

THE USE OF GAMES TO REINFORCE GRAMMAR, VOCABULARY AND
PRONUNCIATION IN SIXTH GRADE LEARNERS AT BETHLETIMAS BRIGHTON IN
PAMPLONA, COLOMBIA

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TEACHING PRACTICUM
PAMPLONA

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DEDICATION

This is dedicated to God, my mother and family who always were by my side when facing hard and happy moments and gave the courage to carry on in order to achieve my purposes.

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APPROVAL NOTE

Practicum Committee Signature

Cooperative teacher signature

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General presentation

The following proposal is broken down into four chapters as follows: The first one consists of the pedagogical component in which it is introduced some essential theoretical aspects, information related to games' methods. Besides, it contents how the trainee teachers developed the pedagogic tools and strategies in the classrooms.

Similarly, the second chapter undertakes the research design taking into account the formation of practitioners' reflective spirit. It also illustrates the process of reflection using different instruments to gather the more meaningful data as possible to enhance the pre-service teachers' teaching process.

Additionally, the third chapter presents an outreach component which contains all the information about the work of the practitioners in primary school helping the teachers in charge of the whole group in the realm of English. Finally, the fourth chapter encompass the administrative component that shows the role that a teacher has during school life, helping students and teachers to organize the institutional events as well as being part of the Bethlemita community.

These four chapters reveals the assistance that the practitioners offer to the academic community throughout the learning process.

Introduction

As mention before, these four components might help to face today's reality that is being considered as a one of the hardest times in humans' life, given that English as a foreign language (EFL) is spoken all around the world and most of the people yearn to learn it so it has a considerable

impact in the society, not only as a necessity or spare time activity but as a huge opportunity for a better lifestyle. As Mahu (2012) says studying a foreign language will give you the unique opportunity of stepping outside the boundary of your everyday life. Experiences of other cultures and your personal development through the study of a foreign language will greatly shape your identity and heighten your self-awareness. Thus, speaking English might open new doors and be beneficial when looking for a job. However, it depends pretty much on the individual's interest because sometimes it can be perceived as a waste of time or somehow pointless.

On the other hand, in Colombia is being carried out a project since 2004 called National Bilingual Program that aims to offer the opportunity to all students to become bilingual and sharpen their communicative skills to be competent in this globalized world. Moreover, The Colombian Board of Education focuses on fostering competitiveness among national schools to partially accomplish B1 level according to the CEFR, so implementing this program in each single school might increase the level of education in Colombia.

Nonetheless, working on the three skills (Speaking, Listening and Writing) is somehow tough at schools but above all, the speaking skill is in some manner complex to face, due to lack of resources, teachers' methodology, time scarcity and teachers' apathy, when teaching and this was evident in the observations because it is mostly worked the writing skill regarding the grammar and vocabulary, they can write sometimes but not pronouncing and producing short sentences. Conversely, there are three groups of thirty-three students per grade. Furthermore, this proposal will be conducted at Brighton Bethlemitas High School with the goal of enhancing sixth grade students' subskills through games but also harmonizing the other skills during this learning process.

Justification

First, McGroarty (2002) stresses the importance of teaching with variety since learners are different and do not find the same activities and tasks as motivational and good for their learning. Further on teaching English, teachers should give all of them to reach students' attention and interest for English, for this reason, it is mandatory to use plenty of strategies and methods that make them learn with ease and enthusiasm. Also, teaching English in Colombia is a challenge nowadays because these new generations get bored faster, they think it is pointless to learn English and they do not behave, in this way that is why this project is going to be held, to cover all these educational necessities implementing all sort of games that foster daily students' learning care. That is why Sigurðardóttir (2010) states that using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society.

On the other hand, the University of Pamplona brings to all the schools in the city because this meaningful study support English teaching and improve the quality of education considering that the practitioners count with an excellent: language proficiency, didactic, theory, practice formation and preparation to teach using different methods that may change or generate a significant impact in the institution.

Finally, improving the speaking skill (pronunciation) is the main reason to create a communicative channel not only among teachers and students but among students and why not outsider people or foreigners who constantly arrive to Pamplona. Additionally, working along with these skill,

grammar and vocabulary are important factors in lights of maintaining a dialogue given that a well-structured speech is built by a proper use of grammar and vocabulary depending on the context, So, at the end of the practicum it is important that students at least can introduce themselves or maintain a short conversation regarding what the Ministry of Education establishes in its National Bilingual Program.

General Objective

- To reinforce grammar, vocabulary, and pronunciation through games in 6th students at Bethlemitas Brighton in Pamplona.

Specific objectives:

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To meet the English Teaching demands of child population in primary school in Pamplona city.
- To participate in the whole administrative activities proposed by the Bethlemitas Brighton School.

Institutional observation

Topographical School's location

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. Also, 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.

As well as the **authorities** are 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.

Institutional organization: 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:

Charge	Name
Principal	Sister Flor Elba Torres
Discipline coordinator	María Socorro Jauregui
Cooperative teacher	Blanca Estella Pabón

Table 1: authorities chart

Principles at Bethlemitas Brighton School

Consequently, as an important factor for this proposal is 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:

Mission

“Guide our pupils in its process of integral formation, offering to them an 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”.

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”

Principles of Bethlemitas Brighton institution

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

1. The Bethlemita education is based on the Christian anthropology that conceives the person like “a unique being and unrepeatable”. With conscience which has been created to image and God's 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 Bethlemita 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. Bethlemita's 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 Bethlemita's 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 Bethlemita's 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.

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:

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

- To guarantee the inclusion of children, boys, girls and teenagers to the educational system and to guarantee its permanence in it.
- To offer a pertinent and qualified education
- To respect in any circumstance the dignity of the members of the educational community.
- To facilitate the participation of the educational community, in the academic management of the institution.
- To open communication spaces with parents and guardians for the pursuit of the educational process of the students.
- To propitiate the democratic participation and the good relations inside the educational community.
- 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.

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



Figure 2: Planning proposed by teacher

LESSON PLAN		Bethlemitas Brighton School			
TEACHER: Vraja Salazar Rubio	GRADES: 4-01, 6-02 and 6-03	TIME: 6-8 hours			
TOPIC: Greetings, Farewell, Responses and Introductions.	UNIT 1: One, Hello Friends.	MATERIAL: Workbook, ball, board, markers.			
Linguistic Objective: At the end of the class the students will be able to use greetings by completing the student book.					
Communicative Objective: At the end of the class the students will be able to introduce themselves					
Module 1 : Democracy and Peace					
	GOAL	FUNCTIONS	OBJECTIVES		
MODULE: DEMOCRACY AND PEACE	<ul style="list-style-type: none"> Reconocerse como individuo y como miembro de la clase. Reconocerse a sí mismo como un individuo y un miembro de la clase. 	<ul style="list-style-type: none"> Give and ask for personal information. Describe persons and daily activities. Present self and others. Give instructions. Spell out names. Give and request information on phone numbers and the time. 	<ul style="list-style-type: none"> Identify words and phrases related to personal information and daily activities in simple oral and written texts. Exchange personal information and daily activities in simple role-playing games. Make simple phrases on personal information and daily activities orally and in writing. 		
Opening: 5 minutes The teacher and students will pray the Our father and Holy Mary and then he will call the list.					
Warm up: 15 minutes					
<ul style="list-style-type: none"> The teacher will introduce himself and explain the rules of the class. The teacher will introduce himself by using an example throwing a ball. The teacher will explain that the person who receives the ball he/she will have to introduce himself/herself in Spanish by saying their names and ages. Once the pupil finishes the succinct presentation, the ball is thrown to another student in order to continue the game. All this has to be done as fast as possible because the ball will burn their hands. 					
Explanation of the topic: 20 minutes					
The teacher will write the greetings on the board and he will explain each of them and make students pronounce them					
<ul style="list-style-type: none"> Good morning Good afternoon Good evening 	<table border="1"> <thead> <tr> <th>FAREWELL</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Goodbye Bye Good night </td> </tr> </tbody> </table>			FAREWELL	<ul style="list-style-type: none"> Goodbye Bye Good night
FAREWELL					
<ul style="list-style-type: none"> Goodbye Bye Good night 					

- In page number 8 they will complete the categories for the greetings then they will write a small dialogue with greetings and farewells.
 - In page number 9 and 10 the students will greet their own classmates. Hence, the teacher will explain how to greet their parents.
 - In page number 11 the students will greet using their own names and practice three models to answer to the questions: how are you?
 - In page number 12 they will complete some conversations with the appropriate expressions.
 - Afterwards, the teacher will explain the use of this to introduce themselves with another partner (Page 13).
 - Now the students will stand in front of the class to practice a dialogue.
 - The teacher will write some expression on the board, and each group will participate to win a point
- Evaluation: 15 minutes**
In pairs, the students will come to the board to do some role plays of shorts dialogues presented in the book.
- Homework:**
They will create a dialogue with their parents so they will bring the dialogue for next class

APPENDIX 1



Lesson planning principles proposed by Board of Education

Bearing in mind this project will be carried out in sixth grades (6-01, 6-02, and 6-03) per week it will be prepared two planning of two hours each given that all the courses work with the textbook ‘let’s learn 6’ and what the suggested curriculum structure proposes. Planning is a significant phase because it helps to better organize the class and guide the teacher during the class.

