervisora desea que uno se enfoca más sobre todo a explicarles los temas a los estudiantes a través de ejemplos, entonces se me hace demasiado difícil como encontrar entre lo ya planeado y las clases como tal porque en realidad siento que además de planear para dos horas que supuestamente no se emplea en su totalidad, estoy planeando implícitamente más de lo adecuado. A su vez, la disciplina de los estudiantes no deja trabajar en ocasiones y tengo la necesidad de hablarles a ellos con adolescente y decirle que cuando se está en clase se deben comportar a la altura de la clase y que todo tiene su tiempo. Pero, no me atrevo a decirles ya que la supervisora me dice que con los estudiantes se debe tener una postura diferente.

Con respecto, a la temática enseñada en clase, los estudiantes de séptimo es la primera que ven el presente simple. Así que decidí, dividir el tema en dos partes la primera en donde explicaría su forma afirmativa y la segunda la interrogativa y la negativa, una vez los estudiantes ya entendieran las reglas con las terceras personas del singular. Me he dado cuenta que muchos de los estudiantes tienden a confundir este tema con el *verbo to be* visto en primaria y reforzado en sexto. Además, en séptimo hay una niña que requiere un enfoque especial; esta niña tiene 19 años, pero su edad mental es de una niña pequeña y veo que la supervisora le exige mucho, su personalidad es muy introvertida y sé que necesito ayuda de la personas especializadas en ese caso para saber manejar y tratar con esta población.

En realidad, esta semana estuvo un poco calmada debido a que se celebró el día de la mujer el miércoles y perdí clase con séptimo. Y este grupo es más grande proporción a los estudiantes que enfrente enseñando en octavo. Un aspecto que me gusta resaltar es la colaboración de mi compañero de práctica. Estando en el colegio siempre hablamos de las cosas que podemos mejorar para llevar a cabo una mejor practica integral y algunos de sus consejos me han servido, así mismo para prestarme con algún material que he olvidado por el afán de las mañanas.

Self-observation sheet.



UNIVERSITY OF PAMPLONA		INTEGRAL PRACTICUM	
INSTITUTO EDUCATIVO NORMAL SUPERIOR DE PAMPLONA.			
<i>SELFOBSERVATION SHEET</i>	1	<i>DATE:</i>	February 27th – March 24th 2017
<i>PRE-SERVICE TEACHER</i>	RODRÍGUEZ ROJAS, Jam Carlos Ariosto.		

<u>1</u>	Totalmente en desacuerdo	<u>2</u>	En desacuerdo	<u>3</u>	Ni de acuerdo ni en desacuerdo
<u>4</u>	De acuerdo	<u>5</u>	Totalmente de acuerdo		

I. PLANIFICACIÓN

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

II. REALIZACIÓN

		1	2	3	4	5
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				X	
2	Planteo situaciones introductorias previas al tema que se va a tratar.					X
3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				X	
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.		X			
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.			X		
6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.				X	
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)			X		
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.					X
9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.					X
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.			X		
11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).					X
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado				X	

13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.			X		
14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				X	
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s			X		
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.					X
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.			X		
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.					X
19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				X	
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.			X		
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.					X
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				X	
23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje					X
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.		X			

III. EVALUACIÓN

		1	2	3	4	5
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.			X		
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				X	
3	Realizo una evaluación inicial a principio de curso.	X				
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.			X		
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.					X
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes				X	
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...			X		
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.			X		

Annex 13: Outreach component photos.



Annex 14: Sketch of the role-play (outreach component)



INSTITUTO EDUCATIVO NORMAL SUPERIOR DE PAMPLONA

TOPIC

PUS IN BOOTS SKETCH

ENGLISH CLASS

2017

Scene 1 (at home & in the palace)

Narrator: The miller's son was very poor. All he owned was a talking cat called Puss.

Puss: Why are you so sad, Master?

Miller's son: Puss, I am poor.

