The Implementation of Role-Plays and Games to Improve Eleventh Grade Students'

Speaking Skills at Bethletimas Brighton School

Syndy Yulieth Castellanos Castellanos

University of Pamplona Faculty of Education

Foreign Languages English-French Program

Teaching Practicum

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Syndy Yulieth Castellanos Castellanos

Mentor

Maria Fernanda Padilla

English Teacher

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This success is dedicated to my mom who has always been with me even if we have many differences, she is my friend and my favorite person, to my friends who are always encouraging me to be a better person and finally to my mentor Maria Fernanda Padilla who has been guiding my process and sharing her knowledge.

'Education does not change the world. Education changes people. People change the world'

-Paulo Freire

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3.General presentation

This proposal is divided into four chapters as follows: The first one which consists in the pedagogical component that aims at showing the reader how teachers develop pedagogical tools and different strategies in the classrooms.

Moreover, the second chapter is about the research design, which takes into account the training of practitioners' reflective spirit. It shows the process of reflection that works with different instruments to gather data that helps to improve the pre-service teachers' teaching process.

Additionally, the third chapter is about the outreach component that informs the reader about the work of the English practitioners in primary school.

Finally, the fourth chapter contains the administrative component that shows the role that a teacher has during school life whose purpose is to help students and teachers to organize all the events during the period of class.

The four chapters present what practitioners offer to the academic community throughout the learning and teaching process.

4.Introduction

Learning English as a foreign language (EFL) allows us to build the bilingual and multicultural identity. The English language is spoken around the world because it is an opportunity to improve the human being's lifestyle from the financial or social aspect, being able to communicate in a foreign language helps to make a connection with people and provides a better understanding of your language and culture. It requires a lot of mental exercise.

Additionally, it improves personality and increases your sense of self-worth. The need of new strategies has increased because of the interest of students in learning foreign languages.

Studying a foreign language offers the unique opportunity to go away which it is the goal of many people. Learning to communicate in English is important to enter and ultimately succeed in mainstream English speaking countries. Working knowledge of the English language can create many opportunities in international markets and regions when looking for a job. However, it depends on the students' interest because many think it is not as useful as people think.

Furthermore, the National Bilingual Program which has been carried out since 2004 in Colombia aims at creating the opportunity to all students to become bilingual and improve their communicative skills to be competent in this globalized world.

Moreover, The Colombian Board of Education focuses on developing all the competences to accomplish B1 level according to the CEFR and by doing so students can increase the level of education in Colombia.

At schools, teachers should work on the four skills (speaking, listening, writing and reading) but there is a lack of interesting strategies to work on them and sometimes they follow a traditional education system that was evident in the observations. Grammar and vocabulary seem to be the most important strand when learning English. Students can communicate when writing but it was found that is not easy to do it when speaking.

This proposal was conducted at Brighton Bethlemitas High School with the goal of enhancing 11th grade students' abilities such as: self-correction, peer correction, know the orthography and the writing system of the second language, use appropriate word order, use good standard grammar through role plays and games but at the same time improving the others skills.

5.Justification

English teachers need to create a learning environment in which students feel comfortable. They should use different tools to motivate and reach students' attention and interest for English language that's why plenty of different strategies are required.

Nowadays, Colombian education does not have to follow a traditional education but a different one because of the new challenges of this globalized world new generations go faster and technology plays an important role into our lives.

This project helped with the educational necessities of the students of the Bethlemitas Brighton School in Pamplona, by means of games, role plays, soliloquies and monologues that improve the student language learning process.

Two people have stablished two theories which seem to show the importance of the games into the classroom the evidences from those theories show that the students need to accomplish different challenges in this society and a good way to do it is by means of games and different activities into the classroom according to the topics that are already established. That's why Sigurðardóttir (2010) said that using games in the classroom is important because many children do not get enough opportunities to play during their free time, which can be traced to the rapid changes in our society.

'Games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students' Mora & Lopera (2001).

They agreed that games are from both sides teachers and students, it is more than play a game it is the background itself. They have been chosen because they are convinced that games are needed in the modern classes.

Motivation plays an important role when applying a game, not only to get students' concentration but also to produce better learning conditions. During the game, the teacher has to influence the whole class in an active and positive way.

As it is known, teenagers are apathetic and difficult to be motivated. For this reason, this project intended to find a way in which students could find it easy and fun to speak English. The use of games is the chosen strategy to develop the students' speaking skills

On the other hand, practitioners counted on an excellent language proficiency, didactic, theory, practice formation and preparation to teach using different methods that may generate a significant impact in the institution and in the students.

Finally, improving the speaking skill was the main reason of this proposal, as students need to communicate with others. Additionally, when speaking students need to know a large list of vocabulary and also well-structured speech because these two aspects are central to English language teaching without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). At the same time, Lewis (1993) went further to argue, "Lexis is the core or heart of language" (p. 89).

When students develop greater fluency and expression in English, it is important for them to acquire more productive vocabulary knowledge and by doing so establish their personal vocabulary learning strategies.

As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books". Teaching vocabulary and a well-structured speech help students understand and communicate with others in English.

Voltaire said, "Language is very difficult to put into words." Learning a new language help students master them for their purposes in this case English.

6.Objectives

6.1 General Objective

6.1.1 To implement different teaching strategies to reinforce English learning process in eleventh grade students at Bethlemitas Brighton in Pamplona.

6.2 Specific objectives:

6.2.1 To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.

6.2.2 To meet the English Teaching demands in primary school in Pamplona.

6.2.3 To participate in the whole administrative activities proposed by the Bethlemitas Brighton School.

6.2.4 To promote the development of the critical spirit in the Pre-service teacher.

7. Bethlemitas Brighton Organization

7.1 Institutional observation

Bethlemitas Brighton School is placed on Carrera 4 N°6-84 in the El Carmen neighborhood in Pamplona, Norte de Santander. When it was founded, it was officially conceded under the resolution N° 0011253 December 14th, 2004, making available Pre-school and primary levels from 1st to 5th grade to the community education and the resolution N° 004767 November 10, 2009 provided the name of 'Institución Educativa'. In addition, this institution also presents the first bachelors academic degree. Likewise, Bethlemitas Brighton School was founded on April 13th, 1896 by Pamplona sisters' founders. The school was offered as a Charity Home named Holy Family on April 17th.

The major members of the school as follow: the principal Sister Flor Elba Torres, the academic coordinator María Socorro Jauregui and the discipline coordinator Blanca Estella Pabón.

Bethlemitas Brighton School has its educational community organized in the following way: the center is the Principal, the Academic Council, the Student Council, the Parents Association, the Academic Coordinator and the Administrative Division.

Educative authorities: This school is mainly composed of these three authorities as follows:

Principal: Sister Flor Elba Torres

Discipline coordinator: María Socorro Jauregui.

Cooperative teacher: Blanca Estella Pabón.

7.2 Principles at Bethlemitas Brighton School

Consequently, it is important to integrate the mission and vision of this institution in the lesson classes developing learners' cultural affinity but also providing values and high quality education in the everyday life.

These are the Mission and Vision of the institution:

7.3 Mission

Guide our pupils in their process of integral formation, offering to them a quality education, inclusive, based on the human-Christian values, the ethical, scientific, technological, investigative and participative principles, inspired in the love to Jesus Christ and the pedagogic experience of our founding saints, encouraging in the childhood and the youth the care and preservation of the environment, the respect of the public, the rights exercise and human duties for a healthy coexistence and a good performance in the labor world.

7.4 Vision

The Educational Institution Bethlemitas Brighton will be an entity recognized by human-Christian values experience, with projection to leadership in the educative, pedagogic and technical innovation, with inclusive nature, consolidated in the process of integral formation of highly qualified people, respectful of the public , who exercise the duties and rights for a healthy coexistence, compromised with their own development and generating of actions of change in the society, by means of labor competitions performance.

7.5 Principles of Bethlemitas Brighton institution

The Bethlemitas Brighton School documents have faced challenges through some principles:

1. The Bethlemitas education is based on the Christian anthropology that conceives the person as a unique being and unrepeatable. With conscience which has been created to God's image and resemblance. Free, responsible, autonomous and like being "in relation".

2. The mystery of the Holiest Trinidad reveals the community dimension of the human being. Equal persons in the diversity who construct unit. This principle is the base of Bethlemitas institutions brotherhood.

3. The Bethlemitas education forms for a new global culture, which privileges the care and life defense of all its declarations, the dignity and equality of the people and the respect to the communities' cultural diversity.

4. The institutional Bethlemitas' culture becomes stronger for the free, autonomous, reflective, critical and democratic participation: the ethical and moral suitability: the human, spiritual and professional quality; the belonging sense and the effective interaction among the different members of the educational community

5. The update and the continuous improvement are strategies that favor the excellence in the integral formation and the life quality of the educational Bethlemita community.

6. The formation is essential in Human-Christian values inspired by the Gospel and by the teaching of the Church, to lead the person, family, and society's transformation.

7. Bethlemitas' Philosophy: It is Based on our founders the Holy brother Pedro of San Jose Betancur and the blessed Mother Encarnación Rosal

8. The pastoral educational is invigorated in the relation of: science - Culture-Gospel. This way the Bethlemitas' education illuminates from the faith, the different disciplines of knowledge for a new men and women's project, creators of a fair, fraternal and compassionate society.

9. The Bethlemitas´ education takes the integral students' formation as a main purpose by means of a dynamic and coherent process, which develops all its potentialities at personal level, socially and transcendent and interdependence with the environment.

10. The civil education is based on respect and love to the person and law knowledge, it compromises all the members of the educational community in the formation of honest citizens, just persons, peace builders and caring: with local, national and planetary identity.

7.6 Rulebook

This manual establishes the rules and agreements that look for a healthy and harmonious coexistence to promote the academic standardization, this book should be read and owned by all the institution belonging members. As its objective that is to present to the Educational Community the set of rules and norms that regulate and face the coexistence between the classes of the educational community. Besides, some relevant aspects to take into account as follows:

6   To achieve the Institutional horizon, the Educational Institution Bethlemitas Brighton will have between some obligations:

7   To guarantee the inclusion of children, boys, girls and teenagers to the educational system and to guarantee its permanence in it.

8   To offer a pertinent and qualified education

9   To respect in any circumstance, the dignity of the members of the educational community.

10   To facilitate the participation of the educational community, in the academic management

     of the institution.

11   To open communication spaces with parents and guardians for the pursuit of the

     educational process of the students.

12   To propitiate the democratic participation and the good relations inside the educational

     community.

13   To organize leveling out programs with improvement plans for the children, girls and

     adolescents who present learning difficulties or are delayed in the school cycle and yes it is

     counted by the resource, to establish orientation psych pedagogic and psychological

     programs.

