DRAMA AND LITERATURE, A STRATEGY TO ENHANCE READING COMPREHENSION AND ORAL PRODUCTION IN 10TH GRADERS AT "LA PRESENTACION" HIGH SCHOOL

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FOREIGN LANGUAGES ENGLIS-FRENCH PROFRAM

TEACHING PRACTICUM

PAMPLONA

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Acknowledgements

The most important thing to be successful is to trust yourself and be surrounded of people who motivate and transform your everyday life. This space is to thank all those ones who contributed to this great process of learning, being God the first who gives me faith and strength in every step I take.

Secondly, my mother, my sister and my family who believed in me and supported me in any difficulty.

On the other hand, it is more than necessary to thank each one of the teachers of the Foreign Languages Program but specially my tutor Magdaleydy Martinez Cáceres who put all her trust in me and guided me in every step during this last stage of the degree.

Last but certainly not less important, I want to thank those special people who came to my life during this years, who became more than just friends; those with whom I shared the most incredible and unimaginable moments. My dear after all we have finally achieved our dreams

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We certify that we have read this project and, in our opinion,, it is fully adequate in scope and in quality, as research project for the Degree in English-French Foreign Languages Educator.

Acceptance Note

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Head of the Foreign Languages Department

Lucy Durán Becerra

Presentation of the proposal

The goal of this proposal was to improve the speaking and reading comprehension of a public institution and simultaneously, be part of the teaching-practice experience and development of a pre-service teacher. This proposal was divided into four components: Pedagogical component, research component, outreach component and finally administrative component.

In the pedagogical component, we mentioned the report of the problem and the strategy that was employed. It was built from the theoretical framework and literature review in order to effectively develop the methodology and obtain excellent results. In the research component we emphasized on the reflection as the most important objective in order to contribute to the pre-service teaching process and to help the development of the project. To continue the outreach component presented the role that the pre-server teacher did in a primary school, and finally in the administrative component presents the role that a pre-service teacher had in a school life as a teacher at "La Presentacion" high school.

Introduction

As a country in constant development and immersed in the globalization, Colombia needs an improvement in the English teaching as a second language in all the aspects that leads it to be the universal language. It is important for the government to make a significant emphasis on the implementation of it, and as a result, it would give lots of benefits and new opportunities for people and for the country.

It is a fact that English in Colombia has a low level caused by the low motivation of teachers and students; the methodology used to teach this language is a key to cultivate interest, that is why Colombia needs good teachers, trained to provide an integrated education and to improve the level of English in children and adolescents considering that they are the future of our country.

The use of the English language is not only focused on having a good grammar or a variety of vocabulary, there are other important features such as the good understanding of it and being able to communicate appropriately so as to express our thoughts, feelings, ideas and so on. Considering this, teachers should be aware that they must deepen students' reading comprehension and speaking skills making a clear emphasis on their oral production.

Bearing this in mind, a suitable strategy to enhance those competences could be the use of drama and literature in the classroom, where teacher will find several advantages in the teaching-learning process. As Chris Boudreault states:

(...) Drama puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning. Ideally, the teacher will

take a less dominant role in the language class and let the students explore the language

activities (…).   Chris Boudreault (2010)

Among the benefits of the implementation of these strategies, apart from improving its oral production and reading comprehension, it will be noticeable that students will not be nervous when speaking in public, they will learn new words, expressions and they will increase their knowledge of the English culture.

The purpose of this project was to explore the benefits of implementing these strategies in the English teaching process with the aid of some observations, constant reflections and workshops.

Justification

Currently, a complete learning is based on the knowledge that the students acquire not only for their learning process but also for their personal development that is why teachers must concentrate their classes on the student's interests and focus on obtain a daily motivation in them.

Therefore, it is important to implement in each class strategies that are attractive for the students to obtain an enriching class based on the creativity, diversion and imagination.

That is why, with the implementation of these strategies, we aimed not only to improve the speaking skill of the students but also motivate them every day to study more and more, give them a reason to love the English language and to enrich the English teaching process.

Objectives

General Objective:

- ✓ To enhance the speaking skill of the students in 10th grade at "La Presentacion" high school by means of using drama and literature in class.

Specific Objectives:

- ✓ To motivate the students to practice English by means of dynamic and creative activities in the classroom.
- ✓ To guide the students to be conscious of the importance of English as a second language in their personal and professional development.
- ✓ To generate in students, the love of reading literature for having a better reading comprehension and continuously to improve their oral production.

Institutional Observation

Topographical Location of the School:

"La Presentación" High School is located in Pamplona, Norte de Santander, Colombia, in the street # 6 nº 2-99, El Carmen neighborhood. This institution counts on the resolution number 10312 of October 2, 1973. Nowadays, "La Presentación" High School follows the timetable A, full-time; this one is a public institution in technical nature, besides it offers kindergarten, primary and secondary.

Nowadays, "La Presentación" High School is oriented by the educational principles of the church, under the pedagogical philosophy of Marie Poussepin, founder of the Congregation, the Political Constitution of Colombia, especially the articles related to the educational service, the General Education Act (Act 115 of February, 1994) and its Statutory right.

Principal aspects of the Institutional Educational Project (PEI)

Institutional horizon. In this fragment, it is possible to know how the philosophical foundation and the projection of the institution are established; these two elements make sense and guide the plans and institutional projects.

Mission. The educational institute "Technical High School La Presentación of Pamplona" with official nature forms integrally girls and ladies in the kindergarten, primary, secondary and technical intermediate in "Administrative Assistance" levels, from a bio-phyco-social conception, throughout the Humanistic-cognitive pedagogical model, the research and the technology incorporation. With the committed engagement of the educational community, it

consolidates a life project with identity, presentation, building citizenship, social responsibility, promotors of a peaceful culture, respectful on human life and human and environment dignity.

Vision. By 2021 being an inclusive educational institute, with a pedagogy based on a humanistic-cognitive philosophy, promotor of the formation of integral, competent and entrepreneur human beings, with a deep sense of life.

This project was connected with the Institutional Educational Project of the School taking into account that we aimed not only to improve the English learning process of the students but also to encourage the ladies to be responsible and to work in a cooperative way. Promoting important values in each class in order to guide them to be integral women for the society.

School authorities. The group of authorities at "La Presentación" High School is composed of three people:

CHARGUE	NAME
Principal	Mireya Acevedo Mejía
Discipline and Academic Coordinator	Martha Judit Rosas Contreras Roger Yesid Bautista Rico
Cooperative Teacher	Mercedes Basto

Figure 1 School authorities chart

Objectives of the educational institution

- ✓ To raise awareness in the system of quality management

- ✓ To form happy people with a Christian-human profile

- ✓ To increase the satisfaction of the parents and students with the quality of the educational system

- ✓ To enhance the application of the specific projects

- ✓ To guarantee the continuous improvement of the institution

- ✓ To begin a study and sensitization in order to give a response to the possibility of the full time project, so that it can be possible to enhance the educational quality

Main aspects of the coexistence rulebook of the educational institution. Between all the elements which are included in the coexistence rulebook, they can be summed up by saying that this important tool of the educational institution "La Presentación" looks for determining the prevention procedures and the monitoring and evaluation of the scholars. Besides it pretends to promote, guarantee and defend the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

The coexistence handbook contains:

- ✓ **Chapter I.** Institutional identification, adoption, legal nature, generalities
- ✓ **Chapter II.** Educational population and their instances of participation
- ✓ **Chapter III.** School socialization
- ✓ **Chapter IV.** Rights, duties and responsibilities of the institutional classes.

