

**The Creation of a News Program Using Task Based Learning Approach to Improve
English Speaking in Sixth Grade Students at Bethlemitas Brighton High School**

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Pre-Service Teaching Process
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Table de content

General presentation	10
Introduction	10
Justification	12
General objective.....	12
Specific objectives	12
General conclusions	13
Institutional observation	15
Topographical location of the school	15
Institutional authorities	15
Main aspects of the institutional educational project	16
Institutional rulebook.....	17
Physical description of the institution	18
Institutional organization chart	18
School calendar	19
Supervisor English classes schedule	19
Pedagogical aspects	20
Chapter I. Pedagogical Component.....	23
Introduction	23
Statement of the problem	24
Justification	25
Research questions	25
General objective.....	26

Specific objectives.....	26
Theoretical framework	26
Listening comprehension	27
Oral production	27
News and TV program	28
Task-Based Learning	29
Research Methodology	30
General categories	30
Data collection	31
Instruments	33
Ethical considerations	34
Conclusions	35
Pedagogical methodology	39
Lesson planning principles.....	39
Task-Based learning activities	40
Listening comprehension	41
Speaking.....	42
Implementation of pedagogical methodology	43
First task planning implemented	44
Conclusions	62
Results	63
Recommendations	65
Chapter II. Research component.....	66
Introduction	66
Justification	66

Statement of the problem	67
General objectives	68
Specific objectives	68
Theoretical framework	68
Teaching profession	68
Reflection.....	69
Reflection as process	69
The reflection as thematic	70
The reflection as practice	71
Pedagogical practicum	72
Academic practicum	72
Social efficiency practicum	72
Methodology	72
Narratives	73
Auto-observation of classes	74
Class analysis - journal	76
Timetable	76
Conclusion	77
Chapter III. Outreach Component	80
Introduction	80
Justification	80
General objectives	81
Specific objectives	81
Methodology	81
Activities developed during the 10 weeks practicum	82

Conclusion	83
Chapter IV. Administrative Component	85
Introduction	85
Justification	85
General Objective	86
Specific objectives	86
Methodology	86
Timetable of extracurricular activities	86
Conclusion	87
References	88
Appendix	90
Pedagogical component evidence	90
Pedagogical Methodology	90
Research methodology.....	101
Outreach component evidence	109
Administrative component evidence	111

Table of figures

General

Fig 1. Institutional Schedule.....	19
Fig 2. Sixth grade English classes schedule.....	20
Fig 3. Curriculum elements.....	22

Chapter I. pedagogical component

Fig 4. General and specific categories.....	31
Fig 5. Letter of consent	33
Fig 6. Instrument implementation timetable	34
Fig 7. Project's first task planning.....	44

Chapter II. Research component

Fig 8. Reflection as a process	70
Fig 9. First and second weeks' narratives	73
Fig 10. Auto-observation questionnaires	73
Fig 11. Analysis of class	76
Fig 12. Timetable of instruments implementation	79

Chapter IV

Fig 13. November Extracurricular activities	87
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Table of images

Image 1. Final product screenshots.....	62
Image 2. Third grade English class.....	82
Image 3. English Talent Show in primary school.....	82
Image 4. Fifth grade students class.....	83

Annexes

Annex 1. Pedagogical component planning

Annex 2. Data analysis charts

Annex 3. Narratives

Annex 4. Photographs

The Creation of a News Program Using Task Based Learning Approach to Improve English Speaking Skill in Sixth Grade Students at Bethlemitas Brighton High School

General presentation

This project is divided into four chapters as follows: the first one is the pedagogical component; in it are presented the pedagogical approaches to be used and definitions, methodology and steps to follow related to speaking learning improvement using Task-Based Learning approach to motivate students and enhance their interest for developing communicative competences knowing the importance of them in real contexts use. The second chapter is the research component; in which the reflection takes place as an instrument to study and improve teaching process, considering teachers' beliefs and analysis of their own work. The third chapter is about the outreach component in which a service will be offered to Bethlemitas Brighton primary school in order to serve as a learning support for students from 1st to 5th grade. The last chapter represents the administrative component consist of a set of different school activities in which the pre-service teacher has to participate.

Introduction

Due to the information gathered during the observation week, students showed disinterest for their languages classes. Students showed apparently tiredness and apathy in English classes. It was why this proposal aimed to enhance students' interest for studying a foreign language and demonstrate the importance of learning English during their secondary school. Through task-based learning approach used during the practicum process, students were motivated to create a TV program for which it was indirectly mandatory to learn and be able to speak in English in order to develop record each section of this TV program.

During the first observation week and talking with the teacher in charge of English courses, it was necessary applying a project on sixth grade students, which would help them to improve their communicative competences working on listening and speaking skills. Most

of the students presented difficulties in all the competences studied in English classes, but it was evident the necessity of working on the communicative because students were able to read and write easy expressions or sentences, but, when they listen to the same sentences and expression without seeing them written on the board, they get lost. They were able to understand some commands and words used during the class. However, to enhance students' communicative skills it was important to focus the classes on listening activities to start understanding real use of the language and speaking to put into practice what they learn in the classes.

For this reason, it is important to implement diverse activities based on Task-Based Learning approach. In which student would feel involve in achieving the task while they indirectly learn English. Nunan (1989) considers a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" (p. 10).

Foreign languages program consist of five years process of integral formation and development of degrees professional skills. Tenth semester is a Teaching Practicum which was carried out in public High schools of the city with the aim of involving students in the real teaching role environment. This process consisted of four main chapters in which Pedagogical, Research, Outreach and Administrative components were developed to guide the student- teacher role in the school. The first chapter was the pedagogical component, was focused on improving students listening and speaking skills through Task-Based Learning Approach. The second chapter was Research component based on the reflection activity to analyze student-teachers labor to improve learning process. The third one Outreach component was a pedagogical support for students from primary school to improve and speed up their knowledge. And the last component was the Administrative; which was the collaborative and organizational work of extracurricular activities carried out in the educational institutions. In this last semester of the University of Pamplona's foreign languages program, students started a new experience working with students from public primary and high schools of the city. These components are the four chapter in which this project was organized. Taking into account that this was the last phase of teaching

practicum, student-teachers have carried out their own classes and developed all the components in the educative institution.

Justification

Foreign Languages Education represents an important advantage in this interconnected world. This allows people to have better job opportunities, scholarships and mostly to have a better quality of life. In Colombia, learning a Foreign Language did not have such relevance.

Consequently, the Colombian Ministry of Education created the National Bilingual Program to be implemented from 2004 to 2019 with the goal of motivating students to communicate in English, so that, they can incorporate their English skills in the process of the universal communication and strengthen national competitiveness to ensure Colombian reach at least B1 level. Besides, this program searches for educating children to be able to respond to the three major educational needs: to pursue high education, to be able to develop professional skills in different areas and to be competitive.

Foreign languages program of the University of Pamplona aim to develop an integral education for practitioners from tenth semester, had implemented four main components; Pedagogical, Research, Outreach and Administrative.

General objective

To develop speaking skills through the implementation of a TV news program using task based-learning in sixth level's students at Bethlemitas Brighton High School.

Specific Objectives

- To create real context spaces for students to develop oral production skill.

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

General conclusions of the project

Taking into account the four components developed during teaching practicum process, there are some relevant aspects to highlight from each one.

Pedagogical component

Task-based learning was a great approach to improve students' speaking skills. It was demonstrated not only by the students' motivation at the end of the process, but also based on the final product students participants were able to perform. With Task based learning was mandatory as practitioners, to look for innovative activities to catch the attention of the students, increase their learning interest and implicate them in the tasks. Using this approach, students have the opportunity to decide some aspects to work on the activities and they accomplished the main objective when working on topics they liked and being indirectly obligated to learn English in order to actively participate as they want.

With these speaking activities students were more in touch with real context of the language, they were able to understand vocabulary from audiovisual authentic material with native speakers and used what they learned for talking about their own interests with their classmates. Pronunciation was the most difficult aspect to improve because students need more phonetic classes but after the process they start to speak in English more than greetings and commands.

Research component

All this achieved using task based learning approach was possible thank to the reflective attitude towards teaching. Reflections were important to analyze my own achievement at teaching skill. It was important to identify the obstacles advantages, disadvantages, strengths and weaknesses that we had in order to act on the strategies that were failing.

It was also a good space to express positive and negatives impressions of the process. So that, it helped practitioners to leave in aside the possible discrepancies or simplicities of the process and continue working.

Outreach component

The work in the school was important because it helped me to understand where the speaking skill failures came from and I tried to work on students' pronunciation of the vocabulary in order to support their learning. En primary school the possible obstacle is the time. Students have two hours of classes per week and there are extracurricular activities as in the school. The implementation of didactic activities, games and audiovisual material are good to catch the attention of the students making the most of the little time and taking into account that children are always disposed to learn by playing.

Administrative component

Despite of the English classes lost because of extracurricular activities, it is crucial to understand the importance of those activities' development in the institution. These events helped practitioners to have a clear view of the institutional philosophy and to learn how to participate in socio-cultural activities organizing them and having the opportunity to share out of the classroom with teachers and students.

Institutional observation

This section describes the information and important aspects about the educational institution that students had to keep in mind during the whole process. This information was important for practitioners to know the correct and respective procedure in different situations that could happen during this ten weeks' practicum.

Topographical location of the school

Bethlemitas Brighton School is located on Carrera 4 N°6-84 in the El Carmen neighborhood in Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004; providing the community education in Pre-school and primary levels from 1st to 5th grade. Likewise, the resolution N° 004767 November 10, 2009 confers the school the name of "Institución Educativa". This institution belongs to the 'A' calendar and also presents the first bachelors academic degree. In this institution the authorities are the major members of the school, among them we can name: the principal nun, the academic coordinator and the discipline coordinator. 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.

Institutional authorities

Bethlemitas Brighton High School has the next main authorities for the development of their administrative and academic institutional work:

- Sister Flor Elba Torres; principle of the school.
- Socorro Jauregui; discipline coordinator.
- Nydia Teresa Yañez Mogollón; Teacher in charge of English Foreign Language courses.

In the school there is a “Consejo Directivo” which is in charge of making decisions for the wellness of the institution and to preserve the quality of the integral education for students’ competitiveness.

The “Consejo Directivo” is composed of the teacher principle, two representatives of the institution’s teachers, one representative from eleventh grade students, one representative from graduated students, two representatives from parents of students’ committee and one representative from the business area of the city.

Institutional Educative Project (proyecto educativo institucional PEI)

Bethlemitas Brighton School in their organizational documents for the institutional work have affronted the demands of nowadays ambiance throughout some principles, as the “PEI” (Proyecto Educativo Institucional) establishes:

1. The Bethlemitas education is founded on Catholic believes which takes into account the person as “a unique and unrepeatable being”.
2. The Bethlemitas person is free, responsible and autonomous for taking decisions, also is fraternal and supportive with others.
3. Community dimension of the human being; the human being is better with and for the others: principle of fraternity-solidarity and communion.
4. The educative pastoral; it streamlines the relationship science-culture- gospel; therefore, Bethlemitas School education lights from faith the different disciplines of knowledge in order to build new men and women creators of a new fraternal and fair society.
5. The academic excellence; for instance, the curriculum encourages the adequate use of reason and intelligence, the right judgment, the knowledge, the conceptual rigor, the research process; the artistic and cultural creation, as well as the interaction between theory and practice.

6. The Community Outreach; it is founded on actions which strengthen the sensibility, the tenderness, the affection, the commitment and the solidarity with the needy.
7. The civic education: it is founded on respect and love to the person and on the knowledge, defense and promotion of human rights; it engages all the practicum students of Universidad De Pamplona, Faculty of Education, and Foreign Languages Program English-French community in the education of honest, fair, democratic, solidary citizens, constructors of peace.
8. The new global culture; it encourages the defense and care of life in all its forms; the protection of the environment, the dignity and equality of human beings as well as the appreciation and respect of the cultural diversity.
9. The institutional Bethlemita culture; it is strengthened through the free, autonomous, reflexive, critical, and democratic participation; the human, spiritual and professional quality; the sense of ownership and the interaction among the different members of the educational community.
10. Mary; “Our mother of Belen”, model of human dignity and welcoming and humble service to others. Institutional organization, Bethlemitas Brighton School organizes all the members of the educational community: the center is the Principal, the Academic Council, the Student Council, the Parents Association, the Academic Coordinator and the Administrative Division.

Also, Bethlemitas Brighton High School in his Institutional educative project, establishes the information related to the academic demand for each year, access and permanence of students and all the people who work in the institution, people diversity's inclusion, first years childhood education policies and institutional culture and philosophy.

Institutional Rulebook

Bethlemitas Brighton High School's rulebook is a guide for the teachers, students and the educative community in general that aims to preserve a peaceful and successful coexistence

in the institution. To accomplish this main goal, it was necessary to present in this document some general aspects; institutional organization, duties, health and public hygiene. About students' aspects, rights, duties, evaluation, promotion, disciplinary and academic processes. And finally, the prevention programs, as a tool for looking after the integrity of the students and avoiding some risky situations in the school related to traffic and consumption of drugs, teenager girls' pregnancy and the environment care.

Physical description of the institution

Bethlemitas Brighton High School is composed of two headquarters. Primary school is located 1st street # 5-90, in the ancient house of nuns' religious congregation. In this headquarter are located the directives, teachers and students from pre-school, first, second, third, fourth and fifth grade taking into account the education for the early childhood and the secondary school is located in 4th street #6-84 with students from 6th to 11th grade. Bethlemitas Brighton High School has a football, basketball and volleyball pitch, a chemistry laboratory, an English classroom, "Enjambre" a computing classroom, games room, a playground, a central courtyard and a library surrounded by the institutional offices and classrooms. There is also a chapel, where the religious ceremonies are celebrated.