7.7 Physical plant distribution

Bethlemitas Brighton High School counts with 12 classrooms for normal classes divided into two stages, teachers' room, a counsellor room, a chapel, 3 bathrooms, a laboratory, a library, an auditorium, a computer room, an English class computer room, there is a multiple classroom still in improvement process, an art classroom, an infirmary, and a cafeteria.
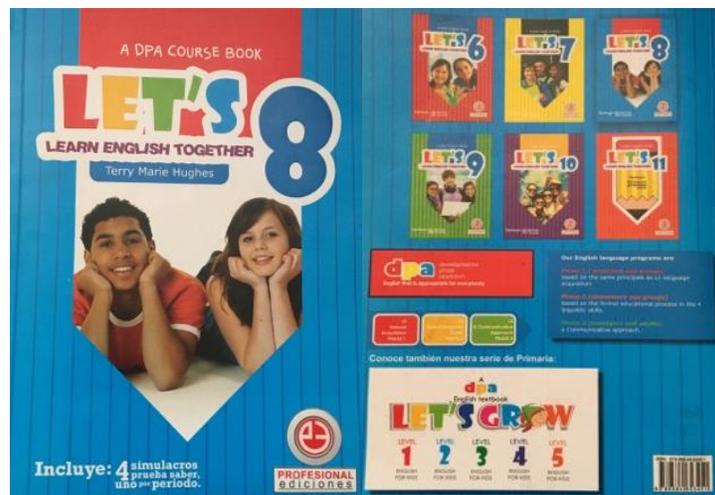
Figure 1: Book worked by the teacher, eighth grade.
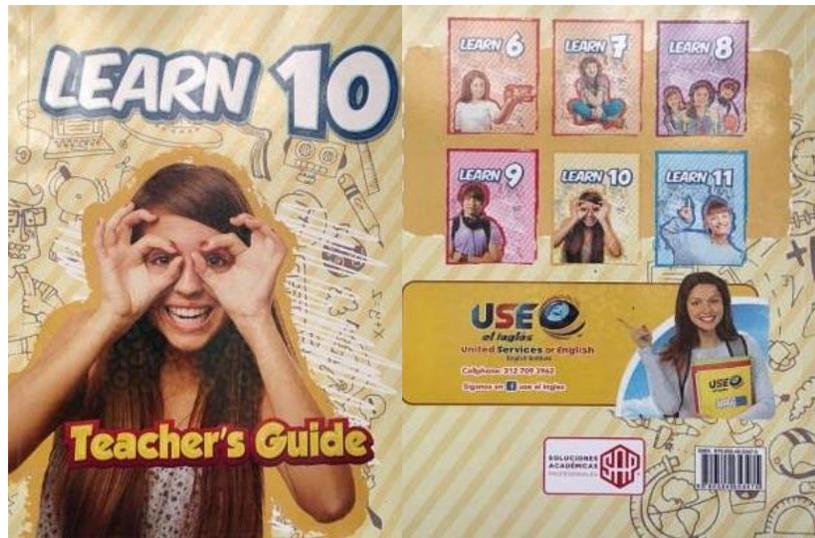
Figure 2: Book worked by the teacher, tenth grade.
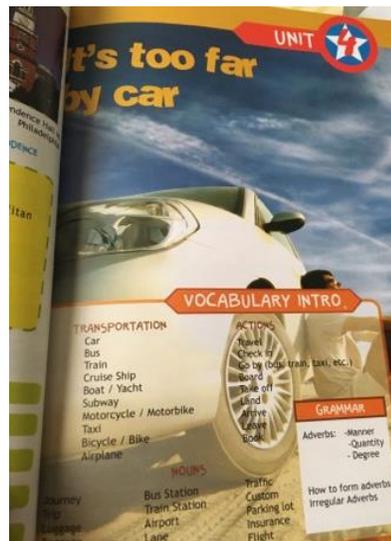
Figure 3: Planning proposed by the teacher

7.8 Lesson planning principles proposed by Board of Education

Bearing in mind this project will be carried out in sixth courses. Two planning were prepared per week for each course, given that all the courses work with the textbook 'let's learn 11' and what the suggested curriculum structure proposes. It helps to better organize the class and guide the teacher during the classes.

Scholar Calendar

In the following picture the whole year activities are presented.

DOMINGO 3	LUNES 4	MARTES 5	MIERCOLES 6	JUEVES 7	VIERNES 8
EUCARISTIA FAMILIAR 4-02	TARDE: SOCIALIZACIÓN METAS...		SIMULACRO VISITA DEL SANTO PADRE	XTO 1-02 Y 2-04 VISITA DEL SANTO PADRE	CUMPLEAÑOS NIÑA MARIA VISITA DEL SANTO PADRE
DOMINGO 10	LUNES 11	MARTES 12	MIERCOL 13	JUEVES 14	VIERNES 15
EUCARISTIA FAMILIAR 4-03	CITACION PREVENTIVA		SANTO ROSARIO	I.Z. 1-03 Y 1-04 PROYECTO BETHLEMITAS POR LA PAZ	I.Z. 7-03 Y 8-03 PROYECTO BETHLEMITAS POR LA PAZ
DOMINGO 17	LUNES 18	MARTES 19	MIERCOL 20	JUEVES 21	VIERNES 22
EUCARISTIA FAMILIAR 4-04	PRUEBAS DE CALIDAD AREAS MENOR INTENSIDAD	PRUEBAS DE CALIDAD AREAS MENOR INTENSIDAD	PRUEBAS DE CALIDAD AREAS MENOR INTENSIDAD	PRUEBAS DE CALIDAD AREAS MENOR INTENSIDAD XTO 1-03 Y Transición 01	PRUEBAS DE CALIDAD AREAS MENOR INTENSIDAD
DOMINGO 24	LUNES 25	MARTES 26	MIERCOL 27	JUEVES 28	VIERNES 29
EUCARISTIA FAMILIAR 3-01	PRUEBAS DE CALIDAD C. NATURALES DIA DE REPARACION JORNADA PEDAG.	PRUEBAS DE CALIDAD INGLES	PRUEBAS DE CALIDAD MATEMATICAS	PRUEBAS DE CALIDAD L.CASTELLANA XTO 1-04 Y Transición 02	PRUEBAS DE CALIDAD CIENCIAS SOCIALES
OCTUBRE 1	LUNES 2	MARTES 3	MIERCOLES 4	JUEVES 5	VIERNES 6
EUCARISTIA FAMILIAR 3-02	PRUEBAS DE CALIDAD FISICA FILOSOFIA 11º	PRUEBAS DE CALIDAD FILOSOFIA 10º RETIROS ONCE	RETIROS ONCE CONSEJO DIRECTIVO	RETIROS ONCE	FINALIZACION TERCER PERIODO

7.9 Supervisor's schedule

N	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
	7:00-7:15	REFLECTION				
1	7:15-8:10		9-02	8-03	10-02	
2	8:10-9:05		9-02	8-03	10-02	
3	9:05-10:00	9-01			9-01	10-01
	10:00-10:30	BREAK				
4	10:30-11:25	9-01			9-01	9-02
5	11:25-12:15	11	10-01	11	8-03	9-02
6	12:15-1:00	11	10-01	11	8-03	10-02

CHAPTER I

8.PEDAGOGICAL COMPONENT

The implementation of role-plays and games to improve eleventh grade students'

speaking skill at Bethlemitas Brighton

8.1 Introduction

The Colombian government created the National Bilingualism program (2014-2019) which purpose is to offer to the students the possibility to become bilingual in English and Spanish as a part of this globalized world.

Moreover, as practitioners it is crucial to put into practice all the knowledge learnt during the whole program given that communication is one of the most important part of the foreign language process.

The students at Bethlemitas Brighton School have the ability to communicate their ideas in writing. Furthermore, they are able to understand commands and simple instructions through different exercises. It is found that developing the speaking skill in English is one of the most difficult skills students face.

Additionally, they could read and comprehend basic texts. However, it was seen that they had difficulties with their speaking production because they looked apathetic and inhibited in activities which involved oral skills, they did not have a well-structured English speech. Many of them felt afraid of being criticized and humiliated in front of their classmates.

Students need to be an active part in their learning process. Shatz & Loschiavo (2005) state that not only do games motivate students in a fun way offering interactive competitive learning environments.

Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. But it is also important to create a communicate environment in which students put into practice what they know, this means, they need to talk according to different situations they can face in real life.

8.2 Problem

This pedagogical proposal is focused on the problems students presented during the institutional observation carried out in the Bethlemitas Brighton School in Pamplona, specifically in 11th grade students. In that case, difficulties related to spoken production and the lack of vocabulary are the main problems that affect the students' English learning process in which eleventh grade students did not seem motivated when taking English classes because the strategies the teacher used did not catch learners' attention. The teacher just used the book and there were not activities in which they were able to talk about different topic in different situations with their classmates, it was seen as a traditional education that does not offer an interesting English learning environment.

Students just repeat what the teacher says but they do not produce, they follow instructions but they are not able to speak without looking, from the different observations some questions emerged:

• Was the implementation of games effective to improve speaking skills?

• Was the implementation of role plays an effective tool to develop speaking skills?

• What kind of abilities can the students develop through using games and taken part of different role-plays?

8.3 Justification

This proposal is focused on enhancing the speaking skill in eleventh grade students by means of games and role plays that are not used in the English classes by the teacher.

It is important to say that role plays and dramatizations are activities that students enjoy a lot not only because they like to dress in different ways, make faces and imagine that they are different people, but also because they can internalize and use English expressions.

Additionally, games and role plays promote team interaction and cooperative learning. Another aspect is that they can be used with students at different levels and ages and, at the same time, can be adapted to different topics according to the students' context. Moreover, role plays and dramatizations are useful to develop and increase children's self-esteem and confidence to speak and participate in front of their classmates, especially for shy students.

The age is not important because students always want to play, to dramatize, to exploit the abilities they have. They are capable of speaking and creating communicative environments using the knowledge they know and not just by repeating what the teacher is saying.

8.4 Objectives

8.4.1 General Objective

8.4.1.2 To implement role-plays and games to improve eleventh grade students speaking skills at Bethlemitas Brighton School.

8.4.2   Specific Objective

8.4.2.1 To design the games that will be implemented according to skill to develop.

8.4.2.2 To implement strategies to teach grammar, vocabulary, and pronunciation before developing the game.

8.4.2.3 To use feedback as a tool to correct students' oral errors and mistakes.

8.5 Theoretical Framework

8.5.1 Game

The term game is popularly known for most of the people thanks to its use in different realms and several advantages when implementing it in teaching, but Salen & Zimmerman (2004) claim that a game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome. At the same time, this artificial conflict can be beneficial when teaching English because if we create proper artificial context through a game we could obtain significant results.

Furthermore, Sigurðardóttir (2010) illustrates that besides creating necessary diversity in the classroom and being a good method for teaching, we must not forget that games are fun and that help get students active in their learning.

8.5.2 Speaking skill

Howarth (2001) defines speaking as a two–way process involving a true communication of ideas, information or feelings. Luoma (2004) explains speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open ended, and evolving.

8.5.3 Pronunciation

Yates (2002) says that Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm.

8.5.4 Vocabulary

Alfaki (2015) proposes that vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do.

The Greek for word, which in English "refers to all the words in a language, the entire vocabulary of a language" (Barcroft, Sunderman, & Schmitt 2011, p. 571). According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix).

8.5.5 Collaborative work

Smith, & Macgregor (1992) define collaborative learning (CL) as an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. CL activities vary widely, but most center on student's exploration or application of the course material, not simply the teacher's presentation or explication of it.

8.5.6 Role plays

Mackay (2001) defines the role-playing game as an episodic and participatory story-creation system that includes a set of quantified rules that assist a group of players and a game master in determining how their fictional characters' spontaneous interactions are resolved.

8.5.7 Dramatization

According to Savela (2009) drama activities help students to use their language skills and learn of life through these real life activities.

As Demircioglu (2010) believes, in this method the learner is both participant and observer, playing a role while interacting with others in role. What is most important is that students are practically engaged in creating drama. Peregoy and Boyle (2008) state "drama activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, they are also nonthreatening and have a lot of fun".

As Wilga Rivers (1983) states, "the drama approach enables learners to use what they are learning with pragmatic intent, something that is most difficult to learn through explanation". Drama is an ideal way to bring skills of grammar, reading, writing, speaking, listening and pronunciation together.

8.6 Literature Review

This part presents previous studies carried out based on the implementation of games, role plays, dramatizations. They were relevant for the study because they showed the different stages that were crucial to follow when working with a speaking skill, also they brought a general idea about what the research wanted to implement.

8.6.1 Defining Role-Playing Games as Language-Games

They highlighted the importance of the speaking skill when learning a foreign language. They showed that the majority of the students considered that speaking is the most difficult skill to develop.

This study this study shows why teachers should use games as a teaching method and it also illustrates how beneficial its implementation could be important for improving each one of the different skills for instance reading, speaking, writing and listening.