The following sample (See figure 3) represents what the Ministry of Education has established in its suggested curriculum structure, following some patterns to be filled such as: teacher, topic, material, objectives, language functions and so on.

LESSON PLAN: TASK		
Teacher:	Grade: 6th	Duration: 4 to 6 hours
Task: I am part of a team		
Standards: <ul style="list-style-type: none"> I show understanding of simple questions about my family, my environment and me. I identify related words about familiar subjects. I answer briefly to questions "what, who, when and where," when referring to my family, friends and school. I use gestures and body movements to be better understood. 		
Objectives <ul style="list-style-type: none"> Identify words and phrases related to personal information and daily activities in simple oral and written texts. Exchange personal information and on daily activities in a survey. 	Language Functions <ul style="list-style-type: none"> Give and request personal information. Describe persons and daily activities. Give instructions. 	
PERFORMANCE INDICATORS		
Knowing <ul style="list-style-type: none"> Identify words and expressions of personal information, moods and personal feelings. Identify personal information through Yes/ No questions. 	Doing <ul style="list-style-type: none"> Express moods and personal feelings through simple conversations. Exchange information related to everyday situations. 	Being <ul style="list-style-type: none"> Value his personal characteristics and those of his peers. Respect physical, cultural, ideological differences, among others, of his classmates. Actively participate in the activities
Transversality Citizen coexistence: I use my freedom of expression and respect others' opinions.		
Contents Routines. Expressions to describe personal interests: I like..., He doesn't like..., She can..., She can't...		
Routines: Brush teeth, Comb hair, Exercise, Eat healthy, Drink water, Sleep well. Present simple tense Yes/No questions		

Figure 3: Planning model

Scholar Calendar

In the following picture is presented the whole year activities that will be held during the year.

(See figure 4 and 5)

Figure 4: scholar calendar



Supervisor's schedule

Nº	Hour	Monday	Tuesday	Wednesday	Thursday	Friday
	7:00- 7:15	REFLECTION				
1	7:15-8:10	6-01		5-03	5-03	6-02
2	8:10-9:05	6-01	5-01	5-03	5-03	6-02
3	9:05-10:00	6-02	5-01			
	10:00-10:30	BREAK				

4	10:30-11:25	6-02				
5	11:25-12:15	6-03	6-01	6-02 TIC	6-03	6-02 TIC
6	12-15-1:00	6-03	6-01	6-02 TIC	6-03	6-02 TIC

Table 2: supervisor's schedule

CHAPTER I

PEDAGOGICAL COMPONENT

Introduction

MAHU (2012) says that Speaking English is a tremendous asset for your professional career. We also need to learn English especially if we will be working at firms or other companies where English is the medium of communication. Instructions would be clearly understood, and therefore the room for error is minimized. Currently, learning English as a foreign language is really significant in each person's life given that it provides better opportunities in terms of education and job. Besides, its learning process is a bit complex in schools due to teachers' traditional methods, lack of time, teachers' specialization in the area and learners' motivation. Notably, developing the competences in class is mandatory but most of the time we end up focusing on one of them which is writing.

Furthermore, The National Bilingualism program (2014-2019) was created by the Colombian Board of Education with the purpose of offering to the students the possibility to become bilingual in English and Spanish as a part of a vision of increased productivity in a globalized world. This plan is benefited from international cooperation of England and United States government and it aims to guide educators, learners and parents to set national standards for language skills that students ought to develop in each grade.

Chiefly, the speaking skill is one of the three skills demanded to be worked but regarding the needs presented in the schools it is certainly tough to develop of all them. Particularly, pronunciation allows students to communicate among them using a foreign language but it is scarcely performed. Therefore, as practitioners it is essential to put into practice all the knowledge learnt during the whole career thereby overcoming those drawbacks and reach the main goal that is communication through the speaking skill. That is why games may play an important role in learning and teaching because we as teachers must set students active and not passive as (Shatz & Loschiavo, 2005) says that not only do games motivate students in a fun way offering interactive competitive learning environments, they also provide many other positive features. Games lighten the mood and this facilitates greater creativity and boost student morale and interest.

Also, talking about grammar, it is sometimes perceived as a difficulty when teaching considering that students are not concerned about its relevance that is why Zhang (2009) says that ‘it is exact that putting grammar in the foreground in second language teaching, because language knowledge of grammar and vocabulary is the base of English language. Zhang (2009) says that grammatical competence is one of communicative competence. 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. Communicative goals are the goals of learners’ studying English language. So grammar teaching is necessary to achieve the goals.’ That is why, teachers should be aware of this necessity given that grammar and vocabulary helps to reach that communicative competence.

Problem

One of the goals when teaching English is to teach grammar and develop the competences but sometimes, we set apart an important factor that is communication. It is true, it is really difficult to work on speaking with kids from 6th grade but it is not impossible the way around is to fully foster new strategies to reach students' oral production, teaching grammar and vocabulary taking into account new techniques. During some observations at Bethlemitas Brighton high school in sixth grades it was perceived that most of the students have some basic knowledge in matters of vocabulary, grammar, and pronunciation.

On the contrary, the teacher in charge of the group has really innovative strategies in terms of technology and methodology, also the teacher speaks most of the time in English in that way the students assimilate the language, the native language is strictly used when pupils do not understand or as a resource the teacher uses the corporal dimension. In these terms, it would be significant to spend more time in activities that students like and they can feel comfortable at the moment of doing exercises required.

During the observation week, it was evident that students are not motivated given that they present lack of attention in class and discipline due to the fact they are most of the time passive in the seat. Thus, some students may be motivated and sustained through their self-efficacy beliefs, whereas others are motivated to try hard, persist, and achieve because of their goals, their personal interests, their value beliefs or contextual factor.” (Pintrich, 2003, p. 671) To put it simply, we can boost learners' motivation through games given that with games they might be interested in the class because it is not only one hundred percent teachers' talking and students are sitting but make

them fully participate in a funny and different that is what we will achieve implementing games inside the classroom.

Justification

The following pedagogical study intends for enhancing speaking skills in sixth grade students by means of games bearing in mind the observations held during the first week in which the major problem was to do activities that did not wake learners and set them active to speak and eager participate during the class. However, teacher's methodology is great but it is missing exercises that truly motivate to learn English.

Under certain circumstances, the teacher in charge agree to create a new proposal that is based on a didactic method implementing games in order to innovate and set students active not getting away from what the curriculum, the National Bilingual Program, and the PEI established for the very beginning.

Additionally, teaching seems to be demanding for most of the teachers in a way because they are not prepared, they do not like teaching. Therefore, this project will play an important role for me as a student in the view of the fact that it is the first real context, this study will help me to notice if afterwards in my professional life I can implement games as a strategy to enhance whether speaking skill or listening, writing, and reading. Therefore, games are a good idea considering that students around ten, eleven, and fourteen years old are not quiet so they need to move, otherwise, they will start whispering and bothering their classmates. Rather different if we apply games that set them active and interested for the class.

On the other hand, after some observations students are limited to write and listen to the teacher and they sometimes say some words but repeating them after the teacher. I consider that it is relevant to work on the speaking skill and at least achieve an improvement in matter of pronunciation and producing some phrases in English with these students since English is mostly spoken and heard than written. That is why, vocabulary and grammar would play important role in the learning process given that it is easier to use the language knowing a lot of vocabulary and the rules of grammar but teaching vocabulary and grammar should be with strategies that can boost the learning process.

General Objective

- To reinforce grammar, vocabulary, and pronunciation through games in 6th students at Bethlemitas Brighton school in Pamplona: An action research.

Specific objectives

- To design the games that will be implemented according skill to develop
- To implement strategies to teach grammar, vocabulary, and pronunciation before developing game.
- To increase learners' interest towards English by implementing fun games.
- To use feedback as a tool to reflect on learning thought games

Theoretical framework

The main aim of this project is to implement games to teach English. In this theoretical framework you will find definitions of Game, National Bilingualism program, and grammar, vocabulary and pronunciation.

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.

On the other hand, a game can be conceived as a play too. Game and play both with different name, meaning almost the same in these terms Vygotsky (1978) says that a play creates a zone of proximal development of the child. In play a child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself. Therefore, a play or game may give comfortably to the learner to feel his age and learn in a funny way, 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 helps get students active in their learning. I think we can all agree on the fact that no matter what teaching method is

being used learning does not take place without the student participating in the learning process. That means that games can get students active for the class and willing to learn because doing interesting things for them can motivate the spirit of learning.

Speaking skill

When speaking a language, it is important to develop all the skills involved in this learning process as an illustration Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. Hence, the speaking skill needs a collaboration of two or more people to achieve communication.

On the other hand, speaking entails a nature at the moment of use these skills that is why Burns & Joyce (1997) and Luoma (2004: 2) 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.

Pronunciation

With regards of 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 (suprasegmental aspects), how the voice is projected (voice

quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.”

