Improving 8th graders oral production through simulations at "Escuela Normal Superior de Pamplona"

Daniela Fernanda García Vásquez

University of Pamplona

Faculty of Education

Foreign languages English-French program

Practicum

Pamplona

2018

Improving 8th graders oral production through simulations at "Escuela Normal Superior de

Pamplona"

Daniela Fernanda García Vásquez

Mentor:

Yesid Contreras

University of Pamplona

Faculty of Education

Foreign languages English-French program

Practicum

Pamplona

2018

Acknowledgment

First of all, I would like to thank God for my life and because I could finish and accomplish satisfactory this project, for his wisdom and love in every detail and every challenge presented in the whole process.

In the same way, to my parents, Donelia Vasquez and Luis García, for their constant support and effort, to my siblings, Luis, Gaby and Derly for their words of encouragement, to my boyfriend, Wbeimar Gomez for his company and love; You were my inspiration and my strength.

To my professors, which besides gave me their knowledge and experiences, constructed not only a researcher but also a professional engaged with her degree. To my supervisor and my tutor for guiding me in this process. Last but not least, to my colleagues who over time became friends with whom I shared great and pleasing experiences.

"No one will be able to stand against you all the days of your life. As I was with Moses, so I will be with you; I will never leave you nor forsake you." Joshua 1:5

Acceptance Note

_____

_____

_____

_____

_____

Principal of the Foreign Languages Program

_____

Yesid Contreras

Mentor

TABLE OF CONTENT

List of tables

List of figures

List of Appendixes

Presentation of the proposal

This study attempts to improve 8th graders oral production through the implementation of simulations at "Escuela Normal Superior de Pamplona." The current study is broken down into four chapters.

The first one, pedagogical component, consists of the process conducted by the pre-service teacher in order to develop a proposal that seeks at improving eighth graders' oral production by implementing simulations through which students learn and reinforce their grammar, vocabulary besides their communicative skill.

Subsequently, the research component, where the pre-service teacher, by means of self-reflection, analyzes her own teaching process in the educational setting with the purpose of becoming an integral teacher. The out-reach component, third component of the project under study, attends to engage fourth graders with the learning of English vocabulary by using creative flashcards at the same time she gets involve with the primary educational settings and the experiences it presents.

Finally, the administrative component, aims at involving the pre-service teacher in all the activities proposed by the institutional authorities as well as to have a real experience of teachers' role in extra-curricular events.

Introduction

The communicative competence allows human being "to weave utterances together into narratives, apologies, requests, directions, recipes, sermons, scoldings, jokes, prayers, and all the other things we do with language" (Finegan, 2014, p.10). In others words, communication had been for years one the most useful and effective tool to interaction and survival humanity.

From an educational perspective, the current state of public institutions in which "there is a lack of training teacher, resources and funding, large class sizes and unenforced standards" (British Council, 2015, p. 20), it seems challenging teach the language and request students' participation in class if they are not motivated or they lack of vocabulary, fluency and confidence when presenting an oral production.

Through a series of observations carried out in the English classes of 7th and 8th students from "Escuela Normal Superior de Pamplona", it was notorious the nervousness of some students when speaking in English. Despite they already knew the vocabulary and the pronunciation of the words, at the moment of performing a role-play proposed by the teacher, they mispronounced many words and their speech was very slow.

Thus, as a strategy to encourage students to participate and to speak fluently in the foreign language, it was proposed the enforcement of simulations attempting to improve students' oral production by working and interacting with their classmates with the purpose of achieving specific tasks creating "a varied and sometimes complex model of communication and social relationship." (García-CaTrbonell and Watts, 2010)

Justification

"Oral production in a foreign language is a domain that has been much researched on especially lately when the importance of language learning seems to have increased considerably" (Loghin and Vlad, 2016, p. 3). Therefore, taking into account that the process of learning a foreign language includes the development and improvement of communicative competences in students' oral production, this project seeks to change students' paradigm about learning and interacting in a foreign language, highlighting the relevance of oral production when communicating with others.

Then, the use of simulations becomes a strategy in which the real world is placed inside the classroom with the purpose of stimulating and placing together the language to enhance and motivate students to take an active participant in the English class.

Simulation is appropriated for students because it is in learning experiences, that students activate, consolidate and reinforce their knowledge, competences and skills. Moreover, the class environment stimulates students' participation. Simulation works with three relevant hypothesis input, output and interaction as Marković (2016) states,

> The richness and variety of output, modified interactions and negotiation of meaning in the direction of creating comprehensible input, are the core of communication and building social relations and the key and indispensable ingredients of successful language learning. (p.164)

Hence, by implementing simulations, students are required to act as they usually do in their daily life, consequently, students could feel more comfortable when performing, and their knowledge is going to be significant. In consequence, Angelini (2014) expresses "students come out of the simulation with an intensified mindfulness of what they already know, how to get to know more and what to do" it means that they play an active role in their learning process.

Objectives

General Objective:

- To improve 8th graders oral production through the implementation of simulations at "Escuela Normal Superior de Pamplona" school

Specific Objectives:

- To implement reflection as a transforming tool of the pedagogical processes included in the pedagogical practice.

- To implement the use of flashcards as a strategy to improve students' vocabulary at the "Escuela Nueva Iser".

- To participate in all the academic and extracurricular events proposed by "Escuela Normal Superior"

General Conclusions

Throughout the process of collecting and analyzing the data, the following conclusions were founded.

- it is really important that the English class becomes a core point that provide students with the basis about how to interact in a real setting; besides the grammar structure, it is really important to motivate them to use the language outside the educational setting.

- In terms of education, the researcher considered reflection particularly important during the practicum because she could self-assess her process, in order to keep working on their strengths and to be in quest of strategies to improve her weaknesses.

- When using flashcards in the classroom students were attached by their colors, their shapes as well as that the topics and the flashcards were highly related to their context. Additionally, by using flashcards, in the English class, students were motivated in the learning of the new language making the vocabulary easy to be understand.

- Finally, this practicum helped the pre-service teacher to become a better professional, additionally, during the process, she learnt from her teacher but also from her students, how important is to be a good teacher.

Institutional Observation

The present description of the institutional setting was achieved through one week of observation in which researcher got in contact with the educational authorities so as to get information about the Institutional Educative program (PEI) that guides the curriculum of the institution for identifying relevant aspects that are going to be presented in the following report.

Topographical School's location

"Escuela Normal Superior de Pamplona" is an educative center founded in 1940 by Eduardo Santos and Lorecita Villegas de Santos. It is located in the urban area to the south of the city occupying 11.4 hectares. Its physical structure was designed by the German architect Leopoldo Rother and it was constructed on a property ceded by the municipality. This institution is bounded by a large natural and agricultural environment able to welcome students with special educative needs, students from urban and rural areas of the department and the country besides foreign students.

Figure 1. Escuela Normal Superior de Pamplona

The majority of the students are spontaneous, cheerful, and they have high expectations of their learning process; on the other hand, concerning their life project there are students who show lack of motivation; Nevertheless, in some cases learners' development is influenced by external contexts, for example, some of they have substitute ICBF home, others are susceptible to drug dependency and they suffer of bullying and cyber bullying. In spite of this situation, teachers are trained to deal with those special cases and to change this paradigm by contributing to the training of the future citizens of the country.

Educative Authorities

The structure of scholar authorities of Normal Superior School follows the guidelines established in the 115. They are organized of, the principal of the institution, followed by the directive council, the academic council and the association of parents, whose names are presented in the next chart:

Table 1. Educational Authorities

Charge	Name
Principal	Oscar Cristancho
Coordinator	Dario Jaimes

Fundamental aspects of the Institutional Educational Project (P.E.I)

The institutional PEI had numerous components which guide the students learning process, likewise it provides useful information about the setting, its history, its objectives and main purpose that is to form an integral human being. For doing so, there are proposed

numerous pedagogical principles among which it is possible to find, educability, teaching ability, pedagogy, contexts, inclusive education, educational investigation and others.

The main purpose of the institution is to form integral and competitive professionals able to interact in any educational environment and to train a researcher, and a noble human being, engaged with their work and prepared for changes. With this purpose in mind, "Escuela Normal Superior de Pamplona" has established its vision and mission

Mission

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

Vision

To lead initial and in-service training teacher programs within the framework of curricular and human integration where professionals of education re-contextualize and produce pedagogical knowledge for the improvement of educational quality since human rights in the rural, urban and marginal urban sectors, at the local, regional and national levels.

School shield.

Figure 2. Shield of the institution

Rulebook

The rulebook is based on the mission and vision of the institution; it seeks at training integral students under values and ethical principles able to improve personal relation with the environment, apart from this, it stablishes the rights and liabilities to guide the students' performance within and outside the institutional context. The rulebook is dived into six biggest titles presented as followed

Title 1: Generalities

Title 2: Regulatory principles or ethical minimums

Title 3: School governments and participative organisms

Title 4: Mandate revocation

Title 5: Conflict management

Title 6: Systems of evaluation

Attachments

Physical facilities

In order to provide students with a suitable environment able to promote a better learning process, the institution counts with 17 buildings, each one with their respective name, including classrooms, library, English laboratory, computer rooms, chapel, cultural room, cafeteria, restaurant and a cultural room, among others. Likewise, there are spacious sports fields and nature environments surrounding the institution that serve as places of entertainment to develop playful activities.

Institutional organization
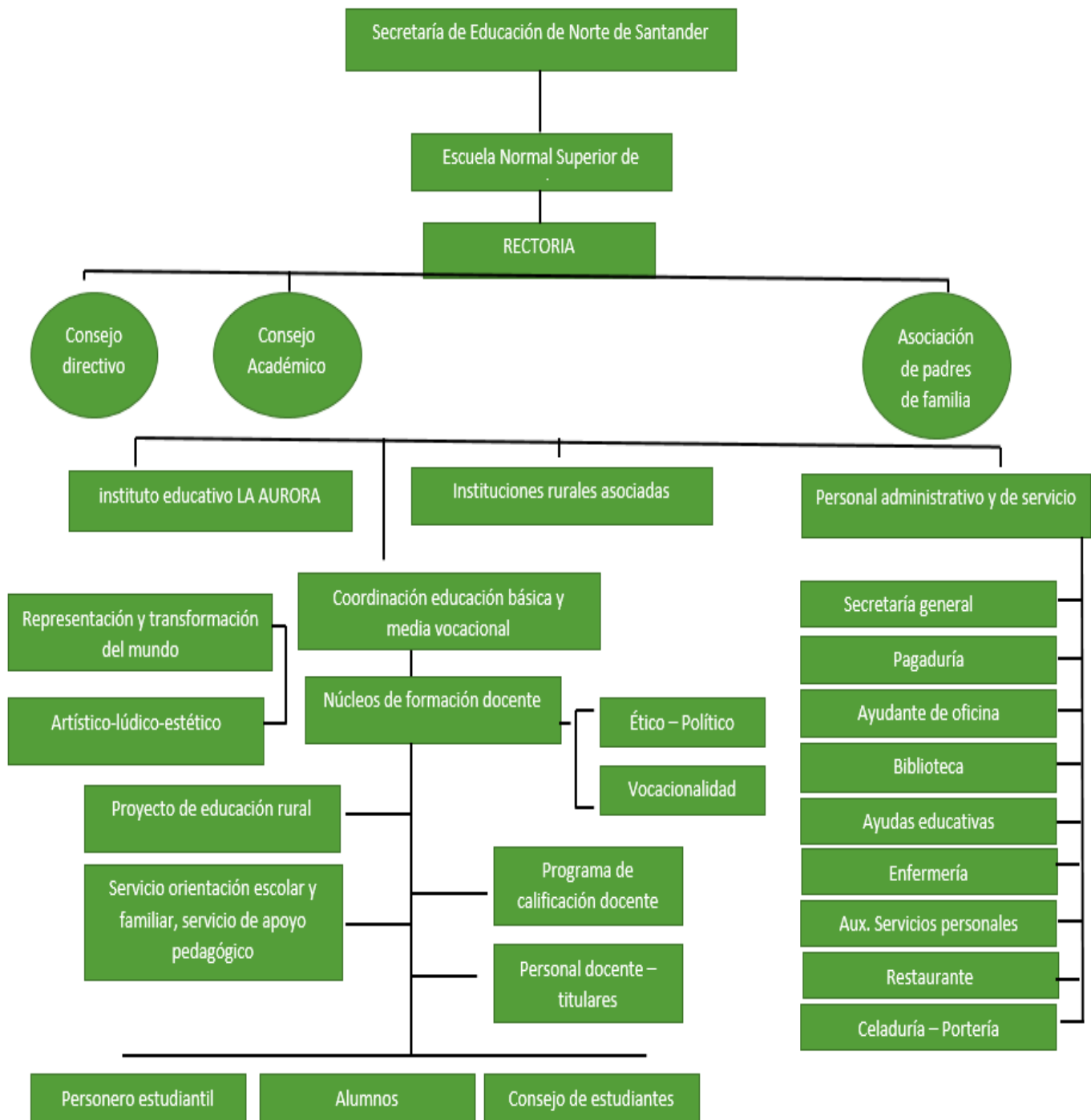
Figure 3. Institutional Organization

Institutional Calendar

FEBRERO

FECHA	ACTIVIDADES	RESPONSABLES
1	Jornada pedagógica	Rector y Coordinador
2	Día internacional de los humedales	NÚCLEO 1
9	Reunión de padres de familia estudiantes grado Once	RECTOR Y TITULARES DE ONCE
10	Eucaristía	TITULARES Y ESTUDIANTES DE PREESCOLAR Y PRIMERO
10	Grados por secretaria general	RECTOR Y SECRETARIA
14	Consejo académico	RECTOR
15	Consejo directivo	RECTOR
22	Rendición de cuentas	RECTOR Y EQUIPOS DE GESTION
28	Izada de bandera: (gobierno escolar)	NÚCLEO 3
24-28	Revisión del planeamiento curricular	COORDINADOR

MARZO

FECHA	ACTIVIDADES	RESPONSABLES
1	Eucaristía	TITULAR Y ESTUDIANTE DE SEGUNDO Y TERCERO
7 - 17	Proceso de elección del gobierno escolar	NÚCLEO 3
		CUERPO
8	Conmemoración día de la mujer	DIRECTIVO Y DOCENTE
8	Jornada pedagógica	Rector y Coordinador
19	Día de San José	CUERPO DIRECTIVO Y DOCENTE.
22	Día del agua	NÚCLEO 1
22	Jornada pedagógica	Rector y Coordinador
28	Consejo directivo	RECTOR
29	Consejo académico	RECTOR

ABRIL

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

MAYO

FECHA	ACTIVIDADES	RESPONSABLE
1	Día del trabajo	
2	Inicio segundo periodo académico	RECTOR Y DOCENTE
2 -5	Semana cultural Efemérides Fundación de la Escuela Normal Superior	RECTOR Y NÚCLEOS DE FORMACIÓN
	La ciencia a la carrera	NÚCLEO 1
	Festival de rondas (mañana)	PFC
	Desfile de faroles (noche) Concierto normalista	NÚCLEO 4
	Inauguración juego inter-clases	NÚCLEO 2 EDUFISICA
	Convivencia con estudiantes por grupos	NÚCLEO 3
5	Eucaristía normalista	DIRECTIVOS DOCENTES
5	Izada de bandera desempeño académico	NÚCLEO 3
	Festival de bandas	SATURIO DELGADO
8 AL 11	Comisiones de evaluación	COORDINACION
12	Día del educador	
17	Día mundial del reciclaje	NÚCLEO 1
17 -18	Entrega de informes académicos primer periodo	EQUIPO DOCENTE
31	Jornada pedagógica	Rector y Coordinador

JUNIO

FECHA	ACTIVIDADES	RESPONSABLE
2	Eucaristía normalista	Cuarto y quinto
5	Día del medio ambiente Cine foro ambiental	Núcleo 1
15	Ceremonia de graduación PFC	RECTOR – COORDINACION PFC
16	Convivencia para docentes	Núcleo 3
17 AL 9 DE JULIO	Receso estudiantes y docente	SED

Figure 4. Institutional Calendar

Teacher Timetable

Table 2. Cooperating Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 –7:50	8°B			7°B	
7:50 – 8:40	8°B			7°B	
8:40 - 9:30			7°B		8°B
9:30 – 10:20	8°A		7°B		8°B
10:20 – 10:50	BREAK				
10:50 – 11: 40	8°A				
11:40 – 12:30				8°A	
12:30 – 13:20				8°A	

Chapter I Pedagogical Component

The improvement of 8th graders oral production through communicative language games at "Escuela Normal Superior de Pamplona"

Introduction

Regarding a higher education system, in 2014, the Colombian Minister of National Educational proposed in its program *Colombia very well*, the attachment of a second language highlighting its positive effects in the population, the greatest opportunities it provides in academic and laborious fields and the promoting and the entree of intercultural exchanges. According to the British Council (2015), "English is recognized as the language of research and its importance for internationalization, study abroad, student mobility and academic partnerships is accepted." Thus, English had been taught in the most of Colombian Institutions aiming at ensuring the student to perform with a natural proficiency in English level.