Some categories were taken after data analysis such as:
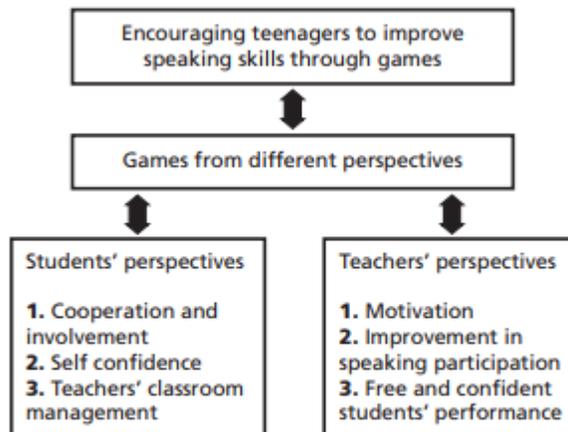
Figure 1. Categories drawn from data analysis

Finally, this study from the National University of Colombia concluded that games have been and will always be an important part of learning a second or foreign language. Games are motivating and exciting experiences for students to develop the speaking skills

Besides, they noticed that games helped students to believe in themselves, thanks to the creation of a good atmosphere inside the classroom.

8.6.7 Improving speaking through role plays and dramatization

Cardenas and Robayo'S study shows that role plays and dramatizations are good activities for developing speaking in a funny and interesting way because these permit students to use the language in communicative situations related to their lives, such as greetings, family album, clothes and weather.

Meanwhile they developed these activities, they realized the progress in the students' oral production.

After the implementation of role plays and dramatizations, they spoke frequently of situations in context. For instance, when students expressed their feelings about presentations or when they helped each other remember what to say.

They both concluded that it was very gratifying to observe students´ attitude and aptitude when they developed these activities. All children participated in role-plays and dramatizations and they were very interested not only in their own presentations but in their classmates´ too.

8.6.8 Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School

This study concludes that role-playing has been defined in a multitude of ways. All of these perform a function in an ongoing discourse on role-playing, and roleplaying games. Different definitions are better in different functions; there is no final definition, applicable to all possible situations, and in all contexts Weberman (2000). This is due to our changing historical and cultural context of playing, creating and researching roleplaying games.

However, there are ways of speaking about role-playing games better or worse suited to those contexts.

8.6.9 Teaching Speaking: Activities to Promote Speaking as a Second Language

This study was based on implementing activities to promote speaking in a second language. The author recommends teachers to pay special attention to teach speaking. Moreover, Kayi (2006) proposes some oral activities to do in class such as: Discussions, Role Plays, simulations, information gap, Brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and finding the difference.

8.6.10 Drama techniques to enhance speaking skills and motivation in the EFL secondary classroom

This research showed a positive students' answer when implementing drama techniques into the classroom, the students had a good pronunciation development, the researcher established that the research group students learnt a lot of new vocabulary and idioms during their experimental didactic unit. The researcher work on simulation, improvisation, role plays, scripts.

8.6.11 Boosting Language Skills of English Learners through Dramatization and Movement

This study was developed for kindergarten students, it was a quantitative study in which the results were positive, and the results indicated statistically significant benefits for kindergarteners on listening and speaking assessments. At the same time, it showed that dramatization helps students better understand the plot and the feelings of the characters, even if they do not initially comprehend all of the words.

8.7 Methodology of research component

The methodology that worked better into this study was action research because it was implemented a tool to improve the students' learning language process, Wallace (1991) maintains that:

Action research can have 'specific and immediate outcome which can be directly related to practice in the teacher's own context' and is 'an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes (p.94).

Additionally,

Action research is systematic inquiry done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, how they teach, and how well their students learn Mills (2000).

Teachers use action research when:

• When you have an educational problem to solve

• When educators want to reflect on their own practices

• When you want to address school-wide problems

• When teachers want to improve their practices

• When educators want to participate in a research project

Besides, this pedagogical component encompasses an action research based on the use of games and role plays in order to teach English at Bethlemitas Brighton School. As it is known an action research plays a relevant role in research considering that it can generate an impact in each center where it is carried out as a study.

8.7.1 Participants

This study was held at Bethlemitas Brighton School located in Pamplona, Norte de Santander. There were six participants that presented some difficulties when learning English. It was developed in eleventh grade, there are around 30 students in that class.

The participants that were chosen for this study were from eleventh grade, they were five students who agreed to be part of this. They are 15 to 16 years old, four are from Colombia and one is from Venezuela.

There was one boy and four girls, the boys did not like to be part of these different projects. Some of them at good in learning English but others dislike learning a new language.

8.7.2 Data collection instruments

They were selected because they are a good way to organize the different information. They are a good source to collect the correct data that is needed to answer the research questions. In addition, they help to avoid data that is not needed, as this increases the burden on respondents and fieldworkers. It is crucial to take into account how, what and why analyze the data at a later stage.

8.7.3 Non-participant observation

Non-participant observation is known as a limited interaction with the people one observes. Researchers who study how people communicate often want to examine the details of

how people talk and behave together. Non-participant observation involving the use of recording devices might be a good choice.

"The observation process is a three-stage funnel, according to James Spradley, beginning with descriptive observation, in which researchers carry out broad scope observation to get an overview of the setting, moving to focused observation, in which they start to pay attention to a narrower portion of the activities that most interest them, and then selected observation, in which they investigate relations among the elements they have selected as being of greatest interest. Observation should end when theoretical saturation is reached, which occurs when further observations begin to add little or nothing to researchers' understanding. This usually takes a period of days or months, but, depending on the phenomenon in question, sometimes several years." (Liu & Maitlis 2010)

Non-participant observation is often used in tangent with other data collection methods, and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods. (Liu & Maitlis 2010)

8.7.4 Participant observation

Participant observation is a part of the broader qualitative research paradigm (Denzin and Lincoln, 2000), where the researcher serves as the primary instrument for observing and collecting data (Creswell, 2003). Qualitative researchers operate under six assumptions (Merriam, 1988, p.19-20):

1. The focus of the research is on the process rather than outcomes.

2. The research has an interest in meaning – how people make sense of their lives, or what is happening around them

3. The researcher is the primary instrument for data collection and analysis and the data are mediated through this instrument.

4. Research involves fieldwork.

5. Research is descriptive, seeking meaning or understanding

6. Research is inductive, building concepts, theory, and abstractions from the details

8.7.8 Journal

It is used to examine 'personal assumptions and goals" and clarify individual belief systems and subjectivities'. Richards and Lockhart (2007) state 'A journal is a teacher or a student teacher's written response to teaching events'.

8.7.9 Inductive analysis method

Hatch (2002), an inductive data analysis consists of organizing the particular pieces of evidence with the purpose of finding relations among them in order to arrive to analytical frameworks and generalization which permit to give a meaning to those phenomena under study.

The inductive analysis was chosen because it starts with the observations and theories are proposed towards the end of the research process as a result of observations.

8.7.10 Methodology of pedagogical process

Shanahan et al (2006) proposes three key aspects when implementing a game, for instance teachers and students must understand how to play the game. The game must not become more relevant than the learning, the game must encourage learners to perform better, and at the end students must be able to provide feedback to the teacher.

There are many different types of games that were chosen according to the English level and the topic students were working on. At the same time, role plays needed to be adapted. Brown (2001) suggests this type of lesson planning.

- Opening: In this part the teacher is going to have the first contact with the learners greeting them and praying as the school demands.

- Warm up: this is a break ice activity that motivate students and review somehow the preceding topic already taught.

- Introduction of a lesson: it stands for linking the objectives of the lesson with the students' daily life.

- Presentation: The teacher explains grammar using different resources no matter what, this is an important part because the students' attention has to be on the teachers' explanation

- Production activities: In this section the students will put into practice the grammar and vocabulary taught in advance.

- Evaluation: this phase is really relevant given that the teacher assess learners' knowledge and afterwards, the practitioner gives individual feedback to the students in order to correct mistakes and explain errors.

	August	September	October	November	December
Steps and activities	Month 1	Month 2	Month 3	Month 4	Month 5
Project design	X				
Socialization	X				
Administering		X	X		
Instruments		X	X		
Implementation of the proposal				X	
Instruments				X	
Data Analysis				x	
Findings				x	

8.8 Results of the study

The data of this study was collected by means of different instruments which helped to analyze and answer the question already established. The students felt comfortable when working on the different activities that were proposed. Two non-participants' observations were conducted to realize if the students were able to participate in the activities and the attitude and behavior they had when doing it. Moreover, an interview was conducted the six students agreed to respond the questions; five students were part of the study even thought everybody from the eleventh course participated because the teacher in charged told them to do it because they were learning in a different way, they were not being in a traditional environment but a different one.

In general, the proposal was well regarded by the teacher and the students, time was not enough to help them to increase their foreign language process, in this case English. The teacher said that the idea could work to be implemented next year, students were not well prepared to speak in English, even though the students showed that working hard and together, teacher and students can get good results. What it was found was that students did what they had to do if the activities count on grades.

Talking about students' attitude, it was found that they liked the activities in which they interacted with another partner, they showed that they did not have those kinds of environment into the classroom, they followed the instructions and they were never autonomous people they dislike writing and speaking, they just focused their attention on translation and repetition. When they realized that English can be taught by means of many strategies they said that they hoped to

find a new English learning process, it is not the teacher's fault because the directions they received are stringent.

Moreover, students' attitude towards error correction was excellent, they accepted all kind of correction, and the students corrected themselves when they knew the correct pronunciation or they asked when they did not know it; the teacher wrote down on the board the word and told them to pronounce until they found the correct pronunciation.

Pronunciation seemed to be one of the most difficult part of their learning language process because they found that there are many ways to pronounce words but at the moment when they had to do it, they lost the idea of the pronunciation and they said the words as they were written.

8.8.1 Activities

At the beginning the purpose of this proposal was to work on role plays and games but it was found that by means of those different activities they were able to recorded themselves when saying their own monologue, also they wrote their own script about a situation of their daily life that's why at the end of this proposal the students created and wrote their own script version about different situations. They found interesting names from the different scripts, there were four scripts which were entitled:

- The Venezuelan girl

- Say not to the discrimination

- Bullying

- Animal abuse, now you know what it feels like

Those scripts were created with the teacher's help, they wrote down the expressions they learnt during the whole process and also they decided how to perform them. Different drama

activities were developed but some students did not find them like an interesting tool because they were always laughing and did not pay attention to what they had to do but they paid attention to the classmates' actions to say different things about it.

They worked together and they established the ways to perform them. There were many challenges because of the time, they were always other activities that did not helped to develop the proposal in a large way. Students' attention was good during the first activities, later on they did not want to do anything because they were always saying 'teacher, we do not want to do anything because we already presented the ICFES that what matters now' but they did not realize that it is not just the ICFES but the school because they could had lost the year.

The teacher in charged decided that the pre-service teacher should implement her proposal with eleventh grade students because according to her that population had enough time to be part of the different activities that were proposed. What it was found complicated was that they did not have a lot of time as the teacher in charged said because they had already presented the ICFES so that they had a lot of free time but to do other activities that the Principal of the institution gave them. The proposal was adapted to work with the eighth grade students because they were opened to work with activities in which they can produce, even though the teacher's decision, the pre-service teacher implemented the same proposal with eight grade, the students agreed to do them because they did not want to lose their scholar year.

8.8.2 Findings

It was found that students like to work on activities that are different from the book, such as: role plays, dramatization, simulation, monologues, soliloquies, mimics, interpretation, creations of stories.

At the beginning of each class the pre-service teacher gave them ideas about a topic, in eighth grade, the students already had the topics to work on but in eleventh grade it was supposed they knew many topics but they did not work with specific topics compared with the previous years. It means that different subjects were given to work on them, we talked about discrimination, racism, personal experiences and in this part they were able to do a monologue. They were students with excellent capacities and abilities, the problem was that they were able to do the things when they were required, it meant they needed a grade to do the things.