Institutional organigram

For the development of all the decisions and activities in the school, it is important the organization and establishment of some committees, in Bethlemitas Brighton High School, cons nine committees: ConsejoDirectivo, ConsejoAcadémico, Consejo de profesores, Consejoestudiantil, Consejo de Padres, Asociación de padres de familia, Personeroestudiantil, Voceroestudiantil, Comité de Convivencia escolar.

Each one of these committees were delegated to make decisions on school to ensure the integral formation and learning of the students members of the school.

School calendar

The institutional organigram organized the academic year into four periods, each period is composed of 2 months and a half of classes; first period started on January 24th and finished on March 30th, second period started on April 2nd until June 8th, Third period was carried out from June 12th to September the 14th, and the fourth period was developed from September 17th to November 29th.

Talking about the extracurricular activities, during the fourth period were carried out the following ones:

Actividades Institucionales		
Period	Month	Activities
Third Period	September	Visita Madre general; reunión representante; actividad lúdica en la primaria; actividad lúdica en la secundaria; consejo directivo; presentación pruebas Supérate,
	October	visita del Santo Padre; citación preventiva; Santo Rosario; proyecto Bethlemitas por la paz; presentación, talent show.
	November	Finalización tercer periodo.

Fig 1. Institutional Activities.

English schedule

Teacher supervisor during this 2018 year was in charge of English courses in sixth and eighth grades. There were three groups of sixth grade students and two groups of eighth grade students. Each group was receiving 4 hours of English classes per week during the four academic periods. During this process, I was in charge of sixth grade courses' groups in secondary school and third and fifth grade students on primary school. The following is the schedule of English classes.

SIXTH GRADERS ENGLISH CLASSES SCHOLAR SCHEDULE					
HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15-8:10		6-03			6-03
8:10-9:05		6-03	5-04		6-03
9:05-10:00	6-02	6-01	3-03	6-01	6-02
10:00-10:30	BREAK	BREAK	BREAK	BREAK	BREAK
10:30-11:20	6-02	6-01	3-02	6-01	6-02
11:20-12:10			3-03 Last hour of classes in primary school		
12:10-13:00					

Fig 2. Sixth grade English schedule.

Pedagogical aspects

During the first week it was observed some pedagogical aspects that are important for the teachers and students to keep in mind the integral formation of students based on respect.

There is a routine established for everyday activities:

- ✓ Formation: I was carried out on Mondays in presence of the teachers, authorities and all the students. During the first thirty minutes or an hour from 7 am in the morning. It was developed to inform students about general aspects, meetings, and most of the times to talk about students' academic and disciplinary achievement.

- ✓ Reflection: it was carried out from Tuesday to Friday every week during the first 30 minutes from 7 am. Each teacher in charge of a group studies the religious and philosophy of the school with the students.
- ✓ Classes planning: The classes started with the teachers in charge of each course
- ✓ Reading book: this is a tool that the teachers from languages area have adopted to work on student reading comprehension either English or Spanish.
- ✓ Exercises book: (English Let's Learn student book) this book presented a several number of exercises for students to repeat and memorize the topics learned in class. It had to be completed during the classes for the students' parents to revise it.
- ✓ Evaluation: Students have to be evaluated about the knowledge they acquired every week.
- ✓ Quality test: this is an exam developed once per period to evaluate and assess students level of proficiency during the period. It was the 20 % of the general grades per period.

All these activities made part of the grades and scores of students during the process; these were gathered until the end to evaluate students' achievement. In the following chart some aspects of the institutional curriculum are explained, these are necessary to ensure students academic and disciplinary achievement. In this order, students' learning was guided by:



Fig 3. Curriculum elements.

Chapter I

Pedagogical component

THE CREATION OF A NEWS PROGRAM USING TASK BASED LEARNING APPROACH TO IMPROVE ENGLISH SPEAKING IN SIXTH GRADE STUDENTS AT BETHLEMITAS BRIGHTON HIGH SCHOOL

Introduction

In this chapter methodology and instruments to achieve the pedagogical objectives are explained. All the process related to students learning and activities to work on speaking skills are exposed in order to improve students' communicative competences.

The implementation of several communicative activities to enhance students' knowledge and skills when learning a foreign language help to develop a deeper acquisition of a second language. The importance of using oral activities in the class is to open the students' opportunity to practice and speak in English in a context as real as possible by interacting with their teacher and classmates. Oral production activities are one of the most common problems in Foreign Languages learners' performances. Brown and Yule (1983):

In comprehension classes, whether written or spoken, the whole class can receive the same stimulus at the same time and each student can do whatever task is required of him by himself. In the production of speech, however, each speaker needs to speak. He needs to speak individually and ideally he needs someone to listen to him speaking and to respond to him." (p. 25).

For the success of this process it is considered important the use of diverse materials and didactic instruments for teacher to support their classes, to catch the attention of students and achieve this educational goal. This process allows teachers to create an almost real context in which the students would have the opportunity to interact and respond as a natural conversational result of the situation.

The Ministry of Education implements the program “Colombia Bilingüe” in order to accomplish with the main goal of foreign language education. This program establishes the goals, level, competences, contents, etc. This project serves as guide for institutions and teachers to apply the correct methodology, follow instructions and work with each level giving to the students the knowledge required to succeed at the end of the school year.

Statement of the problem

Despite of the importance that Foreign Language learning has in national education, teachers and students are focused on grades more than the skills acquitted by students. Students get used to learn for the moment and a significant learning has been interrupted by the great scores.

However, during the observation week, students actively participated in the classes but the results are unexpected. The teacher in charge of the class was waiting for better scores but students are not as good as in classes at the evaluation activities. This is an obstacle to achieve the Ministry of Education main objective.

According to Richards and Rodgers (2004) "engaging learners in task work provides a better context for the activation of learning processes" (p. 223). During the first class observed, the teacher asked students to answer and repeat correctly the pronunciation of a list of words related to the topic. They well respond and participate. Nevertheless, there was not a special moment in the class in which the students could express themselves in English without looking at their books or at the board. They can repeat what the teacher says but they are not sure about what they are saying.

Willis and Willis (2007) stated that "a good task not only generates interest and creates an acceptable degree of challenge, but also generates opportunities for learners to experience and activate as much language as possible" (p. 70). With this in mind, it is important to enhance student motivation in order to increase their interest for learning and make possible the use of spoken English in the classroom.

Justification

Considering all the problems and obstacles mentioned, the aim of this project is to open a space for students to demonstrate the skills developed and their capacities at speaking naturally in English by giving them all the information and instruments required for the whole process.

This action research aims to improve oral production and comprehension competence by driving teacher to reflect on their role in order to improve their methodologies and strategies and giving students all the authentic material, listening and oral production activities, cultural information and resources to learn and feel comfortable at the moment of interacting in a real context.

The implementation of oral activities is crucial due to the importance that communicative competences has in Foreign Languages learning. Byrne (1991) stated that “oral tasks involve the productive skill of speaking and the receptive skill of understanding. It means that learners have to be taught to speak as well as to listen. Both listening and speaking are such common activities in the daily routine that we seem to confuse ourselves as being experts when we are only users.” (p.8)

In that order, both skills listening and speaking are connected and have to be taken into consideration when becoming speakers of foreign languages. It is important to understand what we listen in order to answer or speak to keep a coherent and consistent communication.

Research questions

This purpose is guided by three main questions. Why motivation makes influence in students' learning? How listening activities proposed infer in students' speaking skill improvement? How the creation of the news program improve students speaking skill?

General Objective

To develop speaking skills through the implementation of a TV news program using task based-learning with sixth grade students at Bethlemitas Brighton High School.

Specific objectives

- To Design workshops using task-based learning approach.
- To work with listening comprehension and oral production in tandem.
- To create real context spaces for students to develop oral production skill.
- To motivate students to actively participate in oral tasks and activities.
- To analyze the improvement of speaking skills in 6th grade students.

Theoretical framework

The communicative involves the capacity of listening as speaking. It allows learner to understand and to be able to interact in real context.

Due to the educational problem and aspects that affect students' Foreign Languages learning, this purpose requires of theoretical statements to support and provide a clear guide for developing the whole process. There are three main elements: Oral comprehension, oral production, communicative competence, News Program, Task based learning and Action approach.

Canale and Swain (1980) adopted the term “communicative competence to refer to the relationship and interaction between grammatical competence or knowledge of the rules of grammar and sociolinguistic competence or knowledge of the rules of language use.” (p.6) It involves the knowledge acquired, and the “psychological constraints” that are unique when performing a language in certain contexts.

Listening Comprehension

Listening Comprehension is a skill that allows not only listen but understand the information receive and be able to think and answer questions about it. It is important to work on activities and tasks for the students to improve their abilities of listening and understanding speech in a second language. Vandergrift (2002) establishes that “Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know.” That is why students must have at least a basic knowledge of the language; syntax, lexical, etc. that may allow the understanding of an oral production in English. Not only to understand, but to interpret and be able to respond coherently. Nadig (2013) “Listening comprehension is the various processes of understanding and making sense of spoken languages.”(p. 68). These involve knowing speech sounds, comprehending the meaning of individual words, and understanding syntax of sentences.

Oral Production

Speaking skill is a crucial aspect to improve during this process in order to develop the communicative. Chastain (1998) stated that speaking is a productive skill and it involves many components. Speaking is not only the vocabulary used, good pronunciation of the words, perfect structure of sentences, etc. but also the capacity to interact in real context. And this involves a fast thought action and coherent dialogues. According to Byrne (1991) Oral tasks involve the productive skill of speaking and the receptive skill of understanding. The idea of implementing oral production activities in the classroom is that this is an instrument for students to put into practice what they learn and listen, and be able to maintain a coherent and fluent conversation trying to avoid hesitation. Also Krashen, (1983) “the input hypothesis claims that the best way to teach speaking is to focus on listening (and reading) and spoken fluency will emerge on its own.”(p. 58). So that, it is a fact that the most we listen the better we speak. Students have to develop their listening skill and enhance their lexicon in order to have a better speaking skill being able to use the information learned, understand, interpret and interact in real contexts.

News and TV programs

According to the School Video News electronic magazine (2016) (p. 3) “News is more than just fact and information; it is information that affects us. News affects how we live our lives, how we perform our jobs, how we function as students and how we make decisions.”

This concept allows an innovative resource for the educative field to open new spaces in which students would be in touch with a real English context and create a natural environment with verified information that could be for children, adolescent and adults interest. In addition, a news program transmitted by TV or Radio is a great opportunity for students to develop linguistic skills. It creates a natural environment in which students can enhance their interest for learning a Foreign Language and discover diverse aspects from different fields. A news TV program is an interactive project that would open a new perspective of foreign language learning in teenagers. It is focused not only on the language but also on several kinds of topics that would be interesting for the people. It would be useful the creation of a news program because students will put into practice their skills and enhance the interest for learning of the people who would receive this information.

The British Council (2015) article stated that:

“The Communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language”

Therefore, Communicative activities are crucial in language learning because these activities create a friendly environment to constantly interact.

The use of videos and audio documents from real life TV programs would enhance students' socio cultural knowledge in real contexts. Student worked on mostly authentic videos in which famous people were carrying out different conversations in different real situations. In that order, students were exposed to a real use of language and analyzed the listened information from native speakers.

Task Based Learning

The “task” is the most important organizational aspect in this approach. It is a didactic tool to accomplish goals without put pressure on students to learn specific language topics. Peña and Onatra (2009) stated that:

“In TBL teachers ask learners to carry out a series of tasks for which they will need to learn and recycle some specific items of language. The focus is on the tasks to be done, and language is seen as the instrument necessary to carry them out.”(p. 14).

So that, when learning a foreign language, tasks are meaningful in the way students are engaged in the activities and improve their communicative skills almost indirectly. Rodgers (2004), "engaging learners in task work provides a better context for the activation of learning processes" (p. 223). Considering students' implication in the tasks, it would maintain their motivation and increase their English learning when developing activities they really find entertaining.

TBL has been implemented to increase students and teachers perspectives of learning English and increase their possibilities to have contact with the use of the language in real contexts through the use of diverse of activities in which the students would feel engaged.

The british council (2015), not only stated three stages to implement task based learning approach (Pre-Task, While –Task and Post-Task), it also identify the following advantages of using task based learning with diverse type of students:

- Students can have control over the situation they would talk about. They have the opportunity to use the information learned during the activities.
- The students can create situations from which they would develop their own experience on the use of the language with the learned in classes.
- Students would feel comfortable to participate because everything is based on the information they received during the classes, they would have the opportunity to enhance their lexical and expressions knowledge. They will be constantly exposed to the real use of language.

- The activities and topics implemented with TBL are linked to the students need on the language learning. In this case, TBL activities were based on the topics demanded for the school to sixth grade students and to develop the listening and speaking skills.
- It is enjoyable and motivating.

TBL can be implemented in different kind of context with all kind of students due to this malleable characteristic it has. TBL is an approach that could be applied in different ways.

Innovative application: it can be used to carry out different activities for specific tasks or for a whole year process of language learning.

Technology: with the use of audiovisual and authentic material, the students would have an overview of the future task they have to perform.

Evaluation, testing and assessment: TBL approach also can be used to guide students education and prepared them for their proficiency, and this would be also developed through didactic activities.

Research methodology

This is a *qualitative action research* based on students' behavior, attitudes and response to the pedagogical methodology implementation in order to solve the probable learning obstacles and difficulties in primary and secondary school. According to The Office of Human Research Protections (OHRP) in the United States established that a qualitative "Any study that is not truly experimental." In human research, a qualitative study can provide information about the naturally occurring health status, behavior, attitudes or other characteristics of a particular group, such in this case, it provided some feelings, emotions and responses experienced by sixth grade female and male students from Bethlemitas Brighton High School, aged between 11 to 13 years old.