The AMEP Research Centre stands 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 (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Grammar

Richards (2016) Older approaches to grammar teaching and the design of course books reflected a view of language that saw the sentence and sentence grammar as forming the building blocks of language, language learning, and language use. The goal of language teaching was to understand how sentences are used to create different kinds of meaning, to master the underlying rules for forming sentences from lower-level grammatical units such as phrases and clauses, and to practice using them as the basis for written and spoken communication. Syllabuses were essentially grammar-based and grammar was a primary focus of teaching techniques. Correct language use was achieved through a drill and practice methodology and through controlled speaking and writing exercises that sought to prevent or minimize opportunities for errors.

Also, the English club define grammar as the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time.

Vocabulary

An essential part of the learning process is 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 convey a particular meaning, the way individual words do. Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.

And Nagy (1989) states that vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student sounds out a word, he or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits. Vocabulary development is also a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text.

Collaborative Learning

Moreover, when we learn there are different approaches that came immediately in the teaching realm inasmuch that most of the time working in teams is really important. Thus, 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. Also, Dillenbourg (1999) states that CL is a situation in which two or more people learn or attempt to learn something together. Two or more may be interpreted as a pair, a small group (3-5 subjects) or a class (20-30 subjects). Learn something may be interpreted as follow a course; perform learning activities such as problem solving. Together may be interpreted as different forms of interaction which may be face-to-face or computer mediated. That is why collaborative learning is significant because it involves more than one person, in that case, working with other person is beneficial at the moment of sharing different point of views for some answer as well as analyze among them the doubts they might have.

Total physical response

Widodo (2005) explains that for this approach is necessary when teaching a foreign language given that it provides a natural input to students. Thus, this method attempts to center attention to

encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It is important to highlight that total physical response can boost the learning process because it is given in a natural way so students can actively participate but grasping the pronunciation of the words.

Literature review

In this part, there will be presented previous studies carried out based on the implementation of games in light of teaching.

Teaching Speaking: Activities to Promote Speaking in a Second Language

This study was based on implementing activities to promote speaking in a second language. The author strongly recommends teachers to pay special attention to teach speaking. In addition, 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 find the difference. All these speaking activities were implement in class giving some recommendations as follows:

- To provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
 - To try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
 - To reduce teacher speaking time in class while increasing student speaking time.
- Step back and observe students.
- To indicate positive signs when commenting on a student's response.
 - To do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
 - Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
 - Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
 - To provide the vocabulary beforehand that students need in speaking activities.
 - To diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

The use of games in the language classroom

This proposal was focused on using games inside the classroom. Sigurðardóttir (2010) argues that games can be a good teaching method when teaching foreign languages. Furthermore, this study shows why teachers should use games as a teaching method and it also illustrates how beneficial

can be its implementation for the training of each skills for instance reading, speaking, writing and listening. And at the end of the study the author showed three games invention promoted to be worked in the classroom. Besides, it also presents how obtain positive results regarding its maximization on language learning.

Teaching English grammar through games

This project was carried out with the goal of presenting a review of grammar and analysis of the literature on teaching English grammar linked with an overview of grammar approaches and grammar definitions, as well as games' theory as so forth. Tuan & Doan (2010) fully studies all the methods when applying a game to teach grammar and how effective was the use of games when teaching grammar. The authors concluded that games increase students' achievement, motivation, language acquisition, and interaction during the learning process, being a boost for this process.

Methodology of research process

This is a qualitative research that aims to study a daily teacher's life work in which there will be presented different situations that can be studied involving us as a teacher and as a researcher as Mason (2002) says, Qualitative researching is exciting and important. It is a highly rewarding activity because it engages us with things that matter, in ways that matter. Through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the

significance of the meanings that they generate. Furthermore, when we interact with people we can significantly take advantage of all those behaviors, relationships and experiences they can offer to us.

Besides, this pedagogical component encompasses an action research based on the use of games 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.

Participants

This study was held at Bethlemitas Brighton School located in Pamplona, Norte de Santander mainly with sixth grades in charge of the teacher, these groups are composed of 99 students aged around 10 to 15 years. Additionally, the focus group was 6-03 because these students are in the middle of the learning process, in addition they learn fast and slow but they are lively, specifically the participants were 10 given that choosing a huge quantity of students might not be suitable in the data analysis process. The criteria to choose these students is because they present some difficulties when learning English so I want to see their process since the beginning until the end of the practicum process.

Data collection instruments

In this action research it is remarkable to define the data collection instruments that were used as the way of gathering the data. Hence, the data collection instruments were:

Schedule

Table 3: instruments schedule

Months	February	March	April	May
Instruments				
Nonparticipant observations	April 06th April 09th	March 31st		
Participant observations		March 03rd March 10th March 17th March 24th March 30th	April 6th April 18th April 22th April 28th	May 08th May 05th May 18th

Non participants Observations

During this study data collection is an important instrument to gather information we might not notice with other instrument.

"The observation process is a three-stage funnel, 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" James Spradley (2010).

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). Therefore, non-participant observations allow the research to study to fully study the phenomenon setting an objective and a format to accomplish that goal. There were three non-participant observations with the aim of knowing how the level of the students was.

Participant Observation

Being part of the phenomenon is advantageous considering that we can remember everything step by step. According to Wayland (1998) Participant observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations. As qualitative researchers, we presume that there will be multiple perspectives within any given community. We are interested both in knowing what those diverse perspectives are and in understanding the interplay among them. There were three participant observations. The purpose of this observations was to verify f games under the subskills.

Journal

This instrument is really significant given that we as a researchers can express ourselves about what we felt during exploring the phenomenon. Likewise, Ahein Russell & Kelly (2002) says that rather than attempting to control researcher values through method or by bracketing assumptions, the aim is to consciously acknowledge those values. Keeping self-reflective journals is a strategy that can facilitate reflexivity, whereby researchers use their journal to examine "personal assumptions and goals" and clarify "individual belief systems and subjectivities". In this way, reflection helps us to think about all the matters presented in several settings and from that

experience the researcher can infer and analyze for this proposal there were ten journals during the whole study all of them with the objective of reflecting on the work of games under the subskills.

DATA ANALYSIS

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamo and Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”

Inductive analysis method

Taking into account the fact of analyzing data collection during the practicum process, it was relevant to implement an inductive data analysis given that it allowed to group common points and generalization. According to Hatch (2002), an inductive data analysis “consist of organizing the particular pieces of evidence with the purpose of finding relations among them in order to arrive to analytical frameworks and generalisation which permit to give a meaning to those phenomena under study”. In this terms, thanks to this data method, the researcher broadly gets relevant aspects to be analyzed from the particular till generalization within the instruments used. Besides, the analysis process helps the researcher to figure out that working with games and implementing strategies can highly increase students’ motivation, development, language acquisition, interaction and achievement when learning throughout playing.

Methodology of pedagogical component

This pedagogical study aims to enhance learners' speaking skill through games' implementation. In such manner, to reach the objectives of this project this will be the way of game's implementation.

On account of this, 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 *motivate learners* to perform better, and at the end students must be able to *provide feedback* to the teacher on the game.

Additionally, games are an instantly self-correction creator given that the students notice at once if they understood or not the topic already taught. That is why Shanahan et al (2006) note that games [also] *provide immediate feedback* on student learning sufficiency prior to, rather than after, an exam. Thus, games can highly perform students' skills, in this case, focusing on the speaking which is going to be the base of this study.

Types of games

Keeping this in mind, it is relevant to mention the categories games are split into, Ingvar Sigurgeirsson (1995) has proposed the following categories to divide games:

Games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games. In this

way, for each class will be mandatory to employ two or three categories that involves self and group work to develop better the speaking skill.

Hence, there will be games specially created to the learners' needs but also the outline suggested curriculum proposes some games that may be executable during the class, this games can last among twenty and thirty minutes given that as Shanahan et al (2006) statues that time is suitable to work on a game.

Lesson planning:

Mainly, this lesson planning model was implemented but also what Brown (2001) suggests:

- **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.

In this process three games were implemented during the ten weeks, the first game is to reinforce grammar; the second one, is to reinforce vocabulary and the last one is to reinforce pronunciation. It is necessary to take a strategy to work on grammar, vocabulary and pronunciation because game it is a strategy to reinforce these skills and also to verify previous activity

With the goal of developing grammar, it was necessary to use a strategy that could sharpen students' subskills. For this strategy it was created a chart based on Brown (2002) who establish some principles for planning

The following definitions are shown to better understand how the strategies implemented worked when teaching English. All of them were accompanied with a game to prove that the strategy went successful.

How to teach grammar:

Inductive approach

Teaching grammar taking into account an inductive approach is very meaningful given that students will deduct the grammar memorizing the grammar rule. That is why, Chomsky (2002) says that prescriptive and deductive approaches to English grammar teaching (e.g. pattern drills, rule memorization, etc.) have proved ineffective and boring, because the grammar of a language is acquired not through imitation but through abstracting a set of grammatical rules from language.

How to teach vocabulary: Realia was used as a strategy.