- ✓ **Chapter V.** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.

- ✓ **Chapter VI.** From the pedagogical strategies to the solution of problems

- ✓ **Chapter VII.** Agreements and modifications to the coexistence handbook.

Physical description of the institution. The educational institution, primary section counts on two recreation areas open-air and the secondary and technical section has four recreation places. Besides, it is possible to find a theater.

The institution has common areas as in primary as in secondary and technical, they are:

- ✓ Classrooms for each level: 40 classrooms

- ✓ Corridors

- ✓ Recreational patios: two in secondary, two in primary

- ✓ Cafeteria: one in primary, one in secondary

- ✓ A radio station

- ✓ A toy library

- ✓ A map library

- ✓ A chapel

- ✓ Sciences laboratory

- ✓ Auditory

- ✓ Library

Organizational chart of the educational institution. In this organizational chart, it is possible

to find the order of each one of the authorities of the educational institution
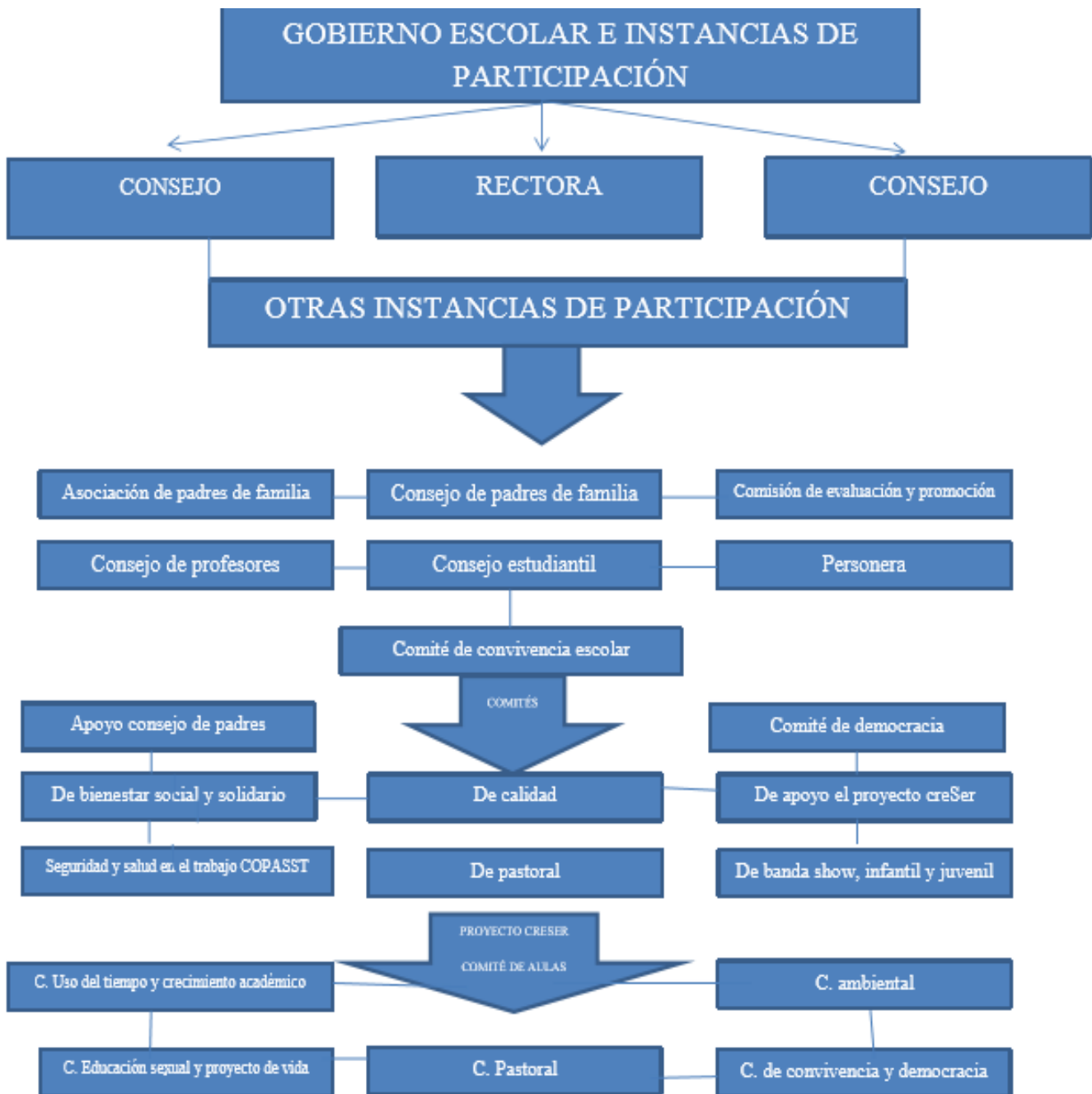
Figure 2 School organizational chart

Timetable of the educational institution. The academic calendar in the educational institution

is based on what is proposed by the Education secretary of the department, that it generally

covers 40 teaching weeks which are worked in 4 periods, 5 weeks of institutional development,

12 weeks of holidays for students and 7 weeks of holidays for teachers and directors

ACADEMIC PERIOD	
First one	From January to March (10 weeks)
Second one	From April to June (10 weeks)
Third one	From July to September (10 weeks)
Fourth one	From September to November (10 weeks)

Figure 3 School calendar

Supervisor's teacher schedule:

HOUR	Monday	Tuesday	Wednesday	Thursday	Friday
1°	10th A	11th A	11th C	9 D	9 D
2°	10th A	11th A	11th C		
3°		9 D	10th B	10th D	10th A
					10th B
4°	10th C	11th B	10th B		
5°	10th C	11th B		11th B	10th C
6°		11th C	11th A		
7°	10th D				
8°	10th D				

Figure 4 supervisor's teacher schedule

CHAPTER I

PEDAGOGICAL COMPONENT

Drama and literature, a strategy to enhance reading comprehension and oral production in 10th graders at "La Presentacion" high school

Introduction

In this globalized world, the need of learning English as a second language is fundamental in the formative and personal development, we need to be able to communicate our ideas, to produce correctly what we know and have learned. According to an article "Importance of English" by the webpage "Effortless English": "(…)English has become the lingua franca in many fields, including business, politics, science, technology, and entertainment, to name a few(…)", it means that English is an open door for many opportunities, to confront challenges and changes in our life.

English also helps us to extend the knowledge in the English-speaking culture, its customs, festivities and so on, bearing in mind that with a good management of the English language, traveling would be easier, giving that: "Being able to speak English makes it easier to travel. Because English is spoken as a first or second language in so many different countries, it is always easy to find English speakers as well as printed information in English, especially at hotels and in areas frequented by tourists. ("Importance of English", 2017) as this article mentions it, it is a fact that English is supported and become stronger thanks to the practice of it and traveling would help to enhance and to enrich our knowledge of vocabulary and expressions of the language mentioned before.

Nevertheless, there is a challenge that all teachers confront related to the student's motivation when learning and practice English. Since nowadays; they have another type of interests in their daily life: "(…) Sometimes our teenage students do not want to be in class in the first place and often their minds can be on other things when we are giving an English lesson". As states Kevin Thomson in the article: "Keeping teens interested," published on the webpage of the British Council. That is why the English language must be inculcated from the adolescence so that the motivation grows every day, but to achieve it, teachers must bear in mind the interests of the students, make the class more dynamic, creative, different in order them to find the love for this language.