Richard Sagor (2000) stated that Action research "is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action

research is to assist the “actor” in improving and/or refining his or her actions.” In this case, qualitative action research was focused on students’ attitude towards their daily experience while learning a foreign language. Sagor also highlight seven important steps to follow when conducting action research:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

Taking into account these steps, the practitioner would take into account the students disinterest as the focus to study, identify the problem and implement a project to cause reactions, collect the information related to those reactions in order to analyze the possible causes of the problem and the possible solutions to identify what may function and what have to be modified to improve students’ learning and education.

Data collection

To collect data, the practitioner had to be focused on students’ actions and teacher’s strategies related to the categories to know the results of implementing a methodology. It was necessary some instruments in order to enhance the amount of information that could serve to the teaching labor as Sagor stated “Perhaps even more important is the fact that action research helps educators be more effective at what they care most about—their teaching and the development of their students.”

To analyze all the information gathered with the instruments conducted, it was necessary to follow three important stages below exposed in the John Dudovskiy journal:

Coding: It is the categorization of data. Those categories would be a word or some words that could represent an idea. There are also three types of coding. Open coding; related to organization of raw data to make it coherent, axial coding; interconnecting the categories and selective coding; Formulating the result by the connection of the categories. Creswell (2007) stated that “codes can emerge in response to not only expected patterning, but also what you find to be striking, surprising, unusual or conceptually captivating (p. 153).

Identifying themes, patterns and relationships: In this stage with the information gathered the common elements found through the instruments conducted will be identified and highlighted to do a general conclusion. To identify those elements is important to considering the following characteristics in data collection: word and phrase repetitions, Primary and secondary data comparisons, Search for missing information, Metaphors and analogues.

Summarizing the data: The information found has to be linked with the categories, research questions and objectives of the project and transcribing this information in order to identify the findings and the These three stages have to be carried out in order to have a well-supported data and be able to explain in simple words

Considering data analysis, this study identified three main categories with some emerged subcategorized:

General categories

It was also important to identify the categories and subcategories to collect data based on the important aspects related to them.

General categories	Subtegories
Task. Based learning approach	<ul style="list-style-type: none"> • Audiovisual Material • Motivation • Methodology • Collaborative work
Listening comprehension	<ul style="list-style-type: none"> • Global elements’ comprehension • Specific information comprehension • Strengthening

Oral production	<ul style="list-style-type: none"> • Context • Lexicon • Cohesion and coherence • Pronunciation • Interaction • interview
-----------------	---

Fig 4. General and specific categories.

Instruments

For gathering considerable information for this research, it was necessary the use of three main instruments; classroom observations, interviews and video analysis.

According to DeWalt and DeWalt, (2002) defined *journals* as “the process of enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities”. Students were observed in the classes in which the pedagogical project was implemented. It was a non-participatory classroom observation, so that, students did not make an active participation in this instrument. The practitioner took notes of the students’ behavior interest and emotions presented during the classes.

On the other hand, *interviews* are particularly useful for getting the story behind a participant’s experiences. McNamara (1999) stated that “The interviewer can pursue in-depth information around the topic.” These interviews were conducted in order to know students motivation when developing the proposed activities to improve listening and speaking skills using task-based learning approach. This interviews were guided by semi-structured questions; related to the general categories and subcategories and open to possible questions emerged during the interview development.

Additionally, tasks and final product *videotapes* were analyzed in order to know students last emotions and achievement after the development of the whole process. This artifact analysis is important to identify students’ attitudes in a different context. As Bowen stated;

(2009) “documents can be analyzed as a way to verify findings or corroborate evidence from other sources.” (p. 30)

Ethical considerations

To collect the necessary data to support this project, it was necessary have into consideration that Participants were Bethlehemites Brighton High School sixth grade students aged between 10 to 13 years old, a letter of consent was sent to students’ parents legal aged to ask them for permission to record the videos for the section of a TV program. Also, students were asked if they would allow showing the first and final products videos and make them public.

Student-participants were allowed by their parents to record the videos but they were forbidden to share the video with their classmates or make it public.

Letter of consent

Estimados,
PADRES DE FAMILIA GRADO SEXTO
Cordial saludo,

Yo, CAROLINA AVELLA MARTINEZ identificado con C.C 1094272668 de Pamplona, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos de Sexto, acompañado de la supervisión de la docente Nydia Teresa Yañez. Me dirijo a Usted con el fin de solicitarle la autorización para que su hija participe en mi proyecto de práctica titulado THE CREATION OF NEWS PROGRAM, esta autorización se presenta a Usted, ya que para mi proyecto los estudiantes deberán grabar videos. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

C.C. 1094272668

Celular: 3222096647

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



Fig 5. Letter of consent.

Timetable

Instruments implementation										
Week	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Instruments										
Journals			X	X			X	X		
videotapes					X				X	X
Interviews										X

Fig 6. Instruments implementation timetable.

Conclusions

The following information was gathered through the use of the instruments previously exposed. This data was useful to define students' achievement during the process and the process itself; how it influenced students learning and how it could or could not improve English learning. This is the information gathered from interviews, classroom observations and video analysis.

Task based Learning

Students love working with audiovisual material because it is a new tool for them. They prefer videos than audio files because with audio activities they do not have a visual perspective of the information. Students prefer all kind of didactic activities attractive form them according to their age. Because those activities made them stay focused and did not let them time for indiscipline. Students loved activities and tasks in which they could choose the character and the topic of the conversation because they are doing or studying what they like.

In interviews students established the importance of working with audiovisual material. They found it entertaining and it helped them to understand the classes because it caught

their attention. The material used during the classes was a tool to enhance their interest and motivate them to learn English because it made the classes more interesting. Also, students stated that videos and games made them feel happy and they started to pay attention to the classes because when the teacher used audiovisual material the classes became funnier. Motivation is very important in students' development of the activities and disposition to learn. Three of the four participants stated that when they were sad and the classes were bored they did not pay attention to the topics of the class. So that, students had to experience didactic activities in order to change their emotions and develop their interest for the class. Videos and games were attractive for them and change the boring sense of the classes. The collaborative work help them to share ideas and clear doubts on the topics studied in class. However, sometimes working in group made them lose the focus on the activities and they started talking about different unrelated topics to the class.

The activities implemented helped students to be interested in participating. They were motivated to create a video performing their favourite famous characters. Despite of their shyness and nervousness they were happy and did all they could to have good results. Motivation played a great role in English classes. Students changed their feelings from boredom to happiness when they watch a video and try to simulate a similar situation.

Listening comprehension

This competence was difficult for them to develop. They understood simple words said by the teacher. However, the use of authentic videos in which native speakers were talking was difficult for them to understand despite of the slower speed of the speakers. After having implemented those activities more times they started to understand simple words and sentences. To develop listening skill in students it was also important to take into account global and specific comprehension. Now students think about not only the topic of the dialogues but also, they observe the space in which it was carried out and the visual characteristics of the video. However, for them it is difficult to know the difference between global information and specific information presented in the videos and audios.

Another important aspect found was that students had best results in a listening activity when it is developed based on a video. Audio files are less interesting and more difficult for them to understand the topic and comprehend the information presented. They found really attractive the use of videos because they have a visual perspective of the information while in and audio file they understand some words but they did not pay attention to global or specific information. Students started to understand more information from listening activities but there is specific information that they could not identify and they stated they need to played the video or audio many times to get the information.

Students like the use of videos for the class. They preferred to receive information presented with famous character or cartoons than working all the time in the board or writing in their notebooks.

Students were able to understand simple words and sentences and answer to simple questions about audio visual material studied. Students were able to recognize vocabulary and simple sentences only listening to them; They were able to know the meaning without looking on their notes.

Speaking skill

Students were happy of participating in an oral activity in which they could do funny conversations and they were indirectly obligated to learn English to perform it. They stated that after the whole process, they used more words in English than before; inside and outside the classroom and some of them remember the pronunciation of those words and how to write them without taking a look on their notebooks. Students also remember the meaning and the pronunciation of the words and used them in the conversation. Being able to listen to them and know what was the intention of the conversation. Following a sequence and trying to play a role to create a real context. Students were able to receive information and interact with their classmates understanding that the topics learned in classes were useful in real life situations.

Students are interested in participate when they have the opportunity to choose the character and information they want to talk about because it seems that they were talking about their likes.

At the end of the process students had a different perspective of learning English. They were able to talk in front of a camera and they did it not only using the correct vocabulary and words, but also, they play the role as if they were really living the moment. They understood the kind of gestures or expressions the speaker does when talking about certain topics. There are some failures to continue working harder in pronunciation to improve. Students despite of the repetitive activities of pronunciation continued making mistakes in the pronunciation of the words, especially in the sound of vowels. However, they improve their speaking skill taking into account that they were able to follow the structures of a conversation and they were able to ask and answer questions.

Annex 2.Data analysis chart.

Pedagogical Methodology

This section guided the project in the way it explained the steps and instructions to follow when implementing assessing and evaluating the pedagogical project implementation.

Lesson Planning Principles

Taking into account that this project will be conducted with sixth graders (601, 602 and 603), the pre-service teacher will be prepared one planning per week since the three courses will take the same lessons from the textbook and the book suggested by the Ministry of Education and the topics of the project, divided into two different classes. After this process and taking into account supervisor's recommendations, the pre-service teacher carried out the lesson with the students.

Additionally, this project will use the class stages suggested by Brown (2001) in which he establishes five steps to follow during a class:

- **Opening:** In this stage, the pre-service teacher usually greeted the students and direct some prays in English.
- **Warm-up:** Encourages learners to use what they have been taught in previous lessons.
- **Introduction of a new lesson:** Focuses the learners' attention on the objective of the new lesson and relates the objective to their lives.
- **Presentation:** The teacher explained deductively the use of the grammar structures used in the text, disposing of posters with the grammar structures, explanation and provided some examples; also providing the vocabulary bank in order to ensure students' comprehension of the topic.
- **Practice:** Students started to write their own written version based on the basis text, using the vocabulary and the grammar structures recently studied.
- **Evaluation:** Teacher trainee corrected students' texts at home and then during the next session, he gave them an individual feedback, indicating them the mistakes they made and also giving them suggestions in order to improve the students' written skill.

After the observation was completed, it was seen the need to design a range of activities to keep students focused on the target language. For the duration of the project, creative, colorful and user-friendly material will be developed to increase their vocabulary, understanding, the motivation and their talking-time with the sixth graders.

The didactic materials that were used during the classroom observations were collected from a variety of sources which include teaching books, songs, videos, and the internet. According to the rules of the practice, the supervisor thoroughly will analyze the materials for any discrepancies or inappropriate substance.

Task-based learning activities

In order to conduct the Task-Based learning approach, the pre-service teacher will take into account what Peña and Onatra (2009) stated. The main and principle aspect to consider with this approach is the task in which students will get involved while they are indirectly obligated and at the same time motivated to learn specific items in order to accomplish the task's goal.

According to Rodriguez and Rodriguez (2010), the best way to integrate a task-based approach is by going from topics to tasks.

Implementation of TBL

- **Pre-task.** The student-teacher presented in a creative way the vocabulary of each lesson. It could be through flashcards, games, brainstorming among others as proposed by Geri McClymont (2018) in his article, he implemented maps, posters, worksheets, technology and all colorful material that catches the attention of the students, mainly young students. This vocabulary presentation aims at allowing the students know the key words they will use in different exercises but mostly during the main task. (p. 2).

In the pre tasks students developed their listening skill with videos and audio documents related to the topics of the class. During these activities the practitioner played those documents three times and answer some questions about the global information of it. Then, students would have the opportunity to learn some new

expressions and vocabulary presented in the file and they will watch the video or file again and be able to answer specific questions of it. After that, students would be capable to use what they learn for interacting with their classmates using the foreign language.

- **The task cycle.** During this stage, the learners looked for information related to a famous character mainly their abilities and their future plans and aspirations They were able to construct a dialogue with the information learned in class and found about the famous people. The students in the first Task use the information related to verb CAN and abilities to talk about a famous character's skills and in the second students will work on general information of famous character but this time focused on plans and aspirations to use future simple tense and be able to simulate a fortune telling session.
- **Final task.** The final task of the course was based on the topics, vocabulary and expressions the students learned throughout the whole three units. Consequently, with the help of the student-teacher gave to the students' feedback to ensure they would correct the mistakes and finally evaluated their achievement.

Listening Comprehension

Joseph DeVito (2000) divided Listening process into five stages:

- **Receiving stage of listening:** It is the intentional focus on hearing a speaker's message; in this moment we are able to isolate the important information and avoiding the confusing mixtures.
- **Understanding:** The listener attempt to learn the meaning of the message which is not always easy. It would be misunderstood or confused. For this reason, it is important to give clear instructions and messages to students to ensure an effective listening.

- **Remembering:** It depends on students good listening and the quality production of the message. The information has to be clear and attractive and the students will find the message interesting.
- **Evaluating:** Or judgment of the message received. It is about the critical thinking the listener would have after understanding the message.
- **Responding:** When the listener is able to provide verbal or non-verbal information about the message received.

In the educational field it is important to take into account the process the students follow when listening all kind of messages. These previous five stages make emphasis on the listener role to process information received. However, it is necessary to analyze few differences between the listener and the speaker process.

In Chuang and Wang (2015) study, the use of listening activities while reading improved students listening comprehension because they were listening a text while reading its scripts. So that, students relate the sound with the authentic pronunciation of the words and there was a significant scores' enrichment.

Considering listening activities to improve students' competences, Buck (2001) established the following three stages of listening activity:

- **Pre listening:** The activities in which the student is exposed to audiovisual material and learned vocabulary, expression and all the information related to.
- **While-listening:** The students understood the information presented in audiovisual activities and is able to identify known and news elements.
- **Post-listening:** the students identify structures, global and specific information and are able to construct a dialogue and participate using the information learned.