In addition, the process of learning English as a second language, request the use of the communicate competences; though communication has become sometimes so complex for learners causing an uncompleted development of itself. Therefore, regarding the communicative skill, Scrivener (cited by Al, 2014) states that "there is no point knowing a lot about language if you can't use it." (p.146) So, language learning process requires more than just knowing the language and its grammar. Despite speaking is not worked with the

same intensity than writing production, this skill integrates the understanding of the language and the ability to express and speak for different purposes and in different places.

According to Ur (cited by Al, 2014) there are many factors that prevent learners when speaking, such as:

1. *Inhibition*, when learners got worried about making mistakes.
2. *Nothing to say,* Students are not motivated in what they are learning.
3. *Low or uneven participation.* There is just one student participating in the activity or the rest of the classroom has a low participation giving the main role to the talkative student.
4. *Mother tongue use,* learners prefer to express their thoughts or ideas with same native speaker by using the mother tongue giving a low role to the target language.

Rababah (2002) points out a series of aspects that influence the oral production, for instance, learners' lack of knowledge when speaking, lack of self-confidence when dealing with complex subjects or common aspects of human life, and finally they are not motivated to interact in the target language.

In order to transform students' perception of learning English, simulations are seen as an innovating tool through which learners put into practice their linguistic and communicative competences; what is more, they develop collaborative learning because they must work together to achieve a specific task proposed by the teacher rather than only examining the discrete elements of the target language; García-Carbonell and Watts (2010) concluded that simulations "contribute to the objective of communication theory: learners

enter realities than artificial situations" Then, simulations enhance students' oral production by performing situations of real contexts in which they are required to use the foreign language.

Problem

With the purpose of getting in contact with the population, identifying English teacher methodology and analyzing possible liabilities in the learning process, a week of observations was conducted in "Escuela Normal Superior"; During this period of time, it was possible to detect that the most of 7th and 8th graders had some difficulties when expressing their ideas or examples about the topic taught by the teacher due to the lack of vocabulary and confidence and that some others were not motivated in the activity.

Moreover, in the second observations. 8th graders were required to present a role-play about personal information using "wh questions", in this activity they were motivated and their participation was greater than in the writing activity, despite the fact they had dictionaries, they used them seldom times, just when it was highly required. Nonetheless, when speaking students mispronounce some words and omit some verbs but they kept motivated.

This activity reflects two aspects, the first one, the lack of oral production in the target language during the classes produce mainly by low number of oral production activities. As Al Hosni (2014) concludes "by focusing on grammar rules and vocabulary items (…) the communicative used of the language is almost neglected" so, the first factor reflected in the mispronunciation of students. However, the second one shows how communicative activities encourage students to participate, to be motivated and to use the language, as Angelini and García-Carbonell (2015) notes in their study, "simulation activities seem to be one a suitable tool to express themselves with greater freedom and therefore with greater creativity".

As Ketterlinus (2017) expresses, "communicative activities (…) provide a context for the learners to use the target language to negotiate meanings, interact with fellow classmates, and share information". By using simulations, learning is taught through the student's experience, so as to transform knowledge into experiences what is more, García-Carbonell and Watts, (2010) claims that "learning become experiential when elements of reflection, support, and transfer are added to the basic experience, transforming a simple activity into an opportunity for learning". Thus, in order to conduct the present study aiming at foster 8th graders' oral production, it was enunciated the following question: How do simulation activities foster students' oral production?

Justification

According to a report presented by the Banco de la República (2013), in the most of the Colombian educational institutions, the teaching of the English as a foreign language is inadequate and students have a low language proficiency. Now a day, despite the wide assortment of teaching methods and approaches, the use of traditional method keeps being used by professors, when teaching a foreign language. Cardenas (2006) points out "well-that keeping students' attention in the EFL Classroom implies moving from imposition to attraction." Hence, simulation activities are created as a strategy to change traditional methods regarding its characteristics and its impact on learning and communicative skills.

By implementing simulations in English classes students are going to develop and enhance the communicative competence due to the interaction with the language and the reinforcement of the knowledge they already have, which is going to be implemented in different sittings regarding the type of simulation. On the other hand, this activity allows the enhancement of social relationships, collaborative work and reinforces students' values meanwhile they are using the language in spontaneous ways with the purpose of solving social situations, talking about their life or any situation at the same time they are using their imagination and creativity when communicating. Furthermore, this proposal will change the paradigm students have about the learning of a new language, because it is not going to be seen as a complex activity but as something of the real life that they perform each day.

Based on the observations conducted at "Escuela Normal Superior" explained previously, it emerged the necessity of work and reinforces students' oral production through simulations with the purpose of provide students with a lot of comprehensible input

to be used in different context; as Garcia-Carbonell *et al* (2001) states, "The ability to generate language is said to emerge naturally and need not be taught directly" Therefore, by using simulation students are going to be involved in the communicative process. Although it is important to practice and to implement new strategies that engage students in the learning process as well as that it increases it motivation in the classroom.

In this respect, simulation is a new and pedagogical methodology based on the meaningful language learning through real communication. "Simulation is an ideal medium for achieving this exchange because it reproduces a real situation that requires the understanding and use of the language that is being acquired, leading to the internalization of new linguistic knowledge" (García-Carbonell *et al,* 2001). In this approach, grammatical structures are going to be useful to give a meaningful use to the language in order to interact with others and to develop a "functional language ability through learners' participation in communicative events." (Littlewood, 2013). However, learners' communicative needs will be supplied with the elaboration of program goals with regard to functional competence in order to make an interactive learning and communicative process. Oxford (cited by Levine (2004) express that "for participants the simulation becomes very "real" because they are personally involved in it, and they "do not continually ask themselves 'What does this represent?' in terms of the real (non-simulation) world." It means the knowledge is taught at the same time that it is practice.

Objectives

General Objective:

- To improve oral production through simulations with 8th graders students

Specific Objectives:

- To increase students' vocabulary acquisition through the implementation of
  simulations

- To enhance students' pronunciation of isolated words through simulations

- To describe students' oral production (vocabulary and pronunciation) through
  the implementation of simulations.

Theoretical framework

Simulations.

Simulation is defined by Kolb (cited by Markovic, 20169 as "the experimental part of the learning trough which students experience the language by using it in an almost real environment", then, "simulations belong to the field of experiential learning, "learning by doing", which highlights the central role of experience in learning." In this field, students are required to accomplish a task or a communication activity by using previous and recent knowledge "by adapting the classroom so that it simulates the environment in which the exercise is said to be taking place" (BLTM, s.d).

When talking about simulation, Jones (1984) mentions some key aspects presented below:

1. Reality of function, students stop being learners and become participants of the knowledge.

2. Stimulated environment, the stimulation must proceed from the environment, however, effect from the real world must not influence its development.

3. Structure, constructed from a situation or a problem being rigorously clear so as to preserve the reality of itself.

4. Use of task-based approach, there is a meaningful interaction with the language due to the negotiation with itself, in which to accomplish a task student the negotiation of the language is required, it means the language is practice intrinsically.

5. Briefing and debriefing, at the end of the task students were provide unconsciously of vocabulary and grammar structures necessaries to complete the

task besides it guides the learning process and put into evidence what was learnt and what had to be reinforced.

6. Single situation or premise, it is developed from a single or particular situation related in somehow to the culture-specific way of the target language.

In simulations, students retain their own personality without pretending to be someone, opposite to the rigorous use of vocabulary and grammar structures, in simulations group members would not be expected to place emphasis only on a given set of language points, but an effective communication should be the outcome. Moreover, simulation activities are characterized by the accomplishment of a task.

For doing so, task-based approach to language acquisition is consider a relevant element of simulations; Nunan (1989) define task-based approach as "A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." (p. 10) In other words, speakers have to transmit the message taking advantage of all the knowledge and abilities to push themselves to the limit.

Three simulations are going to be developed during the semester. The first one is going to take place in a cafeteria where students are going to talk about the activities they did. Through this, students will reinforce the topics of Past simple tense and the structure of "WH" questions in past. The second one is going to be based on a "live picture" related to the environment in which each student is going to play an important role and they will reinforce the topic of present-continuous and environmental activities and strategies. The last one.

Oral production.

There are a large number of definitions about oral production, Villalobos (2015) defines oral production as "the ability to communicate effectively with others." In the same line, oral skill is defined by Hymes (1972) as "the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes." Communicative skills concern many components of the language; thus, it demands the knowledge of the language as well as the ability to produce or share information about any topics concerning the conversations' context. (O'Malley & Valdez, 1996 cited in Villalobos, 2015).

The common European theoretical framework describes the speaking process as the capacity of expressing an oral text to be received by one or more listeners. However, when teaching English, teachers must provide students with authentic exercises to be perform not only in the classroom but also in the real-world, besides, Boulmerka (2003) mention three areas in which speaker must be aware at the moment of the oral production:

a. Mechanics (pronunciation, grammar, and vocabulary): it is using the right words in the right order with the correct pronunciation.

b. Functions (transactions and interaction): knowing when clarity of message is essential.

c. Social and cultural rules and norms: (turn-taking, rate of speech, length of pauses between speakers and roles of participants); it means understanding how to take into account who is speaking to whom, in what circumstances, about what, and why (p.85).

Oral production involves many aspects of the foreign language learning process; nonetheless in the development of this project two key aspects like pronunciation of isolated words and the correct pronunciation of short and long sentences.

Vocabulary.

Vocabulary, first key aspect of the study, is defined by Heibert and Kamil (2005) as "the knowledge of words or word meaning" furthermore, when reading, listening or speaking vocabulary plays a major role, as the authors states with a right understanding of words there is going to be a whole comprehension. So, if there is a lack of vocabulary knowledge, the fourth competences will be affected (Hanza *et al,* 2015).

In the same way, Mc Carthy (1990) claims "no matter how well the students learn grammar, no matter how successful the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way." Therefore, to construct complete sentences and dialogues, students have to enrich their vocabulary by focusing on the different topic or subjects they are working with.

Pronunciation.

Concerning the second aspect inherent to oral production is the pronunciation; Celce-Murcia (cited by Villalobos, 2015) argues the relevance of pronunciation in every stage of the learning process. The teaching and the enhancement of pronunciation (vowels/linking/prominence/among others) makes students sound more natural and intelligible. Regarding the meaning, Yates (2002) says "pronunciation concerns the production of sounds to make meaning."

Literature Review

The design and implementation of simulation as an experimental technique in English for specific purposes.

Regarding the importance of simulations for learning English as a second language, Marković (2016) conducted a study aiming at testing the effectiveness of experimental and deepest strategies focused on two main aspects; the first one to create a real world through which learners could experience the learning and the second one was to integrate inside the classroom all the skills and competences such as the language, context and the communication where they could be put into practice to accomplish a final goal or final task.

Thus, simulation was considered a technique able to include both, communicative and interactional elements by which nonnative speakers had the opportunity to be inspired and engaged with the learning to the point of achieving a meaningful knowledge. Along the process, different tasks were developed involving tangible outcomes and meaningful purposes. The author states that simulation was a process that integrate the learner in a holistic and humanistic approach where the learning was experienced, due the fact that through the negotiation of language skills, many communicative challenges could be achieved. Furthermore, linguistic and professional competences are combined, the language become richer, flued and anxiety decreases notable because students are more focused on their classmates than their teacher.

To sum up, the author concludes that "Simulations bridge the gap between theory and practice, knowledge and action which is one of the cornerstones of education aimed at preparing students for the workplace arena." It means, by using simulations inside the classroom, can practice the language when experiencing it.

Student perceptions of gain in telematics simulation.

Regarding the lack of studies concerning simulations, it was required to take advantage of telematics simulation in order to analyze its advantages in the oral production and learning process of English as a foreign language. Angelini *et al* (2014) conducted a grounded theory study seeking at identify students' perception when learning English through simulations and games considered as a strategy to encourage and to create a meaningful learning process. Before doing so, previous studies about simulation were analyzed so as to comprehend simulation in its whole there were analyzed previous about simulations to have a broad idea and to identify the students' perceptions before get in contact with the project as a whole. During the process of data collection, 47-item questionnaires were implemented for a cohort of engineering students and examined through discrete quantitative analyze.

In the data analysis there were identified three global categories*, and *Cognitive awareness*. In the first one, Metalinguistic *Awareness, it* is highlighted the improvement in communicative skills, in spite of the fact that grammar was not taught they consolidate their knowledge with prior concepts. What is more, this enabled them to express by using a richer vocabulary. Simulations activities contribute to the enhancement of students' communicative skills; raising awareness of the uses of English and correcting mistakes immediately was another of the benefits achieved in this study. According to the participant 22, "Everything is going towards English, so you have a good level."

With regards to the second category, *Methodological Awareness,* students feel sometimes discouraged because of the number of topics, however, being in contact with

activities linked to the real world enhance their learning process because "It is an original way to practice skills in English and social life is well (participant number 17). In the last category, Cognitive awareness, students considered it a "good way to learn about issues or unknown subjects.

Angelini *et al* (2014) pointed out that, simulation contributed to the progress of English, it reduced students' anxiety and by the other hand it increased students' motivation, created empathy with foreign cultures and the autonomy because they were aware of their learning process.

Estudio cuantitativo sobre la simulación y juego en la producción oral en lengua inglesa.

Concerning development and reinforcement of oral production by means of simulations, Angelini *et al.* (2015) carried out a quantitative research attending at implementing the telematics simulation in the fostering of communicative skills. Through simulations, the learner is introduced into a meaningful learning when speaking and working in real context in which the subject of study and the professional competences are integrated as one. This proposal had a twofold objective, to verifies the influence of telematics simulations as a strategy to achieve an affective learning of oral production and to contributes with researchers indoors the classroom.

In the light of data analysis, simulations work hand in hand with the communicative competence, as CETF states, learning is acquired by performing. Hence, by executing real life situation inside the classroom students had the possibility to enhance not only their linguistic competences but also professional abilities.

Concerning pronunciation, the authors reports a significant improvement at the moment of expressing ideas or a speech enriched in details, fluency as well-structured introductions and conclusions; additionally, there were fewer mistakes in linguistic expressions and the pronunciation of different phonemes. Globally speaking of pronunciation, there was a notable increasement in learners' oral expression.

With regards to the findings presented and to support the development of this proposal, it is shown the positive impact of simulations in educative setting when learning and encouraging students to take an active role either in the classroom or in society. For instance, by performing students could foster their linguistics skills demanded by the real world. Besides, an additional value was given to the pragmatic and sociolinguistic competences regarding that they worked as a team, they negotiate the language to present a final product, simulation.

Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students' Perceptions and Proposals.

Key aspects of pronunciation were presented in Marzá 'study (2014), where he attempted to deepen on students' perceptions about pronunciation. A series of questionnaires were proposed to collect data and to comprehend students' feelings concerning the English pronunciation, to then by the information collected, the researcher could lead them to an improvement of their communicative skills.

Through the analysis of data collected by means of questionnaires, pronunciation is seen as a core point of the class, however the educative environment had to be the most suitable to encourage students' learning process. Furthermore, it is highlighted the

importance of an appropriated and appealing setting to promote and enhance students'

competences when speaking and interacting within a social environment.

Methodology

This study is guided by the **qualitative approach** regarding that the researcher explores and interacts within and determine population aiming at analyses it behaviors, relationships, attitudes towards a determine issue. Furthermore, Miller (cited by Taylor, 2005), defines qualitative research as "an approach to study social research that involves watching people in their own territories and interacting with them in their own languages or terms" and through the employment of this approach "researcher can be involved either directly or indirectly in the process" (Taylor, 2005, p.104) Therefore, qualitative approach allows research to describe, argue and interpret the data in the context in which it is taken place.