The key of an integral class, where the students have fun and learn significantly at the same time, is based on the material that teachers implements in theirs classes: "(…) teen classes can also be fun and very rewarding for both the teacher and students. I believe that the materials that the teacher uses in the classroom are a crucial factor in deciding if a teens class is successful or not. ("Kevin Thomson (2008), Keeping teens interested").

As it is mentioned previously, material and new strategies are a fundamental factor for developing a different and entertaining learning process for the students. One strategy that could bring many advantages in the student learning process such as improving the student speaking skill, generating a good reading comprehension, encouraging students to speak in front of people, focusing the classes in a communicative approach and having fun while learning, is drama and literature in class. "(…)Although drama has existed as a potential language teaching tool for hundreds of years it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills has come to the forefront". (Ulas, 2008, p. 877).

Theater not only helps the students to improve the speaking skill but also to express their feelings and let their talents go out to the light.

Statement of the Problem

This pedagogical proposal was focused on the problems that the students present during the observations that were carried out on 10th grades. In this case, the difficulties related to the speaking production and reading comprehension; it was possible to analyze that the classes are constantly based on the institutional book and on the literature book that the students are reading **(Appendix 1).** However, it was evident that in some cases, the students do not understand what they were reading and also they do not know how to express their ideas or thoughts, and because of that, they do not want to talk in class and they do not want to participate.

Research Questions

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

✓ How does the use of drama and literature enhance the speaking skill in the 10th grade students?

✓ How does the use of drama and literature enhance the reading comprehension in the 10th grade students?

✓ How can the use of drama and literature contribute when encouraging the students to learn more about the Anglophone culture?

✓ How does the use of drama and literature in classes develop integral values for this society in 10th grade students?

Justification

Education in Colombia is turning into a weighed task for the government and more specifically talking about the English teaching and learning as a foreign language. Most of the English teachers do not have the level to fulfill the needs of the students according to (Kevin Howlett, 2013) in the article "Colombian's problem with English": "(…) the findings of "Bilingualism in Colombia" reveal a depressing 75 per cent of English teachers cannot speak the language to the European B2, or "Upper Intermediate" standard. Even more worrying, 14 per cent struggle to pass the A1 or "Beginner" level (…)". Moreover, this causes that frequently teachers do not have new ideas or strategies to encourage the students in their classes.

That is the reason why this project was carried out. This proposal was based on strategies that teachers could use when teaching English as a second language in order to have better results in the English level of the students focusing on improving their speaking skill and reading comprehension.

Objectives

General Objective:

✓ To improve the reading comprehension and oral production of students from 10th grades at "La Presentación" High School through the implementation of theater and literature in the classroom.

Specific Objectives:

✓ To analyze the advantages of the implementation of drama and literature in the classroom.

✓ To promote in each class the English culture learning by explaining words, expressions and ideas that the students will find in the libretto.

✓ To develop students' self-esteem and confidence when talking and expressing their ideas and thoughts in English in front of people.

✓ To make the students develop their phonetic competence through practicing their speaking skill.

Theoretical Framework

In order to have a better development of this project, it is essential to clarify some concepts and definitions that were essential fo the development of this proposal such as National Bilingualism Project, communicative approach, reading comprehension, speaking skill, drama and literature in class.

National Bilingualism Project:

NBP (2004 – 2019) is a project implemented by the National Ministry of Education that aims to improve the English teaching and learning process and to raise the standards of it.

To accomplish its goal, first of all, the government made and analysis of the different results of tests of the state "Pruebas de Estado" that are carried out in the national school. According to the CAMBRIDGE ENSLISH Language Assessment, "(…) The Colombian Ministerio de Educación Nacional (MEN) wanted to improve English language learning so as to improve the skills of its workforce and increase opportunities for working and studying abroad

(…)". With the suitable implementation of this project, Colombian people will be able to enhance their speaking skill and have new opportunities in their personal and professional life.

This project was linked to the NBP (2004-2019) because we aimed to improve the English learning process of the students of 10th grade at a Public School, and as a same objectives, both projects aimed to get that the student communicate increasingly well and to encourage the students to practice the English language

Communicative Approach:

According to the British Council (2006), communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When students are capable of producing what they learned, it means that they are learning in a significant way and they are being guided by a communicative class.

Furthermore, as Hymes (1972, p. 284) established, *communicative competence* has a relation with some linguistics systems:

✓ Whether (and to what degree) something is formally possible

✓ Whether (and to what degree) something is feasible in virtue of the means of implementation available

✓ Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated

✓ Whether (and to what degree) something is in fact done, actually per-formed, and what it's doing entails

This project was based in the communicative approach because as the English language is consider the Universal Language, it is important to develop this competence in the students, it is essential for them to be able to communicate or to express what they are feeling, their thoughts, their ideas. Not only be focused on the grammatical field but also get that the students produce to communicate what they have learned.

Reading Comprehension:

According to Wolley (2011), "(…) reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (…)". Reading is a skill that we all have, but being able to understand the text and to produce or to express our ideas about it is related with a good teaching-learning process.

Taking into account that this project was guided by literature and drama, the students were provided of some texts and dialogues, according to the play that they performed, that they had to read and understand in order to get a suitable oral production. Thus, the reading comprehension was essential in each class to encourage and to develop in the students this competence. It is known that for a good development of a reading comprehension it is necessary the pre reading, while reading and post reading strategies. The teacher introduced the topic by doing activities in which the student can be immersed on the topic. Then, the teacher continued with activities of application where students put into practice what they have understood in the class and to conclude the reading comprehension part, the teacher finished with activities that could clarify any doubt that the students had.

Speaking Skill:

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Bearing in mind that, the speaking skill have another features such as: *linguistic competence* involving the pronunciation and to follow grammatical rules correctly, *discourse competence* linked with having a coherent and cohesively discourse and *Fluency* related with speaking fluently demonstrating a reasonable rate of speech as states Shiamaa, (2006, p. 30)

The speaking skill was crucial in the development of this project, in each class; the students expressed and shared what they understood of a specific text, every student improved and practiced their oral production. One of the most important features of the English language is the ability to express and communicate our ideas or thoughts in this language. The researcher was constantly asking questions, making the students participate orally in the classroom, asking them to read some phrases or to read their own productions. To encourage the speaking skill the researcher assigned homework where students had to share with their partners and gradually the students felt more comfortable when speaking in English.

Drama and literature in class:

Maley and Duff, (1978) and Wessels, (1987) have pointed to the values and uses of drama: "Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language:

- ✓ by making the learning of the new language an enjoyable experience

- ✓ by setting realistic targets for the students to aim for

- ✓ by creative 'slowing down' of real experience

- ✓ by linking the language-learning experience with the student's own experience of life"

According to Collie and Slater (1990, p.3), cited by Murat Hişmanoğlu (2015, p. 54) there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. Implementing literature when teaching is a very advantageous strategy since students will learn in a significant way and they are going to practice and improve their oral production.

Literature Review

In order to support this proposal, some studies were taken into account based on the use of drama and literature in the field of language teaching. This section will be divided in two categories: *Improving stimuli, interest and motivation trough drama and literature* and *developing speaking skill and reading comprehension trough music and drama.*

First of all, it is essential to make an emphasis on the reflection's process in the teaching practices. According to Elliot-Johns (2014) the purpose of teacher education should be to prepare teachers to be able to exercise their profession, but also to evaluate it. Similarly, this author stresses the need to change from "thinking as a student" to "thinking as a teacher", which suggests to focus in the student learning and in the teaching process.