Speaking

For oral production activities it was necessary to structure the process of speaking skill in three main stages proposed by Matinovic (2018):

Pre speaking: with the information received in the listening activities the students were able to chose famous characters and looked for information related to them in order to construct a script of the dialogue they would perform.

While speaking: Students received corrections on the scripts presented to the teacher and then, they were able to perform a first try of the first tv program section. They received correction and prepared their dialogues in order to do the final version of the videos.

Post speaking: in this part of the speaking stages, students' scripts and videos were corrected again to develop a final activity of feedback and assessment to reflect up on their performances.

Implementation of pedagogical methodology

To implement and achieve the objectives of the project, it was necessary to design and structured plan of activities in which each Task-based learning approach step was developed using activities in accordance with students' age and level of English knowledge. These planning of classes helped to guide and achieve pedagogical component purposes.

It was necessary to structure workshops in which students could carry out activities to study, practice and improve their listening skill in order to enhance their knowledge and improve speaking skill. The following workshop is based on the topics to study during the school year for sixth grade students and taking into account the students' faults in listening and speaking skills considering their level of proficiency and their age to find the ideal activities attractive for them.

First task planning of classes

STAGES	SKILLS	Description of the project
PROJECT SUMMAR Y	<ul style="list-style-type: none"> Listening, and speaking. 	<ul style="list-style-type: none"> The teacher explained to the students what the project is about, the main objective of the process and the tasks to accomplish which are the sections for creating a news program. <p>Objectives:</p> <p>General Objective</p> <p>To develop speaking skills through the implementation of a TV news program using task based-learning IN SIXTH LEVEL'S STUDENTS AT BETHLEMITAS BRIGHTON HIGH SCHOOL</p> <p>Specific objectives</p> <ul style="list-style-type: none"> To Design workshops using task-based learning approach. To work with listening comprehension and oral production in tandem. To create real context spaces for students to develop oral production skill. To motivate students to actively participate in oral tasks and activities. To analyze the improvement of speaking skills in 6th grade students. <p>Methodology</p> <p>Listening skill: It will be based under a default listening construct which consist of 3 main stages established by Buck (2001)</p> <ul style="list-style-type: none"> Process samples of realistic spoken languages; developed activities in which they listened to real context information from authentic audiotapes or videos, in which students identified new vocabulary and expressions related to the context.

- To understand the linguistic information; knowing the meaning of the expressions and lexical used in the video, students were able to understand the content of the video and its nature.
- To make inference: students were able to perform a similar presentation using what they have learnt. They were able to give personal examples. After listening activities they were able to make a general conclusion of the audiovisual material studied in classes. With this information deducted they were able to use it in their next dialogues and conversational scripts.

Speaking skill: Also Buck (2001) stated three main steps to guide this skill:

Pre- Speaking: with the information about the topics already studied, students were able to look for specific information to organize and prepare the scripts of what they are going to perform in the sections of the news program. They have to reflect on how they are going to organize the questions, the place, environment and the scenario in which the program was presented.

While speaking: After having been corrected the scripts and information founded for the news sections development, students performed a first try of each section. They have to record a video in which they represented an interview with an interviewer and one famous character. During this performance the students have to talk about the famous people abilities using expressions and vocabulary related to the topic. These videos and audiotapes were evaluated to choose the best one and work on it to create a most elaborated performance. The rest of the group was in charge of doing the scenario decoration.

News program

Collect information: Find out information that would be for the interest of the audience. In this case; taking into account the age and level of the participants, the sections of the news program was entertaining and with educative content that

would be attractive for the students. Students have to put into practice the information that the teacher give them in the class and complement it to organize the information they presented to the audience they did a script in which the dialogue to be used in the program was presented. So that, students received the information, they organized it and then they did the dialogue scripts. The teacher checked these scripts.

Organize information: the students presented these scripts to the teacher. The teacher checked the organization grammar, vocabulary and expressions used and she asked students to correct the script and prepare the material necessary for the program, (decoration, scenario, instruments, etc.)

Perform information: After correcting the scripts and having prepared the scenario students were able to perform their first news program section. They presented a first try of each section. The teacher checked this first presentation and then she selected the best one to be the final result for the first section.

Final product: The final product was the presentation of two program sections.

Name: Students who were selected to participate in the sections of the video decided to named the program 6 minutes TV show thinking about sixth grade and the minutes that the complete video would spend.

Sections: The video is divided into three sections. These sections are related to the topics students had to learn during this fourth period of the academic year.

The winner students performed a video in which they have to simulate an interview in which two reporters talked to two famous characters about their abilities. These students in their CAN/CAN'T and future simple tense topics scores in the first and second tasks of the plan.

Video recording

With the help of all the students, a scenario in which the interviewers performed and created and the four students chosen played the role in order to do the first

		section of the NEWS PROGRAM about entertainment. This activity was develop in the presence of the teacher.
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STAGE S	SKILL S	DESCRIPTION OF THE ACTIVITY
Pre-task	Listening skill	<p>General:</p> <p>1. Question:</p> <p>The teacher stuck on the wall some images (Appendix 1) about common abilities that people normally do (painting, dancing, writing, cooking and some others). Then, she asked students to guess the topic.</p> <p>Appendix 1</p>  <p>Show video</p> <p>The teacher played a video (Appendix 2) which presented an interview of a very famous TV show with a famous actor proving his special extra ability. What students had to do was to pay attention to the video, and answer some questions about what they have watched. Then, the teacher asked students if they had an incredible ability what it would be and why they chose it. Then, teacher explained the structure of the video what is the interview about and making a summary of the TV program previously explain.</p> <p>Appendix 2. Video</p> <p>https://www.youtube.com/watch?v=JOg_smPzq5A</p>



Reasonably Priced Car: Rowan Atkinson - Top Gear - BBC Two



General questions:

- How many people did you see in the video?
- What is the video about?
- How many places are shown in the video?
- How is the place in which the interview was carried out?
- How is the scenario?

The teacher played the video again and she asked students to identify the new vocabulary (Appendix 3) presented on it and related to the topic *Abilities*. The teacher wrote these words on the board and explained students what is the meaning of each one according to the context. To explain the new vocabulary and expressions used in the video, the teacher played the video and explained to the student the meaning of each sentence in the video while students identify

new words the teacher wrote the words on the board and explained to the students the meaning of each word by giving them the translation and making an example using the word.

Appendix 3

New vocabulary

Race, track, light, yachting, floppiness, drive, car enthusiast, launch, wide, way out, smooth, submissiveness, tight, runway, angled, histrionics, fast, beaten, lap time.

Vocabulary activity

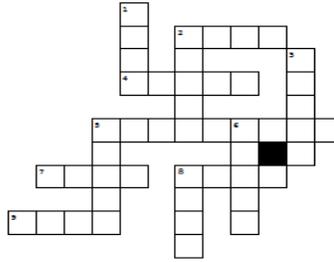
Students asked to talk about their abilities, what they are good at and how did they get that ability. The teacher started by asking a student the following questions: What can you do? Can you *fly*? Can you *swim*? So What can you do? Students answered each one according to the ability they can do.

Crossword

After this activity, Students were asked to complete some sentences with the most common verbs used to talk about abilities. With these verbs they have to fill the gaps of a crossword puzzle (Appendix 4).

Appendix 4.

Crossword Puzzle



Down:

1. The frog can _____ in the garden.
2. It can _____ the tree.
3. My brother can _____ a car.
5. He can _____ in the skatepark.
6. He can't _____ in the party.
8. I can _____ in the river.

Across:

2. We can _____ delicious dishes.
4. The artist can _____ beautiful landscape.
5. You can _____ under the sea.
7. They can _____ football.
8. She can't _____ in the event.
9. Sara can _____ coffee for her breakfast.

- a. Students were asked to work in groups of four. Then, the teacher gave them a worksheet (Appendix 7) in which they found out what other students can or can't do. What students should do is to ask each other questions about all the activities on the list: “*Can you swim?*” “*Can you skateboard?*” And students will put a tick (✓) or a cross (×) on the list under each student name. Once the students have filled the worksheet the whole class shared what their classmates can or can't do. The teacher will start this activity by asking each member of the groups what they can or can't do. Students have to answer orally in front of their classmates.

Observation:

There were different activities during this class and students were focused. When the activity was taking more time than expected students got bored. Consequently, activities took the time enough to learn and continue with the next activity. Students were excited because they liked to watch videos. In the first play of this video,

students seemed to be lost. They showed and expressed that the video was a little difficult for them. So that, the video was played more times than planned. Students paid attention and they start to ask questions. Then, they answer some general questions aloud and they watched the video again. In the specific question I notice they know the answer but they did not understand the meaning of the questions. Especially WH questions, I appeared to be a topic that they have not already clear. At the end of listening activities students start to participate without the teacher instructions, they read the vocabulary most of the time with the correct pronunciation. I would say that students memorized the words they repeatedly heard from the video. It was perceived that when the video is interesting for the students, they are more interested in participate and answer the questions. They were motivated to do their own examples and share them with their classmates.

Appendix 7

NAME: _____ DATE: _____

The students put a tick (✓) or a cross (×) according to what your classmate's can or can't do.

Activity:	Student names:			
	Student 1	Student 2	Student 3	Student 4
	× or ✓			
				
				
				
				
				
				
				
				

- In the interactive activity, the class played a game called “Guess the superhero”. Teacher divided the class in groups of four people. Subsequently, she gave to each group a cardboard (Appendix 8) with images of some superheroes in it. What each group had to do is, firstly to select one superhero. Secondly, write the abilities of that superhero. Once all the groups finished of writing the superhero’s abilities, the teacher asked to each group to try to guess what the superhero of the other groups was. Students had two minutes to write the characteristics of the superhero. various rounds were played.
- **Appendix 8.**



Pre-task	Listening skill	The teacher played the video again in order to identify abilities and vocabulary used and already learned by the students. Also, students should identify the structure of the interview. After playing the video
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		<p>the teacher asked some specific questions to the students in order to ensure their understanding.</p> <p>Specific questions.</p> <ul style="list-style-type: none"> • Could you tell any ability? • Who is Rowan Atkinson? • What does Rowan do? What is his usual job? • What was Rowan special ability? • What was Rowan best score? 																										
<p>Task preparati on</p>	<p>Oral producti on</p>	<p>1. Review</p> <p>The teacher showed to the students some new vocabulary and abilities that they could be good at and use for the following activity in order to make clear the topic.</p> <div data-bbox="509 993 1052 1066"> <p>Skills & Abilities</p>  </div> <div data-bbox="521 1136 1052 1396"> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • I can • I am able to • I am capable to </td> <td style="text-align: center; vertical-align: middle;">  </td> <td> <ul style="list-style-type: none"> • play ping pong. • read in English. • speak French. </td> </tr> <tr> <td> <ul style="list-style-type: none"> • I can't • I am not able to • I am not capable to </td> <td style="text-align: center; vertical-align: middle;">  </td> <td> <ul style="list-style-type: none"> • play football. • run a maratón. • Use a smartphone. </td> </tr> </table> <p style="text-align: center; font-size: small;">Una Universidad Incluyente y comprometida con el desarrollo integral</p> </div> <div data-bbox="537 1522 1019 1585"> <p>Skills & Abilities</p>  </div> <div data-bbox="537 1596 1019 1906"> <p>Skills & Abilities</p>  <table border="0" style="text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td><input type="text"/></td> </tr> <tr> <td>Fly</td> <td>Dance</td> <td>Sing</td> <td>Cook</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td><input type="text"/></td> </tr> <tr> <td>Swim</td> <td>Surf</td> <td>Skate</td> <td>Rollerskate</td> <td></td> </tr> </table> <p style="text-align: right; font-size: small;">modelo integral</p> </div>	<ul style="list-style-type: none"> • I can • I am able to • I am capable to 		<ul style="list-style-type: none"> • play ping pong. • read in English. • speak French. 	<ul style="list-style-type: none"> • I can't • I am not able to • I am not capable to 		<ul style="list-style-type: none"> • play football. • run a maratón. • Use a smartphone. 					<input type="text"/>	Fly	Dance	Sing	Cook						<input type="text"/>	Swim	Surf	Skate	Rollerskate	
<ul style="list-style-type: none"> • I can • I am able to • I am capable to 		<ul style="list-style-type: none"> • play ping pong. • read in English. • speak French. 																										
<ul style="list-style-type: none"> • I can't • I am not able to • I am not capable to 		<ul style="list-style-type: none"> • play football. • run a maratón. • Use a smartphone. 																										
				<input type="text"/>																								
Fly	Dance	Sing	Cook																									
				<input type="text"/>																								
Swim	Surf	Skate	Rollerskate																									

Pre-
speaking

Let's practice



- The chef **can cook** a cake.
- He **can't write** a book.



- She **can teach** the verb to be.
- The teacher **can't run** a maraton.

Skills & Abilities



The guitar

Play



The piano



A bike

Ride



The piano

Appendix 9 Teacher example

- Hello! I'm Carolina and I can play video games specially Call of Duty. It is my favorite video game.
- I can speak three languages Spanish, English, and French.
- I can sing.
- I can ride a motorbike but I can't drive a car.
- I can ride a horse.
- I can't read a book without my glasses.
- I can't skate on a skateboard. But, I can play chess.

Then, the teacher showed to the students an example (appendix 10)

with the abilities of a famous character. In order the students start connecting the information from the interview watched in the video and the topic of the class. The teacher read and projected the dialogue in order to answer students' questions and comments.

Appendix 10 Famous character example

Robert Downey Jr.