Afterwards, **action research** is proposed for the development of the study owing to the participation of researcher as the teacher in charge of the course, where the study is going to be conducted. Some assumptions regarding the use of action research, are presented as following:

- Teachers and principals work best on problems they have identified for themselves.
- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
  (Watts, 1985, pg.118 as cited in Ferrance,2000)

Consequently, this design provides the researcher with the necessary tools to understand her/his own process at the same time that she/he empowers, reflects or works in students' development and her/his own teaching process.

Population

The population of this study constituted of six students from 8th grade of "Escuela Normal Superior de Pamplona". Participants were selected by using purposeful sampling regarding the large number of students in each group, however their participation was voluntary what means it does not have economic or educative remuneration, their participation will be supported by a consent letter they have to sign (see Appendix 1). What is more, in order to protect participants' identity to each student had their own pseudonym. Purposeful sampling is defined by Marshall (1996) as one of the most used sample techniques; by using this technique, "The researcher actively selects the most productive sample to answer the research question."

Data collection techniques

The purpose of this study is to improve eighth graders oral production, however to identify this progress, it is necessary to implement some data collection techniques that validate and support the information gathered during the process; therefore, two main techniques are introduced, content analysis and observation techniques.

Content analysis technique

Content analysis is consolidated as an instrument of empirical social research, developed at the beginning as a "systematic method." Moreover, this technique is useful in different ways, for example, to identify and to count determine elements in a specific or general material to then compare their frequency and the incidence with other elements or with themselves. On the other hand, it promotes the valence and intensity analyses within the data to create assessment scales according to what is attempt. The last aspect of content

analysis is contingency analysis in which the researcher establishes particular elements that sometimes are repeated, occur with frequency and are connected with any other in some way (Mayring, 2014). Consequently, ten journals and twenty records and four interviews were administered.

Observation technique

Observation is used commonly to study a specific population within their natural environment with the purpose of understanding or analyze a determine situation from their perspective. It becomes complex in somehow due because the researcher has to adopt a large number of roles and techniques to collect the data, this technique become sometimes difficult because the researcher must detach relevant and enough data about the problem under study. Regarding observation as a collection technique, it is useful because it can be used in a variety of research methods (Baker, 2006). Thereby for this technique, in the current study, one non-participant observation is being implemented.

Instruments of data collection

The process of data collection is a relevant aspect needed to be taken rigorously. Regarding the design and the veracity of the data, four instruments were implemented; the first one, a non-participant observation, then, a numerous of records of students' performance and finally researcher journals.

In regards of data analysis, qualitative content analysis is going to be executed as it is defined as "a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action (Krippendorff, 1980, cited in Elo and Kyngas, 2018).

Non-participant observation.

Nonparticipation Observation is defined by Williams as a "relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants." In this study, two non-participant observations were implemented aiming at identify potential students and their interaction with English.

Journal.

Wiegerová (2013) states journal as "a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events." This term started to be used for self-regulation and as a reflexive strategy to focus teachers' programs; from a research perspective, journals are used with three purposes:

1. In the first phase the teachers recorded freely their feelings from school and teacher work.

2. In the second phase, after initial analysis of teacher statements, categories were extracted, which were the subject of further writing of teachers, this time in a clear and closed structure.

3. The third phase of the phase is still open. It should be focused on summary reflection of each teacher (Wiegerová, 2013, p. 243)

Records.

Recording is useful for the researcher to keep vital information for a long or short period of time, allowing researcher to construct an external view of their own practice. In

qualitative research "it is vital that the observations are systematically recorded and analyzed, either through the traditional medium of field notes written during or immediately after the events occur or by using audio or video recording facilities" (Mays and Pope, 1995). Therefore, in order to identify students' pronunciation, by each simulation two records are going to be implement. In the first one students pronounce the words as they consider appropriated and as they had heard during the classes. Besides, a second record will be carried out to identify students' improving when pronouncing specific words. It means in the current study thirty-six records are going to be conducted.

Semi-structured interview.

In semi-structured interviews the researcher creates the guide of questions to be asked to participants but they are developed similar to an interview, and it is highly useful because there is the option to dig on some question or aspect named by the participant but that caught researcher' attention, that is to say "Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided." (Hamza *et al*, 2015, p.27). This instrument is going to be implemented just once with a view to identify students' final perceptions of the use of simulations and its influence in their learning process.

Data analysis technique

With regards to the process of data analysis, it was implemented the triangulation technique because "is supposed to support a finding by showing that independent measures of it agree with it or at least, don't contradict it" (Miles and Huberman, 1984, p. 235), therefore, the purpose of triangulation is to understand the differences of the process but understanding it as a whole, it is support by Patton (1990) (cited by Mathison, 1988) when

he states that "there is not magic in triangulation, the evaluator using different methods to investigate the same program"

Methodology: Principles of planning

This study is based on the task-based approach proposed by Monera & Muh (2015, p. 3) which is composed of mini-tasks that helps students to achieve a final task employing a sequence that differ from other teaching methodology. Concerning the task framework, Willis (1996) proposes a framework aiming at "create inside the classroom the essential conditions for language learning" This sequence is divided into three steps as follows:

Pre-task: Teacher introduces and gives an overview of what learners have to do to accomplish the final task, it means the mini-tasks. Besides, teachers introduce expressions and vocabulary to fulfill these tasks by means of didactic and enjoyable strategies. Afterwards, the teacher uses those expressions in context to encourage students to employ them in short dialogues and to prepare students to think about how to do the task. However, Willis (1996) stated that in this first part of the process new structures shouldn't be pre-taught.

Task cycle: It is in part in which students have the opportunity to use the language, it means, the vocabulary they already know. So, the teacher starts doing an example of a simulation in order to get students in context. Having explained this, students will be divided into eight groups; subsequently she is going to deliver the situation to be played. The teacher is going to monitor and help students to prepare the simulation and to solve linguistic and communicative doubts if it is required. Then, the classroom will be accorded to the context in which the simulation is going to take place with the purpose of approach

students to a real context. Finally, students are going to perform the simulation collectively and the teacher is going to give the feedback on content and form. By achieving the task, students' motivation will arise.

Language focus: This final part is known as "consciousness-raising activities" (Willis and Willis, 2006), This stage facilitates students' reflection and self-assessment inasmuch as they reflect in how the task was perform in other words, the weaknesses and strengths of the final task. At the end, students are going to explore the language and they will be able to repeat the situation in different contexts in addition they review what they already knew and debate about what they would like to do in a next meeting.

Implementation of the proposal

Explaining and understanding the purpose of simulations is the main aspect of the simulation, that is why, The British Council (1977) proposes three phases highly linked to the theory established by Willis (1996) (see figure 5); explained below.

Phase Number 1

In the first phase, participants and students had to understand the essence of the simulation, the roles they had to play and what they could or couldn't do at the moment of presenting it. That is why, it was necessary they had a background to comprehend it or at least a minimum knowledge about what simulation was about. Due the case they had no knowledge about it, simulation was introduced throughout illustrations and mini-tasks. Doing exercises was another alternative used to introduce and to review the topic and nature of the simulation regarding that through it, participants practice and analyze their own skills. Therefore, for achieving the first phase, introduction of the vocabulary, by means of different activities such as didactic explanations, matching (images with their

correct name) and playing charades, students got related to the language, the context and the simulation they were going to perform.
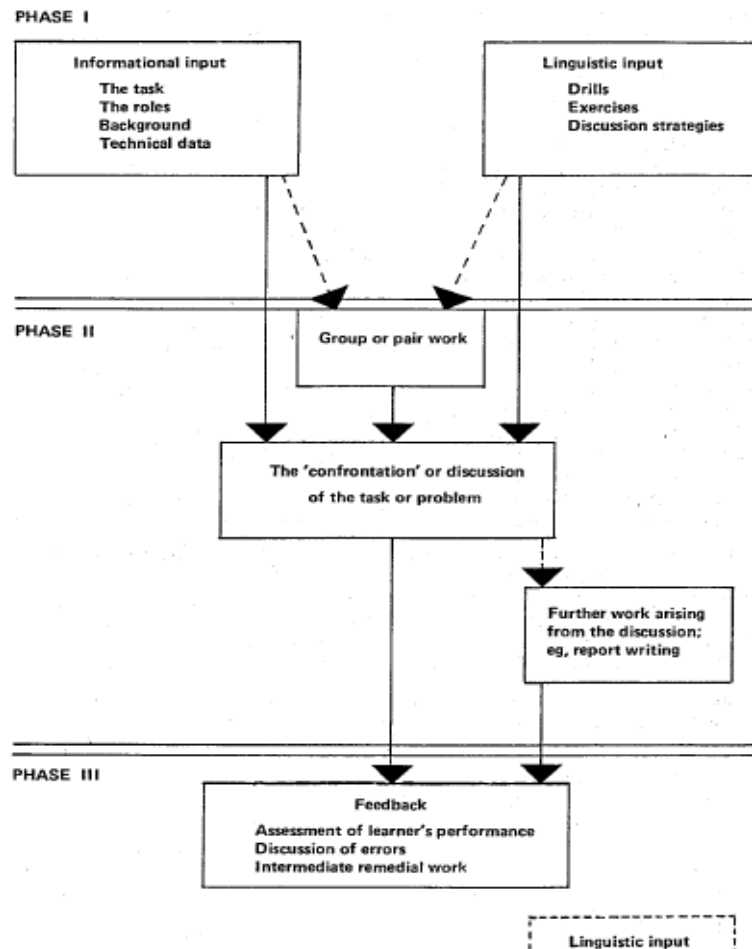

Figure 5. The structure of a simulation

Phase Number two

In phase two, correct pronunciation and fluency was the main objective because, it is in this part where students exploited (orally) the knowledge they have just reviewed, they

discover and detect their own mistakes, but the teacher's role in this section was a guide, she only contributed organizing and engaging students in their productions, it means, she monitored the process. In this section, students performed the dialogues they had created by taking advantage of the classroom, realia and the context to which the classroom was adapted.

Phase Number Three

Finally, in phase three, the feedback was given to students, this, considered as one of the important and sometimes complex exercises. For giving it, teacher took advantage of records and notes previously taken to make it clearer and in somehow more detailed. However, the use of records was most significant because students could identify and noticed their own mistakes. Nevertheless, it was important to correct students properly avoid taking the feedback as something unexpected and focusing just on negative and not giving possible exercises or strategies to correct them. The first time, it was given immediately to avoid further mispronunciations (from their classmates); the second one was general and the most common mistakes were selected in order that students could identify the word they mispronounced to correct it. In the last simulation, the feedback was given by the students themselves, it means, they had to identify the mistakes made by the classmates to then correct them, notwithstanding, the teacher guided the process and correct some other mistakes students had not identified.

With this in mind, the current study aimed at improving students oral production through the implementation of simulations; concerning the fact that simulations are useful for developing interpersonal skills, according to Marković, (2016) "Simulations allow for the practice, development and integration of all language skills through negotiation and

cooperation in conquering different communicative challenges posed by various situations and interactions." (p. 170); three simulations were implemented within the classroom so as to catch students attention and develop their skills. However, before starting with the project it was necessary to make all students know about the meaning of simulations and how this activity was going to help them in their English pronunciation. Therefore, some questions about simulation were asked and with teachers' help they solved them, subsequently the simulations were conduceted.

1st Simulation. "***What did you do last Easter?***"

In the first simulation students had to perform about what they had done last Easter, for doing so, students had to work in pairs to complete a dialogue in past simple. This activity was developed on April 6th with a duration of two hours and was useful to reinforce the topic of past simple worked for almost two weeks. In order to create a more real context, it was necessary to ask to students to stay out of the classroom meanwhile it was decorated because the main characteristic of simulations was to create and simulate a real environment inside the classroom (peculiar of simulations); That is why, a table, two chairs, a table dress, cookies, glasses, music, pictures related to cafeterias and balloons were used to give a real setting inside the classroom Afterwards, by pairs students performed the simulation with the dialogue they had already prepared; at the same time, to catch students' attention, the other students had to fill in a worksheet with their classmates' dialogue information.

Thanks to this first simulation and all the process it requires, students learnt vocabulary related not only common situations but also vocabulary related to their daily routines. Two weeks were necessary to introduce the vocabulary and the correct use of the

language to students could achieve a better oral production. Students learnt verbs, the use of the past simple when reviewing the vocabulary; nevertheless, to avoid misunderstandings in the process, some examples of what they were required to do and the dialogues were given to students. Also, It was necessary to give them the same format where they could write their own activities. All this was useful to achieve the final goal, the dialogue.

At the end of each presentation, mispronounced words were written on the board and the teacher asked students for the pronunciation of the participants, immediately, they realized they had mispronounced the words, afterforwards, they were pronounced and then they repeated it twice, finally they wrote them on their notebooks for avoiding further mispronunciations. (See appendix 2)

2nd Simulation *"Let's take care of the environment"*

In this second simulation, students were required to perform a live picture in which they have to represent an image given by the teacher about people taking care of the environment, and at the end of the presentation they had to give a piece of advice to their classmates about how to take care of the environment, for creating the dialogues students had to use present continuous, due to it was the topic students were working with and it was a strategy to reinforce the doubts about the topic.

For introducing the vocabulary, one activity as matching (image-sentences) was developed and students identified them, subsequently they repeated the sentences twice, orally, and they wrote them on their notebooks. Later on, the example of final simulation was represented by two students of the same classroom, they went in front of the class and with teacher's help they performed it. This second simulation was explained step by step in

order to avoid confusion between the students, then, the images they have to represent were given to the narrators (participants of the project), those in charge of organizing their groups.

To create and correct the dialogues, students had three weeks. The day of the presentation, the classroom was already prepared; it was decorated with a big frame, inside it they have to represent it, streamers and images related to recycling, such as paper bins, the Earth planet, garbage among others were stuck around it. Students performed the simulation and teacher recorded and wrote the mistakes. The following class, the mistakes, previously identified, were written on the board and students tried to identify from the mispronunciation, the correct word. At that point, teacher pronounced the word and students repeated it to finally write them on their notebooks. This with the purpose of encouraging them to identify and to create a critical thinking. (see appendix 5)

3rd Simulation "***Traveling around the world"***

The purpose of the third simulation was to engage students in the construction of sentences by using the future with "be going to" to express plans in future tense. This simulation was named "traveling around the world" and it took place in an airport, therefore the vocabulary played an important role. Thus, for introducing it, students played charades and their classmates had to identify action or object they were representing, this exercise was implemented as a different an interactive strategy to get students' attention and engagement with the process; results were successful and the activity was adopted positively.

Students created their own dialogues, however teacher' help was always available. Students' productions were analyzed and they worked on the pronunciation, so as to do it, they read their dialogues meanwhile mispronunciation was detected, subsequently their repeated the correct one to then read it completely. For the characters, themselves were in charge of choosing them and adopt the dialogue to the role they were going to play.

To perform the simulation, it was necessary to decorate the classroom with characteristic places of the airport in which students could feel comfortable and able to perform what they aimed to do, for instance, x-ray machine and checking point. Student were quite creative and as in the others simulations, they looked for different vocabulary. (see appendix 8)

Table 3. Pedagogical Schedule

	Date	Task	Subject	Activity (Description)
1st	March 16th	Introduce the students to the meaning of simulations	Information	The teacher talked students about the project and its implementation as well as the selection of the participants.
	March 16th to April 6th	Explanation and implementation of the first simulation.	"What did you do last Easter?" (Use of past simple)	The teacher introduced the first simulations, the vocabulary and possible dialogues, performance of it, feedback of mispronunciation.

2nd	April 9th to April 30th	Explanation and implementation of the second simulation.	"Let's take care of the environment" (Use of present continuous)	The teacher introduced the vocabulary of the first simulation, presented an example of it, students presented their simulations, feedback of students' mispronunciation was presented.
3rd	May 4th to May 21st	Explanation and implementation of the third simulation	"Let's travel together" (Future with "going to")	As introduction of vocabulary, students acted some words about places of an airport. Teacher explained the last simulation, how and what tense they were going to use. Students presented their productions and themselves identified their classmates' mistakes to finally with the teacher's help they corrected them.