Realia

Realia is a strategy used pretty much to teach vocabulary, it helps the teacher to use real objects and at the same time employ the method total physical response. According to book named How to teach grammar like a pro defines realia: ‘the use of realia, or real life objects in ESL classroom can make a huge difference in student learning. It engages them and motivates them to learn. It is fun and sets a more natural environment’ (p.7). In this way, using realia might launch a lot the learning process given that they will have a real contact with the object they are learning.

How to teach pronunciation

Pitch lines/curves

Lin, Fan and Chen (1995) states The most commonly strategy is to draw pitch lines/curves. Besides drawing the pitch lines/curves, they suggested that teacher blacken the last stress syllable and put a dot over it. In doing so, students can be expected to produce the appropriate intonation with the correct word stress.

2) **Arrows.** Another simple strategy to teach intonation is to draw arrows over the place where pitch changes. For example,

↗ ↘

A: Can we rent it or buy it? (Combination of intonation)

↗ ↗ ↘

This was the format used for three activities developed taking into account Brown (2002) planning principals.

Chart used to plan games:

As you can see in this chart, it is broken down into several categories for instance the objectives of the class (Linguistic, socio-cultural, and communicative), an opening, the name of the strategy used (Inductive **approach**), warm up, development and game procedure.

Table 4: example of the chart

Date:	Grade:
Topic:	
Communicative objective:	
Linguistic	objective:
Opening:	
Methodology:	
Objective:	
Step 1 (warm up):	
Step 2 (development):	
1.	

Name of the game:

Type of game:

Explanation of rules

The game procedure:

Step 3 (feedback):

MATERIALS:

In the followings charts it is showed implementation of games to reinforce grammar, pronunciation and vocabulary:

ACTIVITY N 1:

Date: March 30th, 2017
Topic: Verb to be
Communicative objective: At the end of the class the students will be able to describe themselves by making a short presentation in front of the class taking into account feelings.
Linguistic objective: At the end of the class the students will be able to use simple forms of the verb to be by writing short sentences.
Opening: the teacher will ask students for the last topic seen in class, for instance countries and nationalities. They will answer some questions given by the teacher. This is with the aim of review a little the topic
Methodology: grammar inductive teaching.
Objective: how is she/he? (this strategy is all about teaching the verb to be by an inductive approach given that there won't be any explanation, so just with images the teacher will ask to the students and they will answer noticing the structures that he uses)
Step 1 (warm up):
Who manages the orchestra?
<ul style="list-style-type: none">• All the students will be standing in a circle doing the actions the teacher does but not what he says.

- Then the teacher will ask for two volunteers who are going to get out of the classroom
- With the students inside the classroom, one of them is going to be who is managing the orchestra.
- He/she will represent a feeling so when he/she does the action he/she has to represent this feeling but not too noticeable because the students who are outside of the classroom will have to guess who manages the orchestra.

Step 2 (development):

1. The teacher will explain the objectives of the class that is to explain grammar through an inductive approach.
2. The teacher will show some slides showing them some feelings such as: hungry, sad, happy, angry, scared, surprised, and tired.
3. Once the feelings are introduced the teacher will ask How she is. How is he? How is it? And they will answer He is sad, she is angry and so forth. Besides, the teacher will show two pictures and he will ask to the students Is she sad? And they will answer No, she is not sad, she is happy depending on the two images.

-How is she? This question was first introduced showing a slide so students had to answer by looking at the current image in the slide.

-Is she sad? This was another kind of question used when showing them the slides but for this time the teacher showed an image of a different action for example the image was about a hungry figure so they should have said **No, it he/she is not sad, he/she is hungry.**

In this way, the affirmative and negative sentences were worked, what they had to do was to notice the grammar formation for each sentence.

Step 3 (ending):

2. At the end of the class the teacher will verify if the students understood by using the same sentences he used when showing and asking the feelings for instance how is she? They notice the grammar formation seeing the order of the sentence. So, there won't be any need to explain the topic.

Name of the game: Don't let it fall

Type of game: individual and group game

In this game the students will use their abilities not to let the ball fall to the ball but also they will work like a team choosing the correct sentence

Procedure of the game:

Step 1: explanation of the rules

1. Just the classmates in the same columns can help the students on his/her turn
2. All the students must be sitting in their chairs in silence.
3. The students who will be participating will have to order the sentences and write them on the board.
4. to get the points they have to write the sentences correctly.

Step 2: The game procedure:

1. Two students will be at the back side of the classroom
2. Each one will have a marker and a marble
3. With the music they will have to cross the classroom not letting fall the marble which will be on a whole of the marker.

4. If the marble falls they have to begin again
5. If one of the participants reaches the board he will write the sentence asked by the teacher but his group will help him.
6. If he does it successfully he wins a point for his team.

Step 3 (feedback):

-Teacher will talk to the students asking how they felt during the game but telling them they weaknesses when doing the exercises asked:

“How is she” most of them said ‘’ teacher yo me di cuenta que nosotros teníamos que mirar cómo se formaba la oración’’ some others said ‘’ teacher yo me la pillé rapidito y entendí fácil solo se me dificulta escribir porque no me acuerdo’’

-Comments of researcher: when implementing this inductive approach at first I felt nervous because it was the first time I was implementing something like this. Hence, when I started with the process students did not grasp at the beginning but afterwards they understood what I wanted them to do. Thus, I was excited of the succeed of the activity.

MATERIALS: Marbles, markers, board, projector, computer,



Conclusions:

Implementing an inductive approach in 6th grade was significant given that students could understand the topic without any explanation. Besides, when the game was implemented I could

notice that it reinforced the topic already treated. It depends on how well structured is the class that the strategy and game are going to work.

It is important to have in mind what you want to teach if you want to teach for example grammar you should seek for a strategy supported by the theory. Secondly, when it is recommendable to apply more than 2 strategies dealing with one single topic, if you are going to teach grammar, it is better to implement 2 strategies of teaching grammar.

We need to take into account the setting in which we want to teach and of course use a lot of strategies that students like because in that way they would be motivated. Besides, games can foster the learning process. In order to apply those games, we should have an objective before putting them into practice.

ACTIVITY N 2:

Date: April 06th, 2017	Grade: 6-03
Topic: Objects of the classroom and school	
Communicative objective: At the end of the class, the student will be able to name his/her own school supplies by showing them to his/her partner.	
Linguistic objective: At the end of the class the student will be able to identify the school supplies	
Socio-cultural objective: At the end of the class the student will be able to know how people in the United States name the school supplies.	
Opening: The teacher will say the objectives of the class and review the last topic seen in the previous class.	

Strategy: realia (This strategy is based basically on teaching new vocabulary by using real objects which gives a real setting for the students fostering their motivation towards the class)

Step 1 (warm up): Exploring the context Students will say what is in their bags telling the names in English if they know. Teacher will point out five or six students in order to know what they have in their bags. Also, the teacher will ask what they have outside of the classroom.

Step 2 (development): the teacher will explain the objectives of the class that is to explain vocabulary using a strategy called realia. Afterwards, the teacher will start showing the objects of the classroom the teacher has on his bag with real objects so each the teacher shows an object he will ask what is this? The will say it's a sharpener. The words needed for this explanations are: pencil case, book bag, stapler, pen, eraser, books, notebooks, scissors, colors, markers, sharpener, chair, desk, window, door, clock, walls, and water fountain.

Step 3 (Ending) the teacher will classify these objects into three categories as follows: classroom, outside of the classroom, pencil case, outside of the classroom. Afterwards, they will pronounce with teacher pointing out at the objects.

Procedure of the game:

Step 1: Explanation of the rules

- The students participating cannot be helped by their partners.

- They cannot let the marble fall otherwise they will start again
- After 5 minutes they lose the turn.

1. **Step 2 : The game starts :**

The students will be sitting in their respective chairs.

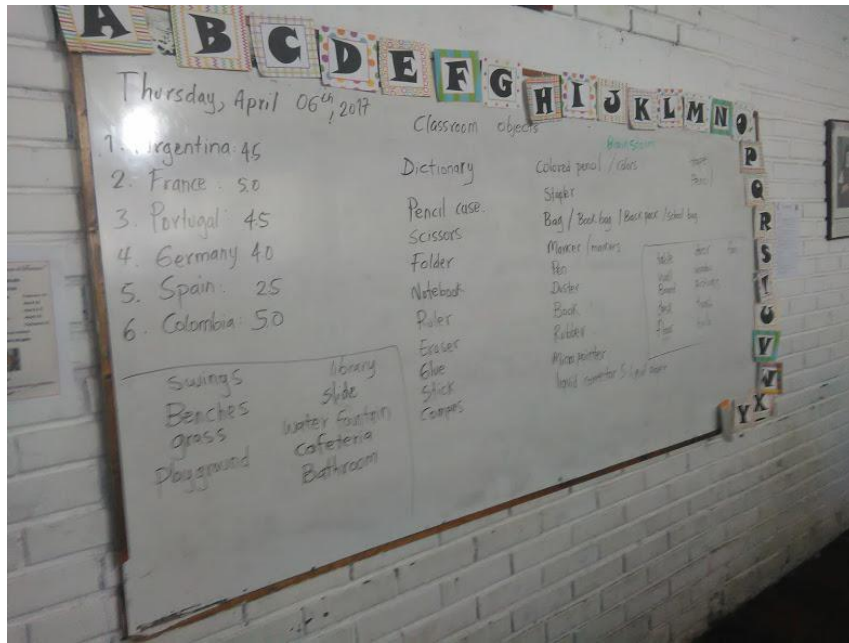
2. Two columns will be competing among themselves.
3. The last student sitting in the column in a countdown of 3 they will run till the board and in a box or an envelope they will have letters which belong to classroom objects vocabulary.
4. Once the last student finishes forming the words the next students will go.
5. When the 3 words are formed they should write them on the board and draw one object.
6. Each column for instance (Colombia and France) will 5 minutes to form the words
7. The first column in doing so will win.