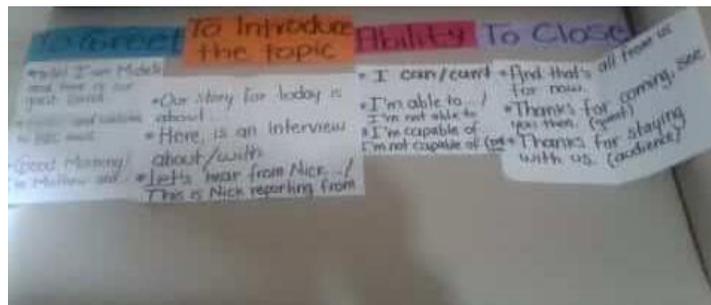
Robert Downey Jr. is nowadays one of the most respected famous actors in Hollywood. Robert is recognized not only for being a great actor but also for being writer, film producer, photography director and film director. In addition, He can play divers musical instruments and he just released his first musical album called "The Futurist". Taking into account all the abilities Robert Downey Jr. has, He can create a full movie and actually, he can make all the musical effects in it.

Activity of interview expressions.

The teacher gave to the students some papers strips (Appendix 11); some of them are colored and some others in white paper. What students did was to identify the papers that contain titles and the papers that have information related to each title. The papers in color were the titles and the white paper strips are the expressions related to each title. Then, the students identified the order of the titles; which were related to the interview structure. The titles were stuck on the board in order the students to know the sequence of an interview and guess what the corresponding expressions were used

for each situation. For instance, the first title were “To greet” what students should do is to find out the expressions presented in the white paper strips related to greeting and introduce the people in a TV interview.

Appendix 11 Interview Expressions



- **To greet:**
 - * Hello! I'm Michelle and here is our guest David...
 - * Hello! And welcome to BBC news...
 - * Good Morning! I'm Matt, She's Michelle and Today...
- **To Introduce the Topic:**
 - * Our story for today is about...
 - * Here, is an interview about / with...
 - * Let's here from Nick about...
 - * This is Nick, reporting from Chicago about...
- **Abilities:** * I can / I can't
 - * I'm able to / I'm not able to...
 - * I'm capable of / I'm not capable of...
- **To close:**
 - * And that's all from us for now...
 - * Thanks for coming and see you then...(guests)

* Thanks for staying with us... (audience)

1. Organization of script:

With all this information in mind, teacher asked students to chose a famous character and look for the following information (Appendix 12).

- a. **Character:**
- b. **Personal information: (nationality, city, country, age, likes and dislikes)**
- c. **Profession:**
- d. **Abilities of profession:**
- e. **Hobby:**
- f. **Abilities of hobby:**
- g. **Roles:**
- h. **Place:**

2. Dialogue: Having found this information about the famous character they were able to create a dialogue between an interviewer and the famous character chosen. They used verb CAN / CAN'T, SKILLS, ABILITIES, EXPRESSIONS FOR AN INTERVIEW and all the topics already studied in class. In this dialogue the interviewer had to introduce and ask questions to the famous character in order he / she talks about what he can or can't do trying to play a similar situation as in the video presented.

Observation: Students decided to start the class by sharing their homework because they were anxious to share what they found. Then, they seemed to be happy because of the oral production activity they have to do. For them, it was awesome to participate in a

		<p>video because this kind of activities seemed to be attractive for them. Students were more connected with the expressions and vocabulary related to the topic. They understood the use of the topic in real context because they related the images with the meaning of the expressions. Students seemed to be happy when they recognized words or expressions used in the video dialogues. In this part of the class students created a dialogue as script for the first video. They all wanted to be selected but one of the obstacles we faced in this process was that only four of them were allowed to be participants (two students for the first video and two for the second one.) and it was not allowed to work in the afternoon out of the school. They could work and record the videos but in the school. However, students were motivated and interested in actively participate.</p>
<p>While - Task</p>	<p>Writing, speaking</p>	<p>Check scripts</p> <p>The teacher corrected the dialogues created by students. She took into account grammar, vocabulary and coherence of the interviews. The four best students at doing this dialogue were chosen to perform the first News program section.</p> <p>Prizes</p> <p>The winner students performed a video in which they had to simulate an interview in which two reporters or journalist talked a famous characters about their abilities and participants received a Christmas gifts; (one per participant).</p>



Video recording

With the help of all the students a scenario, in which the interviewer performed, was created two of the students chosen played the role in order to do the first section of the NEWS PROGRAM about entertainment. This activity was developed in the presence of the teacher

Post - Task

Post-speaking

Assessment: All errors and mistakes presented in the scripts and in the videos were revised to correct and reinforce students' knowledge. To evaluate student work on the speaking activity it was necessary to consider their English level and what they learned in the classes and the following aspects emerged: Body language, pronunciation, lexicon, coherence and cohesion.

Feedback:

Video link

<https://www.youtube.com/watch?v=9UFo7OwbQKc>

		<div data-bbox="516 191 1167 558" data-label="Image"> </div> <div data-bbox="516 600 1182 974" data-label="Image"> </div> <p data-bbox="516 1020 1411 1436"> In the production activity, the teacher will ask students to talk about what they are good at. Firstly, the teacher will talk about what she is good at as an example (Appendix 9) and also she will write some sentences on the board in order the students can follow a model while doing the oral presentation. What students should do is to make an audio record from 1 to 2 minutes speaking about their special abilities. Students will have this activity as homework for the next class. </p>
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Fig 7 .Project's first task planning.

Annex1. First task planning.

Conclusions

Task-Based Learning

Audiovisual material implemented was a great tool to get students implicated in the tasks. Also, it was always important to consider students likes and favorite issues because they would feel motivated to participate and they were more focused on the interaction than the shyness or boredom they may felt during the classes.

Giving more importance to the task and motivating students to participate was a good strategy. Students were interested in learning English to use it for their own interests. They really liked the idea of working on activities they like and have the opportunity to decide something in the task; the idea of choosing by their own the characters to construct a dialogue was encouraging.

Listening comprehension

Students felt motivated for simple aspects as the use of audiovisual material, didactic activities and information related to their likes and dislikes. It is also important to take into account global and specific information that students understand and misunderstand during a listening activity in order to organize the information they receive. They had to know that all kind of details are important to comprehend the real information explained of a video or an audio file. The teacher had to work on vocabulary, expressions and pronunciation presented in these activities to land a better understanding of it.

Speaking skill

Students should be motivated to participate in order to improve their learning and this is possible when they are working on activities they liked. That is why, it is important to develop activities in which the students would feel implicated. The use of audiovisual

material with interesting information for students from sixth grade is crucial to catch their attention and generate their interest to speak and interact in class and outside the classroom with their friends using what they learned. Students will always want to take part of an activity they have listen to, sports, entertainment, fashion, music. The teacher should implement all those topics and combined them with the class' topics to make of an English class a space in which they want and are able to talk about.

Results

Taking into account the questions of the project, with the process developed and the students' achievement, it was possible to answer to the three questions.

- Why motivation makes influence in students' learning?

There is a considerable connection between the students' emotions and their focus in the class. Students were more interested in the classes when these made them feel happy. And that happiness was possible to generate in students with the use of audiovisual material.

- How listening activities proposed infer in students' speaking skill improvement?

Secondly, listening activities in which students get involved were crucial to enhance students' possibilities of speaking in English. Those activities had to be attractive and related to the students' likes in order the students to develop their interest for learning. This interest for understanding what famous characters said, made them feel motivated to play a similar role. With these activities they were able to learn new vocabulary and expressions and used them in real contexts being capable to identify those contexts in which they could use the learned.

- How the creation of the news program improve students speaking skill?

The motivation students demonstrate for participating in the activity was evident. They learned vocabulary and expressions and used them in the correct context. All participants also stated that they were able to speak a little more in English after the process. However, it is important to work harder in pronunciation because they continued making mistakes.

The answers for this questions arrived from the information collected in with the instruments implemented. Those were aspects that in data analysis were constantly stated.

Video screenshots

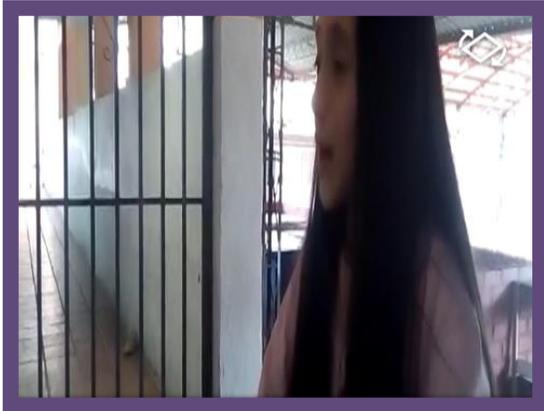


Image 1. Final product screenshots.

Annex4. Photographs

Recommendations

All the students were able to develop their listening and speaking skills. The responsibility is on the teacher. Teachers should reflect on their role and look for diverse strategies with technologic material that can catch the attention of the students taking into account the ideal content depending on the age and level of knowledge on the topics. Nowadays students are tired of coping what the teacher writes on the boards. But nowadays technology is impressive and our role as teachers of these new generations is to be innovative and look for strategies to motivate students to learn.

It is important to create a confident image on the students. In that order, students are able to express their real feeling about the class, and they are capable to tell to their teachers if they did not understand a topic or if they need more explanations or even if the class is boring. Those comments are the most important to know if the methodology and activities implemented are working.

Chapter II

Research component

“The PLEX student-teachers reflective spirit formation, a formation tool to qualify pedagogical practicum.”

Introduction

In the formation context in PLEX, the students-teachers' pedagogical practicum formation are defined as one of the interest and actualization approach to study and document to improve teaching-learning process for the education qualification.

Not only there is an overt interest at the evident necessity of comprehending and transforming the pedagogical practicum, but also the great amount of local studies specially focused on learning more than teaching problem.

It is considered the applicable formulation of a project that establishes a reflective approach about practicum as a mean to form knowledge, behavior and attitudes that guide the role while teaching; also as an internalization, immersion and exploration conscious exercise of the proper teaching subjectivity through the question formulation and information search for the problem solution and auto-recognition.

Justification

This project formulation in the integral practicum of languages students' context is registered in the professionalization concept of the practicum as spearhead to improve the educative processes in the application centers where the PRADO is implemented. It is considered that giving importance to the reflective role in the teaching process is the first step to understand the profession difficulties, the own proceedings and to be into the models and approaches' knowledge to attend a problematical situation and establish an analytical view on the fact.

According to Jhon Dewey; philosopher of Education, pioneer of the reflective thought field applied to teaching, justifying the necessity of this project to equip students of tools of analyses and auto-observation that allow distinguishing between the routine action and the

reflective action. Considering a reflective approach to protect the agents of the inertness traditional context and the authority that make influence 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 get involved without major alteration, the teacher has the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A lack practice that not reflect to the emergence of problematic situations; these realities are ignored, get invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional form, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond the social needs.

For this reason, this situation affects teachers, it is useful the teaching process that in a future will be able to contributes to the improvement of their pedagogical practices, so can be essential elements that impact and transform their work and future professional performance.

In the case of Foreign Languages Program at the University of Pamplona, reflection is considered as an effective exercise so that students, who make their pre-service, can make their self-assessments, learn how to be critical and constructive about their teaching activities

To begin with this study, it was necessary to formulate the following questions:

- How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of Student-practitioners in the analysis of their pedagogical work?

Objectives:

General Objectives

- To implement the reflection as a transforming tool of 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 the 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 guides the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.

Theoretical framework

Teaching profession theory, reflection, reflective and pedagogical practice, constitutes the conceptual framework of the present study. In order to have a better grade of clarity on the concepts concerning this research project, we present an approximation to each one of them.

Teaching Profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge based on science or art, but who also has within his

responsibilities the integral formation of the students. The teaching profession requires a series of competences, which currently establish a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education.

This is how we find that every teacher must act in accordance with some competences in the discipline that allow him/her to master a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level on which he/she develops his/her activity.

Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize its competences to be being learned by the students but also provide teaching conditions inside or outside the educational context. The most immediate function that teacher must develop is to design and provide teaching practice.

Reflection

Reflection implies to address different conceptions about this notion. That is the reason, to deepen its definition; two aspects will be taken into account: reflection as process, and reflection as thematic. (Correa Molina et al 2010)

Reflection as a Process

Reflection is made through out a set of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010), reflecting on experience implies "a type of reflexive dialogue with the situation, where language would favor access to the experiences of the individual, which would allow a new structuring of the situation". The stages of the reflection as process are evidenced in the following scheme:

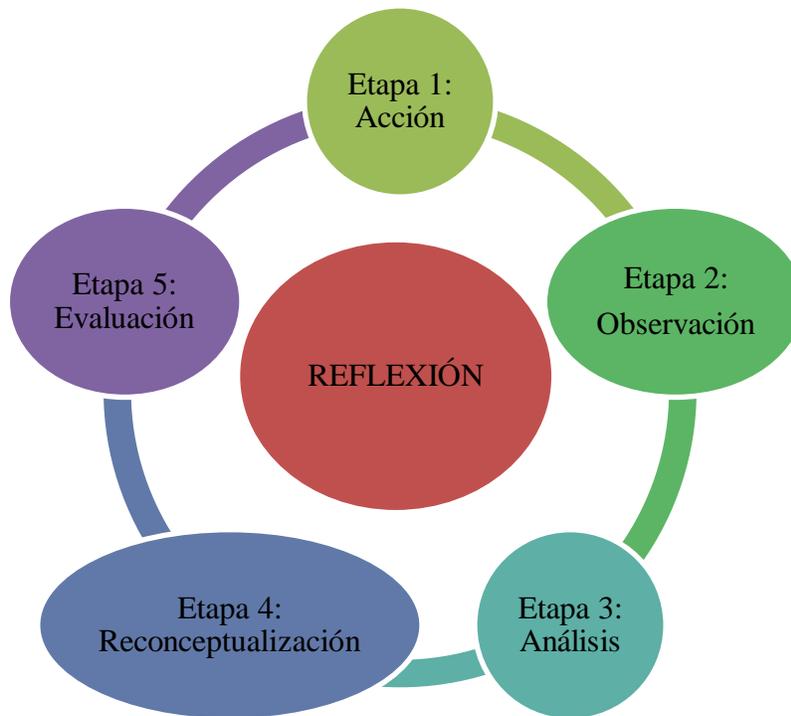


Fig 8. Reflection as a Process.