Results

Simulations

Since the construction of the proposal, three simulations were implemented to improve students' pronunciation, vocabulary and grammar. Simulations were chosen because they are considered as a new and didact tool of learning English as Markovic (2016) states "simulations enable students to play an active role and take control of their learning, make their own decisions on what and how to learn" it was evident in the project because the teacher only provided students with the vocabulary they needed to create the dialogue but the students were the ones that created it. It remarks mainly the positive effect of simulations in the English class for instance, it allows students to face real life situation

because the sentences and the phrases they constructed were based on real life situations that at any time students are going to deal with. Additionally, it was considered as a meaningful and different way to learn English in which students interacted with their classmates by acting while using the language as well as the grammar.

According to what was observed and concerning the positive influence of simulation, in the first one, students were a bit ashamed of what their classmates were going to say and their pronunciation, but at the end of the whole process their performance, pronunciation and ability to identify their classmates' mistakes was highly significant; It is similar to what Markovic (2016) remarks when he says that " the language of simulations becomes richer, more spontaneous, with more natural discourse elements… where the anxiety level is lowered as participants are more oriented towards their peers than the teacher. (p.171) "In addition, they enjoyed seeing their classmates' performance. In the words of some participants, they considered that simulations were a new form to learn and have fun, it was evident in the words of participants, regarding the positive effect of simulations, they said that: "*esta es una forma chévere de aprender porque es animada y uno puede estar riéndose, pero estar serio en el asunto y concentrado.*" (Final interview participant Alejandro), another one expressed that "*salíamos del entorno de todos los días y porque podíamos expresarnos de una diferente manera*". (Final interview participant "Anonymous")

It was satisfactory that students tried to create the dialogue reinforcing what Markovic (2016) found in its study when she says that "simulations allow for the practice, development and integration of all language skills through negotiation and cooperation in conquering different communicative challenges posed by various situations and

interactions". (p. 170) However, from the negative aspect, at the beginning, simulation was difficult to student when integrating the competences and elaborating the simulation, because students tended to get confused with the grammatical structure and the pronunciation. Therefore, it was the teacher's duty to help students to were reinforced those competences. For this reason, extra-workshops and meetings were proposed to help students to analyze and correct students' production, but the teacher didn't correct the simulation, she explained the mistakes they had and students where the ones who corrected them. This is evident thanks to student's comments: "*no sabía cómo ordenar palabras que van bien en español y que no sé cómo van en inglés. O sea, el orden*" "*La estructura ¡ajá!*" (Final interview participant Adrián). In addition, the researcher expressed "*Pues en lo que vi tenían varias palabras mal y mal organizadas entonces lo arreglamos y quedo a ellos trabajar la pronunciación y reunirse para hacer la dramatización.*" (Researcher Journal # 5)

Simulations were well received and adopted by students in their learning process, as they stated not everything was simple and easy to understand, it was a rigorous and detailed process in which students not only had to produce but also to understand and to internalize the knowledge to make it significant and useful in further situations. At the end of the process, they were engaged in the process, they also prepared additional items to make their simulations even more real and attractive their classmates' expectations. As it was stated that "la simulación …permiten al alumno desarrollar el trabajo autónomo, pero al mismo tiempo potencia el trabajo en grupo y colaborativo. No solo se forma una comunidad de aprendizaje en la adquisición de conocimientos específicos, sino que la reflexión y conceptualización también es colectiva "(Angelini & García-Carbonell, 2015) During the

process, the students had their own meetings to practice the pronunciation and review the corrections previously done by the teacher; furthermore, in the simulations presented during the process, it was notorious that students were autonomous in the construction of their dialogues, they put into practice the theory, the feedbacks and the vocabulary to perform a possible situation. Likewise, it is mainly when the theory is used that students appreciate the knowledge they are acquiring, in the same way, Markovic (2016) declares "Using simulations, students at the tertiary level of education are given an opportunity to practice "the various multi-faceted, work-related skills that they will require once they enter employment" (Ellington, Gordon and Fowlie 2006: 107), and as "first-hand experience, active involvement and enjoyment underlie all effective learning" (p. 171). Therefore, the use of simulations in English classroom will be an appealing way of learning English.

Vocabulary acquisition

Vocabulary as well as grammar is a core part in the learning of the foreign language and even more in the construction of one of the simulations presented through the process, as Wilkins (1972) states,

> There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (pp. 110-111).

Hence, vocabulary was one of the most developed parts by students, for each simulation, students had to have enough and appropriate vocabulary. At the beginning their lexicon was very limited but during the process they were learning words and expressions

that they didn't know or didn't have heart before. This was evident in the dialogues they created at the beginning, in which the phrases and dialogues were very shorts. For instance, the examples below, present the advancement of students' productions and the use of vocabulary; however, it is important to mention that the vocabulary differs from the context and the type of simulation. In the first extract students were representing and image delivered by the teacher about recycling and in the second one themselves created the dialogue by using the vocabulary, about places of the airport, learnt inside the classroom as many other words.

She is Yuliana, she is working in a fair and good a shopping center.

He's Jaider, he is buying in Just and good where they recycle by using paper bags.

He is Juan Pablo, he is Jaider' son he is going with his father to buy in just and good, because they recycle with paper bags.

Simulation script # 2 Participant Anonymous

P. L. Hello good morning

P. A Hello Good morning

P.L Why do you want to cross into the un United States?

P. An: I am going to travel because it would be a very good opportunity to get a better job and I am going to be able to invest money in my company because now that I have a degree a can do it.

P.L: Very well your visa is going to be approved. Let me check. Yes, your visa has been approved. welcome to the USA.

P.L: Very well your visa has been approved welcome to the USA

P. Ad: thank you, I am really excited.

P. An: Excuse me sir, I am going to check your suitcase

P. A: No, why?

P. Ad: Because I have been informed that you bring something illegal in your suitcase.

P.A: I don't have anything illegal.

P. An: Please Sir, I am going to check.

P. An: Sir, we have found that in your suitcase there are cocaine packets. Police! Send him to the jail. You have the right to remain in silent. Everything you say can and will be used against you in a court of law.

Simulation script # 3 Participant Alejandro (A) and Anonymous (An).

Similarly, students considered that the simulations were highly useful for the improvement and acquisition of vocabulary, regarding that without lexicon students are limited to express their thoughts or opinions about any situation, topic or event. As Argelini *et al* (2014) presented in their study "As spite of the fact that grammar was not taught they consolidate their knowledge with prior concepts. What is more, this enabled them to express by using a richer vocabulary". Therefore, to enricher student's vocabulary, it was necessary before each simulation introduce it to subsequently start with the construction of the dialogue. It was in this section were students learnt the most of words to be used. As one participant reportes, "*la profesora como nos daba muchas clases antes de, o sea, nos*

preparaba antes de cada simulación y <u>pues aprendí muchas más palabras que no sabía</u>

<u>cómo en inglés</u>" (*Final Interview Participant Adrián)*

Finally, with regards to the influence of simulations when learning vocabulary, it was observed that this activity engaged them to look for new words and phrases beyond those taught in class, this with the purpose of impressing their classmates and also to innovate with the words. "*El <u>vocabulario fue bien captado por los estudiantes</u>, y en comprensión gramatical estuvo bien" (Journal #1)*

While using the new words in their dialogues the others were surprised and stimulated. This validates Markovic's (2016) view when he concludes that,

> "The simulation learning method was found to be useful and interesting…it was preferred to traditional learning methods and <u>was found to be particularly relevant for the acquisition of vocabulary</u>, presentation skills and professional knowledge…"

Thus, when students are having fun, the acquisition is going to be easier that with traditional methods and it will be even more significant because students comprehend the importance of the language because they are performing it, it is to say, they have to use the language at the moment, therefore, in the process there was an increasement of the vocabulary, when they started to create longer and advance phrases for their simulations.

Pronunciation

Regarding pronunciation, it was the most difficult activity of the project due the fact that students rarely speak in English and this competence inside the classroom is not as worked as grammar and reading are. When students were required to speak in English, they were ashamed to be embarrassed by their classmates because of their poor pronunciation.

Then, when reading or developing any activity students were required to repeat it at least three times. The same happened with the vocabulary, it was introduced and then the teacher pronounced it, subsequently students had to repeat it and after it was totally understood they had to pronounce it by themselves to then write it on their notebooks. Repetition was the strategy employed for the reinforcement of vocabulary because if the vocabulary was not repeated, there was not a good mechanization and learning.

Before each simulation, students had a meeting with the teacher in which they worked not only the grammatical structure but also the pronunciation. Despite the fact that only the teacher and the student were in the meetings, they got nervous and were afraid to be constantly corrected, for this reason the feedback of the pronunciation was punctual and objective, despite the constant corrections, the final result was positive and students could learn many words, as the participant pointed out "*porque cuando la profesora nos buscaba para que nos ayudara, ella nos reforzaba el aprendizaje y nos decía las palabras que estaban mal o bien…. había un cambio en la pronunciación ya que lo repetíamos muchas veces para decirlo bien." (Final Interview participant "Alejandro")*

The advance of students' pronunciation was notorious, it doesn't mean that they dialogue or pronunciation were sophisticated but they tried to do their best, this is presented in the following transcriptions in which in the first one it is found the pre-simulation pronunciation and in the second one, the final result. The number of mispronounced words is found in the lower part of the transcription which shows the improvement students had along the process. Besides the repetition of the words, students recorded the pronunciation of the teacher to review it at home, because they thought it was going to be easily forgotten.

Table 4. Second simulation pre-simulation mistakes

Simulation #2 Pre-simulation
/esˈin/ /dər/ /ˈsuːpərmɑːkɪt/ /baɪŋ/ /estʼʌf/ In the **scene** there are **three** people, they are in the **supermarket buying** some stuffs. /kaʃtier/ /dɪˈlɪvər/ /di/ She is Evelyn and she is the **cashier**, she is **delivering** a bag to **the** boy. /ʃiː/ /tɔːkɪŋ/ He is Jonathan **taking** the bag /ʃiː/ /paɪŋ/ He is Santiago, he is paying the bill.
11 Mistakes

Table 5. Second simulation post-simulation mistakes

Simulation #2 Simulation
In the scene there are three people, they are in the supermarket buying some stuffs. She is Evelyn and she is the cashier, she is delivering a bag to the boy. He is Jonathan, he taking the bags He is Santiago, he is paying the bill.
0 Mistakes

The contributions of the feedback pre-simulation allowed students to practice and reinforce the pronunciation in order to avoid mistakes; nevertheless, not all the students were interested in the corrections because the meeting took place during the break or in the afternoon so they had to take out their time and not all of them had neither the disposition nor the time, as a consequence they had many mistakes, this in accordance to what was

written in the researcher journal *"Con los estudiantes que revisé la pronunciación, si se presentaron errores fue realmente muy mínimo, un estudiante no cometió ningún error" (Journal #8).* Regarding the role of teacher for improving students' pronunciation, it is important that teachers engage students to practice the language not only in the classroom but also outside it, in which by repeating and monitoring the process their own process.

To sum up, similarly, to the findings of Angelini *et al* (2014), there were an improve in students' pronunciation because by performing the language they get related to the real world. Their anxiety could decreased notable because they not so focused on the teacher instead of it, they tried to use the language as if they were in the real setting proposed for each simulation, reinforcing Marković (2016) conclusions when he stated that that simulations in the education field "aimed at preparing students for the workplace arena" , Therefore, this tough, could encourage students in their pronunciation in addition to the fact that challenges are going to be effected along the practice; however, it is responsibility of the student analyze its own progress and start to make changes in this process, not only to face the workplace but the real life.

Conclusion

The purpose of this project was to improve student's oral production through simulations, considered as a didactic and pedagogical tool, but, at the beginning of the process it was difficult that students had an advancement concerning that they were limited to repeat what the teacher said and they didn't try to create their own knowledge. So, to take students out of that comfort zone in which they were, it was a challenging process but at the end students enjoyed it, mainly because it was a different method to which they were not accustomed or with which they had never had contact. This study shows the effectiveness of using simulations inside the English class, in point of fact, as Markovic (2016) found out, simulations give students the elements to interact in a more real context where he can negotiate and appropriate the language that is why they deserve a place in the class. Similarly, to Angelini *et al* study *(2014),* it decreases anxiety and promotes autonomous learning.

So, being aware of the society in which we are located and the sources of input that surround the students, it is really important that the English class becomes a core point that provide them with at least the basis about how to interact in a real setting; besides the grammar structure, it is really important to motivate them to use the language outside the educational setting. By doing so, they unconsciously will be reinforcing every one of the skills, the vocabulary to create the phrases, the grammar structure to express and the oral production to interact and share correctly what they wanted to say. Trough the implementation of the simulations in the institution, students are going to change to some extend the perception of the process of learning English and were motivated to participate in it.

Chapter II Research Component

The construction of a reflexive spirit in pre-service teachers of PLEX, a training tool

to qualify the pedagogical practice.

Introduction

In the training context in PLEX, pedagogical practices of pre-service teachers are outline as one of the core and update interests to study and document so as to improve learning-teaching process, to the education qualification.

It is well known, there is an evident interest regarding the evidence of understanding and transforming the pedagogical practice, likewise, the most of the local studies are focus on the learning problem more than in the teaching problematic.

It has been relevant to conduct a project that stablish a reflective approach about the practicum as a way to objectifying knowledge, behaviors and attitudes which guide the teaching work; as well as an internalization, a conscious immersion and exploration of its own teaching subjectivity through the formulation of questions and the search for information for problems solving and self-recognition.

Justification

  The design of this project in the context of the pedagogical practicum of Foreign languages students, is inscribed in the educational conception of the practice as a core point to improve educative processes of the applying centers where PRADO is executed. It is considered that providing importance to reflection in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and to be interested in the approaches and models of knowledge to comprehend a challenging situation and to establish an analytical gaze about the situation.

  According to what was stated by the educational philosopher Jhon Dewey, pioneer in the field of critical thinking applied to teaching, it is justified the need of this project to provide students with analysis and self-observation tools allowing them to distinguish between routine action and reflexive action. It is considered that a reflective approach shields the agents from the traditional context of inertia and the authority that pervades the school.

Statement of the problem

At school, the key aspects of the constitution of the subjects, of the institutional experience-live without question are seen as imprints, stable and invariable characteristics that take made part of the identity and the school culture. When some events are solved without modifications, the teacher runs the risk of setting up in a logical of performances whose do not allow the pedagogical evolution and the renovation of scholar culture. A practice lack of reflection does not lead to the emergency of problematic situations, these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that bedding up teachers in a traditional work, becoming cultural reproduction into a barrier to the emergence of rising practices that aim at generating thinking and knowledge changes, to be focus on the social needs.

With regards of this situation, which affects teacher to a greater or lesser extent, it is required that the teaching training process enhance, the future teacher, in the training of a critical and reflexive spirit contributing the improvement of their own pedagogical practices, to then become into core elements that impact and transform their work and future professional performance.

In the case of Foreign Languages bachelor at the University of Pamplona, reflection is conceived as a fundamental exercise allowing pre-service teachers to perform, to self-asses and to install a critical and constructive regard about their chose in the teacher's role. With the purpose of conducting this study, the following guiding questions are formulated:

How does the implementation of reflection contribute to the transformation of the pedagogical processes inhibit in the teaching practicum process?

How does the exercise of self-reflection influence the development of critical spirit of pre-service teachers in the analysis of their own pedagogical work?

Objectives

General objectives.

- To implement reflection as a transforming tool of the pedagogical processes of the pedagogical practicum.
- To promote in pre-service teachers, the development of a critical spirit that allows them to analyses their pedagogic work.

Specific objectives.

- To consolidate a pre-service teachers group with a critical spirit allowing and presenting proposals and alternatives of solution to the current situation in their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to assume their pedagogical practice and to take part of the institution effectively.
- To identify and to analyze the strategies used by the pre-service teacher.
- To implement reflection workshops and didactic units of development that guides the reflection process of pre-service teachers.
- To analyze the beliefs about the teachers' job and his students.

Theoretical Framework

The theory about teaching profession, reflection, the reflective practice and pedagogical practice, constitutes the theoretical framework of the project under study. To be clear about the concepts highly related to this research project, an approximation to each one of them is going to be presented.

Teaching profession.