Improving stimuli, interest and motivation trough drama and literature: This study highlights the advantages of using drama and literature in an English class.

On the other hand, in the Torrico's (2015) study, the author aimed to find new stimuli and ways of implementing students' speaking skills, through a series of techniques aimed to raise their interest and motivation. This project was carried out based on the parameters of an action research design, using drama techniques, which foster students' interaction and cooperation, and are a natural and meaningful way of enhancing speaking abilities.

In this study, the problem is closely related to the one observed in "La Presentación" High School. The students were not motivated when learning the English Language and the teacher did not use suitable and dynamic strategies and materials in order to encourage the tudents and due to that the students had a low level regarding vocabulary, pronunciation and grammar.

The author concluded that drama techniques make the learning process an enjoyable and useful experience, by overcoming the academicism of the conventional lesson structure and bringing the outside real life right into the classroom.

Developing speaking skill and reading comprehension throughout music and drama: These two studies show how the implementation of drama can enormously improve speaking skill and reading comprehension in students.

Rodriguez-Bonces (2016) study presents the foundations to design a curriculum that integrates music and drama as strategies for the teaching of English as a foreign language. The author worked with children attending continuing educational programs at any higher education institution following the parameters of a significant teaching-learning process design.

In addition, the author highlights the advantages of integrating music and drama as a medium for the teaching of a foreign language and as a conclusion, the author states that a

curriculum that integrates music and drama represents innovation in terms of processes of teaching and learning.

Very similar to Rodriguez-Bonces (2016) study, Bashayer (2015) investigates the influence of teaching English subject using drama on the development of intermediate students' creative thinking, based on an action-research method. The population of this study is too connected with the one of "la Presentación" High School, the author worked with two randomly selected first year intermediate classes of the 33 intermediate female school in Tabuk.

Regarding with the results, the author concluded that there are statistically significant differences between the creative thinking of control group (those who study using the traditional method of teaching) and the creative thinking of experimental group (those who study using drama). Learning in a different way could help to a better integral learning process.

Concerning that, the author suggests that Teachers should be trained on how to teach using drama in their classes and that foreign language teaching should adopt dramatic activities to help students improve their personalities, achievement and cultural awareness of the foreign language.

The studies mentioned before, were very helpful to guide this proposal. They provide the researcher several strategies that can be used in this project, they provide terms and different points of views and they show how the different investigative approaches can influence in the development of the project. It is important to bear in mind that for a better development of any project it is essential to have studies that support it.

Methodology to accomplish the pedagogical component

The methodology that best connects with this study was an action research taking into account that there will be a possible solution to the problems observed on the pedagogical observations. As Calhoun (1994) stated in his book "How to use an action research in the self-renewing School": "Action research is a funny way of saying 'Let's study what's happening in our school and decide how to make it a better place'"

This project undertook a qualitative and communicative approach. Qualitative, because the purpose of this project was to have visual and evident results and not to obtain different results by means of number. "Qualitative research is empirical research where the data are not in the form of numbers." (Punch, 1998, p. 4) and Communicative bearing in mind that one of the most important features of the English learning-teaching process is to be able of communicate or to produce what it has been learned.

In the development of the project, the researcher took into account that the role in the High School was being a full time teacher; the researcher carried out the project but also developed the programme content of the course.; the researcher connected the purpose of the project with it; where one of its biggest goals is to make the students improve their speaking skill. Based on that, the researcher implemented in each class different activities in which students enhanced indirectly their oral production, taking into account that they did not participate voluntarily, such as oral presentations, short role-plays, asking and answering questions, among others.

As it is mentioned before, for having a good oral production, a suitable reading comprehension is very important. For that reason, the researcher spent one class par week for enhance this skill, promoting different activities of pre reading, while reading and post reading.

Pre Reading. (…) (Warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Ibid: 16) Before answering some questions related to different and famous play's extracts and extracts from the play, that they performed as a final project, it was necessary to put students into context by doing a pre-reading activity. It was worth highlighting that this activity changed depending on the text or extract that the teacher taught.

Some activities what were implemented in this section are:

- Flashcards with unknown words from the Play
- Brainstorming of student's ideas from the tittle of the Play
- Guessing the content of the play by giving them just three key words
- Mimics performed by the teacher from a specific Play

While Reading. During this moment the only active actor of this activity are the students, the teacher takes a back seat. This was the moment where students had to put into practice their reading comprehension and continue with the previous activity, in the while reading, students verified if their predictions were reasonable regarding the content of the play's extract, they needed to monitor their comprehension and be skillful to complete the activities of this part.

Some activities what were implemented in this section are:

- Answering questions about the extract
- Sharing their opinions about an specific moment of the extract

- Make students fill the gaps with the corresponding word

With these strategies, the students reinforced more the new vocabulary and work on their reading comprehension.

Post Reading-Speaking. This part is important in the students' process, because they can check where they were wrong or correct; they need to evaluate themselves about the decisions they made and the weaknesses they have to work on. In this section not only the reading comprehension took part but also the speaking skills, taking into account that several of the activities were based on their oral production.

Some activities what were implemented in this section are:

- Performing the extract of the play that they worked on
- Comparing their answers orally with the partner that is in front of them
- Sharing their points of view about the extract, their feeling, ideas or emotions
- Brainstorming of the student's ideas from the extract and compare them with the first one on the pre reading.

Speaking skill. When developing and improving the speaking skill of the students, the teacher implemented some activities that were proposed on the institutional book where the students, in most of the cases, had to share their opinions about a specific topic and they had to interact orally with the teacher and their classmates.

Some activities what were implemented in this section are:

- Performing short role plays
- Memory games

- Oral presentation of different topics such as brochures, famous woman, and comic of essential thing **(Appendix 2)**

Pre-service teacher's schedule:

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1°	10th A 7:00 – 8:50 am		2nd C 7:00 – 7:55 am	5th C 7:00 – 7:55 am	LITÉRATURE FRANCOPHONE 6:00 – 8:00 am
2°		LITÉRATURE FRANCOPHONE 8:00 – 10:00 am			5th A 8:00- 8:50 am
3°			10th B 8:50 – 9:45 am	10th D 8:50 – 9:45 am	10th A 8:50 – 9:45 am
BREAK					
4°	10th C 10:15 – 12:05 pm		10th B 10:15 – 11:10 am		10th B 10:15 – 11:10 am
5°		5th B 11:10 – 12:00 pm			10th C 11:10 – 12:00 pm
6°					
LUNCH					
7°	10Th D 2:45 – 4:25 pm				
8°					

Figure 5 pre service teacher schedule

	STEPS AND ACTIVITIES	MONTH 1 FEBRUARY WEEK :				MONTH 2 MARCH WEEK :				MONTH 3 APRIL WEEK :				MONTH 4 MAY WEEK:				MONTH 5 JUNE WEEK:			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project formulation				▓	▓															
2	Socialization					▓	▓														
3	Implementation						▓	▓	▓	▓	▓	▓	▓	▓	▓						
4	Instrument Application						▓	▓	▓	▓	▓	▓	▓	▓	▓						
5	Data Analysis														▓	▓					
6	Findings Socialization															▓	▓				

Figure 6 Research implementation Schedule

Findings

Implementation of the strategy "drama and literature to enhance reading comprehension and speaking skill":

As it is presented below, the main purpose of this proposal is to improve the 10th graders speaking skill and reading comprehension by implementing drama and literature in the classroom. The specific objectives proposed in this research were accomplished, but for a better understanding of this process, it is possible to see the lesson plan for three implementations. **(See appendix 3)**

Some activities implemented in the classes for developing reading and speaking skill were:

- Role plays

- Share ideas and answers

- Find unknown words from the text

- Order phrases to create a dialogue

- Individual oral presentations about the topic or play

The following chart shows that the implementations were carried out successfully.