Working with the role plays was not as easy as people think because they knew the grammar but they did not how to use it, they were used to follow rules and what it was important for them was not to go away from those rules. It meant if they had found something different they followed a model, they were not able to do their own one and what the pre-service teacher wanted was that the students were able to write their own script based on what they already had learnt.

It was found they were able to do it, the evidence was the four scripts they did, at the beginning they did it with google translate but later on they realized they did not understand anything so they did it once again.

In order to do the role plays they always had a square in which they found the situation they had to perform in front of the other students, at the beginning they did not understand what they had to do so that the pre-service teacher performed different situations with a student's help in which they realized what they have to do. Spanish explanation was not necessary because by means of mimics, and simulations they knew what they had to do. They were not able to know the situation they had to perform because they did not feel comfortable with the knowledge they already had. They needed to go to write the situation and they tried to learn it but the

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pronunciation was not good, if they did not want to do the activities they said 'ay teacher, you know, our education is not good' sometimes they had a lot of excuses but they continued working with the pre-service teacher to accomplish the objectives.

When the teacher wanted to show the students the different subjects, some games were introduced into the classroom. For example, they had to perform a character they wanted to be it was really difficult to pay attention to everybody because of the lack of English knowledge and pronunciation they had. The teacher they had is an excellent teacher but the students were always forgetting everything.

They liked the games such as guess the character, create the character, do different mimics according to what the pre-service teacher said, follow the instructions, to build a castle with some plastic cups, write about television, write about horror stories and create their own one, to follow the leader and so on. Sometimes the evidence was not taken because of the involvement of the pre-service teacher in the different activities. They were having fun but the teacher they said that games were allowed but not always because they lost concentration and they could have lost their attention. The pre-service teacher understood that point because the old teachers were not get used to the activities that are different and they thought many activities such as games were loss of time so they prefer to work on workshops, readings, and the book.

Working with dramatization, students were able to create the different scripts, they were get used to use a lot the google translate, they had their mobile phone as an excuse to use it and a English dictionary but they did not use it like they should did it, because they were always looking for other things. At the end, they started to work on the final production of the scripts and the performing of them, they said that they wanted to do it if there was a grade.

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At the end, the teacher in charged with the pre-service teacher involved the whole class in the proposal.

The students could improve and increase their English vocabulary by means of the different activities they participated on. Pronunciation was an important part of the classes.

They agreed to be corrected by the teacher at the end of each presentation, the teacher gave them a feedback with all the errors, sometimes the correction was immediately; it depended on the activity. When there were role plays the error correction was in the same moment, when they were reading the teacher waited until the end of the activity because she collected the errors and wrote them on the board for them to pronounce in the correct way

According to their answers it was showed that new methodologies are required in the different foreign languages process. Answering the first question most of them said that they had difficulties with the vocabulary and the pronunciation of the different words, at the same time they said that one aspect or problem when learning a foreign language is the speaking aspect because they are not familiarized with activities that help them to improve that skill.

Moreover, they agreed to like the new methodology, the use pf different activities and the use of the previous knowledge.

Furthermore, they considered that there are activities that help them remember what they already knew but that they forgot. And because of the spoken production they can express and show their feelings by means of these kind of activities.

To finish, the activities mentioned by the students that liked the most were all the different activities we had been working on the class such as: monologues, role plays, creating stories, the plays, the talent show, the tongue twister, the songs but it was found that the activity they loved the most was role plays.

Activities students liked the most

Role plays 80%
Tongue Twister 2%
Plays 8%
Monologues 10%
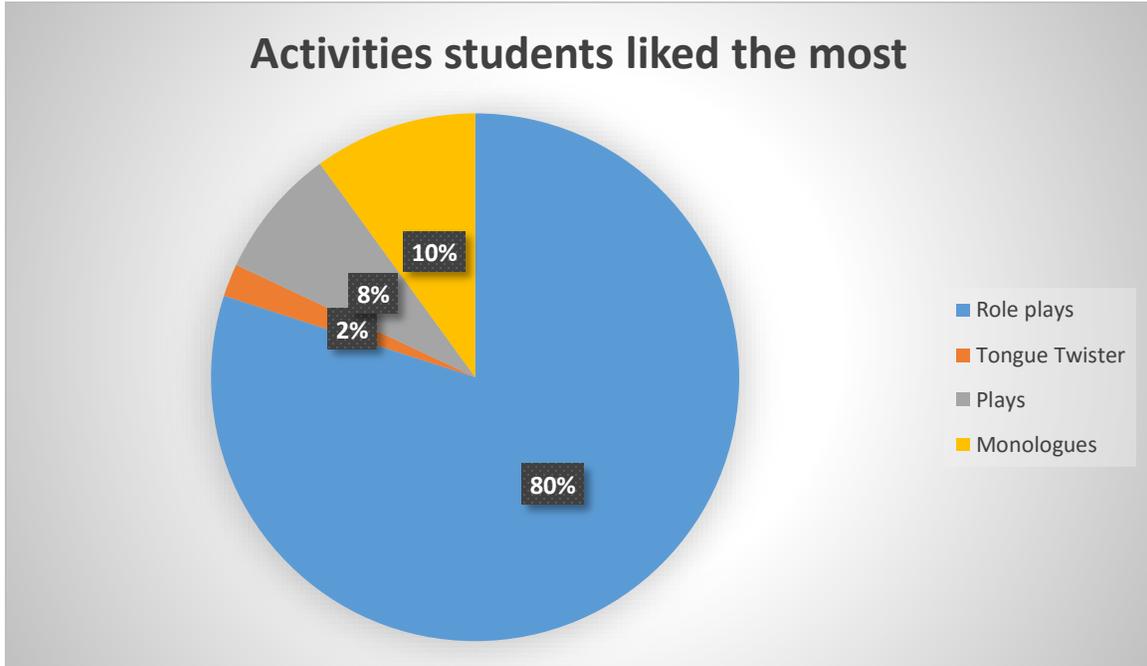
In a series of journals it was found that the students liked to perform the role plays, for them it was an interesting tool to use English in their daily life, they loved to create situations and say what they want to say. The teacher observed that the activities such as: role plays liked were not found boring by the contrary they liked them, they found them interesting and different, they liked to perform the situations, dramatizations and simulations and sometimes they preferred to personify because they could be another person.

According to the students' motivation, it was found that sometimes the students seemed to be tired and they did not want to do anything because they were thinking about the University, it was an excuse, after doing the ICFES, they just wanted to keep away all the subjects. But by means of different activities they participated as long as it existed a grade.

The researcher focused her attention more the process than the results, because what counts is what they have been obtaining during the implementation of the proposal not just the grade.

J4: ¨Más que una nota el estudiante es persona, y siempre se tiene que tener en cuenta su proceso porque no sirve de nada el resultado final y qué, cómo estuvo el proceso, qué tal solo participe al final y el resto del tiempo no haya hecho nada, como siempre le digo a mis estudiantes uno empieza bien y debe terminar mejor de lo que empezó, pero no por una nota sino por la satisfacción personal de haber logrado las cosas. La práctica docente va más allá del hecho de colocar notas a la loca.

To conclude, many strategies are required in our education system, the traditional form is not the best, teachers can include and look for new strategies on internet and also talking with other teachers, there is always something new that catches students' attention. It does not exist the best strategy to teach but there are many that can work as complements.

Teachers should take advantage of the previous knowledge students have and teach as much as possible, involving the student, because they are the essential part.

CHAPTER II

9.RESEARCH COMPONENT

The training of the reflexive spirit on the PLEX pre-service teacher, training tool to qualify the pedagogical practice

9.1 Introduction

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

There is a clear interest in the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial that local studies specially focus on the learning problem than it what matters when teaching.

It is important to design a project that involves a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that help guide teachers' labor.

Additionally, the teachers' subjectivity has to be an important part of the foreign language process as an important own exercise.

9.2 Justification

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

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

9.3 Statement of the Problem

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

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

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

In the case of the degree in Foreign Languages of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate and install a critical and constructive look at their work in the teaching role.

9.4 Statement of the problem

Therefore, this study is carried out by some guiding questions:

How does the implementation of reflection contribute to the transformation of the pedagogical

processes inherent to development of integral practice?

How does the exercise of reflection influence the development of the critical spirit of student-

practitioners in the analysis of their pedagogical work?

9.5 Objectives

9.5.1 General objectives

9.5.1.1 To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.

9.5.1.2 To promote of a critical spirit among practitioners students that allows them to analyze their pedagogical work.

9.5.2 Specific objectives

9.5.2.1 To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.

9.5.2.2 To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.

9.5.2.3 To identify and to analyze the strategies that the student uses in his / her pedagogical practice.

9.5.2.4 To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.

9.5.2.5 To analyze one's own beliefs about the work of teachers and students.

9.6 Theoretical Framework

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

9.6.1 Teaching profession

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

Teaching demands the development of some skills that currently constitute a conceptualization of what and a way to operate in the planning and management of human resources regarding a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area.

Since the first intellectual requirement of an expert is the level on which he/she develops his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content to be learned by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

9.6.2 Reflection

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

9.6.2.1 Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflecting on the experience implies a reflexive dialogue with the situation where language has access to the individual experiences.

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

Etapa 1: Acción
Etapa 2: Observación
Etapa 3: Análisis
Etapa 4: Reconceptualización
Etapa 5: Evaluación
Reflexión

9.6.2.2 Reflection as a theme

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

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

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

9.6.3 Pedagogical practicum

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

9.6.4 Academic practicum

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

9.6.5 Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective".

This is the way of proceeding from technical rationality.

9.6.6 Development

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

9.6.7 Social reconstruction

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

9.6.8 Generic

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

9.6.9 Reflection triggers

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

9.6.10 Critical element on reflective thinking

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

9.6.10.1 These authors established classification categories of knowledge

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

The knowledge of fundamentals: philosophical, historical, and axiological

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

9.7 Methodology

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

This study belongs to a qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent to the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it was used the following instruments:

9.7.1 Reflective workshops

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

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practicum. Those three reflective shops helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

9.8 Objectives

9.8.1 To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution about educational problematic of their pedagogical practicum.

9.8.2 To socialize criteria, share ideas and directives to assume their pedagogical practicum.

9.8.3 To qualify, facilitate and be a set in an effective way to the school.

9.9 Self-observation card

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

9.10 Narratives

At this point all the narratives have been carried out. The pre-service teacher wrote her experiences when teaching and interacting with different people.

The reflection exercise allowed students to write about their endeavor based on the narrative of their experience as a way to provide meaning to the teacher's everyday life. The narratives were divided into three main categories. In the different narratives the pre-service teacher described all the activities she did into the school. When starting the process and when finishing it. This information was a helpful tool when analyzing the data because of the information they had on.

9.11 Class recordings

The purpose of this instrument was to have evidence of what teacher and students did in the classroom. It was allowed to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in her reflection process. These recordings allowed to have an external and constructive view of their pedagogical practices. In this process practicum students had to record an English class in

order to analyze and reflect about how the process of teaching was. Two observations recordings were made.

9.12 Context

Pamplona city was founded in 1549, is the oldest city in all Norte de Santander department. It is located in the Espiritu Santo valley in the Colombian Andes. Founder of cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God; the Company of Jesus; Sallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, they were created educational institutions based on their religious values and beliefs. This study is carried out in this geographical context in which school is the environment where actors of school systems: PLEX practitioners perform.

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

At school, we find a series of fundamental factors accounts. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization.

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

School as educational institution accomplishes specific functions including the following

9.12.1 Socialization role

This is the youth learning of values, rules, behaviors, attitudes or aptitudes focus on the dominant social culture in the political an economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

9.12.2 Instructive role

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital. This implies higher level of culture, knowledge, values and so on. There is a greatest chance of adaptation.