One of the fundamental members of each educative institution is the teacher, whose has the function of sharing framed knowledge in a determine science or art, but also who has within his/her responsibilities the integral education of the students.

The teaching profession demands a series of competences which currently constitute a conceptualization and an operation mode in the planning and management of human resources focuses in facilitating a link between management, work and education. Then, every teacher must accomplish some competencies that allow him/her to overlook a group of knowledge and abilities in the specific area regarding that the first intellectual requirement of a professional is the level in which she/he develops her/his activity. Moreover, each teacher must have some competences as regards of the content of organization, it means, the pedagogical practice not only demands to arrange their components to be learnt by the students but also to provide the teaching conditions inside and outside the educational context. The main function to be developed by teachers is to design and provide teaching practice.

Reflection.

Talking about reflection implies to address different conceptions about this notion. This is why, to deepen in its definition it is needed to think over two aspects: the reflection as a process and the reflection as a thematic. (Correa Molina *et al, 2010*).

The reflection as a process.

The reflection is developed through a series of stages in a cyclical process. According to Schön (1983) (cited by Correa Molina *et al,* 2010) to reflect about the experience implies "a type of reflexive dialogue with the situation where the language favors the access to the individual' experiences allowing him/her to extract a new structuring of the situation". The stages of the process of reflection as process are evidenced in the subsequent figure
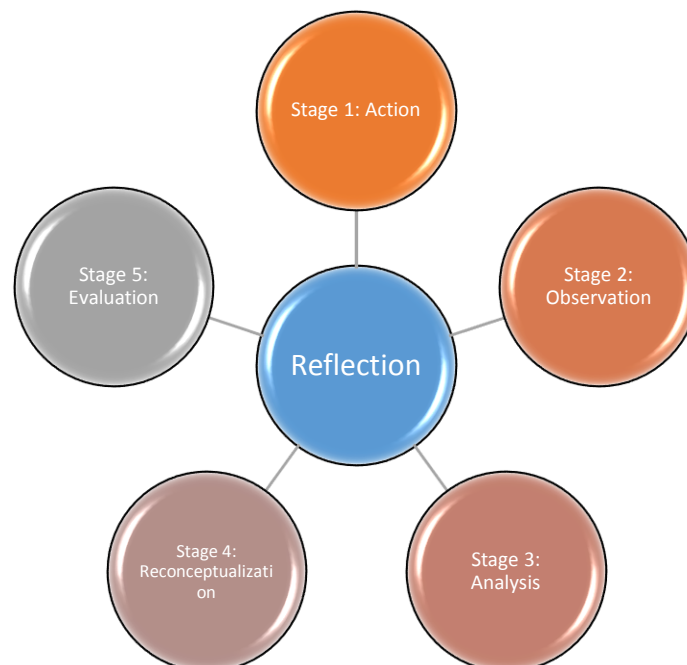

Figure 6. Reflection as a process.

Reflexive practice.

To update and qualified the academic proposals in the University and to guide the pre-service teachers through new ways of relate with the world, it is necessary that the teacher ask himself about her own practice and the implications generated, in addition that she/he is able to focuses her/his behaviors and to assumed the different roles with regards to the pedagogy.

Teachers have a central role in the current educative field, they act in a complex setting under constant changes determined by the interaction of different factors and conditions. The teacher's profession requires: "profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes"" (Elliot:1986). In this context, the problems of class setting require a particular treatment directed to the comprehension and social interaction.

The need of articulating the changing social reality to our pedagogical work, it is reveals in the evidence of numerous attempts searching at explaining the escolar phenomena and the look for manners to attends these phenomena to affect the scholar work.

The current study serves to pre-service teacher to think over/ reflect about their methodological processes in the light of reflection as an only rational mode and ethic of intervention. (Sacristán 1999)

In accordance to Van Manen (1997) there are different stages of reflectivity, in a first stage, the accurate application of abilities and technique knowledge in the classroom; the

reflection is applied to the adequate selection and use of teaching strategies employed by the teacher.

In the second stage, the reflection about the budgets linked to specific practices in the classroom. Then, the consequences of the strategies adopt, of the curricula and the practices are analyzed. It was decided to employ the educative criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and to the contexts.

In the third stage, the author proposes an exercise of critical thinking, in this level, she also formulates that the present reflection deepen elaborated, a question of ethic criteria, standard and moral related directly or indirectly with the classroom.

Pedagogical practice

To analyze and reflect on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practice, for that purpose it is assumed Zeichner's proposal that stablishes several modalities of practice like:

Academic practice

It is oriented to preparing teacher who are able to reflect on their courses, so that they transform them in comprehensible structures for students.

Practice of Social Efficiency

It is about getting an effective teaching through the application of teaching techniques deduced from the general principles achieved by the pedagogical research. In this case, reflection consists of a strategic decision: "seleccionar entre la gama de técnicas disponibles la que se considere más eficaz". This is the way of proceeding in the rational technique.

Development

Teaching is based on the students' interests and development, at the same time, it considers teacher development as a teacher and as a human being.

Social reconstruction

The objective of reflection is the social, economic and politic context, so that to propitiate democratic relationships in the classroom and equality and fair in the social area.

Generic

Programs allude to reflection in a generic way, but without specifying neither the program pretensions nor the content about what is necessary to reflect or the strategies to promote reflexive learning.

Reflection activators

According to Schulman (1987), these activators are the cognitive basis of teacher about classroom life; they are unpredictable due that they constitute the element of reflective thinking that contributes to the process of own knowledge required by a good teacher to make decisions in the classroom.

Critical element of reflective thinking

This element of critical thinking makes reference to "moral aspects and ethics of compassion and social justice" in accordance to Sparks-Langer and Colton 1991:39. The interest linked to social justice and ethics in the education.

These authors stablished some rating categories about knowledge

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (material, programs, etc.)

4. Teaching knowledge and self-professional configuration

5. Knowledge about students and their characteristics.

6. Knowledge of educative contexts

7. Knowledge of fundaments: Philosophical, historical, axiological.

In accordance with Georgea Spark-Langer and Amy Colton, the narrative element is another of the reflexive thinking elements included in the present study as an instrument, it keeps relation with teacher's narratives to encourage the stories of their classroom experiences presented under different forms and accomplishing different functions in the subjectivity and its constitution. In this component are suited teacher journals in which writing trigger the elaboration of reflexive teacher though, about their practice experiences, objectives, subjective and inter-subjective.

Methodology

The methodological strategy proposed has as core axe the continuous reflection that additionally contemplate the realization of meetings for the strengthening of the collective of the practice as a started point of the educational and professional problematic. The principles of organization are autonomy, planning and self-observation.

To reviewing the impact of the reflective proposal about this process of practicum, it will be carried out a socialization process as well as a systematization of itself.

This study is inscribing in the qualitative research approach, from the perspective of reflection as a professional space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself.

For data collection, the following instruments are proposed:

Reflection workshop

The reflection workshops had as fundamental purpose the guide the reflection process of pre-service teacher, but also to socialize and share own experiences of their labor in order to enrich their process and to insert new tools that allowing teachers to transform their pedagogical practices.

Objectives

- To consolidate a collective of pre-service teachers with critical spirit able to reflect and intend alternatives of solutions to deal with the educative problematic of their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.

- To qualified, facilitate and insert in an effective way the educative center.

Self-observation format

The self-observation format had as principal objective to guide the pre-service teacher to an own view of her/his exercise as teacher and her/his role in the classroom and the environment of the educational community whose she/he belongs.

Narrative

The reflection exercise will allow the students to express about their work from the narrative of their own experience as a way to give meaning to the daily life of the teacher.

Class records

To have evidence of the pre-service teachers' performance in the classroom will allow pre-service teacher to reflect upon different aspects regarding the process of teaching/learning of foreign languages that may have been taken into account in their reflexive exercise. These registers will allow them to have an external and constructive view of their pedagogical practices.

Context

The city of Pamplona, founded in 1549, is the oldest city in Norte de Santander department. It is located in the "Valle del Espíritu Santo", in the Colombian Andes. Pamplona is founder of cities in the colony period, it has been through history a center of confluences and religious influences; This city had welcomed a large number of religion communities among which are mention: Franciscanos community, the Poor Clare sisters; the Brothers of Saint Juan de Dios, the Company of Jesus, the Community the Sallista, furthermore, female religious communities, such as: Sisters of the Presentation, Bethlemitas sisters, among others. The presence of this communities in the city consolidate the creation of educative institutions with projection of their beliefs and values. It is in this geographic context, location of the present study, the school is an agent in which the school actors are included: Practitioners of PLEX.

The school is understood as a specific educative community and an effective agent in charge of the education institutionalized, it means, the school is the place where education is achieved, organized and plays an active role.

Nowadays, the school is considered as the community way of life, that is to say, the school transmits learnings and values necessaries in the community and those whose students are going to use so as to improve their capacities for the benefit of society as well as for their own.

At school, it is always possible to find a series of fundamental elements for instance the case of teacher and students which actions and behaviors are conditioned to a social and cultural order from which the school adopt its organization.

The school is a body of the society, a social institution aiming, inside the specific area of education, at administering the systematic education and at the same time that predetermine the construction and organization of groups represented by educators and learners. (Crespo, 2010)

The school as an educative institution accomplish a numerous of specific function including:

Socializing function

It is about young people learning, values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, the politic and the economic context to what itself belongs. This function includes all the socializing process in which the members of the institution took part.

Instructive function

The instructive function uses two functions, the improvement of spontaneous socialization processes, to guarantee the formation of the capital human being, which requires the working market functioning. If there is a higher level of culture, knowledge, values, etc., there will be a higher adaption possibility.

Educational function

The instructive function demands a community of life, of democratic participation, of intellectual searching, of dialogue and learning. An educational community that brakes the ratifying barriers between school and society, a cultural space where concepts, technique tools and humanity culture codes are learned. As a consequence of the active

participation in the exchange of meanings, desires and behaviors between both, classmates and adults. (Vizcaino, 2010).

Population

The population of the present study is constituted by 23 students of tenth semester, pre-service teachers of English and French Foreign languages program of University of Pamplona.

Directed benefited population.

Pre-service teachers

Supervisors teachers

Students from the centers of implementation of the Integral Practicum.

Indirect benefited population

Institutional dependencies linked to the project

Foreign Languages Program

Languages and Communication Department

Faculty of Education

External institutions linked to the Project

José Antonio Galán School

Brighton school

La Presentación School

Normal Superior de Pamplona School

José Rafael Faría school

Cristo Rey Educative Institution

Data collection timetable

The following timetable showed the dates in which the data was collected

Table 6 Research Component timetable

Instrument	Date		Implemented
Narratives	March 16th April 23rd April 6th April 13th April 20th	April 27th May 4th May 11th May 18th May 25th	10 times
Self-observation cards	April 6th April 20th May 4th May 25th		4 Times
Practicum meetings	April 20th May 11th		2 times (twice)
Class recording	May 11th		1 time (Once)

Implementation of the research component

Narratives

The process of writing the narratives was valuable for the researcher concerning that thanks to weekly report, each detail, change and challenge of the practicum was registered and described. Subsequently, the researcher could analyze the progress presented in the process and self-evaluate what she was doing not only as a teacher but as a member of the institution. At the moment of writing the narrative, the pre-service teacher had a self-evaluation of the way in which she was performing inside the class, this, for stimulating her to produce changes in her methodology and the strategies used in the classroom at the moment of develop the topic, the classroom management, the tone of the voice, and the most relevant, the effectives strategies employed to promote the students' acquisition of English. The narratives presented an advancement of the pre-service teacher' performance since her first to her last class. (see Appendix 8)

Self-observation cards

The self-observation cards were fulfilled by the pre-service teacher three times along the process for the purpose of detailing their advancement in the classes. Starting with the plan of the class, the accomplishment of the plan, the activities developed inside the classroom, additionally the instructions of the teacher when explaining any type of activity, the classroom climate and other tasks during the process of conducting each class. Thanks to these cards and their results online, it was observed that the pre-service teacher had a notable advancement in each one of them, and activities who weren't as developed as others, they were improved through time. (see appendix 9)

Class recordings

Class recording was employed just once regarding the different activities proposed in the schedule. The class recorded took place along the eight week of the practicum and it served to the researcher to identify and to give and analytical sight to her class. During the class recorded, three activities were developed, but the main topic was the use of "by+vb (ing)", images were employed to introduce the topic to be taught. Along the process of analysis, the researcher could identify some mistakes that at the moment of the class were not so noticeable, for instance, the teacher mispronounced two words, and unfortunately students tried to pronounce the same way the teacher had done, nonetheless, this mistake was corrected to avoid fossilization, it was identified the nervousness by the side of the teacher at the moment of explain the topic, mainly because the most of the students didn't understand what the teacher were saying in English despite she tried in other way to make her comprehensible, the students didn't understand, as a result she was obliged to speak in Spanish. With the exception of this, the students were attentive to the class and participated when it was required.

The main purpose of the record was to analyze the classroom from the students' perspective, understanding maybe why the behave in a certain way and what it was needed to be done to change the development of the class. So, the first change proposed was to seek for different strategies a little bit more didactic when teaching a specific topic. Above all, this instrument was one of the most effective because it was shown all the process teacher was developing and observe their gestures and expressions when speaking in English. (see appendix 10)

Practicum meeting

Along the practicum stage, three meetings had been proposed, however, because of some extra-activities and the calendar of the university just two of them were conducted. In the first one, the teachers in training shared their experiences about the practicum stage their relationship with their students as well as the supervisor. Some questions about the practicum were proposed by the coordinators, the answers were shared between the students aiming at seek different views of this experience and how they were facing them in terms of strategies and the attitude.

Before the second meeting, the supervisors had to give a feedback of the process that preservice teachers were developing; many aspects were mentioned serving to promote self-analysis in the students about how they were adopting the role of teachers and what they needed to improve concerning methodological, communicative, linguistic and attitudinal aspects. It was significant for students that the most of the comments were positive, for instance, the use of the language at the moment of interacting with the students and the implementation of TIC to make class more didactic. notwithstanding those comments, there were mentioned the negative aspects, for example, the procedure used by the preservice teacher at the moment of designing the class. The two meeting were meaningful, because they helped the preservice teachers, to grow as part of the educational community and as future teachers.

Conclusion

Lastly, reflection is a process through with each professional must deal if he or she wants to achieve the success, in view of the fact that it helps them to self-to analyze their development, to observe their actions and if they are the most suitable for their career, to finally get engage with their occupation.

In terms of education, the researcher considered reflection particularly important during the practicum because the teacher could self-asses her process, in order to keep working on her strengths and to be in quest of strategies to improve her weaknesses. By doing so, their students are going to be engage with the learning that some time results difficult and finally it will consolidate their knowledge taking them to look for a deeper and meaningful understanding.

Chapter III Outreach Component

Presentation

In the current study, reader will find a twofold objective: to organize by means of a social impact from the Foreign languages program through the implementation of the outreach component to a community belonging to the integral practice, and to raise awareness in students of primary school to the basic foundation of English as a foreign language.

The first part is composed of, justification, project objectives, its characterization and the contribution lines in which it contributes.

Afterwards, the theoretical framework that support the proposal, the population to be beneficiate and the chronogram provide by each participant.

Introduction

To participate in global, academic, cultural and economic policies, encouraged the Colombian National Government to promote foreign languages learning in the different educative sectors of the country; in doing so, citizens will have higher opportunities to participate in cultural exchanges that allow them to profit of more equitable conditions with regards to the personal and social development of the country.

Regarding the promotion of English learning in Colombia and to create competitive Colombian citizens, the Ministry of National Educational introduce in 2004 its policy of bilingualism which main objective was "To have citizens able to communicate in English with international comparable standards, that include Colombia into the universal communicative processes, in the global economy and the cultural opening. This is why, in

order to achieved this purpose, the Minister has implemented a large variety of strategies in the different educational levels. A specific example is the creation of English high standards for elementary and secondary education, to define a solid and coherent evaluation system and the description and development of training plans.

This program has been developed in the whole country and it has integrated the work made by the secretaries of education, public and private universities and the language centers; Moreover, the results obtained have not been highly altered because of the lack of impact in some educative institutions around the whole country.

Concerning basic school, National Government tends to enlarge the English teaching coverage to children because many of this educational establishments don't have an English teacher guiding the teaching-learning processes, thus, the results of the evaluations applied to a national level are not encouraging.