Step 3 (feedback): the teacher talked to the students asking how they felt during the game but telling them their weaknesses when doing the exercises asked. In that way, they can realize what was wrong when doing the sentences and they can sharpen that for the next time. Also, the teacher will tell them how he saw them when forming the words and when introducing the objects of the classroom. For this feedback, it was taken into account spelling, pronunciation, and words' formation. Furthermore, I showed them once again the objects I had on my bag but for this time I wrote the words on the board thus they could

pronounce the word and notice what objects were talking about. Besides, I asked them to get the objects they had on their bags and pronounce it, and I pronounce one object and they had to get the object.

Researcher's conclusions: When doing this activity, it was demonstrated that using realia it is really advantageous given that we have the real object so when I showed the object they immediately named the object, the ones they knew, but when they did not know it I pronounced it and they repeated it. I felt really good because having the real object motivates them to learn due to the fact that they also have the object with them so they could feel the object as well.

MATERIALS: cards, envelopes, markers, board, school supplies, projector, computer. Speakers, book.





Conclusions:

Teaching vocabulary might be somehow tough because the teacher has to do different activities to mechanize the spelling of the words. In that way, realia is really useful, the only problem may be having the objects related to the vocabulary we want to teach, realia can fully launch students learning process assimilating the words. In the whole class the main topic treated was the object of the classroom the strategy was successful and with the game that vocabulary was sharpened the spelling of the words and selecting them into categories for instance (inside the classroom, outside the classroom, inside the pencil case)

ACTIVITY N 3:

Date: May 8th, 2017	Grade: 6-03
<p>Topic: Objects of the classroom and school</p> <p>Communicative objective: At the end of the class the student will be able to pronounce his/ her own school supplies by showing them to his/her partner.</p> <p>Linguistic objective: At the end of the class the student will be able to identify the school supplies by listening the teacher</p>	
<p>Opening: The teacher will say the objectives of the class and review the last topic seen in the previous class.</p>	
<p>Strategy: Lines/Curves (This strategy is based basically on drawing lines or curves over or below the word to stress where the pronunciation of the word falls or rises)</p> <p>Step 1 (warm up): The teacher will show a video of the classroom objects twice, then, the teacher will show some slides of the classrooms objects without the name of the object but students will pronounce it. Hence, each column of the classroom, it means (France, Germany, Portugal, etc. that is how they are formed), the teacher will give to each column a category to organize classroom and school objects. One student of each column will come to the board and write the objects in the category they have.</p> <p>Step 2 (development): Once, we have the categories on the board the teacher will take each word of each category and he will pronounce the word but adding to the word the stress represented by ↗ when the pronunciation rises and ↘ when the pronunciation falls. In addition, they will write on their notebooks what the teacher has written on the board. In that process the teacher will pronounce each word with the students.</p>	

Step 3 (Ending) The teacher will erase the board, then he will ask students to come to the board so the student should write the word the teachers says and add it the rising/falling arrows to the word.

Procedure of the game:

Step 1: Explanation of the rules

1. Respect the turn
2. Be in silence otherwise the person in front will lose the point
3. Be sitting
4. Participants can get an aid (just a clue ‘ ‘ letters in English’ ’)
5. The student in front should pronounce the word then write it correctly to get the point

8. Step 2: The game starts:

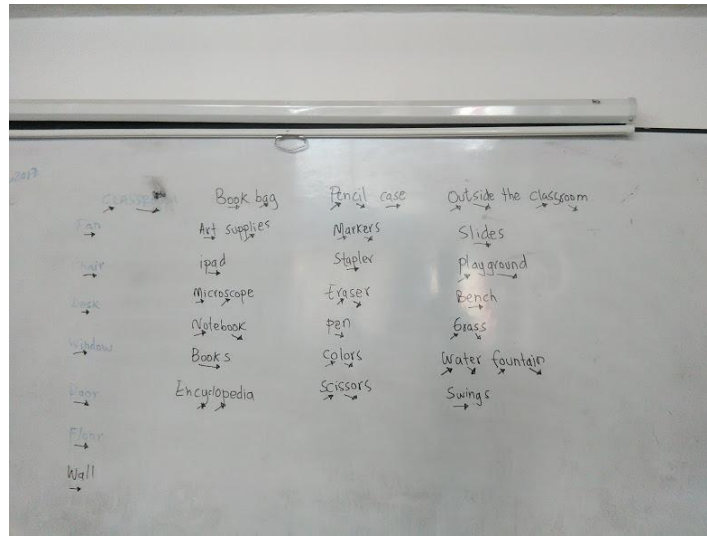
1. The teacher will paste some flashcards around the classroom in a random way.
2. The group will be divided into two A and B.
3. One representative of each group will come to the board
4. The teacher will say a word in Spanish thus the two representatives will run to seek for the flashcard pasted somewhere of the classroom.
5. The first student who picks the flashcard will come to the board one again, paste it, pronounce the classroom object and write it down to get the point.
(this word should have the rising/falling arrow to identify the stressing point of the word)

6. The group who has more points will win the game.

Step 3 (FEEDBACK) The teacher asked the students how they felt when seeing the arrows under each word, some of the manifested “ *Yo creo que todos los profesores deberían hacer eso de las flechitas porque uno sabe donde ponerle la fuerza a cada palabra y así poder pronunciar la palabra bien*” so it was nice they expressed that given that there were not complications when pronouncing the words because with the arrows in them they can follow the falling/rising tone of the words, only, few errors but because they do not know pronunciation’s rules. Likewise, the teacher gave some pieces of advice when they want to look up for a word’s pronunciation they replace the stress for an arrow and there is the point in which the pronounce the word.

Researcher’s conclusions: I felt really comfortable when implementing this strategy because I instantly apply the strategy and they grasped it so when I wrote a word they told me “*teacher draw the lines to know how to pronounce the words you are writing on the board please*” so this showed me from the very beginning that strategy worked successfully and as a researcher motivated me to carry on the research process and as a teacher to take into account different strategies when teaching, in this case drawing lines falling/rising depending on the word.

MATERIALS: Flashcards, projector, book, slides.





Conclusions:

As an English teacher it is remarkable to teach pronunciation to your class, this strategy drawing lines falling/ rising to each word you are teaching, highly sharpen the pronunciation given that after applying this strategy I can assure that you can implement techniques like that one, it does not matter if it is going to work but trying does not cost. Drawing lines/curves boost the pronunciation and students like this way because it eases the intonation. Furthermore, even though they are children they understood from the very beginning what the teacher wanted, and students did it good pronouncing after the word after the teacher correctly, then in a second chance they did it by their own reading the words with the lines, by this time they add the stress to each word but not all the words have a stress, in that way, they read it normally.

CONCLUSIONS OF PEDAGOGICAL COMPONENT:

During this whole process there were applied three different strategies in order to reinforce grammar, vocabulary, and pronunciation, each strategy was supported by a game that verified

whether the strategy worked. Games are highly recommendable when teaching English to children considering that they can set students active and attentive to the class but it is mandatory to seek for authors' theories that ease the learning process. Also, throughout the journal it was evidenced the progress some students have made because of games, so some the students from the focus group showed their willingness to learn by playing but also their motivation increase considerably, on account of participant observations during the implementation of this strategies there were some critic moments while they students assimilate what the teacher attempted for that class, hence, after some minutes the strategy is adapted and they can boost their understanding for certain topic.

CHAPTER II

RESEARCH COMPONENT

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.

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

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

Justification

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout

centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

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

Statement of the Problem

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

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

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

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

Statement of the problem

To start this study, the following guiding questions are formulated:

- 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?

General objectives

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

Specific objectives

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

Theoretical Framework

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

Teaching profession

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

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

Reflection

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

Reflection as a process.

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

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

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



Reflection as a theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a

deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects 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.

Pedagogical practicum

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

Academic practicum

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

Social efficiency practicum

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

This is the way of proceeding from technical rationality.