TOPIC	EXTRACT / PLAY
Love and essential things	Romeo and Juliet
Expectations in life and goals	Cinderella
Appearance and real life	Middle class gentleman

Figure 7 Extracts for the implementations

First implementation.

Taking into account that the supervisor did not work based on topics or specific themes but with learning situations, such as talking about beauty, the environment and its fields, how does the government spend its money?; on the first class, the supervisor asked to work on love and essential things, these subjects were presented on the institutional book with a reading comprehension and some activities with images and unknown words.

As it is evidenced in the lesson plan, as a pre reading activity, students were provided of some flash cards of unknown words, subsequently, they tried to find out the meaning in English and if it was necessary the translation in Spanish. The words were picked out from the text of the institutional book and from the extract of the play *Romeo and Juliet*. As a second activity for the pre reading part; they had to classify if the words were from an extract or were from the book; to conclude this section they had to create a phrase based on the word in the flashcard. Regarding this activity 10[th in] all the courses graders demonstrated their ability at the moment of creating phrases and analyzing the context of the word. As a while reading activity, the students had to read the extract that the teacher gave them and then answer some questions that were wrote on the board, related to the context, with points of view and feelings about it. After having answered the questions, they had to read the text from the institutional book, understand it and answer the questions found in the corresponding page. Finally, as a post reading activity, the students checked if they were right or not regarding the context of the extract, also they had to share their ideas by means of an oral production. After that, some students chosen randomly had to read aloud the text from the institutional book and share what they have understood from it. Once the students finished their classwork, the speaking skill took place, first of all, the students had to go to the board and write just one word that they remembered and explain it, and put into context their partners with a sentence from the text of the institutional book or the extract of the play. This exercise was carried out eight times with different students who wanted to participate voluntarily.

Additionally, one week later they were asked to create a comic based on their essential thing and they had to present it orally in order to work with the topics of the book and to keep the

connection between the programme content of the course and the plays, encouraging their speaking skill. Next, it is possible to appreciate the evidence one part of the comic.
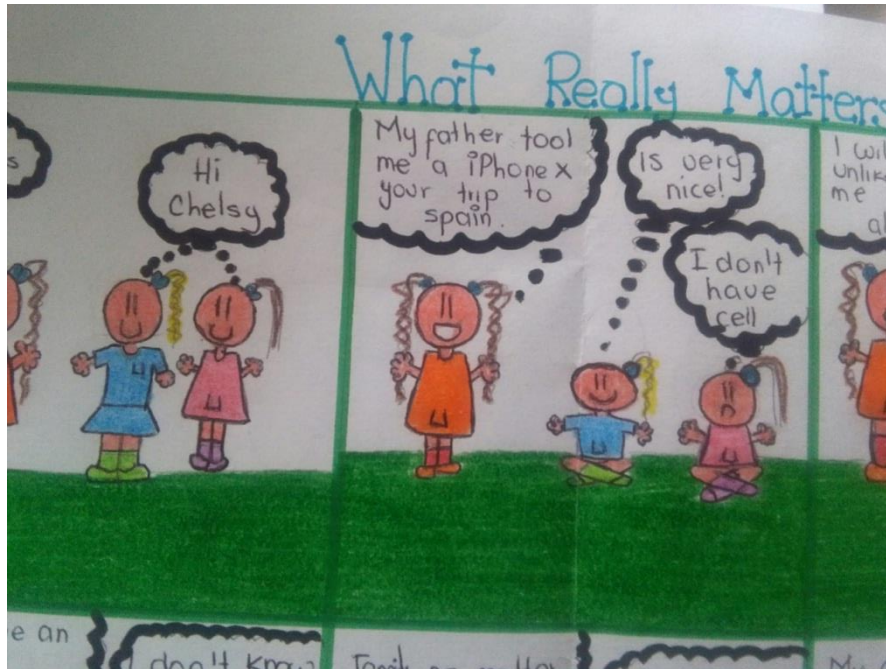
Figure 8 Comic about essential things

Second implementation.

The extracts implemented for this lesson was from the play *Cinderella,* this play showed the perseverance of a girl to achieve their goals and it taught them to value the things and people that they have around themselves. Beginning with the pre reading activity, the students were asked to from groups of four or five students, in order to order some phrases previously chosen from the play, each group had three phrases. Once they order the phrases, they had to understand them and found out words that they did not know; then they had to socialize their phrases and socialize what they understood from them. To continue as a while reading activity, the teacher

asked all the groups to work together and to organize all the extracts by putting them into the correct chronologically order, as soon as they finished one student was chosen to read it aloud. Finally, as a post reading activity and connecting it with the speaking skill, the students were divided into 3 different groups and they had to perform the play practicing the words and expressions that they found in the extracts. After having performed the play, a final section for this class took place, the pronunciation part, the students were asked to repeat after the teacher, in order to memorize the correct pronunciation of the words and expression learned in the lesson.

Next, it is possible to appreciate the evidence of the groups formed in the class to order the sentences and to read the extracts. **(See appendix 4)**

Concerning the topic of the class, the students not only understood that they have to work hard on the goals that they want to achieve in their lives, but also they learned new vocabulary, expression from English literature and they began to overcome their anxiety when speaking in English in front of people. Analyzing this class and evaluating the participation of the students, it was notable to see that giving the students plays and activities attractive for them, it will be increased their motivation of learning English and their motivation to improve the different skills that this language involves.

Third implementation.

The first part of this implementation was a pre reading activity encouraging and practicing at the same time the listening skill. The students listened to an audio reordered by the teacher and in their notebooks, they had to write words or expressions that they did not know, as soon as the audio finished, the students shared in the class their words and expressions and

consequently the teacher made the correction of them if it was necessary. To continue as a while reading activity, the students were provided of the script of the audio that they had heard previously, they had to read it and answer some questions that were written on the board; questions related with the context of the script, personal opinion and predictions of the end of the play. While the students were doing the activity, the teacher was walking around to know if the students had any question. To finish the class, as a post reading activity, the students has to share orally their predictions of the end of the play, and there was a vote to choose the most creative and interesting ending, and the prediction that was chosen was performed by 4 students chosen randomly.

This implementation demonstrated that since the most of the students did not like to participate in oral activities and did not like to read or learn literature, they got great results. They understood fully the context of the play, they were motivated to know and to read more about it, they were able to communicate their ideas clearly and the most important, they were improving and practicing in an excellent way their reading comprehension and speaking skill. In this third implementation, the teacher could analyze that students love to participate when they found attractive or different the class; when the students thing that the class is going to be monotone they feel demotivated and it causes the lack of participation and the difficulties to improve their English skills.

Due to the fact that the first period of the School year, there were several extra activities in "La Presentación" institutions; the other implementations of the extracts from the play that the students performed were carried out just three times, one time par week. Those classes were divided into two parts, one for teaching and memorizing the vocabulary and expression that they

would perform in the play and the other part, with the permission of the supervisor, for practicing the play just with the participants.