The Reflection as Thematic

Reflection is based on a subject that is related to this concept. For this and taking as reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflecting; and the contextual aspects which allows make the exercise of reflection in the third perspective. Likewise, these perspectives have mediators so that this process is executed; in the first instance is action, context, colleagues and the person who reflects.

The Reflexive Practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teacher examines its own practice and the repercussion that it has generated; that is capable of objectifying their behavior, and of assuming the different roles in the pedagogical relation.

Teacher plays a central role in the current educational world; acts in a complex space subject to a constant change determined by the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot: 1986). In this context the problems of practice and of the class spaces request a particular treatment oriented to the understanding and to the social interaction.

The need of articulating the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and to look for ways to attend to these phenomena to make school work effective. This study will serve the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán, 1999).

According to Van Manen (1997) there are different levels of reflexivity, in a very first level in the classroom is given the effective application of skills and technical knowledge; reflection applies to the proper selection and use of strategies that the teacher will use.

In a second level, reflection carries on the implicit suppositions in the specific practices of the classroom. Then we analyze the consequences of the strategies adopted, the curricula, and the practices are then chosen for the application of educational criteria to the practice of teaching to make educational decisions adapted to the institutional reality and to the contexts.

On a third level Van Manen establishes an exercise in critical reflection; at this level he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical Practicum

For the analysis and reflection on the practice it is considered appropriate to resort methodologically to a conceptual operation of classifying the practicum; Zeichner suggests several modalities of practice:

Academic Practicum

It is aimed at preparing teachers who are able to reflect on the courses they teach, so that they are transformed 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 inferred from general principles that has arrived from the pedagogical research. 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.

Methodology

It was a qualitative study in which students-practitioners from foreign languages program of the University of Pamplona were facing a real teaching practicum experience in which they had to carry out a several amount of activities to be in touch with the real role of being a teacher in a public high school of the city. To do a good reflective process on the work done it was necessary to implement diverse instruments for data collection. Reflective journal, auto-observation questionnaires and reflective workshops were useful to collect the necessary information.

Reflective journal

Narratives were an instrument to know students-practitioners real feeling facing this experience. It was an important tool for the practitioners to know if the activities, strategies and attitude in the real ambiance. With this reflection on the work already done, the practitioners were aware of the quality of their work in the school and they could change and improve their teaching skill. Narratives were done in the native language for a better expressing the feeling and emotions of the participants. These narratives were done once per week. At the end of the process there were 10 narratives.

Narratives

NARRATIVA N°1

Durante mi primera semana en la institución educativa Bethlemitas Brighton pude apreciar muchos aspectos tanto positivos como negativos en las sedes de básica primaria y básica secundaria.

En cuanto a los aspectos positivos de la institución pude identificar el buen estado y mantenimiento de todas sus instalaciones. Cuenta con espacios deportivos, laboratorios de química y física, salón de juegos, cancha mixta, biblioteca, sala de informática, enjambre salón de inglés con internet, etc. Incluso en todos los salones ha sido instalado un Smart TV del que se puede hacer perfecto uso para todas las clases. Podríamos decir que el colegio tiene material robusto del que podemos apoyarnos para llevar a cabo nuestras clases. En cuanto al trato con todo el personal que labora en la institución, ha sido respetuoso y amable, nos han abierto sus puertas para llevar a cabo la práctica y nos han permitido hacer uso de sus aulas y espacios para el desarrollo de las clases. Las docentes supervisoras nos han mostrado todo el material bibliográfico utilizado para la planeación de las clases y esto nos ha ayudado a saber cuáles son los temas que los estudiantes deben aprender para ser promovidos al siguiente curso.

Dentro de los aspectos negativos puedo resaltar el tiempo que es muy corto en este último cuarto periodo, pues el principal objetivo es cumplir con los temas exigidos por el MEN y evaluarlos. Durante las clases, tuve que explicar brevemente los temas para alcanzar a evaluarlos en la próxima semana, pues algunos cursos pierden horas de clase por lunes festivos y ensayo de izada de bandera. Debido a esto, tuve que desarrollar el plan de clase propuesto utilizando tiempos más cortos para cada actividad presionando a los estudiantes a trabajar rápidamente. Sin embargo, al calificar una actividad de trabajo en clase y la primera evaluación que implemente me doy cuenta que el desarrollo de diversas actividades en las que los estudiantes pongan en práctica sus conocimientos les ha dado buenos resultados, en comparación con las calificaciones que llevan hasta el momento.

En cuanto al comportamiento de los estudiantes dentro del aula de clase, pude darme cuenta que en esta semana debido a las actividades, el uso del televisor, el video, las imágenes y flashcards los estudiantes se divierten en la clase y al mismo tiempo relacionen las palabras con la imagen, o con el contexto, todos han estado más atentos y han participado activamente.

NARRATIVE N°2

Al igual que en la primera, Durante la segunda semana hay aspectos positivos y aspectos por mejorar que influyen en el desarrollo de la práctica.

Esta semana, la supervisora me pidió desarrollar las actividades propuestas para la clase muy rápidamente, pues me advirtió que el día jueves se realizaría una izada de bandera en las dos primeras horas de clase y en la 3 y 4 hora se festejaría el día del amor y la amistad en cada salón y el día viernes no habría clase. Sin embargo, tuve la oportunidad de dar una hora de clase en un salón.

Dentro de los aspectos positivos podría mencionar que los estudiantes fueron muy disciplinados, participaron y respondieron bien a las actividades. Pero, Al finalizar la clase la supervisora me pidió que les diera las actividades restantes como tarea para la próxima clase. Así que, no pude implementar mi propuesta como quería. Aun está pendiente la explicación análisis del video que espero poder desarrollar en el primer bloque de clase de la semana entrante con el grado 6°01.

La asistencia en las horas de la tarde con los muchachos que participaron en el evento "Talent Show" ha sido de gran apoyo. La mayoría de los estudiantes ya se saben las canciones y nos seguiremos reuniendo para practicar la interpretación y representación de la canción en el escenario.

El día jueves, aunque me sentí un poco estresada por todo lo sucedido, los estudiantes me mostraron su aprecio y agradecimiento. En especial, los estudiantes que participaron en el evento. Pues con ellos hemos tenido la oportunidad de reunirnos en los ensayos.

En cuanto a la extensión a la comunidad, me ha parecido una experiencia muy diferente la permanencia en la escuela que en el colegio. Los niños desde mi punto de vista, no manejan la misma disciplina y es un poco más difícil mantenerlos controlados dentro del salón. Durante las clases hemos ensayado la canción para su evento y hemos analizado el significado de la canción traduciendo palabras clave y practicando pronunciación.

Fig 9. First and second weeks' narratives.

Annex 3. Narratives.

Auto-observation of classes

This instrument was important because it was a students-practitioners guide to reflect on relevant aspects of teaching practicum process.

Nombre **-**

Fecha **-**

I. PLANIFICACIÓN

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto de aula, el Proyecto de curso, el Proyecto de institución y la programación de área **-**

1 2 3 4 5 6 7 8 9

Planteo los objetivos didácticos de forma que expresan claramente las competencias que los estudiantes deben desarrollar **-**

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuadas a las características de cada grupo **-**

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos contenidos y de las características de los estudiantes **-**

1 2 3 4

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *****

1 2 3 4

Planteo situaciones introductorias previas al tema que se va a tratar. *****

1 2 3 4

-Motivación a lo largo de todo el proceso:

no, solo a veces los motivo a que continúen aprendiendo

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *****

1 2 3 4

Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *****

1 2 3 4

Fig 10.Auto-observation questionnaires.

Class analysis - Journal

It was important that students- practitioners reflect on the work done every day. Sometimes activities may work. But, it is important to consider that students' behavior is not always the same and teachers have to plan their classes to have at least near expectations of what will really happen.

Class analysis

There were different activities during this class and students were focused. When the activity was taking more time than expected, students got bored. Consequently, activities took the time enough to learn and continue with the next activity. Students were excited because they liked to watch videos. In the first play of this video, students seemed to be lost. They showed and expressed that the video was a little difficult for them, so that, the video was played more times than planned. Students paid attention and they start to ask questions. Then, they answer some general questions aloud and they watched the video again. In the specific question I notice they know the answer but they did not understand the meaning of the questions. Especially WH questions, I appeared to be a topic that they have not already clear. At the end of listening activities students start to participate without the teacher instructions, they read the vocabulary most of the time with the correct pronunciation. I would say that students memorized the words they repeatedly heard from the video. It was perceived that when the video is interesting for the students, they are more interested in participate and answer the questions. They were motivated to do their own examples and share them with their classmates.

Fig 11. Analysis of class.

Annex 2. Data analysis tables.

Timetable

This is the timetable of instruments implemented during the process.

Weeks	1 st - Sept. 10 th to 14 th	2 nd - Sept. 17 th to 21 st	3 rd - Sept. 24 th to 28 th	4 th - Oct. 1 st to 5 th	5 th - Oct. 15 th to 19 th	6 th -Oct. 22 nd to 26 th	7 th - Oct. 29 th to Nov.2 nd	8 th .No v. 5 th to 9 th	9 th .No v. 12 th to 16 th	10 th .No v. 19 th to 23 rd
Instrument										
Narratives	X	X	X	X	X	X	X	X	X	X
Auto- observatio n					X		X		X	X
Class analysis			X	X			X	X		

Fig 12. Timetable of instruments' implementation

Conclusion

These instruments help me to understand that teaching labor is not easy. A high schools teacher has to face all kind of situations developed in the institution. Teaching practicum is a great opportunity for students-practitioners to know the academic real context and how to respond to diverse duties that arose being member of an educative institution.

To start this process we had to read and learn all the rights, duties and responsibilities we had at teaching in a public school. It is important not only the information the students learn about English topics, but also, the integral education that human beings in growth have to receive during their formation. All this education is important because it will help student form the schools to deal with their future relationships and socio-cultural diversity.

In addition, being the English teacher of the institution means to be in charge of the English language education of almost 200 students of the school. Planning classes is mandatory, not for sending them to the teacher supervisor, but to guide every single class and try to keep the order and an appropriate rhythm in the class. For planning classes we have to consider from the topic to the students emotions when the class starts. We have to consider students feeling, age, level and socio-cultural conditions to plan a class that could be attractive for them.

Sometimes the process gets difficult because of the demands and lots of extracurricular activities that are scheduled each month. Time is limited in the schools and as teacher we have to foresee those possible emergent situations.

During this process, I learned that a confident relation with the students could help them to lose the shyness and tell to the teacher if the activity is boring or make questions about the topics without being afraid of jokes or scolding. The students have to understand that knowledge is important for them and that they could use what they learned outside the classroom. But it depends on the teacher role. The teacher is the responsible of create a good ambiance in the classroom with entertaining activities.

When evaluating a student, the teacher has to consider the topics learned in class and it is also important to look for a didactic strategy to develop all the activities, even quality tests. It is important to think about students likes because they would found interested the topic instead of being afraid for bad scores.

During this process I failed on being more specific when doing instructions and students not always understand. We have to keep in mind that they are learning what they learned almost a decade ago and be more meticulous with the instructions and activities develop in the classes.

Concluding, I think that teaching role is complex, it is not easy but we were learning something every day from every person in the institution, and it is important to remember when we were in the students' side and also the teachers we had in charge of the classes. In that order, we would have a wide perspective of our role and labor as English teachers in the schools.

¿in what way the reflection and critical analysis implemented of the pedagogical practicum, contribute in the transformation of the practicum itself?

Reflection and critical analysis contribute to improve and be aware of the role as teachers and in that way to be conscious of the important place education has in the development of a society. All we did as teacher would influence every student perspectives and expectations of life, we as teachers are guiding the future of the country and that is why it is important to reflect on our work and being able to do good contributions to education.

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.

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.

General Objectives

- To meet English Teaching demands of child population in primary school in Pamplona city.
- To integrate the foreign languages education of the students belonging to the 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 primary school at Bethlemitas Brighton High 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

The purpose of this outreach component is that the pre-service teacher could contribute to enhance students' didactic activities to reinforce English classes in primary students level at Bethlemitas Brighton High School which schedule Monday, Tuesday, Wednesday and Thursday in this way, student promoted and reinforced their knowledge and abilities. The main aim of this component is to foster the learning language process of the L2 more precisely, to improve communicative skills of primary graders students by using flashcards

and videos in order to increase lexicon following the activities and exercises propose in the Student book which is focused on it.

Activities developed during these weeks

It has been difficult to work on the topics proposed for this fourth term. Students in the school were preparing some activities to perform in the “TALENT SHOW” English event which was carried out on October 4th 2018. I have been working an hour of class for each group with a 5^o04, 3^o03, 3^o02 and 3^o01 grade. During these weeks we were working on the songs and the performances to present in this important event. The hour of class with each group was focused on the vocabulary of the song and the singing practice. Only after the “TALENT SHOW” we started working on some vocabulary presented in the book related to weather and seasons.

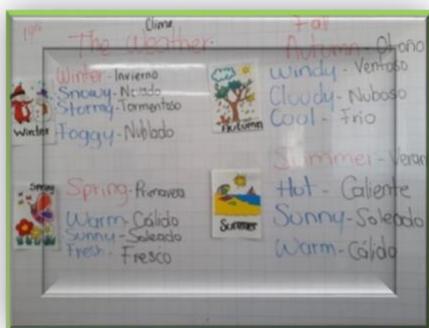


Image 2. Third grade students class.