Development

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

Social reconstruction

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

Generic

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

Reflection triggers

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

Critical element on reflective thinking

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

These authors established classification categories of knowledge

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

The knowledge of fundamentals: philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the

teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

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

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

Reflective workshops

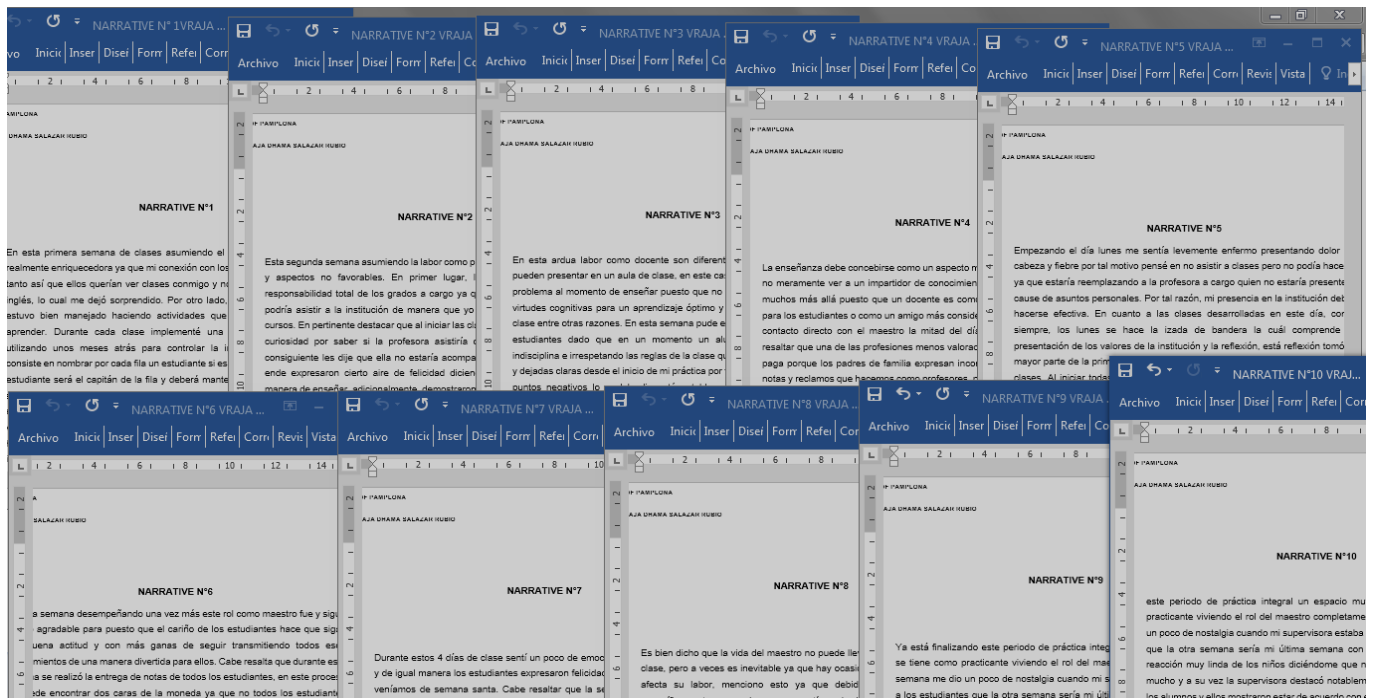
The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. This three reflective shops helped us out to share all the thought we have on our minds and tell the experiences lived in the school.

Narrative

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life. (10 narratives) figure

6

Figure 6: narratives



Class recordings

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

allow to have an external and constructive view of their pedagogical practices. In this process practicum students have to record a class of themselves in order to analyze and reflect about how was the process of teaching. (2 class recordings) figure 7

Figure 7: class recordings



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

Socialization role

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

Instructive role

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

Educational role

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

Population

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

The direct beneficiary population:

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

Indirect beneficiary population:

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

Institutional units linked to the Project

- Foreign Language Program
- Department of Languages and Communication
- Education Faculty

External institutions linked to the Project:

- Bethlemitas Brighton School

RESULTS:

In this research component, reflection plays an important role in practitioners teaching process given that thanks to that reflection next and current practitioners can improve their skills when teaching in different contexts as well as gaining some experience living the role of a teacher. During these ten weeks of the practicum the process has increased a lot and the experience obtained is significant for each trainee teacher. Also, self-observation can assess my personal process during the whole practicum stage so in that order I can bear in mind what is positive or negative when teaching. Besides, the video-recording is an important tool because with its analyses one again I can judge my teaching. I can say I feel comfortable with my work during these ten weeks and I am happy given that as a teacher I have enhance all my skills in matters of knowledge, experience, didactic and so on all this in lights of this reflective process presented week by week.

Reflection process makes great progress on teacher lives so from the teaching process arose the following categories.

-Methodology

I consider my methodology has been improved a lot taking into account that I could realize what I am doing wrong thanks to the feedback given by my supervisor after observing my class considering that I took all the negative aspects in a good way and I try not to do them again. This process is a continuous learning process and even teachers can learn from practitioners as practitioners evidently can learn from teachers. In addition, the pedagogical component has helped to this improvement highlight the pedagogic methodology used.

-Evaluation

This category is really important in the field of teaching, we as teachers will be confronted to do evaluation all the time, personally speaking, I have this in mind every time whether I am doing an activity, or after explaining a topic, or judging my teaching process. I can say that now I am aware of evaluating all the time all my process or students process.

-Planning

This is something I do not like but week by week, planning has taught me that with a well-planned-structured class we can have organization when teaching something that is really

important for a teacher, knowing what to do afterwards, and what not to do depending on the context presented. Also, planning is a guide to develop a class successfully and a very important tool that all teacher should have in mind.

-Practitioners Communicative competences –Interaction

This is essential for me given that the teachers are model to follow by the students so if a teacher have well communicative competences it can transmit security to the students, thus, the interaction with the students would be easier. I would like to highlight that speaking all the time in English is not suitable because the learners can get bored due to the misunderstanding. So, it is important to alternate mother tongue with the target language.

-Beginning student's motivation

Personally speaking, I reckon it is really significant to motivate students from the very beginning of the class, until the end because they need to be motivated and that is one my goals every day promote motivation among them letting them know that they are important and they can learn English.

-Classroom activities

Nowadays, working with teenagers is a tough work according to my experience as a teacher because their learning process is different from a century ago. It is required to create activities

that they like and in which they can learn at the same. That is one advantage of my pedagogic component and the main objective of this proposal which is the use of games so I try to implement games using strategies depending on what I want to teach whether grammar, vocabulary or pronunciation. Thus, I think I have improved activities creation I have in mind that they are innovative and wholesome.

-Classroom resources and organization.

This category is important in a daily life teaching process because classroom resources and organization play a significant role in students learning process we as teacher have to take into account these aspects when planning a class and also this is linked with the atmosphere of the classroom as well as the teaching-learning tracking process.

Finally, to reach the objectives of the component there were some instruments used for the data collection as class recordings, narratives, self-observation.

Conclusion

-During the ten weeks I am certain that reflection has helped me to become a better teacher and evaluate myself to notice if I am doing things right or wrong. Also, this helps to assess the practicum teachers to do things better when being in this teaching context. It is not an easy task to be a teacher at all so for this reason everyday there is a reflective process to see what is happening in the classroom and outside the classroom. It means my onus as a teacher.

- Reflection should be taken as all of the teachers in order to become better teachers.
- Narratives can help us to realize and express how I feel in a week of work
- Using the instruments mention before is really essential because they provide a lot of assessment giving us things we alone do not realize.

CHAPTER III

OUTREACH COMPONENT

INTRODUCTION

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

In doing so, this project propose the use of games are useful to draw children's attention. This project will open the door to new teaching experiences, especially in primary schools where students are full of expectations, and willingness to learn something new. In the same way, it gives the opportunity for students to keep improving other skills such as reading and writing, because they are children who are still in the process of enhancing the four skills in their mother tongue. Furthermore,

Justification

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

During the observation week it was possible to identify some difficulties in the English learning process. Also, it was possible to demonstrate that the students of each group, are provided with an English level deficit for the four communicative skills, since the knowledge of the language is limited they have an English teacher prepared in the realm of English. For that reason, during some observations it was possible to state that children must extend its knowledge in vocabulary related to its habitual environment.

Objectives

- To meet the English Teaching demands of child population in primary school in Pamplona city.
- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in primary school in Pamplona city.

Specific objectives

- To familiarize school children of Pamplona with fundamental knowledge of English.
- To teach English through games as a didactic to develop speaking skills in 5° grades at Bethlemitas Brighton school.
- To create lesson plans adapted to the learners' learning needs.
- To promote strategies that foster students' participation in each class and implement didactic material for learning of the different topics.

Methodology

During ten weeks of the development of this project, it will be implemented activities that prepare learners to explore this skill, in this way, students can be promoted and helped in all their skills. The purpose of this study is to foster the learning language process of the L2 more precisely in speaking. It is considered to plan one lesson per week in order to achieve success, but exclusively in the English area. This proposal will be carried out with 5° (5-01,5-03) graders. 4 hours per week that means 2 hours per group. This is a Project that aims at supplying a necessity of students from public primary schools, especially with children. The main aim of this outreach component is to improve communicative skills of fifth grade students through games implementation in order to enhance speaking at Bethlemitas Brighton School.