Final product:

Figure 9 Final product

At the end, as a result of several classes and workshops with the 10th graders, it was possible to perform a part of the play called *The Middle Class Gentleman*; the participants were seven students from 10th B, 10th C and 10th D. Some students participated in the play, but all the students from all the courses learned new vocabulary and expressions that can be found in scrips of famous plays. It is important to mention that the final product was presented with the presence of the titular teacher Mercedes Basto and the 10th graders students. The participants performed the play with their institutional uniform due to the lack of time for its presentation, some of them were wearing the sporting uniform to represent the men of the play.

Data analysis method

According with Judd, Charles and, McCleland, Gary (1989) "Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making (…)" The main objective in this case was to understand and verify if the student's problem enhanced to the implemented strategy, by organizing and comprehending the information collected.

Connected with Judd, Charles and McCleland, Gary (1989); Hatch (2002) stated that the process of data analysis consists on "Organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories (…)". The data analysis helps the research to identify or found other features that were not preciously identify and that can be an essential part of the research.

Interpretive analysis. According to Hatch (2002) the interpretive analysis is based on "Generating explanations for what's going on within them. (…) Making inferences, developing insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons." Once the whole information was collected, the next step was to understand it, verify if the issues or problems identified previously in the observation had improved noticeably. It is essential to make conclusions about the findings from the strategy implemented, to identify the positive and negative effects and make recommendations for further researches.

Findings

First implementation: The play for this implementation was the same in all the courses *"Romeo and Juliet"* since the supervisor asked the pre-service teacher to work the same for all in order the supervisor to grade with the same parameters and to compare between them. The result of this implementation was positive, the students were interested on participate and it was noticeable the student's motivation and enthusiasm at the moment of doing the different activities from pre-reading, while-reading, post-reading and speaking.

Second implementation. Regarding this play *"Cinderella"* the student's motivation and attention changed depending of the course, it is essential to mention that several external factor took place in this implementations and they affected in some way the well development of it. Nevertheless, the results were not negative, on the contrary without regard to those external factors, the implementation was carried out perfectly and the students at the end of it were able to answer questions and were able to analyze a dialog without the aid of the teacher or the supervisor.

Third implementation. The play for this implementation was *"The middle class gentleman"* this implementation was very important since it was analyzed the play that they performed as a final project. They were very connected with this play, they loved all the characters, they enjoyed reading it and making predictions of the end and they participated voluntarily during all the class, making evident the interest that they had whit this implementation.

On the other hand, the researcher could find that with the implementation of drama and literature in the classroom the communicative approach was developed because taking into

account that when talking about *speaking* the communicative approach plays an important role, during the implementation process the students had a noticeable improvement when communicating their ideas. "(…) poco a poco las estudiantes han podido expresar ampliamente lo que ellas piensan acerca del tema y pueden tener una conversación fluida con sus estudiantes (…)" (Narrative #4). The students at the end of the process were able to defend their points of view and be respectful regarding the ideas of their classmates, "(…) en la actividad de "post-reading" las estudiantes participaban activamente, donde exponian sus ideas y las defendia basandose en sus presaberes, sin dejar atras el respeto por las opiniones de las demás (…)" (Narrative #10).

In addition, it could be observe that gradually, the students were able to understand what they read; they were able to make comments, to ask questions and they were able to make an analysis of the text or extract taught in class. They improved noticeable their reading comprehension"(…) con esa actividad se pudo hacer evidente que las estudiantes ya no leían por leer, sino que estaban entendiendo y les interesaba, tanto así que podian interactuar con sus compañeras y hacer preguntas (…) (Narrativa #7). It was evident to see that thanks to the strategy used by the pre-service teacher (pre-reading, while reading and post reading) the students got the habit to understand what they were reading. The students were motivated and were excited to know the topic of each implementation, because as it was mentioned in the narrative # 10 "(…) las estudiantes manifestaron que se emocionaban cuando tenian la clase de inglés, ya que sabian que verían un tema nuevo con actividades diferentes y didacticas (…)"

Moreover, talking about the speaking skill, during the development of the project, the practitioner could observe that from the beginning, the students had problems when pronouncing some words or had a wrong intonation caused because the students did not have classes focused

on that issue. With the implementation of this project, the speaking skill was improved task by task, taking into account that the practitioner had to implement several oral activities in order the students to overcome the nervous and anxiety. With each task, the students were able to speak fluently and were able to pronounce correctly some words that were worked in class. "(…) en los resultados de cada producción oral se evidencia el avance que han tenido las estudiantes, ya que los errores que fueron corregidos no se volvieron a cometer; las estudiantes participaron voluntariamente y podían ser entendidas por sus compañeras (…) (Narrativa #7).

With the development of this project, the practitioner could prove the statement of Maley and Duff (1978) "Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language" This strategy was suitable for this research since it was presented in the different implementations; the pre-service teacher observed that the students were more attentive and more motivated to learn more about the English literature, they were excited to look for further information about the different plays worked. When the students had to perform the extracts, they were not only having fun, but also, they were learning English culture, they were practicing the speaking skill and they were putting into practice all what they have learned about how to read correctly. "(…) las estudiantes demostraron que gracias a la literatura pudieron darse cuenta que el inglés no es algo aburrido o algo monótono. *trabajando con literatura se aprende mejor y es más divertido"* comento una de las estudiantes mientras realizaban una de las actividades (…)" (Narrativa #10)

Conclusions

The main purpose of the implementation of this research was to improve the student's speaking skill and reading comprehension at "La Presentación" High School by implementing drama and literature in the classroom and to get this objective four specific objectives were

stablished. Regarding to the first specific objective: "To analyze the advantages of the implementation of drama and literature in the classroom." The different advantages were very evident and noticeable, considering that there was a positive welcome from the students, it was proved that the students started having a different view of the English learning, they began to practice at home and the most important they started to gain more knowledge about all the fields of the English language.

Additionally, on the second specific objective: "To promote in each class the English culture learning by explaining words, expressions and ideas that the students will find in the libretto". This aspect was accomplished successfully as it was evident on the pre-service narratives that for each class there was a clear explanation of the unknown words or expression, where the students could better understand the context and could analyze the differences that the English language has with the student's native language.

In terms of the third specific objective: "To develop student's self-esteem and confidence when talking and expressing their ideas and thoughts in English in front of people". It was carried out perfectly, at the end of the project the students were able to speak in front of their partners without the afraid of being judged. They loved to participate and share their ideas about a topic or about the activity that was being carried out.

Moreover, taking about the last specific objective: "To make the students develop their phonetics competence through practicing their speaking skill". It is essential to mention that this component was carried out simultaneously with the development of the speaking skill since the pre-service teacher corrected all the possible mistakes that the student had when speaking. When

teaching the new vocabulary, the practitioner made emphasis on the good pronunciation of each word/expression in order the students to memorize and to pronounce them correctly.