9.12.3 Educational role

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

9.13 Population

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

9.13.1 The direct beneficiary population

Teachers in formation, teacher's supervisors, and student community of the centers of implementation of the Integral Practice

9.13.2 Indirect beneficiary population:

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

9.13.3 Institutional units linked to the Project

- Foreign Language Program

- Department of Languages and Communication

- Education Faculty

9.13.4 External institutions linked to the Project:

- Bethlemitas Brighton School

9.14 Schedule of the collection of data

	ACTIVITIES	AUGUST				SEPTEMBER				OCTOBER			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1					▓	▓							
2						▓							
3							▓						
4							▓	▓	▓	▓	▓	▓	▓

	ACTIVITIES	NOVEMBER				DECEMBER			
		I	II	III	IV	I	II	III	IV
1	Implementation	▓	▓	▓	▓				
2	Instruments	▓	▓	▓	▓				
3	Data analysis				▓				
4	Socialize the results					▓			

9.15 Results

This proposal was based on the speaking skill that the pre-service teacher wanted to work on, but the other three skills were required to have a complete learning language process. Also, some theoretical framework was required to accomplish all the objectives.

Moreover, the data that was collected was about the pre-service teacher and her own experiences, she was always with the supervisor who helped her to identify weaknesses in her teaching process for her to correct them.

Additionally, two self-observations were made and at the same time the format of the observations the supervisor had which help the pre-service teacher to encourage her own learning and teaching process.

From the journals, the pre-service teacher could realize and understand her own beliefs about the work she had been doing at the school.

In addition, the reflection of the role in the teaching process is crucial to understand the practice with the theories, they both have to be together and not separated. Reflection has to be an important daily life aspect to encourage and improve our lives.

As a conclusion, reflection is one of the most important parts of any type of teaching process because it allows students, training teachers, teachers to recognize or identify weaknesses and reinvent different strategies as a sort of self-evaluation, and self-recognition of the principal duties as a teacher.

Most of the teachers are interested in content and not in the skills that can be exploited on our students and in themselves. It is amazing to know that all the students have their own abilities which can be exploited into the classroom by means of the incorporation of English, taking advantage of them.

CHAPTER III

10.OUTREACH COMPONENT

Awareness to the English language for primary schools in Pamplona

10.1 Introduction

The Colombian national government implements the foreign languages teaching addressed to the different educative fields of the country in order for the citizens to have the opportunity to participate in cultural exchanges that allow teachers and students face the social development of the country, to promote the English language learning in Colombia, to be more competitive citizens. Moreover, the ministry of national education implemented the policy of bilingualism in 2004, 'it aims to have citizens who are able to communicate in English according to the international standards, a universal communication in the country related to the global economy and the cultural opening'.

On the other hand, the ministry implemented a broad series of strategies into the different education levels focused on the achievement of this goal; one instance is the quality of the English standards addressed to secondary and basic education and the definition of a cohesive and a solid evaluation system, and the description, the development of training plans. Additionally, this program is developed and joined by the Education Secretaries, the public and private universities, the language centers around the country. However, the findings were not essential because most of them did not reflect the impact into several educative institutions.

On the other side, the national government attempts to cover widely the English teaching language addressed to children in the primary school because some of the institutions sometimes do not have an English teacher that guides the teaching-learning process, for that reason, the results of the national evaluation are not correct.

The foreign language program of the University of Pamplona is engaged to the reality that the primary school faces with regards to the national policy of bilingualism, due to most of institutions need an English teacher to overcome the needs of formation in primary.

Therefore the current proposal is aimed to support the training process need, it focuses on the children learning process of the primary schools in Pamplona and integrate foreign languages pre-service teachers who belong to the foreign language program English and French of the University of Pamplona, in order to decrease the rift generated among the private and the public school related to the foreign language. The governmental policies identify the problem but is not well- covered normatively in doing so, it is essential to train individuals focused on the foreign language areas as to get better results in the exams, tests and achieving the goal of being one of the most educated countries in the worlds.

10.2 Justification

The acquisition and learning of a foreign language allows teachers and students to get involved to the needs that the world requires. In that sense, it is essential to carry out the process since the children start the first contact at the school in order to gain knowledge at the end of the primary school. They continue developing the learning process into the higher, vocational and secondary education for prepared students focused on this area.

Nevertheless, this project aims to sensitize the pre-service teachers for them to be more close to the English teaching in primary schools in Pamplona by contributing to the basic training in a foreign language that is required in these levels. For that reason, it was carried out with the purpose of being for students of the foreign language program a way to contribute to the English teaching in the primary school.

The implementation of this project helped the students, the institutions, the foreign language program and the Pre-service teacher. This is a benefit for the school children as their first contact with the foreign language and the Pre-service teacher that culminate their training process at the university.

This worked in order to become familiar with the reality and the educative needs of the setting given that they are able to help by implementing procedures based on the improvement of these needs the school must support.

10.3Objectives

10.3.1General objectives

10.3.1.1 To meet the English Teaching demands of child population in primary school in Pamplona.

10.3.1.2 To integrate the foreign language education among students of the Bachelor Degree Program in Foreign Languages English-French to the educational reality in primary school in Pamplona.

10.3.2 Specific objectives

10.3.2.1 To familiarize school children of Bethlemitas Brighton School with fundamental knowledge of English.

10.3.2.2 To teach English through games as a didactic tool to develop speaking skills in 2° grades at Bethlemitas Brighton School.

10.3.2.3 To create lesson plans adapted to the learners' learning needs.

10.3.2.4 To promote strategies that foster students' participation in each class and implement didactic material for learning about different topics.

10.4 Chronogram

	ACTIVITIES	AUGUST				SEPTEMBER				OCTOBER			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional Observation				▓	▓							
2	Writing the proposal					▓							
3	Implementation of the proposal						▓	▓	▓	▓	▓	▓	▓

	ACTIVITIES	NOVEMBER				DECEMBER			
		I	II	III	IV	I	II	III	IV
1	Implementation of the proposal	▓	▓	▓					
2	Final report				▓				
3	Data analysis and findings				▓				
4	Socialization					▓			

10.5 Subproject

Implementation of flashcards and cooperative work among fourth grade students of primary school as strategies to improve English language.

10.5.1 Introduction

This chapter presents the activities that was developed inside the class with the aim of incorporating the use of flashcards and collaborative work in order to promote learners' motivation and extend student's English knowledge.

This project will attempt to improve learners' collaborative learning and the good use of the flashcards to learn the topics that are required. Students need to have an environment in which they feel comfortable. In doing so, this project proposes the use of flashcards to draw children's attention. This project will be developed in primary schools where students are full of expectations. It gives the opportunity for students to love and improve English language and learn to work with their classmates.

10.5.2 Justification

It is important to establish different strategies when teaching, especially a foreign language as it is crucial that students love what they are learning and escape from the traditional education. Teaching is not an easy task, students need to be involved in their foreign language process.

The school does not have specialized teachers in this area, therefore this is an opportunity to be a students' guide that facilitates the learning process in children through the use of flashcards, collaborative work and interactive teaching tools that contribute to the overcoming of problems that affect the students' English performances.

Moreover, students learn as much as possible when they have visual helps which are called flashcards and many teachers do not use them. As a pre-service teacher, it is amazing to use all the tools that are in our hands to help the students to go further and love what they study.

10.5.3 Objectives

10.5.3.1General objective.

10.5.3.1.1 To encourage and promote the use of flash cards and cooperative work in students in fourth grade of primary school as strategies to obtain a better English learning process.

10.5.3.2 Specific objectives.

10.5.3.2.1 To create a space in which students feel motivated to participate and work together with their classmates.

10.5.3.2.2 To plan didactic activities that promote collaborative work in which they also can learn about culture.

10.5.4 Methodology

During ten weeks this project was developed by means of different activities that allowed learners to exploit their abilities and improve their skills. The purpose of this study is to uphold the learning language process of the L2 using flashcards and creating a collaborative working environment among the class.

It was thought to plan one lesson per week in order to achieve some kind of English learning success. This proposal was carried out with 4° graders, 4 hours per week, it means two in each group. This project supplied the necessity of students from a public primary school, in this case Bethlemitas Brighton. It helped to foment the use of flashcards and collaborative work.

Furthermore, the teacher trainee worked on the classes with fourth graders following what the textbook suggests and giving them didactic material.

10.5.5 Theoretical Framework

10.5.5.1 Flash cards: A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it (Eslahcar, 2012. 137). Flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. In this study, I limit the size of flash cards which are used. The flash cards print off onto 8,5" X 11" (21,59 cm X 27,94 cm). It is important for the flash cards to be large because they are bright, bold, attractive, and engaging. it is known as a flashcard a card bearing words, numbers, or pictures that is briefly displayed by a teacher to a class usually as a learning aid. This card helps students to learn about a subject. It is important to know that this card has words, numerals, or pictures on it, it is designed for gaining a rapid response from students when held up briefly by a teacher, used especially in reading or vocabulary drills.
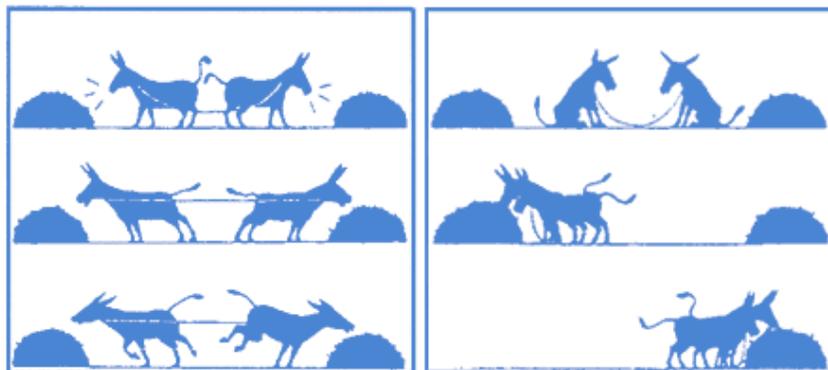
10.5.5.2 Collaborative work: Collaborative learning has been practiced and studied since the early 1900s. The principles are based on the theories of John Dewey (2009), Lev Vygotsky (1980), and Benjamin Bloom (1956). Their collective work focusing on how students learn has led educators to develop more student-focused learning environments that put students at the center of instruction.

Sills, Digby, and Russ (1991) found that those involved in collaborative learning understand content at deeper levels and have higher rates of achievement and retention than learners who work alone. They suggest that collaborative learning gives students opportunities to internalize their learning. Dewey (2009) states that learning should include plays, games, and constructive occupations.

10.5.6 Chronogram

TOPIC	DATE	OBJECTIVE
Behavior rules, greetings.	**Week 1**	Students will be able to introduce themselves.
Commands	**Week 2**	Students will be able to recognize the instructions given by the teacher in class.
Parts of the house	**Week 3**	Students will be able to say the parts of the house.
Parts of the body	**Week 4**	Students will be able to point out the parts of his/her body.
Colors and numbers	**Week 5**	Students will be able to say his/her age and his/her favorite color.
Days of the week/months	**Week 6**	Students will be able to say what is her/his favorite day and month.

School supplies	**Week 7**	Students will be able to say his/her favorite school supply.
Animals	**Week 8**	Students will be able to say the name of the animals.
Means of transportation	**Week 9**	Students will be able to distinguish the different means of transportation.
Verb to be/mood	**Week 10**	Students will be able to say his/her mood.

10.5.7 Tutorial classes

The tutorial classes worked to help students in their performances and their doubts regarding the topics already seen in class in order to reinforce what they learnt.

It is important to assist all those students who dislike THE English subject. BY Working with good strategies the students learnt as much as possible. Moreover, their needs were taken into account when doing the lesson planning. At the same time didactic material was required to the different topics.