The university of Pamplona in its characters of public institution trainer of teachers and more specifically the Foreign Languages, English and French Bachelor degree, has approximated to the reality deals by many of the basic primary schools in Pamplona City whit regards to the Bilingualism national politics, many of the educational institutions of the city do not have an English teacher to supply the training needs of the primary sector.

Recognizing this reality and the problem that it causes, the present study of social projection looks for suppling the needs of English training, in children of primary education from Pamplona and to integrate to the real educative sector, the training of foreign languages students in order to decrease the gap generated between the public and private school in the English subject.

The governmental policies identity the problematic, nevertheless the attention of them is not filled regularly, there is a lack in the effect support, to be specific, trainers in foreign languages area, to obtain a concordance in the result of the exams presented within the projects.

Justification

Learning a foreign language, allows students to be at the vanguard of knowledge and situations presented in the whole world. For this, it is required to conduct this project with children from primary schools with the purpose of provide them of bases appropriated to continue and culminate their English learning process in high school, vocational media and higher education to achieved more people capable of interact in this area.

This study aimed at raising awareness of the English teaching process in basic school of Pamplona city contributing to the basic training in a foreign language needed and essential in these levels, in addition, to increase 4th grade students' vocabulary through the implementation of flashcards. With this in mind, it was developed as part of the out-reach component of the practicum performed by students of the last semester of Foreign languages program of the University of Pamplona, as a mechanism to contribute to the straightening of English teaching in the primary schools.

What is more, the development of this research component allows pre-service teacher to get involve and to contribute with the learning process of zero, first, second, third, fourth grades at "Escuela Nueva Iser" and fifth grade at "Escuela Normal Superior de Pamplona" when improving their vocabulary through the use of Flashcards.

The development of this process contributes high and mutually both the institutions and the student population of Pamplona city as well as the foreign languages program and the pre-service training teachers. These benefits result in two aspects the first one benefits students of primary school as the first contact with the foreign language and the second one the pre-service teachers who can face realities and educative need of the context, likewise

they collaborate investing in processes that impact the encouragement of the need to be supported by the institution.

Flashcards are an attractive methodology to introduce, to review vocabulary about any topic and they can be used for different purposes. Besides. Komachali, and Khodareza (2012, p. 134) state that "Flashcards are useful for drilling new letters, syllables, words, and other information."

Therefore, by using flashcards students are going to became more interested to learn vocabulary. The students could remember the vocabularies easily. Through flashcard the students' learning process is more active. The students are interested in seeing the colorful picture on the flashcard which help them to get new vocabularies easily.

Objectives

General objectives

The staging of this out-reach social project, implemented by the program of Foreign languages English and French from the University of Pamplona aims at:

- To increase 4th graders' vocabulary through the implementation of flashcards.

Specific objectives:

Regarding a higher comprehension of the aspect presented previously, this proposal searches to:

- To implement flashcards to improve fourth graders' vocabulary acquisition at "Escuela Normal Superior de Pamplona"
- To familiarize children of basic schools in Pamplona to essential knowledge of English.
- To articulate foreign language students with the programs of social projection offered by the office of social interaction at the University of Pamplona.
- To involve English foreign languages students program in the English teaching process at basic schools in Pamplona

Methodology

The main objective of this component was to help teachers in primary schools becoming an extra help at the moment of teaching English, besides that, to enhance 4th graders in the learning of vocabulary at "Escuela Normal Superior de Pamplona" throughout the implementation of flashcards as a strategy and a ludic way. Concerning the relevance of flashcards in English, Komachali and Khodareza (2012) name several benefits proposed by different authors, for instance

"to help students to improve word recognition (…) to teach students to practice their vocabulary development and completion drills in the learning of foreign languages (…) for teaching propositions, article, sentences structures, tenses and phrasal verbs"

For this reason, teacher took advantage of the methodology proposed by Willis (1996) distinguished by its three components. The pre-task in which teacher introduces the vocabulary and helps students to understand it by means of didactic strategies such as brainstorming ideas, riddles and mimic. In the second part, the task cycle, the vocabulary is taught and students use it to say or express short sentences at the same time students are motivated in the vocabulary acquisition. In the last one, focus on form, students are able to identify, understand and use the vocabulary taught in class, however, teacher' help is available for students when they required it.

It is necessary to clarify that topics are adapt to students' age and cognitive knowledge and the flashcards are going to be in accordance to the topics previously stablished. Hence, the employment of flashcards will get students involve in the class due

to that they link the reality with the classroom environment producing a real impact on students and improving learner's interest when learning English. However, it is important to keep in mind what Astuti (2015) mention about when he says that it is important to encourage teacher to mix flashcards with teaching method. So as to identify students' progress, researcher is going to use her journal and the students' notebooks.

Table 7. Outreach schedule

Weeks	Topic	Specific Vocabulary	Implementation
Week #1	School Supplies	Bag, eraser, ruler, brush, pen, pencil, scissors, book, pencil case, pencil sharpener.	✓
Week #2	Fruits	Orange, apple, banana, strawberry, pear, cherry,	✓
Week #3	Clothes	Jacket, skirt- t-shirt, socks. Pants, dress, gloves, scarf, shoes, cap	✓
Week #4	Family Members	Grandfather, grandmother, mother, father, uncle, aunt, brother, sister, cousin, son.	✓
Week #5	Days of the Week	Sunday Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	✓
Week #6	Colors	Yellow, blue, red, white, black,	✓

		brown, pink, purple, orange,	
Week #7	Months of the year	January, February, March, May, June, July, August, September, October, November, December	✘
Week #8	Animals	Horse, pig, hamster, mouse, goat, rabbit, sheep, turtle, fox, squirrel.	✓
Week #9	The parts of the house	Head, eyes, nose, ears, check, arm, hand, body, leg, feet.	✓
Week #10	Greetings	Good morning, good afternoon, good evening, good night, hello, bye, good bye.	✓

Implementation of the outreach component

This project attempted at improving 3rd and 4th graders' vocabulary acquisition throughout the implementation of flashcards. Regarding students' abilities and relation with the language and to promote a significant language learning, per class just ten flashcards were taught regarding students' age and cognitive' abilities. With the purpose of achieving this objective, it was necessary to put into practice the methodology proposed by Willis (1996) in which to accomplish the final goal (the acquisition) it was necessary to introduce what it was going to be taught. Therefore, before presenting the flashcards, a riddle, a song, a game, charades, among other strategies were used to make students know about what they were going to work on and to promote a significant learning. This activity was conceived in

that regarding the findings of Rahmasari' (2016) study, in which the author concludes that those activities help the students to "memorize the presented vocabulary easily by focusing their attention in the lesson." (p.9) Subsequently, students were asked about if they knew what the name of the object was, then she showed the image but without its written form, she pronounced it and then students had to repeat it. After listening and repeating three times, students were prepared to write the name, therefore, the flashcards were stick on the board as well as the written form. Students were required to draw on their notebooks the flashcards and in front of it write its name and repeat it twice, by doing so, they reinforced their written form; sometimes according to the topic of the day, students had to cut and stick the correct word with the correct image and they had to color them. Regarding pronunciation, teacher reviewed one by one the pronunciation for avoiding mispronunciations.

During the process, it was evident that students were engaged and motivated towards their learning process, sometimes they were very careful with their drawings and they compared them with their classmates' drawings. Despite some students were more attentive than others their participation in class was constant, mainly when pronouncing the words, some of them weren't very good at drawing so they decided to ask some friends for help and then they just colored the image, but they always were working. As it was mentioned, individual pronunciation was implement because some students presented difficulties with certain words, therefore, by using this strategy they reinforce and avoid mistakes. (see Appendix 11)

Conclusions

Through the implementation of flashcards with students of primary school mainly fourth grade, students could learn in a creative and didactic methodology. They learnt by drawing and using different colors at the same time they developed their abilities. When using flashcards in the classroom students were attached by their colors, and their shapes as well as that the topics and the flashcards were highly related to their context. As Rahmasari (2016) findings, the use of flashcards, for learning English with children, can motivate students in the learning of the new language making the vocabulary easy to be understand. Concerning the number of students and the setting, the pre-service teacher had the opportunity to monitor students individually and supervise in detail their learning process (the correct writing and pronunciation). Every class was focused on the students' development and the promotion of unconscious learning. Finally, students as well as the teacher in charge of the group appreciated the work done by the preservice teacher and students learnt not only vocabulary and English through didactic activities.

Chapter IV Administrative Component

Introduction

To be a teacher demands a large number of abilities and competences reflected in his/her teaching process as well as his/her integral formation. What is more, the teacher is required to get involved in environments outside the classroom reflecting the values and behaviors to be followed by students that reflects the engagement with the institution and students training.

Therefore, the pre-service teacher is going to take an active role in the cultural, academic and social activities proposed by the institutional authorities as well as in the extra-curricular activities with the purpose of experiencing the teacher role in real contexts.

Objectives

General objective

- To participate in all the activities proposed by "Escuela Normal Superior" educative authorities

Specific objective

- To take an active role in the management of events
- To become a key element of the staff
- To encourage students to participate actively in the events

Methodology

From the very beginning to the end, the pre-service teacher is going to take part of the curricular and extra-curricular activities, events or any other situation in which her participating is required. Bearing this in mind, she is going to manage in company with her supervisor, the weekly release of some posters to be located in the different buildings of the institution, as well as in any other activity.

Institutional chronogram

Table 8. Institutional calendar

MONTH	DAY	ACTIVITY
February	**22**	Rendición de cuentas
	28	Izada de bandera
March	**1**	Eucaristía
	7-17	Proceso de elección escolar
	8	Conmemoración del día de la mujer
	19	Día de San José
	22	Día del agua
	22	Jornada pedagógica
April	**7**	Eucaristía
	8-16	Receso Semana Santa
	19	Día de la excelencia
	26	Jornada pedagógica

	18	Día de la tierra
	25	Día del idioma
	28	Día del niño
May	1	Día del trabajo
	2-5	Semana cultural Efemérides Fundación de la Escuela Normal Superior
	5	Eucaristía normalista
	5	Izada de bandera
	17	Día mundial del reciclaje
	25	Día del maestro
	31	Jornada pedagógica
June	2	Eucaristía
	5	Día del medio ambiente

Implementation of the administrative component

Concerning the administrative component, it is well known that being a teacher, not only demands giving classes but also taking part of the activities proposed on the chronogram of the institution, besides the help provided by the teacher in training is well received in circumstances where it was required. Therefore, since the beginning of the practice, some meetings, academic activities and extracurricular activities were managed by professors.

"Meetings" The first meeting with parents carried out was divided into two, on one hand, a mass was celebrated and it took almost thirty minutes, subsequently, some reflections were given by the psychologist to engage parents with students' education. Later

on, the principal gave its directions about the development of the activities. Later on, parents went to the classroom to talk about students' progress and some other aspects. These kinds of meeting took place twice in the whole semester and the role of the pre-service teacher was to report to parents the students' behavior, engagement and development in the English course. (see appendix 20)

"Substitute Teacher" Additionally, in some cases, due to the absent of some teachers, it was required to help the coordinator with the discipline in the different courses. The first experience was developed in the week of evaluation in which a course didn't have professor; and subsequently during the next three weeks.

"Efemérides Normalistas" This activity took place at the beginning of May, and it was developed throughout the week. In the first day, "Biomatematicas" some movies were presented. Before watching the movie, students were divided by courses, sixth and seventh graders worked in the library, eighth and ninth graders in the chapel and tenth and eleventh graders in the cultural classroom. Subsequently the last practice of the "Round songs" were developed and it was presented to the community on Wednesday, the participation of the pre-service teacher dealt with the discipline, the same day in the afternoon a parade to honors "Virgen Maria del Prodigo" was developed, therefore, the teacher was next to students to keep them in silence. However, on Thursday, the teacher in charge of 8° grade couldn't attend to these extra activities, that is why, the teacher in training was in charge of the students in the commemoration held at colosseum "Chepe Acero". On Friday, a mass in honor to General Santander and the institution was celebrated and it involved the participation of all the students, teachers and administrative staff. The following table presents the activities in which the preservice teacher took part. (see appendix 12)

Table 9 Activities in which the pre-service teacher took place

EDUCATIONAL ACTIVITIES	
Month	**Activity**
March	**First parents' meeting**
April	**Day of the Earth (Classroom)**
April	**Second parents' meeting**
April	**Language day**
May	**"Efemérides Normalistas"**
May	**Eucaristía Normalista**
May	**Teachers' day**

Conclusions

Being a teacher is a demanding profession that requires all of the person, not only the cognitive but also the moral traits because teachers are considered those who construct the future society. Therefore, the practicum process achieved by the preservice teacher was fruitful.

With view to the role of the preservice teacher in each one of the activities proposed by the authorities, she helped with the organization and the management of the setting by helping the teachers with the students, maintaining the order in the activities, during each activity proposed by their teachers, she attempt to make students aware of the influence of

each one of the activities, to learn as most as possible due that all what they are learning in the school will be useful in their daily lives.

Finally, this practicum helped the preservice teacher to grew up as a person and as a professional, during the process, she learnt from her teacher but also from her students, how important is to be a good teacher.

References

Altablero (2005). Bilingüismo. *Altablero* (37). Recuperado el 27 de febrero de:

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

Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL), 2*(6), 22-30.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *3*(3), 21-34.

Aguilera, M. M. (2005). Documento de trabajo sobre economía regional. *Economía Regional: La Economía del Departamento de Sucre: Ganadería y Sector Público. Ediciones Banco Ganadero, Sincelejo, Colombia*. In

http://www.banrep.gov.co/sites/default/files/publicaciones/archivos/dtser_191.pdf

Angelini, L. (2014). Qualitative Research on Simulation and Collaborative Learning. Journal of the Comenius Association, 23, 24-27.

Angelini, M. L., García-Carbonell, A., & Watts, F. (2014). Student perceptions of gain in telematic simulation. The shift from teaching to learning: individual, collective and organizational learning through gaming simulation, 176-186.

Angelini, M. L., & García-Carbonell, A. (2015). Percepciones sobre la Integración de Modelos Pedagógicos en la Formación del Profesorado: La Simulación y Juego y El Flipped Classroom 1/Rereading competency-based learning from John Dewey's Perceptions about the Integration of Two Pedagogical Models in the Teacher Training

Programme: Simulation & Gaming and Flipped Classroom 1. *Education in the Knowledge Society*, *16*(2), 16.

Ausubel, D. (1983). Teoría del aprendizaje significativo. *Fascículos de CEIF*, *1*, 1-10.

ASTUTI, K. W. (2015). *THE USE OF FLASH CARDS TO IMPROVE YOUNG LEARNERS'INTEREST IN LEARNING ENGLISH (A Classroom Action Research of the Fifth Grade Students of SD N 01 Tahunan Jepara in the Academic Years of 2013/2014)* (Doctoral dissertation, UNIVERSITAS NEGERI SEMARANG).

http://www.banrep.gov.co/es/dtser-191

Baker, L. (2006). Observation: A complex research method. Library trends, 55(1), 171-189. In https://www.ideals.illinois.edu/bitstream/handle/2142/3659/Baker551.pdf?sequence=2&isAllowed=y

British Council- Communicative competence (2015) https://www.teachingenglish.org.uk/article/communicative-approach

Clifford, N., Cope, M., Gillespie, T., & French, S. (Eds.). (2016). *Key methods in geography*. Sage.

Correa Molina, E, et al. *Concept de réflection: un regard critique.* in http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf

Council, B. (Ed.). (1977). *Games, simulations and role-playing*. British Council.

Cruz M, Loyo G, & Mendez E, (2011). *Políticas lingüísticas nacionales e internacionales sobre la enseñanza del inglés en escuelas primarias*. Revista Pueblos y Fronteras Digital, vol. 6, núm. 12, diciembre-mayo, 2011, pp. 167-197 Universidad Nacional Autónoma de México Distrito Federal, México. Recuperado el 29 de Febrero de 2106 de http://www.redalyc.org/articulo.oa?id=90621701007

Dan, C. (2006). How can I improve my student's pronunciation?'. *Report submitted to China's Experimental Centre for Educational Action Research in Foreign Languages Teaching*.

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

Edo Marzá, N. (2014). Pronunciation and comprehension of oral English in the English as a foreign language class: Key aspects, students' perceptions and proposals.