In addition, thanks to the analysis of the different information collected with the instruments, it is important to mention that the research questions were answered successfully. It was observed and analyzed how the use of drama improve the speaking production and reading comprehension since the students were motivated to read because the researcher implemented different and innovated activities connected with the student's interest and also it was observed that the students at the end of the process wanted to participate voluntary to share their ideas and thoughts orally about an specific topic: (…) se evidenció que el uso de drama y literatura incentivó el interés de las estudiantes y gracias a ello participaron más en clase y al momento de leer entendían el texto y podían dar sus opiniones del mismo (…)" (Narrative 10)

On the other hand, with the explanation of each word or expression found in the different extracts, the students could learn in a way a little of the English culture depending on the epoch and the context in which the play took place. The students learned how the language and the way of express the ideas change depending on the context and the setting of the same. In addition, when analyzing the play's contexts, the practitioner had the opportunity to talk with the students and share her thoughts about each play, the situations and values that are presented, the consequences and how they are related with the daily life of the students. This was a very important part of the class called *"transversalidad"*, that consist on connecting the topic of the class with one of the five focused transversal fields (Talks, play when learning, oration, self-evaluation esteem and practice values). The practitioner implemented the *talks* in order to share with the students what are the corrects values that a person must have, to share with them and

teach them that every decision that they take will have consequences that it depends on them if they will be positive or negative consequences.

As recommendations for further research, it is necessary to mention that is fairly important to take advantage of all the fields of that drama and literature could offer (vocabulary, culture, pronunciation, grammar and so on) because the students will be more engaged with the topics and will be more motivated to participate and to learn about the English language.

CHAPTER II

RESEARCH COMPONENT

Introduction

In the context of formation in the foreign language program, developing teachers'

pedagogical practices are one of the major interests to study for the enhancement of the teaching-

learning process in order to qualify education. However, there is a strong interest in the light of

the evident necessity to understand and transform the pedagogical practicum. Hence, it is

beneficial for local studies focused on learning problems than in matters of teaching. It is

considered the design of a project that involves a reflective approach on the practicum with the

aim of developing objective knowledge, behavior and aptitudes that help to guide the teachers'

labor.

Justification

The design of this project in the foreign languages integral practicum context was focused on a more professional conception of an innovative practicum to sharpen educative processes in centers where PRADO (Práctica docente) is held. It is considered that conceding relevance to the reflection role in the teaching process is the first step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

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

Statement of the Problem

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

When the events unfold without major alteration, the teacher is at risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not lead to the emergence of problematic situations; thus, these realities are invisible and ignored. In this way, the pedagogical practice is assumed as reproductive codes that entail the teachers in a traditional way, of cultural reproduction becoming

a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge that, otherwise, would respond to social needs.

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

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

Research questions

General questions

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

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

General objectives

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

- ✓ To promote in student-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

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

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

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

- ✓ To implement workshops for reflection and development of didactic units that guide the reflection of student-teachers.

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

Theoretical Framework

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

The Teaching profession

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

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

Reflection

With regard to reflection, there are different conceptions to this notion that are to be addressed. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account in order to further elaborate their definition (Correa Molina et al, 2010).

Reflection as a process

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

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

Figure 8 Stages of reflection

Reflection as a theme

The conception of reflection is based on a theme linked to this concept. In this sense, Grimmet et al (as cited in Correa Molina et al, 2010) suggests that reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective it is the contextual aspects what allow the reflective exercise.

Likewise, those perspectives count with mediators in order to properly develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

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

At a third level, Van Manen (1997)establishes an exercise of critical reflection; at this level, it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical practicum

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

Academic practicum

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

Social efficiency practicum

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

Development

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

Social reconstruction

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

Generic

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

Reflection triggers

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

Critical element on reflective thinking

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

These authors established classification categories of knowledge

1. knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

The knowledge of fundamentals: philosophical, historical, and axiological

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

Methodology

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

This study belongs to qualitative research approach, from the perspective of reflection as a vocational space that will contribute largely with the description, identification and analysis of the own pedagogical practicum. For data collection in this project, the following instruments are proposed to be implemented:

Reflective workshops

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

Data collection:

Self-observation chart

The self-observation card has as main objective to allow the student-teacher to form a perspective of her own professional activity as a teacher; this is feasible by playing such role in the classroom and in the educational community environment to which they belong.

Narrative

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

Class Recording

Having evidence of the students practitioners' performances in the classroom allows teacher-students to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process.

These recordings will allow having an external and constructive view of their pedagogical practices. In this practicum process, students have to record a class of them in order to analyze and reflect about how the process of teaching is advancing.

Context

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

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

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

social institution in the educational area dedicated to managing systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following:

Socialization role

This is the youth learning of values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political an economical context that they belong.

This role includes all the socialization processes in which the members of the school participate.

Instructive role

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

Educational role

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

Population

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

The direct beneficiary population:

Pre-service teachers, teacher's supervisors, and student community of the centers of implementation of the Integral Practice

Indirect beneficiary population:

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

Institutional units linked to the Project

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

External institutions linked to the Project:

- ✓ "La Presentación" High School

DESCRIPTION	DATE	
Classroom Observation	19th – 23rd February 26th February – 02nd March 05th – 06th March	
Narratives	16th March 23rd March 30th March 06th April 13th April	20th April 27th April 04th May 11th May 18th May
Reflective Workshops	24th April 7th May 22nd May	
Self-observation card	29th March 19th April 10th May	

Figure 9 Schedule of activities Research Component

Findings

Findings for the methodology of the research:

Methodology of the research

    Population. The participants of this project were students from 10th grade at "La Presentación" High School aged between 15 and 17 years old. However, there was a specific group wants to participate voluntarily.

    Techniques and instruments to collect data. The main purpose of this study was to improve oral production and reading comprehension through drama and literature, but it was necessary to go through a data collection process that gave validity to this research. Thus, the

current research administered ten narratives-reflective journals and three non-participant observations.

  ✓ *Journals - Narratives:*

The exercise of reflection will allow pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event of teachers' life and will allow the researcher to keep the essential entries of the students' perspectives during exploration of the phenomenon.

Richards and Lockhart (2007) state:

> "A journal is a teacher or a student teacher's written response to teaching events". It is a useful tool that helps the researcher to reflect constantly and to discover essential insights in the teaching process. It is an open tool that allows studying and analyzing many different topics from classrooms experiences such as:

  1. Personal reactions to things that happen in the classroom or in the school.

  2. Questions or observations about problems that occur in teaching.

  3. Descriptions of significant aspects of lessons or school events.

  4. Ideas for future analysis or reminders of things to take action on.

(Richards and Lockhart, 2007, p.7)

With this instrument of data collection the process of the research will be registered, how the students feel with this strategies, the improvement of the students, the analysis of the teacher-researcher and also the advantages or disadvantages that these strategies could face. With the aid of the instruments of data collection, the researcher will also respond or will have a clear answer

for the research questions, taking into account that each instrument is a part of the development of the project. **(See appendix 5)**

Findings:

Narrative 1. In this first narrative, it was expressed that the practitioner had to be alone all the week, giving classes to all the four courses of 10th grade and to one group of 9th grade, due to the fact that the supervisor was out of the city. The practitioner wrote that it was going to be necessary to work on themes or subjects attractive for the students in order to encourage them to participate actively in the classroom. Moreover, the practitioner illustrated that at the moment of asking the students to do an oral and writing activity for the next class, there was a positive response where the students asked for more information and asked if those kind of tasks could be more frequent in their classes.

Narrative 2. In this narrative, the practitioner illustrated that it was necessary to continue working on the workshops of the institutional book and grading some oral presentations, before beginning the holy week, that several students did not present on the assigned day. Just the last day of the week, the pre-service teacher could carried out the first implementation of the project where, as it was expressed in this narrative, the results were positive and the students were attentive in each activity. The practitioner could notice that the students were used to have common and traditional classes and it helped to improve the students motivation when participating in the implementation classes.