10.5.8 Talent show organization

This activity was about showing the talents the student had, the students sang English songs, and there were participants from the different courses, students from sixth grade to eleventh grade, the principal of the school bought some gifts to give to the students. Also, a mother sang with her children, there was a students' performing preparation, each week teacher in training met with them to prepare the event. The teachers worked with them on the different songs. The teachers were happy because of the teachers' training help.

DATE: September, 2017

PLACE: Jauregui's theater

TIME: From 8:00am to 10:00 am

Aspects to taking into account

- Logo's design
- Jury's invitation

- Permissions

- Diploma's design

- Sound

10.5.9 Results

This project attempted to supply students' language learning necessity from a public primary school. The primary children do not have an English teacher who teaches them correctly the use of the language. For that reason, the researcher designed different strategies to help them to love English. To draw children's attention is highly complicated because of the large number of the students that were in the different courses.

The students worked with the primary children in order to help them with their English grammar and pronunciation, by means of songs, role plays and many posters and flashcards. They helped to show them new learning experiences, especially in primary schools where students are full of expectations and willingness to learn something new.

The implementation of didactic material such as flash cards, games and songs encouraged them to exploit all the potential they have. They were children that needed to be involved in the different activities the teacher had. There were many students and each one of them had their own necessities.

The lessons were planned according to the children's English level and their age. They needed activities where they worked on their imagination and were quiet. Many students faced different problems and it was not good to have a course with 34 students because they cried, screamed and they did not pay attention to the three teachers that there were into the classroom. It was not an easy work. They loved drawing, painting but they did it in a few minutes. Activities such as songs, word search puzzles, and memory games were implemented.

The strategies that the teacher implemented during the practicum were based on students' interests to encourage them to learn English as much as possible.

Moreover, by supplying the different necessities students had, they worked four hours per week to accomplish all the objectives we proposed at the beginning.

However, the best efforts were did to implement the most attractive and interesting material, based on the students' age.

CHAPTER IV

11.ADMINISTRATIVE COMPONENT

11.1 Introduction

Bethlemitas Brighton School carries out different types of activities during the year that allows teachers and students to integrate the whole educative community in order to discover new talents and develop a peaceful atmosphere among teachers, students and parents. Besides, those events show the institutional organization, which involves the pre-service teacher as a part of the community working in different activities and being aware of what is happening in the institution.

Furthermore, being part of the activities of the institution provided some experience when assuming the complete role of being a teacher.

11.2 Objectives

11.2.1 General Objective

11.2.1.1 To participate in the whole administrative activities proposed by the Bethlemitas

Brighton School

11.2.2 Specific Objectives

11.2.2 1 To offer organization services in order to create a suitable atmosphere and succeed in the

events proposed by the institution.

11.2.2.2 To work together helping in discipline and the activities planning.

11.2.2.3 To help and motivate students to do an excellent job and performance the day of the

presentation.

11.3 Methodology

The teacher trainee was part of the institution since the first day she arrived to the school. She was part of the institution offering extra peer tutoring to the students and setting new schedules to prepare students for the final exams.

The teachers and institution agreed with the timetables and the pre-service teacher ought to show all the availability to work with the students and teachers.

Moreover, it was significant to be involved in the different activities proposed by the institution as follows: cultural events, teachers and parents' Eucharistic celebrations, meetings, prevention meeting, exams week, and so forth.

11.4 Chronogram

From August 29th , 2017 to November 3rd, 2017
Talen show
Extra peer tutoring
Cultural Events
Eucharistic celebrations
Teachers and parents meeting
Exams
Teachers meeting

11.5 Results

As part of the teaching practice requirements, the student-teacher had to stay during the whole day in the school even if she did not have classes what allowed the pre-service teacher to be involved in every activity of the institution which showed she was committed not only with her work as a teacher but with the activities of the academic community.

The pre-service teacher was involved in many events that were proposed by the institution such as: repair day, fathers' meeting, teachers' meeting, and simulacrum presentation and so on.

Moreover, the pre-service teacher helped in all the activities with the discipline because that institution is recognized for it. The pre-service teacher knew all the schedule in which she found the different activities that the institution had. She was part of all of them

The pre-service teacher was always encouraging the students to do their best, she created a good environment in which they felt comfortable and took part of the class, and also, she was giving them instructions for the day of the talent show.

Also, the pre-service teacher had to be part of academic community with the organization of events or any other administrative procedure which allowed her to be aware of the operation of the institution.

Furthermore, it was not just being focused the students' learning process but also in the pre-service teachers' participation into the institution.

SCHOLAR CALENDAR		
TERM	**MONTH**	**ACTIVITIES**
THIRD TERM	**AUGUST**	• Superate test
	SEPTEMBER	• Simulacrum: visita del Santo Padre • Teachers' meeting • Preventive citation • Holy Rosary • Project Bethlemitas for peace • Flag raising (7-03/8-03) • Earthquake simulacrum • Quality test (exams week)

Conclusions

- Teaching is one of the most beautiful professions that can exist.

- Working with eleventh grade students was not easy because of the lack of time.

- Students are get used to do the activities if they have a grade.

- Students liked the way English subject was taught.

- Role plays, monologues and plays were interesting for them and interactive ways of learning a new language.

- They disliked the traditional method.

- Primary schools should think about the large number of students they have.

- Teacher should use whatever kind of strategies they could find.

- Ask the students and work in a collaborative environment.

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obligatoria, bachillerat o, formación profesional y enseñanzas de idiomas

Appendix

Appendix A

Students' interview

The students answered these seven questions in Spanish and they answered them in Spanish because they said they felt more comfortable when talking in their first language.

1. ¿Considera que aprender inglés se le dificulta o se le facilita? ¿Por qué?

2. ¿Qué habilidad comunicativa se le dificulta más desarrollar en el área de inglés? ¿Por qué?

3. ¿Le han gustado las clases de inglés con la nueva metodología?

4. ¿Considera que las actividades que normalmente se desarrollan en clase han ayudado a mejorar su nivel de inglés? ¿Por qué?

5. ¿Cree que, por medio de juegos como mímicas, adivinar el personaje, crear role plays a partir de una ficha ayudan a su desenvolvimiento en el área de inglés?

6. ¿Qué tipo de actividades le han llamado más la atención?

7. ¿Cuáles recomendaciones haría a su profesor de inglés?

   Their answers were the following:

Participant one answers (Paulina)

1. *Se me facilita aprender, aunque me gustaría tener como más vocabulario. Sin embargo, considero que se me es muy fácil de aprender.*

2. *Aprenderme los tiempos verbales se me dificultó mucho y tal vez como la manera de crear frases bien estructuradas.*

3. *Sí, me fue de mucho aprendizaje en cuanto a vocabulario y el desenvolvimiento a la hora de hablar.*

4. *Sí, me ayudaron a perder el miedo en cuanto a la manera de hablar y expresarme bien en inglés.*

5. *En cuanto a expresarme se me facilitó bastante y la principal razón fue las clases que se vieron en inglés.*

6. *Las principales actividades que me llamaron más la atención fueron los role plays.*

7. *Tener un poco más de dominio del grupo y que pongan a los estudiantes a interactuar un poco más.*

Participant two answers (Isabel)

1. *Se me facilita porque la mayoría del tiempo se evalúa la producción escrita y no oral.*

2. *Producción oral, necesito practicar para responder con más fluidez y rapidez.*

3. *Me han gustado porque ha sido más activas, más didácticas y eso hoy en día es necesario porque facilita más el aprendizaje.*

4. *Porque practicamos la parte hablada del inglés.*

5. *Sí, porque fomentan más la producción oral que la escrita y en un país de habla inglés no nos van a evaluar la escritura, o no podemos hablar fácilmente con alguien solo escribiendo, se necesita del oral.*

6. *El monologo, el hecho de grabarnos hablando.*

7. *Ninguna, todo está bien.*

Participant three answers (Mariana)

1. *Considero que se me facilita porque logro entender muy bien los términos que se trabajan, los tiempos y me logro expresar muy bien.*

2. *Con baja dificultad aprender los tiempos de los verbos.*

3. *Sí, pienso que es una forma más fácil y sencilla de aprender inglés.*

4. *Sí, porque hay cosas que no recordamos y con la nueva metodología se hace todo más fácil.*

5. *Creo que sí, porque no ponemos en situación a lo que estamos representando y buscamos una manera más sencilla para entender.*

6. *Los role plays porque es una forma de interpretar mejor lo que sucede a nuestro alrededor.*

7. *Que no solo con el tablero colocar a los estudiantes en las situaciones planteadas.*

Participant four answers (Michael)

1. *Pues se me hace muy fácil aprender inglés y es muy chévere.*

2. *El vocabulario porque a veces me hace falta más en ese tema.*

3. *Sí, es una mejor forma de aprender inglés, así nos permitan obtener mejor los conocimientos de una forma divertida y muy buena.*

4. *Sí, porque así he mejorado y mis dificultades en inglés son muy pocas.*

5. *Sí, ya que cada estudiante tiene miedo y así desarrolla otras destrezas a la hora de presentar los trabajos.*

6. *Los role plays, el canto, el talent show, los talleres, los trabalenguas, las obras de teatro.*

7. *Que hagan las clases más didácticas, recreativas, con actividades, no tanto copiar, con obras aprendemos a repasar más vocabulario.*

Participant five answers (Rossie)

1. *Pues, a veces hay dificultad, pero con la explicación de la practicante se facilita con la traducción, y la metodología que ella aplica.*

2. *El parlamento en inglés, la pronunciación seguida-fluida.*

3. *Sí, es Buena la metodología porque no es repetitiva.*

4. *Sí, porque las actividades lúdicas nos ayudan a mejorar el inglés.*

5. *Sí, para los estudiantes que tienen un nivel de inglés más avanzado, y lo hablan con mayor fluidez.*

6. *Los diálogos ayudan a la interacción.*

7. *Más actitud, más formas de cambiar el aprendizaje del idioma y más ánimo.*

Appendix B: Observation supervisor format

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS
PRACTICA INTEGRAL-2017- 2

FICHA DE EVALUACIÓN DE EJECUCIÓN DE LA PRÁCTICA INTEGRAL

ESTUDIANTE PRÁCTICANTE: _____

SUPERVISOR (A): _____

CRITERIOS DE EVAUACIÓN	28 de agosto, 22 septiembre	25 septiembre, 20 octubre	23 octubre, 3 noviembre
ASPECTOS GENERALES (20p) ☐ Diseño del programa de área y/o asignatura del grado correspondiente a su práctica. ☐ Planeación - desarrollo y evaluación del proyecto o propuesta correspondiente al período que dure su Práctica Integral Docente. ☐ Planeación, desarrollo y evaluación, de actividades complementarias del área. ☐ Planeación, desarrollo y evaluación de actividades de refuerzo y recuperación en las áreas de desempeño. ☐ Planeación, desarrollo y evaluación de actividades institucionales relacionadas con su área de trabajo, consignadas en su propuesta, tendientes al campo de la investigación, a la promoción del área, a la integración con la comunidad y a la relación con los padres de familia. ☐ Planear, desarrollar y/o participar en las actividades propias del área de Práctica Integral Docente de orden interinstitucional. ☐ Participar en actividades culturales, en reuniones de profesores a las que fuere invitado, de padres de familia y a la realización de actividades lúdicas.			
ASPECTOS METODOLÓGICOS (30p) ☐ Sigue el plan de clase y desarrolla actividades de acuerdo con los objetivos del plan de clase. ☐ Privilegia la integración de las competencias comunicativas y desarrolla las competencias subyacentes (fonética, gramática, vocabulario). ☐ Utiliza variedad de material didáctico y emplea material auténtico. ☐ Tiene en cuenta los diferentes estilos de aprendizaje. ☐ Centra el desarrollo de la clase en los estudiantes.			