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

Frandiño Y, Bermudez J, & Vasquez V, (2012). *Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. Educación y Educadores*, Vol. 15, N°3 (2012). Recuperado el 29 de Febrero de 2016 de http://educacionyeducadores.unisabana.edu.co/index.php/eye/rt/printerFriendly/2172/2951

Finegan, E. (2014). *Language: Its structure and use*. Cengage Learning.

García-Carbonell, A., Rising, B., Montero, B., & Watts, F. (2001). Simulation/gaming and the acquisition of communicative competence in another language. *Simulation & Gaming*, 32(4), 481-491.

García-Carbonell, A. and Watts, F. (2010). The effectiveness of Telematic Stimulation in Languages for Specific purposes. In Bungarten, T. (ed). Linguistic and Didactic Aspects of Language in Business Communication. Hamburg: Universität Hamburg. CD-ISBN: 978-3-927226-53-1

Gilakjani, A. P. (2011). A study on the situation of pronunciation instruction in ESL/EFL classrooms. *Journal of Studies in Education*, 1(1).

Hadfield, J. (1998). Elementary vocabulary games.

Hamza, F. S. A., Yasin, M. S. M., & Aladdin, A. (2015). The Use of Vocabulary Learning Strategies among Sudanese EFL Learners. Journal of Applied Linguistics and Language Research, 2(6), 93-102.

Ketterlinus, L. (2017) Using Games in Teaching Foreign Languages.

Komachali, M. E., & Khodareza, M. (2012). The effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. *International Education Studies*, *5*(3), 134.

Langran, J., & Purcell, S. (1994). *Language Games and Activities. Netword 2: Teaching Languages to Adults.* Centre for Information on Language Teaching and Research, 20 Bedfordbury, Covent Garden, London WC2N 4LB, England, United Kingdom.

Littlewood, W. (2013). Developing a context-sensitive pedagogy for communication-oriented language teaching. English Teaching, 68(3), 3-25.

Lima M, (2006), *La enseñanza de lenguas extranjeras en el CELE de la UNAM Reencuentro*, núm. 47, diciembre, 2006, pp. 9-16 Universidad Autónoma Metropolitana Unidad Xochimilco Distrito Federal, México, Recuperado el 29 de febrero de http://www.redalyc.org/articulo.oa?id=34004702

Liu, F., & Ding, Y. (2009). Role-play in English language teaching. *Asian Social Science*, *5*(10), 140.

Loghin, L. D., & Vlad, M. P. (2016). TEACHING, LEARNING AND ASSESSING ORAL PRODUCTION IN A FOREIGN LANGUAGE. A GENERAL APPROACH. *Quaestus*, (9), 215.

Mayring, P. (2014). Qualitative content analysis: theoretical foundation, basic procedures and software solution. In https://www.psychopen.eu/fileadmin/user_upload/books/mayring/ssoar-2014-mayring-Qualitative_content_analysis_theoretical_foundation.pdf

Mays, N., & Pope, C. (1995). Qualitative research: Observational methods in health care settings. *BMJ: British Medical Journal*, *311*(6998), 182.

McCarthy, M. (1990). *Vocabulary*. Oxford University Press. In

https://books.google.com.co/books?hl=es&lr=&id=GrZVfD6kl6EC&oi=fnd&pg=PR7&dq=McCarthy,+M.+J.+(1990).+Vocabulary.+Oxford:+Oxford+University+Press.&ots=a9l_iyQHKm&sig=vkjXe6a3iB_CvEQS1sjwusXAn48#v=onepage&q&f=false

Marshall, M. N. (1996). Sampling for qualitative research. *Family practice*, 13(6), 522-526.

Marković, T. (2016). The design and implementation of simulations as an experimental technique in English for specific purposes (ESP). doi:10.18485/ 811.111'276.6:33

Mathison, S. (1988). Why triangulate?. *Educational researcher*, *17*(2), 13-17. In

https://www.researchgate.net/publication/250182728_Why_Triangulate

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

Ministerio de Educación Nacional (2014). Programa Nacional de Inglés 2015-2025 COLOMBIA Very well! Documento de socialización.

Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. *In Qualitative data analysis: a sourcebook of new methods*. Sage publications.

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

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

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

Muzás, María Dolores; Blanchard Giménez, Mercedes. *Propuestas metodológicas para profesores reflexivos*. Narcea, S.A. de Ediciones.

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.

Rababah, G. (2002). Communication Problems Facing Arab Learners of English.

Rahmasari, B. S. (2016). The Use Of Flashcards In Teaching Vocabulary At Fourth Grade Students Of SDN Sukosari 02 Dagangan Madiun. Jurnal Pendidikan Edutama, 3(1), 1-10.

Sacristán, Gimeno J. (1998). El curriculum. Una reflexión sobre la practica. Madrid. Editorial Morata.

Sigurðardóttir, S. D. (2010). *The use of games in the language classroom* (Doctoral dissertation).

Sparks-Langer, G & Colton A. *Synthesis of research on teachers' reflective thinking* in http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf

Taylor, G. R. (Ed.). (2005). *Integrating quantitative and qualitative methods in research*. University press of America. in

https://books.google.com.co/books?hl=es&lr=&id=l7WJTcbxcmQC&oi=fnd&pg=PA101&dq=qualitative+methods&ots=1Us7vb_iAP&sig=gFf1IguztyXCRnOrcxE_T5g6ieQ#v=onepage&q=qualitative%20methods&f=false

Ur, P. (1996). A course in language teaching.Cambridge: Cambridge University Press.

Van Manen, M. (1977) Linking ways of knowing with ways of being practical. Curriculum Inquiry, vol.6, n.3.

Villalobos, O. B. (2015). Action Research: Fostering Students' Oral Production in the EFL Class. *Revista de Lenguas Modernas*, (23), 349-363.

Wiegerová, A. (2013). Teacher journal as a research instrument (research–the first year in the life in primary school through the eyes of novice teachers).

Willis, J. (1996). A flexible framework for task-based learning. *Challenge and change in language teaching*, 52-62.

Wilkins, D. (1972). Linguistics in language teaching. London: Arnold.

Yesser A & Chacon C, (2011), *El enfoque lúdico como estrategia metodológica para promover el Aprendizaje de Ingles en niños de Educación Primaria*. SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente, vol.23, num.1, enero-junio, 2011, pp69-76. Universidad de Oriente Cumana, Venezuela. recuperado el 28 de febrero de 2016 de http://www.redalyc.org/articulo.oa?id=427739445011.

Zeichner, M. *El maestro como profesional reflexivo.* in http://www.practicareflexiva.pro/wp-content/uploads/2012/04/Org-El-maestro-como-profesional-reflexivo-de-Kenneth-M.-Zeichner..pdf

Appendix

Appendix 1. Consent letters
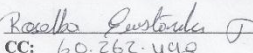
"

Pamplona, 2 de abril de 2018
Departamento de Lenguas y Comunicación
Universidad de Pamplona

Estimada Rosalba Cristancho Jaimes,

Comedidamente me dirijo a usted con el fin de solicitarle la participación de su hija en el estudio que estoy realizando respecto al mejoramiento de la producción oral en inglés como lengua extranjera en el grado 8B de la Escuela Normal Superior de Pamplona. Así mismo, me permito comunicarle las fases clave de ejecución de recolección de datos. En la fase inicial, se harán encuentros con los estudiantes con el propósito de analizar y trabajar la pronunciación de diálogos previamente establecidos. Durante la fase intermedia, se realizarán grabaciones de los estudiantes para analizar tanto su grado inicial como el progreso obtenido por medio de los encuentros al igual que para tener evidencias del desarrollo del mismo. En la fase final, se realizará una entrevista semi-estructurada la cual será grabada. Además, es conveniente precisarle que toda la información que se obtenga para su posterior análisis se hará preservando en anonimato su identidad y los estudiantes que hagan parte de la muestra. Estaré a su completa disposición para entregar información complementaria que desee conocer sobre la ejecución del estudio.

Agradezco su colaboración con este proceso investigativo.

DANIELA FERNANDA GARCÍA VASQUEZ
Estudiante del Programa de Lenguas Extranjeras Inglés- Francés.

DOY EL CONSENTIMIENTO para la participación de mi hija en la grabación del video, fotos, encuestas y entrevistas de práctica educativa de la estudiante en las instalaciones de la Institución Educativa donde estudia.

Firma acudiente o representante legal

Rosalba Eustordia J.
CC: 60.262.498

Appendix 2. Lesson plan

Plan 1. "What did you do last Easter?"

Simulation # 1 "Let's talk about the Last Easter"		
Date: April 6th 2018		
Course: 8° B		
Teacher: Rosalba Espinosa Daniela García Vásquez	**Students:** 33 Students from 11 to 16 years old	**Classroom:**
Communicative objective: **Linguistic objective:**	Students are able to say what they did the last Easter in past simple tense as well as to ask others about what they did. Students are able to elaborate phrases using the past simple to talk about past experiences. Students are able to elaborate questions with "Wh form."	
General Objective: At the end of the simulation students are going to be able to talk about the activities they did the last Easter		
Specific: Engage students with the use of grammatical structures to talk about past activities Encourage students to speak in English Create a comfortable environment in the English class. Implement the use of realia to create a more real context.		

PRE-TASK	TASK CYCLE	POST-TASK
Introduction to the topic: To introduce the vocabulary, during the two weeks, teacher will teach students some verbs in the present, past and past participle. The verbs are linked to common actions and their daily routine, besides, the grammatical structure of the past simple tense which will help students to understand and create their own phrases by using the verbs and the structure. Subsequently, the teacher will give students some worksheets that are going to be useful at the moment of creating and answering the questions asked by their classmates. Moreover, a final simulation will be presented to students seeking at make them understand what they have to do or perform. (Appendix 1) (Appendix 2)	**Task**: With the worksheet proposed by the teacher, students are going to start elaborating their dialogues, the teacher will be in charge of monitoring the process and of helping students with their duties or the structure. Subsequently, the teacher is going to explain students that for their simulation they will have maximum 2,5 minutes, minimum 1 minute in addition she will remain them that they must use the real objects they had to bring. Meanwhile each pair is presenting its simulations, the others students must pay attention to what they are saying, because they have to fill a square with the information. (Appendix 4) Then, she will name a student and he/she must go in front of the class and perform his/her simulation. **Selection of groups**: Students are going to select their classmates, however, the grade they are going to receive will be individual. **While the presentation**: During the presentation of the simulation, students that are observing are going to complete a sheet about what their classmates are representing, they will have to write down places, actions or activities developed by their classmates. At the end of the class, the teacher will pick up the papers. (Appendix 4)	**Language focus** **Analysis**: During the presentation the teacher is going to be attentive to students' productions and she will write the mistakes. After the presentation of each group, the teacher will make the feedback (pronunciation mistakes) with the purpose of avoiding the same mistakes in the other groups.
(Willis, 1996 y Willis & Willis, 2006)		

Plan 2. "Let's take care of the environment"

Simulation # 2 "LIVE PICTURE"			
Date: April 27th 2018			
Course: 8° B			
Teacher: Rosalba Espinosa Daniela García Vásquez	**Students:** 33 Students from 11 to 16 years old		**Classroom:**
Communicative objective:	Students are able to say sentences in present continuous – Students can give advices related to the environment		
Linguistic objective:	Students are able to elaborate phrases using the present continuous as well as to write advices to promote environmental awareness.		
General Objective: At the end of the simulation students are going to be able to talk and to perform actions in progress related to the environment by means of a "**live picture**" In each one (**live picture**) there is going to be a narrator who will give a general description of the image, and three actors that are going to say what they are doing or to give advices about how to take care of the planet.			

Specific: Promote the environmental awareness in students
    Create a comfortable environment in the English class.
    Implement the use of realia to create a more real context.			

PRE-TASK	**TASK CYCLE**		**POST-TASK**
Introduction to the topic: To introduce the vocabulary, teacher will stick on the board different actions in progress with their respective image, so as to, students can match them, this activity is going to be developed with the purpose of introducing or reinforcing the vocabulary they already known. Before starting with the	**Task:** ---Teacher will provide each group with an image that must be fill, for doing so, they will implement the vocabulary they have just reviewed and some other words regarding what there is on the image (Appendix 3). With this guide, students unconsciously will reinforce the vocabulary. After this activity, teacher and each group (individually) are going to review the structure and the pronunciation. However, during the week, students must review and complement		**Language focus** **Analysis**: During the presentation the teacher is going to be attentive to students' productions and she will write the mistakes.

elaboration of the simulation, teacher is going to perform a final product in order to show students what she expects from them and also to give them a general idea about this simulation. After forward, students will be divided into groups of 4 people. (Appendix 1) (Appendix 2)	the text. (With regards to time, teacher will meet the students if it is possible during the class or in break time) **A live picture**. Students are going to recreate a live picture, in which one student is going to be the narrator and three classmates are going to represent what he is saying (it is important to highly that all the **live pictures** are focused on the environment) In addition, each student of the group have to say at least two sentences saying what he is doing or giving advices about how to take care of the planet. In this activity, students as well as the teacher are going to adequate the classroom according to each picture, it means, by using real objects and the appropriate costume. **Selection of groups**: Teacher will select the narrators with the purpose of organize the groups but students in their own groups decide their characters and how to create the dialogue. Nevertheless, the teacher will guide and follow all the process. **While the presentation**: During the presentation of the **live picture**, students that are observing are going to complete a sheet about what their classmates are representing. At the end of the class, the teacher will pick up the papers. (Appendix 4)	After the presentation of each group, the teacher will make the feedback (pronunciation mistakes) with the purpose of avoid the same mistakes with the other groups.
(Willis, 1996 y Willis & Willis, 2006)		

Plan 3. Let's travel together.

Simulation # 3 "Let's travel around the world"		
Date: May 18th 2018		
Course: 8° B		
Teacher: Rosalba Espinosa Daniela García Vásquez	**Students:** 33 Students from 11 to 16 years old	**Classroom:**
Communicative objective:	Students are able to say sentences in future continuous – Students can say what they are going to do in the future	
Linguistic objective:	Students are able to elaborate phrases using the future with "going to" as well as to write about further plans	
General Objective: At the end of the simulation, students are going to be able to say where are they going to travel by using phrases in future continuous. Students are going to perform the simulation in the classroom which is going to be organized and decorated as an airport. In each simulation students are going to be divided into groups of four people, in which each one of them will have a main role, travel, police, check point, flight attendant, depending on the group. Students are required to write sentences in future simple to say the place, and the plans they have for their vacations.		

Specific: Express future plans by using future continuous.
    Create a comfortable environment in the English class.
    Implement the use of realia to create a more real context.		

PRE-TASK	TASK CYCLE	POST-TASK
Introduction to the topic: To introduce the vocabulary, the teacher will divide students in groups of four people, the same that will perform the simulation. Having organized the classroom and the groups, teacher is going to give each group an image they must represent and the one	**Task:** --- Teacher will explain students the simulation they are going to perform, In the group previously organized they will divided the roles, taking into account the activity will take place in an airport. In which they will have to go to the check point, x-ray machine or any other place of a real airport; However, they have the chance to decide with place and with characters they are going to represent and in	**Language focus** **Analysis**: During the presentation the teacher is going to be attentive to students' productions and
that their classmates must guessed the name of the place, person or object they are presenting, in other words, they are going to play charades. For doing so, they will have just three minutes; two minutes for prepare and one minute to present it. It is important to say that they can't talk or give any clue, the group with the correct answer must raise the hand and wait until the perform is ended to say the word. After forward, they will stick the image on the board and write the word, subsequently they are going to repeat it twice. Next group is going to continue and this sequence will be implemented for each group. (Appendix 1) (Appendix 2)	which it is necessary that one of them become the tourist or the one is going to travel. They are going to create their own dialogue, but to a better understanding, teacher will hang out a guide of the dialogue they can have. During the week, he written productions are going to be reviewed to avoid mistakes or mispronunciations and help students with realia or whatever they want to use in the simulation. **While the presentation**: During the presentation of the **simulation**, similar to the previous simulations, students that are observing are going to complete a sheet about what their classmates are representing. At the end of the class, the teacher will pick up the papers. (Appendix 4)	she will write the mistakes. After the presentation of each group, the teacher will make the feedback (pronunciation mistakes) with the purpose of avoid the same mistakes with the other groups.
(Willis, 1996 y Willis & Willis, 2006)		

Appendix 3. Evidences of the simulations

Simulation 1. "What did you do last Easter?