In addition, the trainee teacher will be working with fifth graders four hours per week following what the textbook demands and creating innovating activities and didactic material that wake the students' interest to learn.

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

Table 5- pre-service teacher's schedule

Chronogram

TOPICS	DATE	OBJECTIVE
Behavior rules DYNAMIC "BURNER BALL" GREETINGS	Week 1	Students will be able to introduce their partner through a short role play.

COMMANDS	Week 2	Students will be able to recognize the instructions given by the teacher in class.
SCHOOL SUPPLIES	Week 3	Students will be able to mention what is in their bag.
THE ALPHABET	Week 4	Students will be able to spell their names.
NUMBERS FROM 1 TO 20	Week 5	Student will be able to count things of their classroom
COLOURS AND SHAPES	Week 6	Students will be able to say her/his favorite color.
PARTS OF THE BODY	- Week 7	Students will be able to point out his/her partner's body
SENSES / FRUITS	Week 8	Students will be able to point out his/her partner's body
ANIMALS	Week 9	Students will be able to introduce their pets.

<p>DAYS OF THE WEEK/ MONTHS</p>	<p>Week 10</p>	<p>Students will be able to say what is her/his favorite day and month.</p>
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Table 6- Topics chronogram



Figure 8: outreach evidences

TUTORIAL CLASSES

My role during these tutorial classes will be to help students in their performances and their doubts regarding the topics already seen in class in order to sharpen their weaknesses. In addition, it is an accompaniment to assist all those students who are not motivated and do not understand in class. Most the objectives have been accomplished during these six work weeks, these students do not have an English teacher so my work is to help them and teach them English in the best way possible so I had created lesson plans according to their needs, I have implemented strategies that really foster their participation in the class, used didactic material to catch their attention and for learning different topics.

At this point, I have gained students love most of them love me as well but talking about the academic matter most of them have improved a lot their skills in terms of grammar, vocabulary, and pronunciation. Now, they have learned how to do simple sentences using basic vocabulary already taught.

TALENT'S SHOW ORGANIZATION:

DATE: March 04th, 2017

PLACE: Jauregui's theater

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

Aspects to taking into account

- February 13th, choosing the students who will participate.

- Motivation: the 23rd of January to the 10th of February.
- Rehearsals: the 1st of March to the 31st of March
- Logo's design
- Jury's invitation
- Permissions
- Diploma's design
- Sound

Conclusion:

It is important to treat students with respect make them feel comfortable in the class and implementing different strategies that can foster their interest for the class also it is relevant to plan each class as well as grading them all the time given that they like this part considering that giving them a five makes them to be motivated. In addition, tutorials meeting with students are really significant because it is a close contact with the student so in that way they can notice that teacher want them to learn and enhance their abilities.

Talking about talent show rehearsals, they were exhausting but you feel awesome when you see the results afterwards, these rehearsals allowed me to have a good relation with students and prepare them for the show, they expressed many times her tenderness towards me thanking me for all my work with them.

Finally, working with students from primary is demaning but worthy of love because children feels when you do things by heart and thanking it all the time. Also, it is important to plan and do dinanmic activities that foster the learning process.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

Bethlemitas Brighton School carries out different types of activities during the year, all these activities allow to integrate the whole educative community in order to discover new talents and create a peace atmosphere among students and teachers. Besides, this events give an idea to the practitioners to notice how is the procedure followed by the institution, in other words, this administrative component involves the pre-service teacher as a part of the community being responsible and aware of his work in the establishment.

Furthermore, being part of the institution will provide trainee teachers some experience dealing with a real teaching context assuming the complete role of a teacher. In this case, the practitioners will also have the opportunity to feel the profession in one hundred percent being undergraduate. Hence, this experience may surely help when we face our works as teachers.

Justification

These spaces are suitable for practicing the language in this case English as a foreign language in which teacher trainee will offer as much help as possible to succeed in this event called 'Talent Show' that will be held on March 04th, 2017. Pre-service teacher's work will be to give a hand to

the teachers in charge of this event with the purpose of giving tutoring to the students to improve their performances.

Above all, it shows a hard work with the students to foster the interest and use of the language in extracurricular time that means, students' participation is vital for the building of this event itself. Moreover, the experience that will be gained is really significant in an undergraduate's CV as well as the impact that the pre-service teacher can generate in the school letting the institution well-known and ensure the work of the integral practicum offered from the Foreign Languages Program.

General Objective

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

Specific Objectives

- To offer organization services in order to create a suitable atmosphere and succeed in the events proposed by the institution.
- To work together helping in discipline and the activities planning.
- To help and motivate students to do an excellent job and performance the day of the presentation.

Methodology

From the very beginning of the practicum, the teacher trainee will be part of the institution offering extra peer tutoring to the students and setting new schedules to prepare students and rehearse their performances. For this reason, the teachers and institution should agree with the timetables and the

pre-service teacher ought to show all the availability and willingness to work with the students and teachers. Therefore, it is significant to be to get involved and be immersed in the activities proposed by the institution as follows, cultural events, teachers and parents' Eucharistic celebrations, meetings, prevention meeting, exams week, and so forth.

Results:

Basically in this component the assume the role of teachers living all the moments presented in the institution for instance Easter, rising flags, elections, and talent show. For Easter, my role was to be with the students of 6-01 grade taking care of them as well as the rising flags and elections.

In the talent show, my work is to be in charge of the whole organization of the event writing letters, inviting people, rehearsing students and so on.

Being fully a teacher is a big burden because it is not only teaching English but also being immersed in the community as one teacher more and I could feel so far all the teachers around treated me like a teacher and students too. So that shows me that I am doing a good job and the motivation increases as well.

Conclusions

We as teachers have to be careful when speaking or doing some actions, we have to follow the according process before doing or asking for something. Sometimes, the work might be heavy but we have to deal with that because that is our burden as teachers. At the end you will notice that

you will love or not your profession depending on how you do things.

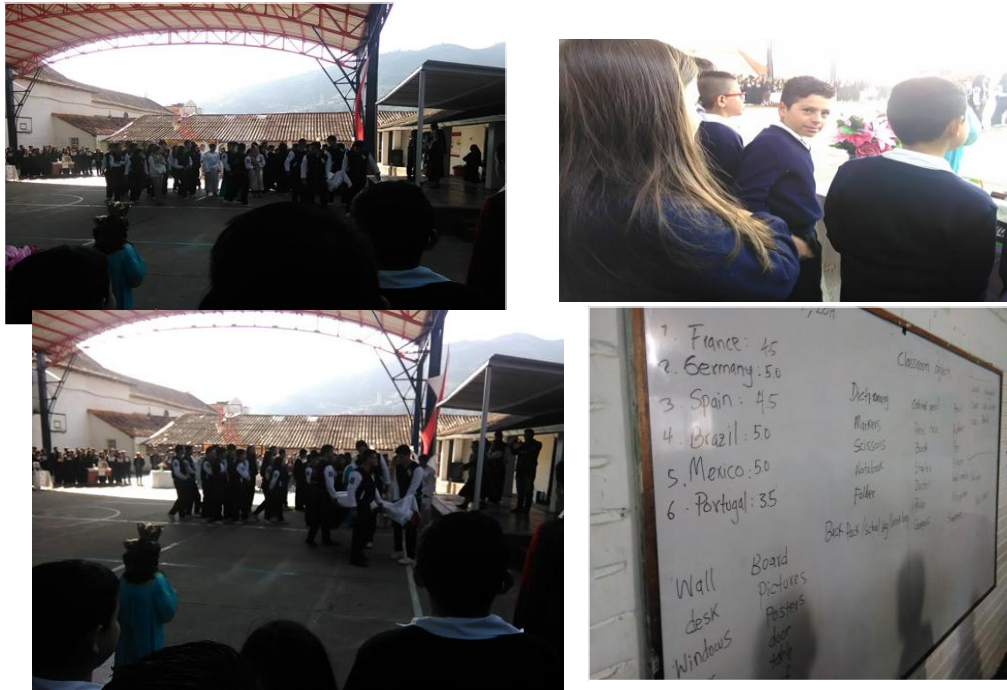


Figure 9: administrative component

INDEXES

-Non-participant observation

Classroom Observation Checklist

Name of Teacher : _____

Name of Observer : _____

Subject : _____ Length of Lesson: _____

Topic : _____

Legends: 3 – Strong 2 – Apparent 3 – Not Displayed

	3	2	1
1. The teacher plans effectively and sets clear objectives that are understood.			
a. Objectives are communicated clearly at the start of the lesson.			
b. Materials are ready.			
c. There is structure of the lesson.			
d. The lesson is reviewed at the end.			
2. The teacher shows knowledge and understanding.			
a. Teacher has thorough knowledge of the subject content covered in the lesson.			
b. Instructional Materials were appropriate for the lesson.			
c. Knowledge is made relevant and interesting for pupils.			
3. Teaching methods used enable all students to learn effectively.			
a. The lesson is linked to previous teaching or learning.			
b. The ideas and experiences of the students are drawn upon.			
c. A variety of activity and questioning techniques are used.			
d. Instructions and explanations are clear and specific.			
e. The teacher involves all the students, listens to them and responds appropriately.			
f. High standard of efforts, accuracy and presentation are encouraged.			
4. Students are well Managed and high standards of behavior are insisted upon.			
a. Students are praised regularly for their effort and achievement.			
b. Prompt action is taken to address poor behavior.			
c. All students are treated fairly			
5. Pupils work is assessed thoroughly.			
a. Student's understanding is assessed throughout the lesson by use of teacher's questions.			
b. Mistakes and misconceptions are recognized and used constructively to facilitate learning.			
c. Pupils' written work are assessed regularly and accurately.			
6. Homework is used effectively to reinforce and extend learning.			
a. Homework is appropriate.			
b. Homework is followed up if it is set previously.			
7. Medium of Instructions.			
a. The teacher integrated ICT device in the lesson.			
b. The instructional materials used capture the interest of the students.			