⊠ Facilita la participación de los estudiantes. ⊠ Da instrucciones precisas a los estudiantes. ⊠ Propicia actividades que involucran el trabajo en grupo. ⊠ Orienta el trabajo de los estudiantes (individual y grupal). ⊠ Corrige los errores de los estudiantes. ⊠ Refuerza continuamente el aprendizaje de los estudiantes. ⊠ Circula por el aula atendiendo las necesidades de los estudiantes. ⊠ Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes. ⊠ Incorpora Tecnologías de Información y Comunicación en el desarrollo de sus clases.			
ASPECTOS LINGÜÍSTICOS –COMUNICATIVOS (30p) ⊠ Conoce los diferentes componentes de la Lengua extranjera. ⊠ Domina los contenidos trabajados durante la clase. ⊠ Se expresa correctamente en forma oral en la lengua extranjera. ⊠ Se expresa correctamente en forma escrita en la lengua extranjera. ⊠ Se hace entender en la lengua extranjera. ⊠ Alterna el uso de la lengua materna y la extranjera en clase.			
ASPECTOS ACTITUDINALES (20p) ⊠ Desarrolla y mantiene una actitud de responsabilidad, interés y creatividad en la planeación y ejecución en las actividades propias de la docencia. ⊠ Es puntual en la iniciación de sus clases y las demás actividades registradas en el cumplimiento de sus deberes. ⊠ Aplica la ética profesional en todas sus actuaciones. ⊠ Observa una conducta decorosa, mantiene una presentación personal adecuada y utiliza un lenguaje respetuoso. ⊠ Cumple con lo dispuesto en el Manual de Convivencia de la institución. ⊠ Se presenta en estado de sobriedad y lucidez mental a todas y cada una de las actividades de Práctica Integral Docente.			
*NOTA FINAL			

Firma del(a) supervisor(a): _____

*Esta nota hace parte de ficha de evaluación final y corresponde a EJECUCIÓN Y EVALUACIÓN DE SECUENCIAS DE APRENDIZAJE Y EVALUACIÓN (que tiene un valor del 60%)

Appendix C: Letter of permission

Pamplona, 3 de agosto de 2017

Hermana
FLOR ELBA TORRES MIRANDA
Institución Educativa Brighton Bethlemitas
Rectora

Respetada Rectora,

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

Conocedores de su espíritu de cooperación, me permito solicitar su autorización para que los estudiantes CASTELLANOS CASTELLANOS SYNDY YULIETH, CALDERÓN RÍOS KAREN YISBEL y CAMARGO PACHECO BÁRBARA DEL PILAR del programa de Licenciatura en Lenguas Extranjeras Inglés– Francés, realicen la Práctica Profesional durante el segundo semestre académico de 2017, quienes estarán bajo la supervisión de las Licenciadas, Nydia Yañez, Blanca Stella Pabón y Gennis Navarro respectivamente.

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

Agradeciendo su amable atención, se despide de usted,

Atentamente,

Sonia Patricia Gómez Silva
Directora
Departamento de Lenguas y Comunicación
Universidad de Pamplona

Formadores de líderes comprometidos con la región en la construcción de un nuevo país en paz.
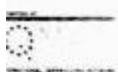
Appendix D: Letter of permission for the research component

Appendix C: Letter of permission for Research Component

Pamplona, 28 de agosto de 2017

Hermana,
FLOR ELBA TORRES MIRANDA
Rectora Institución Educativa Brighton Bethlemitas
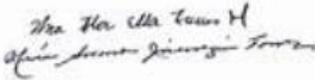
Señora,
MARÍA SOCORRO JAUREGUI TORRES
Coordinadora Institución Educativa Brighton Bethlemitas

Cordial saludo,

Por medio de la presente el programa de Licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona y la Coordinación de Práctica Integral de dicho programa agradecen a ustedes por el espacio que brindan y el recibimiento dado a nuestros estudiantes de 10° semestre del programa.

La Práctica Integral de la Licenciatura en Lenguas Extranjeras se define como el *"ejercicio de formación pedagógica profesional, que le permite al futuro licenciado el desempeño continuo y gradual de su capacidad creadora para interpretar los aspectos del proceso de enseñanza-aprendizaje, dominio de las competencias intelectuales propias de su programa de estudio, las habilidades y destrezas, para que pueda aplicarlas oportunamente, mediante la realización de proyectos que integren la docencia, la investigación, la extensión y la administración como actividades inherentes al ejercicio de la profesión de educador"*.

Con el objetivo de que ustedes tengan conocimiento de la forma como se desarrolla la práctica desde la Licenciatura en Lenguas Extranjeras Inglés-Francés, a continuación se envía información relacionada con acompañamiento que se hace a los estudiantes, calendario de práctica, proyecto que los estudiantes desarrollan en la institución, evaluación del proceso, permiso para hacer tres videos en la institución y horarios de los practicantes.

Formando líderes para la construcción de un nuevo país en paz

Appendix E: Certification of the practicum

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON
PAMPLONA

Legalización De Estudios según Resolución Nº 4457 del 29 de octubre de 2015

NIT-807.003.045-1   DANE 154518000755

Pamplona, 1º de noviembre 2017

Constancia 025

LA RECTORA

HACE CONSTAR:

Que, SYNDY YULIETH CASTELLANOS CASTELLANOS, identificada con cédula de ciudadanía 1094275420 de Pamplona (Norte de Santander) Docente en Formación Licenciatura en Lenguas Extranjeras (Inglés – Francés) de la Universidad de Pamplona, realizó en esta Institución la Práctica Integral a partir del 28 de agosto hasta el 3 de noviembre de 2017 en los grados 6º03 de la Básica Secundaria; 10º01, 10º02, 11º de la Media Técnica; 2º03, 2º04, de la Básica Primaria en el área de Inglés. Estuvo bajo la supervisión de Nydia Teresa Yáñez y Consuelo Cristancho, titulares del área.

Esta constancia se expide para presentar a Mayerri García, Noelia Villamizar, coordinadora de Práctica de la Universidad de Pamplona.
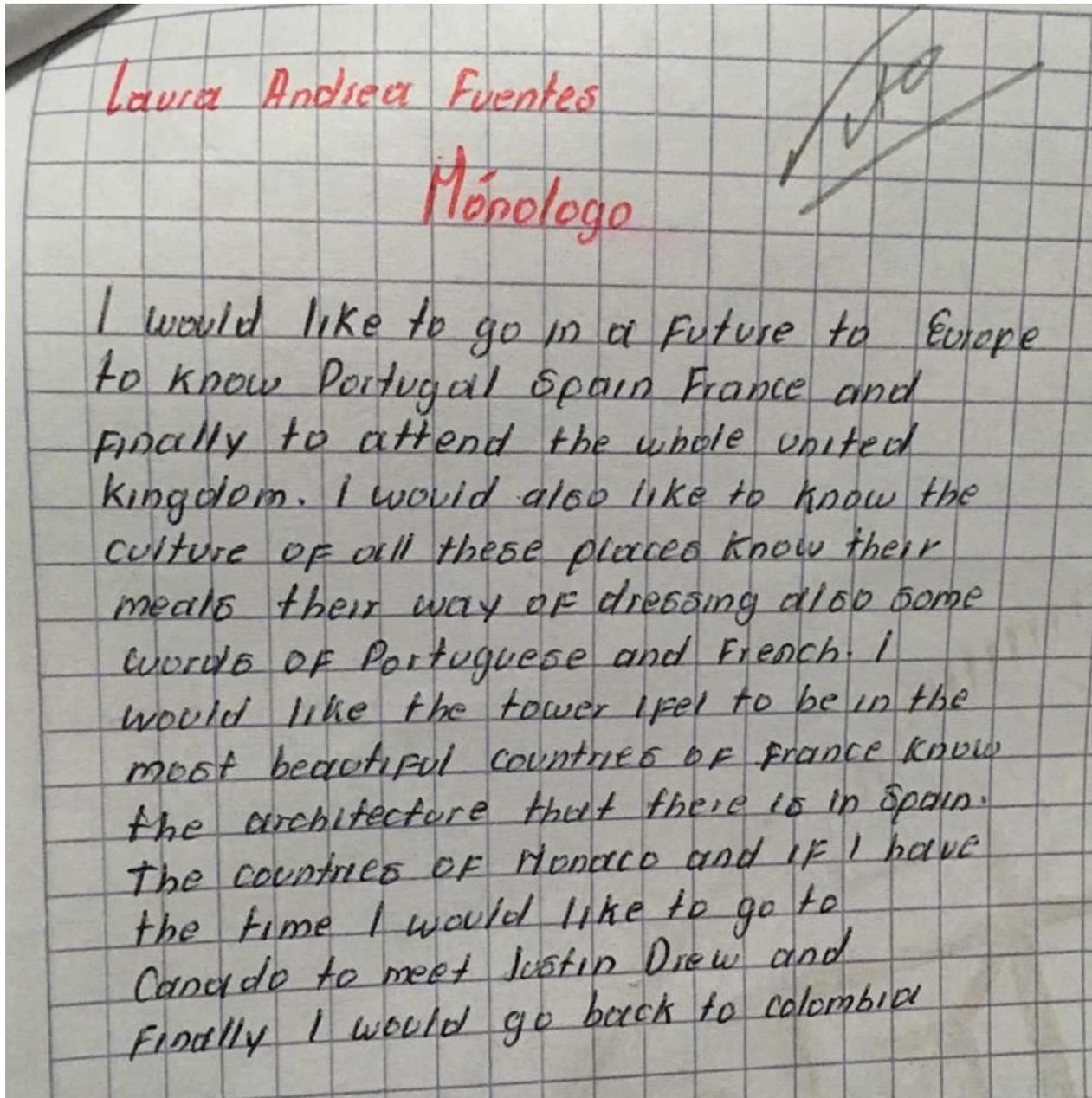
HNA. FLOR ELBA TORRES MIRANDA

Carrera 7   8 -90 Barrio Brighton teléfono 568 22 06
Email: bethlemitasbrighton@yahoo.es
Pamplona Norte de Santander

Appendix F: Example of planning

GRADE: 10	LEVEL: B1	THIRD AND FOURTH TERM	TEACHER: NYDIA YAÑEZ
DESCRIPTION	CONTENT	SKILL	MATERIAL
The students are able to build different sentences they can find on their books, they have been working on their books and also they have been doing their own productions, the teacher gave them a poster in which they had to find and underline the adverb, adverb phrase, the adverb clause. The teacher has explained the topics by means if the board and some piece of papers, she gave them a piece of paper and they had to pass to the board and complete the sentences, the teacher is always asking why and they try to answer in Spanish or in English, they have been reading and working on many exercises the teacher gives them. **Speaking task,** the students had to create their own version about a text they found on the book, they had to write about themselves and show it to the whole class, they worked on pronunciation, punctuation, production. They work with the four skills, reading, writing, speaking and listening. They all worked and showed it to the class and the class answered some questions about the information they students shared. They brought some poster in which they can show others the information they have.	Basic types of adverbs Manner Place Time Discrimination between adjectives and adverbs. Reduction of adverbs clauses Kinds of adverb clauses Reported Speech	Speaking Writing Listening Reading	- Video Beam - Workshops - Audio record - Video record - Board - Markers - Piece of papers
Students have been working on listening **(Video about the reported speech) Comprehension.** The students listened to the whole information and they answered some questions about it. They realized that our daily life is a reported speech. They are going to create an event that will be called 'The New' in which they will be the characters and will decide what kind of information they want to report. Also, they will write a role play using the information they already know, they will do a video recording. They students are using the different web pages in which they can find many examples about the topic they have been working on, the teacher gives them some pages and they share it next class. They students will bring a poster about			