Image 3. English Talent show in primary school.

After the talent show English event in primary school, students started to develop activities related to Christmas and we were able to study and evaluate only one more topic which was the time with third grade students and reading comprehension with fifth grade students.

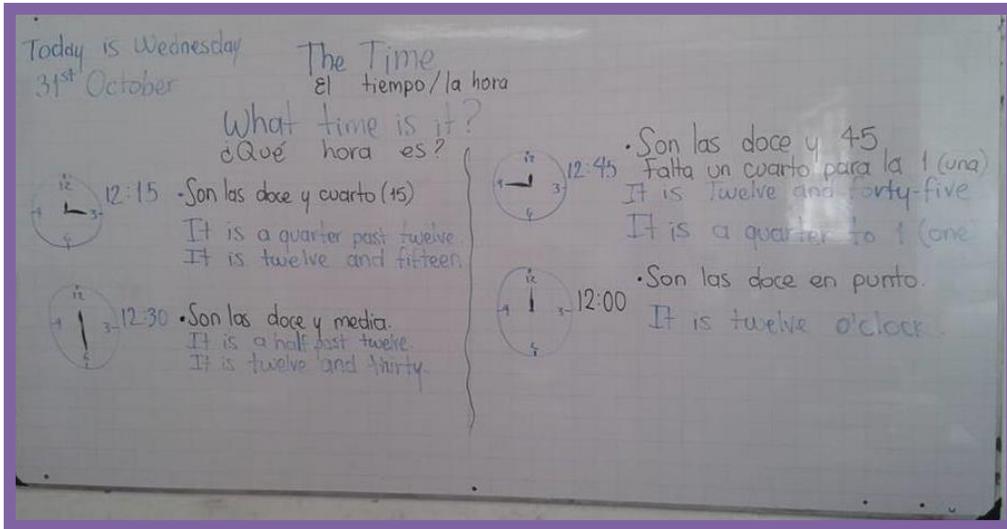


Image 4. Fifth grade students' class.

Annex 4.

Conclusion

This teaching experience in primary school was more complex than in high school. Students from primary school were more active and have a great energy all the time, it was difficult to keep the discipline during the classes. However, it was similar to high school because when the students were focused on diverse activities in the same class they did not have time to play or talk.

It was more difficult because we had only an hour of class with each group and there were lots of extracurricular activities. I had classes in primary school every Wednesday and Teachers were called to make part of a syndicate independent of teacher and it was

precisely the same day. Also ninth and tenth weeks were scheduled for retaking activities for the students in risk of failing. So that, I did not have the opportunity to share and learn new topics with all of the student.

In what way, this necessity in primary school contributes to the pedagogical practicum?

Working with students from primary school helped students-practitioners to understand the responsibilities they had with students of early childhood. It is also important to plan attractive activities for them to catch their attention as when teaching English from high school. But the difference and the most important aspect identified and learned during this process was that as teachers in primary school we have to be prepared for developing several activities related to art. We have to be constantly in touch with music, singing, dancing, painting, and playing. In that way, it is easier from students aged between 5 to 10 years to learn.

Chapter IV

Administrative Component

Introduction

The last component of this practicum project is about the pedagogical activities that the Bethlemitas Brighton School will develop. There are different types of activities related to school calendar which were planned in advance by the Bethlemitas Brighton School. Additionally, those activities are helpful for the pre-service teacher so as to recognize the administrative procedures at any educative establishment.

These extracurricular activities were important and developed in the institutions considering its philosophy. Bethlemitas Brighton High school aims to serve as a guidance in the catholic belief and values of their students. The objective of this activities is to open a interactive space for student to enjoy Christmas by praying, performing songs or dance and at the end share something to eat with the students to promote fraternity and good coexistence in the school.

Justification

During the observation week, it was perceived that the high school where this project will be carried out stated some activities and events to be conducted with the goal of promoting the use of the foreign language. This events and activities might help the students and the pre-service teacher to improve other professional skills since he has to be creative, enthusiastic, active and dynamic.

These extracurricular activities are important for students-practitioners because it helped us to understand the organization of the school and to organized and create those cultural spaces for the students taking into account that it is an important aspect in the community. Pamplona is recognized for being a catholic city. Bethlemitas Brighton High School is a catholic institution that offers this philosophy and cultural education to the students of its community. So that, these activities are important because helped teachers and students to understand the mission of the school and as teacher the most important is to develop our creativity to plan and carry them out in an educational institution.

General Objective

- To participate actively in the administrative activities and events proposed by Bethlemitas Brighton School.

Specific Objectives

- To provide organizational services to the school for creating satisfactorily the events proposed by the school.
- To collaborate in the organization of activities and discipline.

Methodology

Once the pre-service teacher started his practicum, he found some significant activities that the school develops during the scholar schedule. Consequently, it was important to take an active part and to get involved in the activities proposed by the institution such as Eucharistic celebrations, cultural events, teachers and parents meetings, flag rising, exams week, among others.

Timetable of extracurricular activities

Bethlemitas Brighton High School published their extracurricular activities each month. For November, there were two relevant activities celebrated in the school. The first one was the symbols delivery from eleventh grade to tenth grade students. Then, it was developed the activities to express a farewell to eleventh grade students.

The institution started to celebrate Christmas. This celebration was carried out during the first three hours of classes of the last week. Students arrived to the school and had a religious ceremony to pray. Then, they have a space to sing and dance music according to the epoch. At the end of the activity, students went to their classrooms and share some snacks with their classmates.

The following, were the most important extracurricular activities carried out in the institution during the last month

November Extracurricular Activities				
Monday	Tuesday	Wednesday	Thursday	Friday
			1 st Quality tests Start	2 nd Moral values and micro business festivals
				9 th English quality test
5 th All saints holiday				16 th Quality tests Finish
		20 th Christmas triduum Starts		

Fig 13. November extracurricular activities.

Conclusion

These activities helped me to identify the importance of institutions philosophy. Thank to this celebrations and events we understood that it is a socio-cultural space created to preserve students' values and ensure integral education. It is important to be part of these activities independent of our religious beliefs, it is important to know the mission of the institution and be aware of the role we play being a teacher. We have to consider those important aspects to develop our daily classes and situation at the school.

These events also helped me to create a closer relationship with the students and the teachers of the school. We had the opportunity to talk about different topics out of the

classroom and that was good to know their personal experiences teaching for a long time in different schools of the city. Now, I have more expectations about public schools education.

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Appendix

Pedagogical component evidence

Pedagogical methodology and Second task planning

GROUP: Sixth grade students	LEVEL: A1	CLASS N: DATE:
TEACHER: Carolina Avella Martínez	OBSERVER:	FINAL GRADE:
TASK: Students will look for general information related to one of their favorite famous characters and then, they will structure a dialogue using future simple tense. In this conversation they will talk about the famous character future plans and aspirations.		
COMPETENCES: Communicative, Linguistic, Socio-Cultural		PREVIOUS SEQUENCE: VERB CAN AND ABILITIES
COMMUNICATIVE OBJECTIVE: At the end of the class, students will be able to talk about their own plans in a near future	LINGUISTIC OBJECTIVE: At the end of the class, students will be able to use the future simple by writing a dialogue between a fortune teller and some people.	SOCIO-CULTURAL OBJECTIVE: At the end of the class, students will be able to know the future plans of an American teenager by listening to an audio document.

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY
Pre-task	Listening skill	<p>General:</p> <p>Warm up</p> <p>•The teacher organized the classroom into two rows. Then, she gave to the students of the first row some paper strips (Appendix 1) in which there were some future plans written on them(Appendix 1). After that, the teacher gave to the students of the other row some images related to the paper strips about future plans. What students of the second row should do is to find the classmate that has the respective future plan in the first row. Finally, the teacher asked each couple to pronounce the future plan while showing the image. If necessary, the teacher corrected the pronunciation mistakes.</p> <p>Appendix 1 Paper strips sentences</p> <p>I will go to the beach.</p> <p>I will be an actor or actress.</p> <p>I will get married.</p> <p>I will travel around the world.</p> <p>I will graduate.</p> <p>I will be a painter.</p> <p>I will be a singer.</p> <p>I will have a baby.</p> <p>I will buy a car.</p> <p>I will travel by airplane.</p> <p>I will be a chef.</p> <p>I will be a doctor.</p> <p>Listening activity</p> <p>The teacher red some questions and then, she played an audio about the future plans and aspirations of an American teenager. What students should do is to listen to this audiotape twice and answer some general questions (Appendix 2) about it.</p> <p>Appendix 2 General questions:</p> <ul style="list-style-type: none"> • How many people did you listen? • What is the audio about? • How many places are in the audio?

- What is the place in which the audio is developed?
- What is the speakers' mood?

The teacher will project some slides in order to explain the use of simple future for talking about plans and aspirations (Appendix 3). Students will pay attention and they will listen to the audio record again in order to identify new vocabulary and the expressions used for the speaker to describe their future plans. The teacher will

Structure of future simple



Structure of the affirmative form:

Pronoun + will + verb + complement.

Example:

I + will + be + teacher.

She + will + buy + a dress.



read the audio record script (Appendix 4) in order to make it more familiar for the students.

Appendix 3 Slides Future simple

Structure of future simple



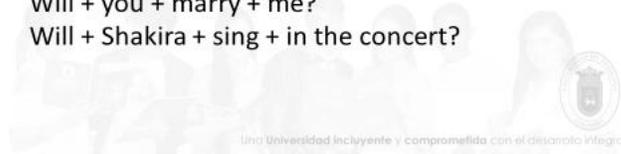
Structure of the interrogative form:

Will + pronoun + verb + complement + ?

Example:

Will + you + marry + me?

Will + Shakira + sing + in the concert?



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Structure of future simple



Structure of the negative form:

Pronoun + will not (won't) + verb + complement.

Example:

I + will not + travel + by bus.

He + won't + sleep + all the day.



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Appendix 4

American teenager future plans



On Saturday, Katie will be 17 year old. She will graduate in December, she will go to California University next year. She will study psychology because she wants to be a psychologist like her mother. However, she will be teenager psychologist that works in high schools.

She will love working with teenager girls because in California schools, there is a lot of girls pregnant. She will help them to understand the importance of their bodies.

She will miss her friends and relatives because this summer she will travel to London for a school year in Cambridge university.

Then, the teacher played the audio again and she asked some questions (**Appendix 5**) to the students to the students in order to know if they have understood.

Appendix 5

- **Choose the correct answer**

1. Whose are they talking about?

- Lysa.
- Katie.
- Megan.
- Jane.

2. How old is Katie?

- 15 years old.
- 13 years old.
- 20 years old.
- 17 years old.

Task preparation

3. Where will Katie go next year?

- a. She will go to Cambridge University.
- b. She will go to Harvard.
- c. She will go to California University.

4. What will Katie study?

- a. She will study law.
- b. She will study psychology.
- c. She will study Science

• **Complete the sentences.**

1. Katie will study _____ because she wants to be a _____ like her _____.

2. She will love working with _____ girls because in _____ schools, there is a lot of girls _____.

3. She will help pregnant teenager girls to _____ the importance of _____.

• **Answer the questions**

1. **Katie will miss**

her... _____
_____.

2. **Why Katie will miss them?**

_____.

3. **What will Katie do this summer in London?**

Vocabulary

The teacher did in the board a chart. She wrote two titles; Plans in the first column and aspirations in the second. She projected the explanation of plan and aspirations (Appendix7) and she explained to the students the meaning and the relationship with the Future simple tense by giving them some examples. The teacher gave to the students some paper strips (Appendix 8) with sentences in future simple tense in it. What students should do is to identify the column in which they have to stick each sentence. Students identified the unknown words and recognize the previous topic about professions they wrote three examples of their own future plans and aspirations in order to understand the topic.

Appendix 7

Plan:	Aspiration:
A proposed or intended	Strong desire to achieve something, such as success.
<i>In the evening, I will watch friends</i>	<i>Someday, I will be president of Colombia.</i>

Appendix 8

FUTURE SIMPLE	
Plans	Aspir
 <p>I will travel to Cartagena this vacations</p>	 <p>Someday, I Mars.</p>
 <p>she will go to the movies with her friends.</p>	 <p>I will have n airplane.</p>
 <p>This week, we will visit our grandparents.</p>	 <p>She will be mother.</p>
 <p>He will celebrate his birthday.</p>	 <p>Someday, a teacher.</p>
 <p>They will go camping tomorrow.</p>	 <p>Sofia will b for her fan</p>
 <p>My aunt will stay with us for one week.</p>	 <p>I will be ric people.</p>

After this activity, students remembered the vocabulary previously learned in professions class, the teacher asked them to say the words aloud and she wrote them on the board.

Pre -Speaking Activity

The teacher showed to the students a video (Appendix 9) in which a fortune teller was giving some advices and recommendations to a person who makes some questions about his life.

Appendix 9

<https://www.youtube.com/watch?v=IAJkayDjdoE>



Then, the teacher played the video again and she explained some expressions and new words presented on the video (Appendix 10).

Appendix 10 Expressions and words from the video

Speaking skill

Vocabulary	Expressions
<ul style="list-style-type: none"> • Speak • Fortune teller • Machine • Summoned • Greatest • Entire 	<ul style="list-style-type: none"> • How do you find time f • Late night television wa • Will I ever be named pe sexiest man on earth?

Post-task

- Universe
- Thought
- Supposed
- Really
- Multi- Tasker
- Turning on
- Heard
- Right
- Forgot
- Arcade
- Host
- Late
- Night
- Talk show
- Kidding
- Little bit
- Jokes
- Stuff
- Guess
- Wondering
- Losing

- Why is that so funny?
- Maybe if you looked like the sexiest man in the uni
- Will I ever win a Gramm
- What do you mean?
- Will I find a way to balar and be truly happy?
- Zlatan first game with the
- Zlatan's team
- Zlatan came on the pitch
- Watch Zlatan and learn
- Will I ever be truly happy?