Classroom Observation Checklist

Name Vraja Dhama Salazar Rubio Date February 08th, 2017
 Class Observed 6-01 Time 7:15-8:25 (two hours)
 Observer Vraja Dhama Salazar Rubio Department _____

*All items marked Not Observed must be explained in Comments

	Could Improve	Acceptable	Excellent	Not Observed*
Class Structure				
Reviews previous day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gives overview of day's course content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes course content covered	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Directs student preparation for next class	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The teacher is aware of the content presented in the book and the one proposed by the government according to the Bilingual program

Methods

Provides well-designed materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invites class discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs other tools/instructional aids (i.e. technology, computer, video, overheads)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Delivers well-planned lecture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There are sometimes improvisation of the class , so I could appreciate that the first that came to the mind is implemented working with the book proposed by the school

Teacher-Student Interaction

Solicits student input	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves a variety of students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of individual student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The teacher is not sometimes patient with the students so she gets stressed out easily.

Content

Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Appears well organized	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Relates concepts to students' experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Selects learning experiences appropriate to level of learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There is lack of attention for the part of the students and motivation. Thus, students do not want to learn English because the class is somehow samey.

Other Comments -Note either effective or ineffective teaching practices observed
 -Attach additional pages if necessary

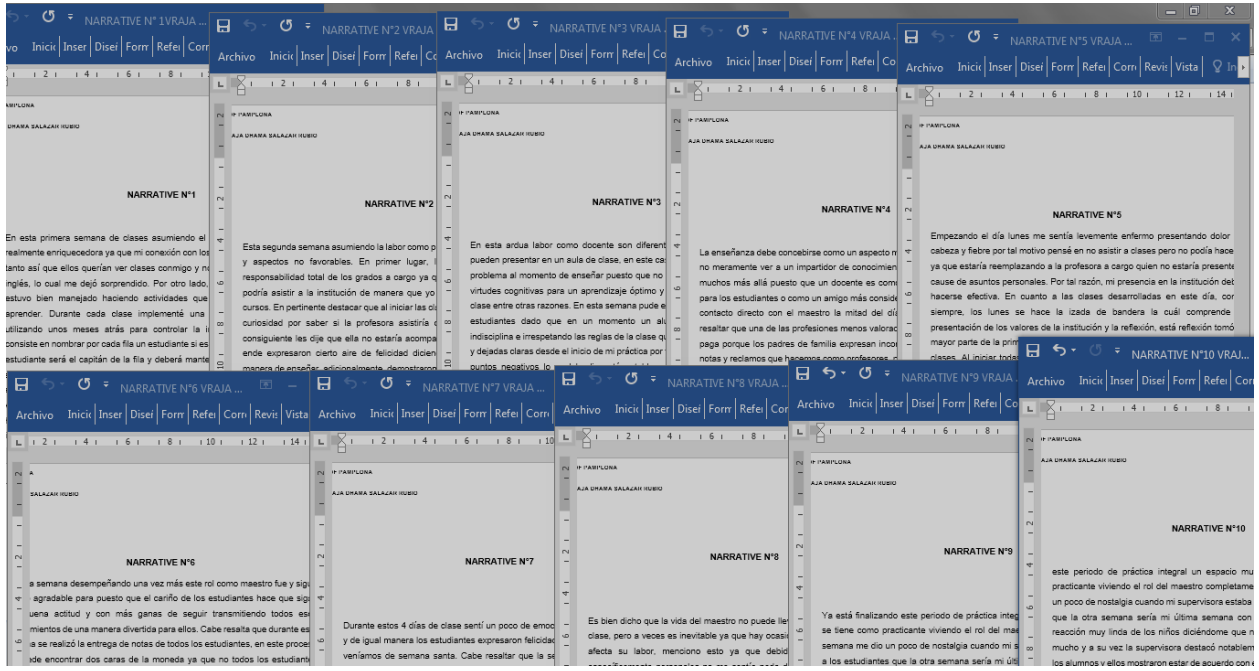
Vraja Dhama Salazar Rubio

The 08th of April, 2017

Observer Signature

Date

- Journal



-Self-observation card

✓RAJA DHAMA SALAZAR RUBIO- Marzo 24
1094273572

SELF-OBSERVATION SHEET N°1

I. PLANIFICACION

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

II. REALIZACION

	1	2	3	4	5
1 Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.					X
2 Planteo situaciones introductorias previas al tema que se va a tratar.					X
3 Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.					X
4 Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.					X

5 Doy información de los progresos conseguidos así como de las dificultades encontradas.					X
6 Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.					X
7 Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)					X
8 Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.					X
9 Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.					X
10 En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.					X
11 Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que los estudiantes realizan en la clase).					X
12 Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado.					X
13 Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.					X
14 Compruebo que los estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.					X
15 Facilito estrategias de aprendizaje: como buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de todos.					X
16 Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.					X



Example of a planning

LESSON PLAN		Bethlemitas Brighton School	
TEACHER: Vraja Salazar Rubio	GRADES: 6-01, 6-02 and 6-03	TIME: 6-8 hours	
TOPIC: Alphabet, Possessive adjectives, Wh questions, numbers and verb to be.	UNIT 2: My friends and I	MATERIAL: Workbook, ball, board, markers.	
Linguistic Objectives: -At the end of the class the students will be able to use numbers by completing the workbook. - At the end of the class the student will be able to write the pronunciation the 2 letters of the alphabet by a game.			
Communicative Objective: - At the end of the class the students will be able to say his/her phone number by asking it to their partners. -At the end of the class the students will be able to explain their names and classmates' names by short games.			
Module 1 : Democracy and Peace			
	GOAL	FUNCTIONS	OBJECTIVES
MODULE 1: DEMOCRACY AND PEACE	<ul style="list-style-type: none"> Becomes as individual as members do in class. Recognize self as an individual and a member of the class. 	<ul style="list-style-type: none"> Give and ask for personal information. Describe persons and daily activities. Present self and others. Give instructions. Spell out names. Give and request information on phone numbers and the time. 	<ul style="list-style-type: none"> Identify words and phrases related to personal information and daily activities in simple oral and written texts. Exchange personal information and daily activities in simple role playing games. Make simple phrases on personal information and daily activities orally and in writing.
Opening: 5 minutes The teacher and students will pray the Our father and Holy Mary and then he will call the list.			
Warm up: 15 minutes The teacher will hide some letters in the classroom before the students' arrival. Then the teacher will explain to students the instructions. First, they will make two groups A and B. When the teacher counts until 3, each student of the group will look for the hidden alphabet letters as fast as possible. Once the students find all the letters they will pronounce the letters they have in English but if they do not know it in English they will do it in Spanish. The group that finds more letters wins			
Explanation of the topic: 30 minutes -The teacher will paste some flashcards on the board then the pupils will write the letter of the alphabet with its pronunciation by 5 to 5 for instance A B C D E and so forth F G H I J - The teacher will write the numbers from 0 to 1 million then he will pronounce them and students will repeat for files for example in 6-02 the first file is named Sharks so the file that pronounce better win a positive point for their file. Hence, the teacher will explain some math rules such as subtraction, multiplication and addition. - The teacher will explain the personal pronouns plus possessives adjectives with verb to be using the board.			
Production activities: 45-50 minutes <ul style="list-style-type: none"> The students will come to the board and spell their names and classmates' names. The teacher will provide a worksheet in which students circle the number they listen from the teacher. 			

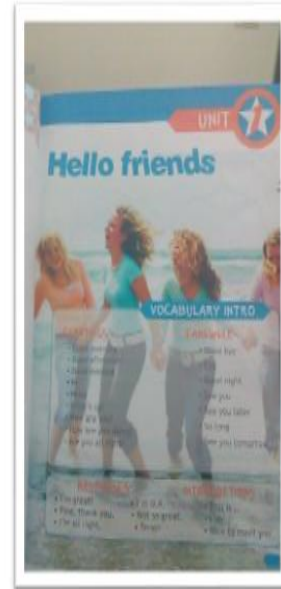
Evaluation: 30 minutes

In pairs, the students will come to the board to do some role plays of shorts dialogues presented in the book.

Homework:

The students will complete the exercises in page 20 for Monday, March 12th, 2017

APPENDIX 1



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