Puss: I have an idea! Give me some boots and a bag, and I'll make you rich!

Narrator: The miller's son gave Puss a pair of boots and a bag.

Miller's son: What are you going to do with these?

Puss: I'll call you the Marquis of Carabas. Do everything I say and your dreams will come true!

Miller's son: Are you sure, Puss?

Puss: Trust me! Just do everything I say, okay?

Miller's son: Okay! I'll do everything you say.

Narrator: One day Puss went into the woods.

Puss: I will catch a rabbit with my bag and take it to the royal palace. The King will be impressed.

Narrator: Puss caught a rabbit and took it to the royal palace.

Puss: (presenting the rabbit to the King) This is a gift from the Marquis of Carabas, your Majesty.

King & Princess: (pleased) Oh!

King: That is an excellent rabbit. Thank the Marquis of Carabas

Narrator: Puss took other gifts to the palace.

King: Who has sent these gifts?

Puss: All of these gifts are from the Marquis of Carabas.

Narrator: The King and Princess were very pleased.

Scene 2 (outdoors)

Narrator: One day, the King and Princess came riding by.

Puss: Master, take off your clothes and jump into the river.

Miller's son: Why should I do that, Puss?

Puss: Trust me, Master. Just do as I say.

Miller's son: Okay.

Narrator: So the miller's son jumped into the river as Puss had told him. Puss hid his clothes and started to shout for help.

Puss: (shouting) Help! Help! The Marquis of Carabas has been

robbed! He's drowning! Help! Help!

Miller's son: (drowning) Puff! Puff!

Princess: Father, please help him.

King: Servants, go and save that man now! It is the kind

Marquis of Carabas.

Narrator: The King's servants saved the miller's son and gave him some clothes.

King: Marquis of Carabas, are you ok?

Miller's son: Yes. Thank you for saving me, your Majesty.

King: Can we take you back to your castle?

Miller's son: (whispering to Puss) But I have no castle.

Narrator: Puss had a plan.

Puss: (whispering) Don't worry. Follow me.

Narrator: Nearby was a beautiful castle, owned by a terrible

ogre. Puss spoke to the ogre's servants.

Puss: Tell the King that the Marquis of Carabas is your

master, or there'll be trouble.

Ogre's servant 1 & 2: Okay. We don't want any trouble.

Narrator: Then, the King rode by the ogre's castle.

King: Who owns these woods and fields?

Ogre's servant 1 & 2: (bowing) The Marquis of Carabas, your Majesty.

Scene 3 (in Ogre's castle)

Narrator: Puss ran ahead to the ogre's castle. Then he went to find the ogre.

Puss: Dear Ogre, I have heard that you can turn into a lion.

Ogre: Of course, you strange talking cat. I can turn into a lion. See. (turning into a lion) ROAR!

Puss: That's good! But I bet you can't turn into something small, like a mouse.

Ogre: Of course I can. See! (turning into a mouse) SQUEAK!

Narrator: Puss liked mice, so he ate him up! Soon the King arrived.

King: Who owns this beautiful castle?

Puss: The Marquis of Carabas, of course!

Narrator: The King and Princess were delighted.

King: Marquis of Carabas, would you like to marry my daughter? She is a beautiful girl and will make a good wife.

Miller's son: I would be honored, your Majesty.

Princess: (smiling) Thank you, Father.

Puss: Oh, I'm so happy.

Narrator: The Princess and the miller's son got married and Puss lived happily ever after.



Annex 15: Administrative component photo.





Annex 16: The English Day Grid



INSTITUTO EDUCATIVO NORMAL SUPERIOR DE PAMPLONA			
EVENT	ENGLISH DAY		DATE
TEACHER			COUNTRY
GRADE		NUMBER OF STUDENTS	

DECORATION			
LEADER: _____	LEADER: _____	LEADER: _____	LEADER: _____
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____

LEADER: _____	LEADER: _____	LEADER: _____	LEADER: _____
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____