Simulation 2. Let's take care of the environment.

Simulation 3. Let's travel together.

Appendix 4. Transcription and phonetic mispronounciation of students

Part #1 Andrea

Hi Laura, how are you?

¿Excellent Lizeth, and you?

I did too many things and also, I met different people I sleep all the week and that is all.

/ate/   /ice.

On Monday in the morning I study English, in the afternoon I played soccer I ate chips and ice-

/crem/   /go to mass/

cream. Look, but I didn't go to mass, and you?

                        /curly air/   /also/

The last Easter I met Karen, she has curly hair and she is very happy, also, I met Dayana, she is

/sho/ /tin/   /friendly/

short, thin and friendly they are fantastic people. And you? Did you meet new people?

           /because/   /af/

No, I didn't travel because I didn't have money, and you where did you go?

I eat a lot, for example, pizza, hamburger, pasta, ice-cream and I bought many candies, one?

       /guas/

Last Easter **was** excellent.

Okay bye.

11 mistakes

Adrián. Pre- Simulation #2

/ˈɪmadʒ/   /plæns/
 In the **image** there are three people planting some **plants**.
 	
 Let's see what Doris is doing.
 	
 Oh! very good Doris. Okay, now let's see Nicol.
 	
          /ɪˈdɪə/   -Structure-   /teɪl/
 What a good **idea** Nicol, it seems **to me excellent.** Now, **tell** us Emanuel, what are you
 	
 doing?
                /daɪ/   /pusaɪn/
 Only when the last tree has **died** and the last river been **poisoned** and the last fish been
 	
 /kau/   /ɪl/ /rɪlaɪz/
 caught, we **will realize** we cannot eat money.

9 MISTAKES

Participant Adrián. - Simulation" Scene"
Hi guys, my name is Fabian in the live picture there are three people planting some plants.   Let's see what Doris is doing.   Oh! very good Doris. Okay, now let's see Nicol.   What a good idea Nicol, it seems excellent to me. Okay. Now, tell us Emanuel, what are you   doing?

Only when the last tree has died and the last river been poisoned and the last fish been

/monɪ/

caught, we will realize we cannot eat **money**.

1 MISTAKE

Simulation # 3

L: Hello good morning

F: Hello Good morning

L: Why are you going to travel to the United States?

F: I am going to travel there because it would be a very good opportunity to get a better job and

          /abol/   /com'pani/
I am going to be **able** invest money in my **company** because now that I have a degree I can do it.

I am going to be **able** invest money in my **company** because now that I have a degree I can do it.

            /aporuved/
/apporuved/
L: Very well your visa is going to be **approved**. Let me check. Yes, your visa has been **approved**.

L: Very well your visa is going to be **approved**. Let me check. Yes, your visa has been **approved**.

      /usa/
Welcome to the **USA**

Welcome to the **USA**

_____._____

K: Excuse me sir, I am going to check your suitcase

N: No, why?

/Becoz/ /infor'med/ /somesi/ /iligal/ /suitquesi/
K: **Because** I have been **informed** that you bring **something illegal** in your **suitcase**.

/ɪnˈfɔːmd/ /ˈsʌmθɪŋ/ /ɪˈliːgəl/ /ˈsuːtˌkeɪs/
K: **Because** I have been **informed** that you bring **something illegal** in your **suitcase**.

/aniting/
N: I don't have **anything** illegal.

/ˈɛnɪˌθɪŋ/
N: I don't have **anything** illegal.

/sir/
K: Please **Sir**, I am going to check.

/sɜː/
K: Please **Sir**, I am going to check.

/Sir/ /fun/ /suiten/ /police/
K: **Sir**, we have found that in your **suitcase** there are cocaine packets. **Police**! Send him to the

/sɜː/ /ˈsuːtˌkeɪs/ /pəˈliːs/
K: **Sir**, we have found that in your **suitcase** there are cocaine packets. **Police**! Send him to the

/jain/ /rith/ /rein/ /silens/ /aniting/ /sai/ /use/ /agains/
jail. You have the **right** to **remain** in **silent**. Everything you say can and will be **used against** you

dʒeɪl/ /raɪt/ /rɪˈmeɪn/ /ˈsaɪlənt/ /juːzd//əˈgɛnst/
jail. You have the **right** to **remain** in **silent**. Everything you say can and will be **used against** you

/cous/ /jad/
in a **court** of **law**.

/kɔːt/ /lɔː/
in a **court** of **law**.

Appendix 5. **Semi-structured interview**

Universidad de Pamplona

Programa de licenciatura en lenguas extranjeras Inglés- Francés

Investigación de Práctica integral

ENTREVISTA FINAL

Objetivo: Esta entrevista será implementada con el fin de conocer las percepciones finales de los estudiantes del grado 8°B de la institución "Escuela Normal Superior de Pamplona" con respecto al proyecto titulado "Improving 8th graders' oral production through the implementation of simulations" y su desarrollo durante el proceso de la implementación, desarrollo y culminación del mismo.

1. ¿Considera usted que las simulaciones son una buena estrategia para el aprendizaje del inglés? ¿Porqué?

2. ¿Qué problemas o retos enfrento al momento de crear la simulación?

3. ¿En el proceso de las simulaciones, se el facilito el aprendizaje de vocabulario relacionado a la actividad que iba a realizar? ¿Cómo?

4. ¿Durante todo el proceso, considera que estas simulaciones fueron útiles para el refuerzo de su producción oral en cuanto a la pronunciación de palabras y oraciones? ¿De qué forma?

5. ¿Recomendaría el uso simulaciones durante sus clases para el aprendizaje del inglés? ¿Porqué?

Appendix 6 **Interview Transcription**

1ra. Eh si porque ayuda como a plantear muchas situaciones que pasan en la vida real y que nos preparemos para ellas.

2da. Eh por ejemplo un reto fue como la pronunciación porque no sabia como algunas palabras y como se pronunciaban, y al momento de hacer como los diálogos de cada simulación. *POR QUE AL MOMENTO DE HACER LOS DIALOGOS,* eh pues porque, eh, no sabía cómo ordenar palabras que van bien en español y que no sé como van en inglés. O sea, el orden. *LA ESTRUCTURA GRAMATICAL.* La estructura ¡ajá!

3ro. Eh, pues. Sí me facilito, porque o sea la profesora como nos daba muchas clases antes de, o sea, nos preparaba antes de cada simulación y pues aprendí muchas más palabras que no sabía como en inglés y ya.

4ta. Eh, Sí, pues porque siempre cuando nos equivocamos en la simulación, al final siempre veíamos las palabras que habíamos pronunciado mal y hacíamos como un feedback o sea de todas las palabras y hasta repetíamos y repetíamos para poderlas pronunciar bien y cada en cuanto nos ayudábamos a poder pronunciarlas bien las palabras, tanto como las oraciones.

5ta. Sí pues porque por ejemplo, hay mucha gente que ha soñado como con ir a otro país que desde otro, que hablan otro idioma; por ejemplo el inglés en Estados Unidos así, y a veces se nos presentan como situaciones al ir a esos países que, en donde no sabemos como solucionar esas

2da. Eh no sabía si estaba bien en pasado o en presente y la simulación a veces se me dificulto un poco.

3ra. Eh, pues sí se me facilito el aprendizaje, porque como uno estaba en el punto donde se ve que esta la simulación se me facilitaba porque yo veía, por ejemplo, pasar las maletas y yo aprendía el nombre de eso y se me quedaba la figura y eso.

4ta. Sí, porque cuando la profesora nos buscaba para que nos ayudara, ella nos reforzaba el aprendizaje y nos decía las palabras que estaban mal o bien *Y HABÍA UN CAMBIO EN SU PRONUNCIACIÓN O SE SEGUIAN COMETIENDO LOS MISMOS ERRORES.* Había un cambio en la pronunciación ya que lo repetíamos muchas veces para decirlo bien.

5ta. Eh sí, porque con las simulaciones en las clases eh, a veces hay más forma segura de que cada estudiante aprenda ya que se tiene que esforzar más por decir sus palabras ya que todos lo están viendo.

Alguna recomendación, como le parecen las simulaciones, le parece que es chévere que es una forma nueva, interactiva. Sí me parece una forma chévere de aprender porque es animada y uno puede estar riéndose, pero estar serio en el asunto y concentrado.

Appendix 7. Data Analysis

Journal matrix

Category	Sub-category	Code	INSTRUMENT "JOURNAL"				
			Journal #1	Journal # 2	Journal # 5	Journal #8	Journal # 9
Simulations	Benefits	Use of grammar			"pues en lo que vi tenían varias palabras mal y mal organizado entonces lo arreglamos y quedo a ellos trabajar la pronunciación y reunirse para hacer la dramatización"		
		Engagement				"Un estudiante no cometió ningún error y todo el tiempo mostró interés y compromiso con la actividad"	
	Inconvenient	Lack of engagement				"tres grupos no prepararon nada y pareciera que	

Pronunciations	Against						
Pronunciations	Pro	Corrections of mistakes	"las correcciones fueron inmediatas, en ciertos momentos los compañeros corregían a los otros."	"en la pronunciación la cantidad de errores no fue tan numerosa"		"Con los estudiantes que revisé la pronunciación, si se presentaron errores fue realmente muy mínimo, un estudiante no cometió ningún error"	"se hizo una retroalimentación de los errores de pronunciación con el propósito de corregirlos y evitar que el día de la presentación se repitan"
	Against	Continue mispronunciation	"algunos estudiantes tuvieron errores con respecto a la pronunciación"				

Interviews Matrix

Category	Sub-category	Code	INSTRUMENT "INTERVIEWS"			
			Adrián	Anonym	Alejandro	Ximena
Simulations	Benefits	Use of grammar				
		Engagement	"ayuda como a plantear muchas situaciones que pasan en la vida real y que nos preparemos para ellas."	"salíamos del entorno de todos los días y porque podíamos expresarnos de una diferente manera"	"a veces hay más forma segura de que cada estudiante aprenda ya que se tiene que esforzar más por decir sus palabras ya que todos lo están viendo."	
			"a veces se nos presentan como situaciones al ir a esos países que, en donde	"es una forma nueva y bonita de aprender más"	una forma chévere de aprender porque es animada y uno puede estar	

			como se pronunciaban"			
Vocabulary	Pro	Learning	"nos preparaba antes de cada simulación y pues aprendí muchas más palabras que no sabía cómo en inglés"		"ella nos reforzaba el aprendizaje y nos decía las palabras"	
			"Sí me facilito, porque o sea la profesora como nos daba muchas clases antes"			
			"conocí nuevas palabras que antes no, o sea, ni sabía que existían"			
	Against					
Pronunciations	Pro	Corrections of mistakes	"al final siempre veíamos las palabras que habíamos pronunciado	" la profesora siempre nos enseñaba como se pronunciaba y		

Appendix 8. **Narratives**

UNIVERSIDAD DE PAMPLONA

LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCÉS

Daniela Fernanda García Vásquez

Narrativa #1 11 de marzo al 16 de marzo

Esta primera narración será dividida en cuatro partes, la primera con respecto a la parte de enseñanza en secundaria, es decir, la clase que tuve que dar; la segunda va a estar enfocada en lo que respecta a el trabajo de mi componente pedagógico; la tercera será acerca de mi práctica en la escuela primaria, el trabajo de extensión a la comunidad y por ultimo las actividades con respecto al ámbito administrativo.

Mi primer contacto con los estudiantes o bueno con la profesora para la clase no fue la mejor, ya que a la profesora le gusta que el practicante aparte de entregarle el plan de clase a ella le gusta que se le diga oralmente como se desarrollará la actividad. Este momento se había dicho que sería el martes, pero resulta que la semana anterior yo debía realizar la primera ultima observación, pero el horario se me cruzaba con el de secundaria por lo que decidimos con la profesora del Iser, cambiar la clase para los días martes las dos últimas horas. El día 13 de marzo antes de comenzar la tutoría yo le recordé que me debía desplazar para el Iser y pues ella no tuvo problema, sin embargo, cuando estábamos comenzando a abordar el tema de la clase, ella nos dio unos tips que realmente son importantes porque son errores que se deben evitar, el problema es que explicaba una pequeña cosa y se ponía a hablar de otras cosas y después volvía al tema, en resumen, se demoró mucho en ese proceso. Aparte de esto, comenzó con mi compañera y me dejo para lo último, por lo que en sí no pudimos hablar a fondo acerca de mi clase.

Para compensar ese tiempo quedamos de encontrarnos el día miércoles en las horas de la mañana. Resulta que el martes en la noche recordé que el miércoles en las primeras horas debía dar la clase en el curso de primaria por lo que no me pude encontrar con ella para hablar sobre la clase. Antes de dirigirme a la clase, fui a la sala de profesores y allí me tuve que escuchar su reclamo. Me explicó que la había hecho perder la madrugada y todas las cosas importantes que debía hacer, por lo que me sentí muy mal y esa no era mi intensión, pues realmente había preparado la clase y me había esforzado en repasar todos los materiales y repasar bien el tema que les debía explicar, en ese momento realmente me sentí muy mal y todos mis ánimos para la clase se vinieron al piso. Me advirtió que así no iba a dar la clase, y se mostró muy indispuesta, al punto de decirme que no me iba a dejar dar la clase, con mucho respeto acepté esa decisión y simplemente me quedé en silencio.

UNIVERSIDAD DE PAMPLONA

LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCÉS

Daniela Fernanda García Vásquez

Narrativa #4 9 de abril al 13 de abril

En la cuarta semana de observación, con respecto a mi primer componente, el pedagógico, se realizó la producción de la segunda simulación que consistirá en la elaboración de un cuadro vivo en el cual los estudiantes deben describir una imagen que será representada por los compañeros enfocada en la conservación del medio ambiente, en ella a partir de la actuación de sus compañeros uno de ellos deberá narrar la imagen que se está representando, no obstante, los demás participantes deberán tener un dialogo o una intervención de al menos dos líneas. Para esto y que los estudiantes tengan una mejor comprensión de lo que debe hacer, yo como docente haré una demostración con el propósito de darles un ejemplo más real y más claro, se hizo la elaboración del plan de clase, pero este será revisado por el docente a cargo para así aclarar dudas y poder tener su autorización la cual fue aprobada, es necesario realizar algunos cambios sugeridos por el tutor, con respecto a la supervisora estuvo de acordó con la realización de este.

Con respecto al segundo componente, el investigativo, pude analizar ciertas situaciones y se me hizo un tanto complicado el manejo del grupo más específicamente en el grado séptimo, pues los estudiantes como lo he dicho la mayor parte del tiempo su deseo por aprender es muy limitado, realmente no quiere aprender. El día jueves después de terminar la evaluación comencé con mi clase, pero la indisciplina de los estudiantes no permitía que se hiciera por lo que decidí y con el consejo de la profesora simplemente copiar en el tablero y ellos escribían, me di cuenta que de esta forma ellos se quedaban al menos en silencio, no un silencio total pero no había tanta indisciplina. No obstante, después de que los estudiantes copien, entro yo con la explicación del tema y así en cierta forma se tiene un poco más de control de grupo. Esta estrategia la usé con otro grupo y me di cuenta que en parte funciona. Intentaré implementarla con otro grupo para ver su resultado.

En vistas del tercer componente de extensión a la comunidad, en la Escuela Nueva realmente prefiero o me gusta más el trabajo con estos niños pues los estudiantes están siempre alegres y dispuestos a aprender más, a pesar de que hay estudiantes muy pequeños, son generalmente los que más trabajan. Esta clase en vez de ponerlos a dibujar decidí llevarles material para que ellos recortarán y pegarán en sus cuadernos y así cambiar un tanto la rutina y el resultado fue que los estudiantes respondieron positivamente, salí de la clase aproximadamente a las 9 de la mañana y me desplacé directamente a la Normal pues tenía socialización con la profesora de los planes de clase, desde la Escuela hasta el Colegio me demoré prácticamente unos treinta minutos y al llegar la profesora se había retirado de la institución pues tenía que entregar unos exámenes médicos se

Appendix 10. Class record

Appendix 11. Outreach component

Appendix 12. Administrative Component

Parents' meetings

"Eufemérides Normalistas"