Then, the teacher showed to the students a dialogue between a fortune teller and a person, what students should do is to identify the topics that they have talked about. The teacher gave to the students a worksheet (Appendix 11) in which they had to write their information according to those topics presented in the video and the dialogue. The teacher read the example aloud with a student and then, she asked to some students to do the same exercise in order to practice the pronunciation.

Appendix 11

Teacher: Hello! I'm here because I want to know my future.
Student: Sit down, lady!
T: Will you tell me everything?
S: I will my darling! You will marry a handsome man.
T: Yes! What else?
S: You will lose everything after that marriage.
T: I won't! I will do everything I can for not losing all.
S: You will have 3 children.
T: No way! I hate children. It won't happen.

S: You will travel around the world.
T: Finally, something good, I love traveling.
S: You will have a good life, but take care of the things you're doing because you will get sick.
T: Okay! Thank you.
S: Don't forget! Your life will be ok.

Task

Taking into account all the information learned during this second class, what students had to do was to look for general information about specific topics of a famous character. Students wrote some sentences related to the personal life and work of this character. They had to fill the gaps of the following topics.

Personal life
Business
Abilities
Hopes and dreams
Hobbies

Having finished this task, what students had to do was to create a dialogue between a fortune teller and a famous character taking into account this information. They had to ask questions using future simple and talked about the famous character's plans and aspirations.

The teacher corrected the students' dialogue and gave them feedback in order to correct students' mistakes and choose the best scripts in order to improve their oral skill.

The teacher stuck on the board some flashcards related to professions. Then she asked students to write a sentence using future simple tense and the profession of the flashcards to work on aspiration vocabulary. Then, the students read aloud the sentences. Then, the teacher projected the images of plans previously studied.

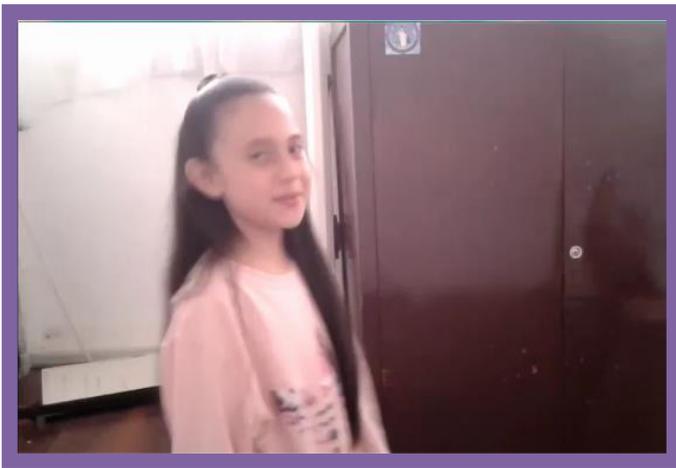
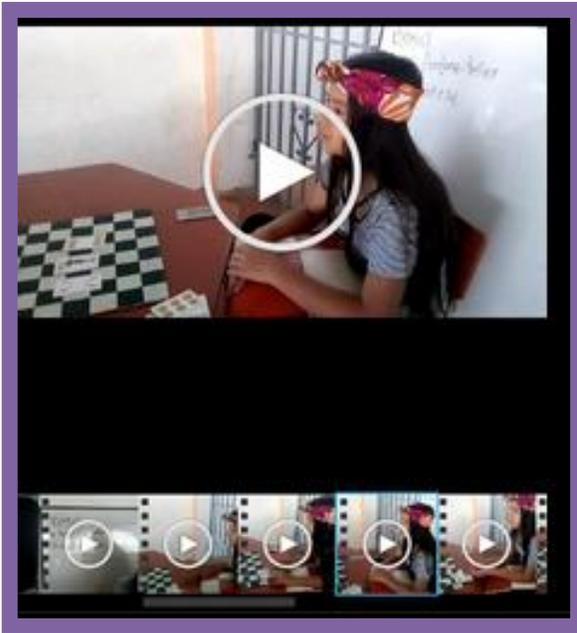


Observation:

Students had an hour of class for this activity due to an extracurricular activity they had to prepare. They were anxious to finish and they were focused on participating. Maybe because they wanted to learn or it was only because they wanted to go out and think about the event.

Final product images





I was not allowed to share students in the video. However, I can play a part of it in the oral presentation.

Annex 1. Pedagogical component planning

Research methodology

The information gathered for research methodology of the pedagogical component was guided for each category and a description of each one. It was important to consider students had an A1 level of proficiency and their age.

Base categories of the project

General Objective

To develop speaking skills through the implementation of a TV news program using task based-learning IN SIXTH LEVEL'S STUDENTS AT BETHLEMITAS BRIGHTON HIGH SCHOOL

Specific objectives

- To Design workshops using task-based learning approach.
- To work with listening comprehension and oral production in tandem.
- To implement the workshops using authentic materials.
- To create real context spaces for students to develop oral production skill.
- To motivate students to actively participate in oral tasks and activities.

To analyze the improvement of speaking skills in 6th grade students.

General category		Subtegrory	Description (Based on The Common European Framework of Reference for Languages)	Comments
Task. Based learning approach		<ul style="list-style-type: none"> • Audiovisual Material • Motivation 	<ul style="list-style-type: none"> • It is an educative material that may influence students´ learning process. • It is described as the interest the student could develop for certain activities. There are two types of motivation; It is probable that the students achieve a task when they are implicated in its development and this motivation arise from their proper interest when they understand the importance of it 	

		<ul style="list-style-type: none"> • Methodology • Collaborative work 	<p>and the use it has in real contexts; this is intrinsic motivation. On the other hand, extrinsic motivation is related to the competitiveness, to receive praises.</p> <ul style="list-style-type: none"> • How the methodology implemented makes influence on students learning process. Strategies and activities that better fit with students' rhythm and way of learning. • Learning a foreign language is directly connected with the intensive interaction with other people. Students are able to work in group to exchange ideas. 	
Listening comprehension		<ul style="list-style-type: none"> • Global elements' comprehension • Specific information comprehension • Strengthening 	<ul style="list-style-type: none"> • Identify the ambiance and the things around if the interlocutor speaks slow and clear. • Recognize words, elementary expressions habitually used and related to the student itself. My family, environment when it is a slow and clear spoken. • New and unknown elements presented that students have to work on in order to improve their communicative skills. 	
Oral production		<ul style="list-style-type: none"> • Context • Lexicon • Cohesion and coherence 	<ul style="list-style-type: none"> • Capacity to address simple and clear information and start to express yourself in well-known contexts. The student can participate in a routine conversation about simple and predictable topics. • The student has a basic repertoire of isolated words and sentences related to specific situations. • The student participates in conversations in a simple way, but, the communication totally depends on the existence of repetitions, slower rhythm, reformulations, and rectifications. The student knows how to formulate and answer simple questions, 	

		<ul style="list-style-type: none"> • Pronunciation • Interaction • interview 	<p>to do simple affirmations for immediate necessity areas or about quotidian topics. The student is able to connect words or groups of words with simple linking words as “and” and “so”.</p> <ul style="list-style-type: none"> • His/her pronunciation of a repertoire is limited of words and sentences learned that the student can be comprehend with a certain effort by the native speakers accustomed to deal with speakers from the same linguistic group the learner or student belongs to. • The student get on well with brief isolated and prepared statements and with many pauses looking for expressions, articulating less habitual words and save the communication. • The student answers in an interview to simple and direct questions about personal information when speaking slowly and clear with neither idioms nor elaborated sentences. 	
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Classroom observation Category	Plan 1 / First part	Plan 1 / Second part	Plan 2 / first part	Plan 2 /second part
Task-Based Learning	There were different activities during this class and students were focused. When the activity was taking more time than expected students got bored. Consequently, activities took the time enough to learn and continue with the next activity.	Students decided to start the class by sharing their homework because they were anxious to share what they found. Then, they seemed to be happy because of the oral production activity they have to do. For them, it was awesome to participate in a video because this kind of activities seemed to be attractive for them.	In this part students knew the methodology of the class. The video was more appropriate for students because of the vocabulary used and the speakers' speed when talking was slower than in the first video. An audio document was also implemented to work on students listening activity. But, they were not as concentrated as before when they were watching the video.	Students needed to reinforce vocabulary related to plans and aspirations because they needed this information to construct the sentences. However, the rest of the class kept an intermittent rhythm. Sometimes, the students seemed to be confused and started to play or talk but when a different activity began they restarted and focused their attention on the class. So that, it was important to spend the time enough for each activity and continuously change the rhythm and activities of the class.
Listening Comprehension	In this first part of the class, students were excited because they liked to watch videos. In the first play of this video, students seemed to be lost. They showed and expressed that the video was a little difficult for them. So that, the video was played more times than planned.	Students were more connected with the expressions and vocabulary related to the topic. They understood the use of the topic in real context because they related the images with the meaning of the expressions. Students seemed to be happy when they recognized words or expressions used in	Students found this video interesting because it was a fortune telling session with an amusing sense. As in the first plan, in this opportunity the video was played more times than expected. Students developed different simple activities that helped them to understand and learn the	Students understood the vocabulary without seeing how it is correctly written. They seemed to have memorized the pronunciation of the vocabulary. When they worked on the audio document listening activity they did not understand. They had to listen to it more times and they said it was difficult. It

	<p>Students paid attention and they start to ask questions. Then, they answer some general questions aloud and they watched the video again. In the specific question I notice they know the answer but they did not understand the meaning of the questions. Especially WH questions, I appeared to be a topic that they have not already clear. At the end of listening activities students start to participate without the teacher instructions, they read the vocabulary most of the time with the correct pronunciation. I would say that students memorized the words they repeatedly heard from the video.</p>	<p>the video dialogues.</p>	<p>vocabulary in a faster way and time. The use of a funny video made students more interested in participate, they wanted to structure a dialogue as funnier as in the video and they were able to understand the use of the topic in real situations. This time, they were able to identify the general elements presented in the video and they were capable to identify some sentences' structure used in class.</p>	<p>appeared to be easier for the students when they had images to relate with the expressions the speaker used.</p>
<p>Oral production</p>	<p>It was perceived that when the video is interesting for the students, they are more interested in participate and answer the questions. They were motivated to do their own</p>	<p>In this part of the class students created a dialogue as script for the first video. They all wanted to be selected but one of the obstacles we faced in this process was that only four of them were allowed to be</p>	<p>Students show enthusiasm for developing speaking activities because they wanted to simulate a fortune telling session as showed in the video. They were motivated because in this video there were</p>	<p>As in the listening activities students prefer videos than audios, they were using expressions and vocabulary from the video. Listening activity despite of being the most important in the plan</p>

	<p>examples and share them with their classmates.</p>	<p>participants (two students for the first video and two for the second one.) and it was not allowed to work in the afternoon out of the school. They could work and record the videos but in the school. However, students were motivated and interested in actively participate.</p>	<p>also famous characters and students wanted to choose their favourite famous people to create their scripts.</p>	<p>were a bit ignored. They felt more attracted for video activities in which they could appreciate an image of the dialogue.</p>
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Annex 2. Research component tables

Outreach component evidence

Third grade class



PRIMERO
Pinta las agujas de cada reloj.
NARANJA: LA HORA (AGUJA CORTA)
VERDE: LOS MINUTOS (AGUJA LARGA)

DESPUÉS
Escribe la hora

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>

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PRESENT SIMPLE READING

TOM'S JOB

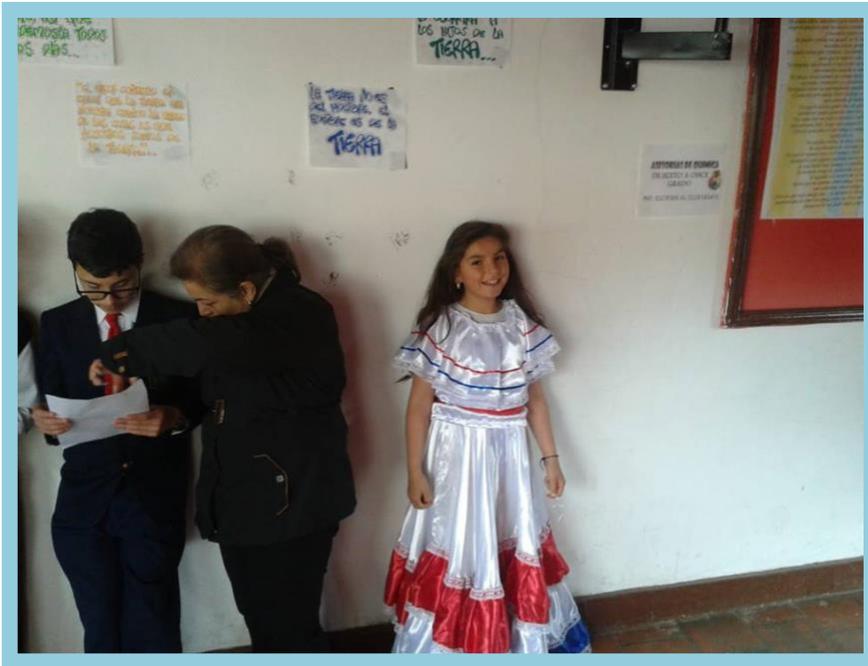


Present Simple Tom's job

Tom works at a bank. He is the manager. He starts work every day at 8:00 am. He finishes work every day at 6:00 pm. He lives very close to the bank. He walks to work every day. His brother and sister also work at the bank. But, they do not live close to the bank. They drive cars to work...

Administrative component evidence







Annex 4. Photographs