Appendix G: Example of role play and monologue

Laura Andrea Fuentes

Mónologo

I would like to go in a future to Europe to know Portugal Spain France and finally to attend the whole united kingdom. I would also like to know the culture of all these places know their meals their way of dressing also some words of Portuguese and French. I would like the tower Ifel to be in the most beautiful countries of france know the architecture that there is in Spain. The countries of Monaco and if I have the time I would like to go to Canada to meet Justin Drew and finally I would go back to colombia

able: Andrea Escalante, manuela peña, Jhon carrillo

Jhon: Hello friends
manuela y andrea: Hi, we need a reservation
Jhon: of course girls, and looking at hawali?
Andrea: we look for fun and have a nice time in
    the city, because we do not know it
Manuela: Jhon can you bring pets?
Jhon: no manuela you can not but there is a
    discount price if you bring the family
Andrea yes, of course and this hotel also offers
    games like football swimming tennis and
    waters sports
manuela I also like september because it is
    waın but windy we will not have to
    wory so much about the son and
    our tan will be fine so there is not
    so much son.
Andrea if friend if can not wait to go this
    vacation to hawai

manuela y andrea: thanks jhon we'll ser you soon
Jhon: until the holidays, goodbye

Appendix H: Example of a rubric to evaluate a role play

Name: _____ Date: _____

Criteria	Grades								
Instructions' respect									
Can express the ideas clearly by following the instructions previously given.	0	0.5	1.0	1.5	2.0	2.5	3.0		
Respect of the amount of suggested text.	0	0.5		1.0		1.5		2.0	
Lexicon									
Can use the elementary vocabulary taking into account the topic.	0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Morph syntax									
Can use a limited control grammar structures belonging to a studied topic.	0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Coherence and cohesion									
Can connect words and phrases with elementary connectors.	0	0.5	1.0	1.5	2.0	2.5	3.0		
Can produce a simple and consistent text.	0	0.5		1.0		1.5		2.0	
Creativity									
The student shows considerable creativity when writing and when presenting the topic.	0	0.5		1.0		1.5		2.0	

Total: _____ / 20

Positive aspects	Aspects to improve

Appendix I: Matrices used to analyze the data collected

CATEGORY	SUBCATEGORY	DESCRIPTION
Role play production	Teaching how to do a role play	Planning
	Evaluating speaking	Creativity
		Morph syntax
		Vocabulary
		Content
	Improvement	Grammar
		Pronunciation
Learning process	Motivation	Students' attitude
		Students' attitude towards error correction
		Students' perception

Appendix J: Examples of students' artifacts

em yasmell Galvis vera   11°

TIME PASSED.

without thinking I have spent 18 years of my life and it is not enough to finish school, without realizing the time is passing... I did so many things without thinking, now I realize that by letting ourselves be driven by emotions we make mistakes. I can not deny it, I want to turn back time, but It is impossible. Now what will I do? I will finish high school and I am sure what I want to study, but I have many doubts. I have promised myself that I will be a professional, that I will succeed, but sometimes, doubts assail me... I hear the comments about me, they say that I may not achieve Anything, that I will not achieve what I intend, so much more... what will happen to me? what will my future be?, For the simple fact that I like to have fun, to go out with my friends, but I do not do anything wrong, I just try to enjoy my age, but that does not I care, I make my own decisions and I have decided not to stay as " the girl who finished high school", No, not that! I will be someone that many admire.

Monologo

good morning

I will tell you something about me when I was little my destiny maybe told me that ... is that playing take the gun to a police because he wanted to be a cop, he scolded me. but from there I knew that I would like something related to justice, so now I want to study law to proctect the rights of people and that they do not feel that they are alone, Vulnerable and without anyone who can help them that's why companions, do not forget where you want to lead your life that dream with all your heart as I will and in a very fai future we will see that our dreams are being fuifielded little by little

Nombres: • Sebastian David Garcia Suarez
• Oscar Carvajal.

DIALOGUE

Student: Good morning, with the reception of the Wordsworth school?

Receptionist: yes, what can we do for you?

Student: Could I contact Professor Smith?

Receptionist: I regret to inform you that today all the teachers are in a training course.

Student: that bad! Could you help me with a restlessness?

Receptionist: of course.

Student: I am a student at your school and I am going to be away for a month because of my work and I wondered if there would be the possibility that by email I could send the activities that are carried out in this period?

Receptionist: of course, but for this to be possible we need you to send a written excuse in which you specify the reason for your absence

Julián Armando Conde   —   Andrés Felipe Antelíz   11°

- Good afternoon, You have the number of the manager? I need.
- Yes, I have, wha?
- I need to repair a truck a costumer
- I'm sorry. He is busy, come back later
- P this is urgent!, I haven't time.
- he's in a meeting, you have to wait
- I just wait a few minuts, i don't have time.
- ok, sit down please.

4,3

Well done

113

Nombre: Sebastian Garcia Suárez Grado: 11°

Mondague

"The fear"

Fear is a psychological response to a situation of danger or extreme tension.

All people at some point in their lives are afraid, but it manifests itself differently. Some people start to sweat, sometimes their hands tremble, others start to cry, others become pale, other are totally paralyzed.

Fear and its forms of manifestation are often in our favor, that is, they prevent us from any situation or danger; but it can also go against us, as it does not allow us to react quickly and makes us lose control over our senses and can often be deadly.
It is necessary to know how to control the fear so avoid any situation that damages us.

(48)

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monologo -literature-

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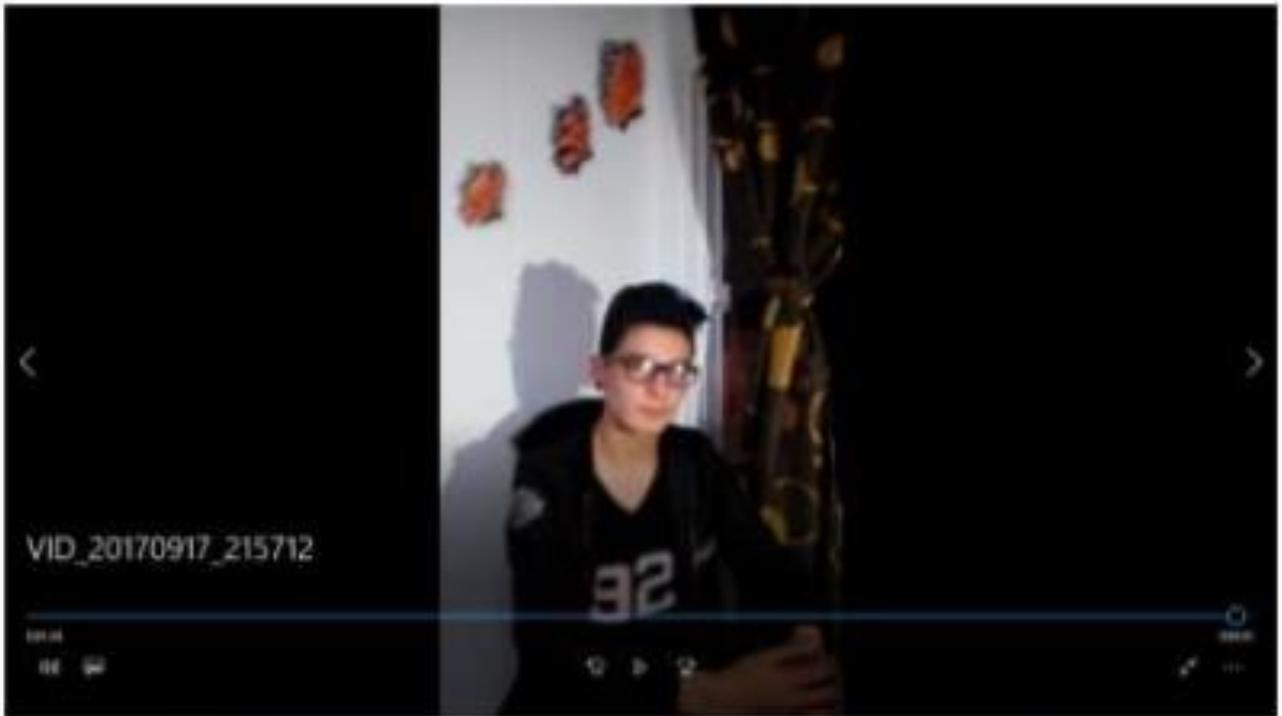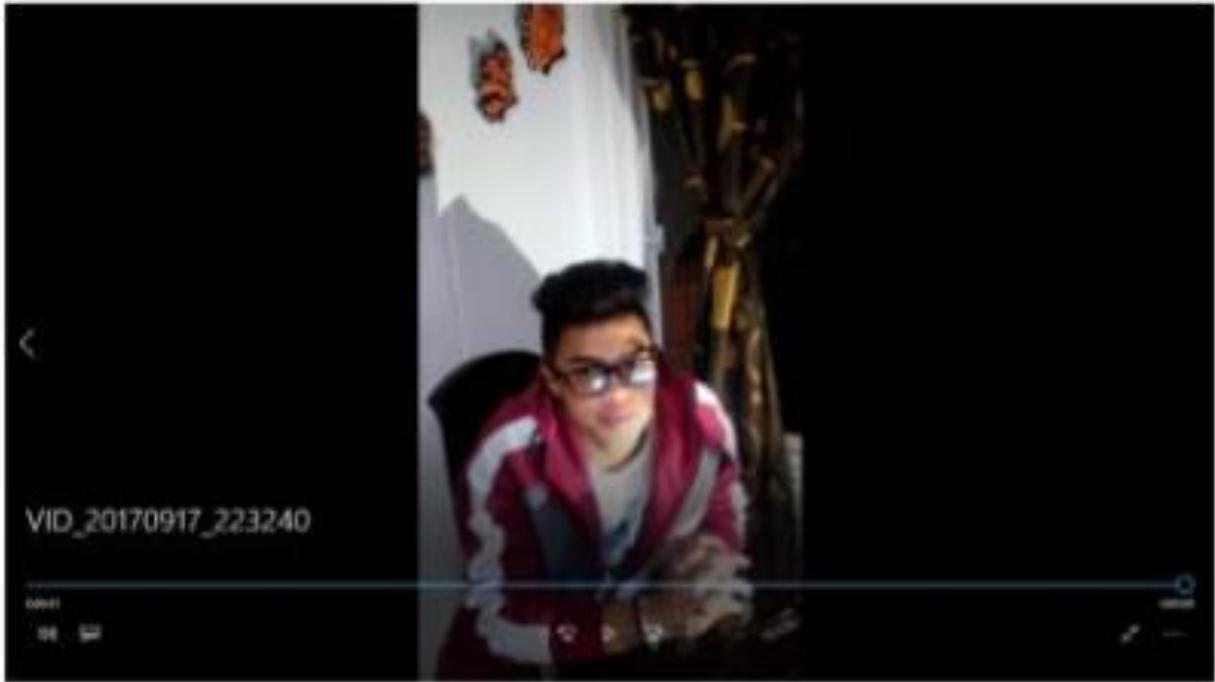
Photographic Gallery

Pedagogical Component

Classes

One experience I want
to live in Argentina, South America.

Places to visit:

1. I will visit Villa General Belgrano - Córdoba.
2. I will visit the la Boca neighborhood - Buenos aires.
3. I will visit the Iguazu falls - Misiones.
4. I will visit the mar del Plata - Buenos Aires.
5. I will visit the mendoza.
6. I will visit the bosque brayanes - Villa la Angostura.
7. I will (visit) the faro del fin del mundo - Ushuaia.
8. I will visit the Cerro Uritorco - Córdoba.
9. I will visit the Cueva de las manos - Santa Cruz.
10. I will visit the Glaciar Perito Moreno - Santa Cruz.

What I will not do.   The question that I ask myself

* I won't hurt in any way   * will I enjoy this unique
to this beautiful country   experience?
that is Argentine.

Talent Show