Narrative 3. For this narrative, on one hand, the pre-service teacher exposed the demotivation that appeared in the first classes of the week caused by the holy week, the students were lazy, they did not want to participate, and they were very noisy. In addition, as it was

common, the practitioner was anole all week having all the responsibilities of giving and grading tasks. However, the pre-service teacher expressed that finishing the week, the discipline was getting better and the students started to respect and participate in the activities of the class. On the other hand, it was illustrated in this narrative, that the students were not happy with the methodology of the supervisor, they affirmed that they did not like to participate due to the lack of motivation that she inspires them.

Narrative 4. For this narrative, the practitioner began writing that for that week; the students were focused on the exams that were going to be carried out the following week, the supervisor asked the pre-service teacher to made a review of the topics that the students has learned in the previous classes. It was cited on this narrative that the ambience in all week was dominated by the nervous, anxiety and lack of attention, even though the classes were previously planned, the pre-service teacher had to change all the lessons to only made feedbacks on the topics taught.

Narrative 5. For this opportunity the practitioner focused the narrative on exposing the lack of time in the School, due to the fact that it was the exams week, the pre-service teacher had to took care of the students while they were presenting exams from other subjects. It was mentioned in this narrative, that the role of a teacher is not just giving classes but being a complete and integral person, that could help the students in any situation that could be presented in a classroom.

Narrative 6. In this week, the second implementation was carried out, the practitioner illustrated in this narrative that the students were excited at the moment of doing all the activities, they showed a lot of motivation and they participated actively without the necessity of choosing students randomly. In addition, the students asked the pre-service teacher to continue

working on those kind of activities because they expressed that with a good methodology and different activities, they would participate more in all the lessons.

Narrative 7. For this lesson, the third implementation took place, where the pre reading, while reading and post reading activities were implemented successfully. It was illustrated in this narrative that the practitioner was more comfortable in the classes, more appropriated of the classroom and more engage with the student's interest and motivation. According to the narrative, it was possible to analyze that the students were encouraged to learn and to put into practice all what they have learned in the classes, they were learning in a didactic way but without overlooking the course content.

Narrative 8-9. For these cases, the practitioner established that there were no classes during the weeks, taking into account that there was a strake by the part of the teachers, and because there was a teachers integration out of the city. Bearing this in mind, the pre-service teacher expressed that it was going to be difficult to collect all the data on time, due to the lack of classes and the amounts of extra activities inside the Institution.

Narrative 10. During this week, the practitioner exposed that it was noticeable to see that the students improve their English skills, or at least they overcame the fear of talking in English. They were better when analyzing a text, they were able to answer analytical questions, they got the habit to work as a group and the most important they enjoyed the process of this research thanks to the fact that it was carried out based their interest and with activities and a methodology adapted to their ages.

✓ ***Non participant Observation :***

Non-participant Observation "The observation process is a three-stage funnel, beginning with a descriptive observation, in which researchers carry out a broad scope observation to get an overview of the setting, moving to focused observations, in which they start to pay attention to a narrower portion of the activities that interest them the most. Then, a selected observation is conducted, in which they investigate relations among the elements they have selected as being of greatest interest" James Spradley (2010). In this approach, the research does not live as a member of the subjects of the study.

The researcher watched the subject of his or her study, with their knowledge of his status as a researcher, but without taking an active part in the situation under study. Non-participant observation is often used in tangent with other data collection methods and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods. (Liu & Maitlis 2010)

With the implementation of non-participant observations the researcher could analyze the context in which the project will take place, and as teacher-researcher, the non-participant observations gives advantages such as: being more open minded as they are an outsider looking in, less likely to feel sympathy and therefore produce bias data. Talking about the advantages for the teacher, it can be observed the behavior of the students, how they feel with certain activities, which activities can be bored or attractive for them.

This non-participant observation was presented in the two first weeks that the researcher is at the classroom, the researcher analyses the teacher's methodology and how the students

respond to those strategies, is in that moment where the researcher can be immersed in the real context of the project to identify the problems or the skills that students need to reinforce.

Findings:

  First week of non-participant observation. On this week, the practitioner was inside the classroom but without taking part of the activities. It was possible to analyze that the supervisor based her classes on the institutional book and based their classroom ambiance on made the students repeat after her in order to memorize specific words. According to the analysis of this week, the pre-service teacher could identify that the reason why the students did not like to participate was responsibility of the activities and methodology of the supervisor, they were not motivated and they found better do activities from other subjects or be focused on their phones.

  Second week of non-participant observation. For this opportunity, the practitioner found that the students did not were comfortable with the personality of the teacher and that was another negative factor that affects the student's process. They did not want to participate; they did not practice at home even if the teacher asked them to do it. According whit those observations, the students manifested that they did not love the English language because of the teacher and her methodology. The practitioner realized that for encouraging the students to improve the speaking skill and reading comprehension it was going to be necessary to gain the student's interest, by providing them innovated classes, and to create a good classroom ambiance.

    ✓ ***Participant Observation***

Participant observation is a qualitative method with roots in traditional ethnographic research, which provides the teacher-researcher with a flexible source of information and an emotional support, helping the researchers to learn the perspectives held by the study population. Sarkissian, W, Perlgut, D & Ballard, E (1988) state that the participant observer consequently is given much more detailed information, and may identify specific issues and assist groups to address these by developing mutually agreed principles and practices.

This participant observation was presented in some classes of the two first week of the research, the supervisor asked the practitioner to participate in some activities, to read texts from the institutional book and in some cases to be in charge of the classroom.

Findings:

The practitioner implemented three participants observation during the first part of the project development.

First participant observation. In this class, the pre-service teacher had to participate in several activities, where it was possible to notice that the students were more attentive and was interested on the class. The practitioner could analyzed that it was essential to implement different strategies to improve or encourage the speaking skill since the students were afraid of talking in front of the class and because of that they did not have the enough vocabulary to be in 10th grade .

Second participant observation. Regarding the aspects related to the course content, the supervisor highlighted the importance of teach inside the classroom how to communicate the ideas and thoughts. It was important to mention that the students had problems with the reading comprehension taking into account that they presented a lack of vocabulary due to the extreme

use of the institutional book, where the supervisor only read the pages and asked the students to work on its activities. It was evident to analyze that it depends also on the capacity of the teacher to encourage the student to love learning each day and it was demonstrated when the pre-service took action in the class.

Third participant observation. For this case, the practitioner had to be in charge of all the class and it was evident the actively participation of the students. The pre-service could identify deeply the different interest of the students and the strategies that would be pertinent for a better development of the research project and for a good improvement of the student's reading comprehension and speaking skill.

The weekly narrative helped the pre-service teacher to analyze herself, what and how she developed the classes related to the strategies applied and related to the own beliefs towards her job. Every week, these narratives helped to have a constant reflection on the tools used in the classroom, the feelings that emerged in the different situations, happiness, frustration, disappointment and so on. In addition, with this instrument it was possible to analyze the progress of the students; how the students systematically were able to improve their English skills and how the strategies used were employed. These productions contribute to the organization on the teacher role, it helped the practitioner to be more organized and to know what she had to improve and what she had to continue working on.

In conclusion the narratives can be a suitable instrument of data collection and also they can be a manner of expressing the feeling, ideas and emotions presented in each class where the pre-service teacher can evaluate her/his own job. The narratives could be a way of guiding the

practitioner process in which it teaches how to overcome the different situations that can emerged in a classroom.

Self-observation card. With the implementation of this instrument the practitioner could realize that she had to improve on the organization of the lessons plan, more specifically on the time spent for every activity. They were carried out three times in all the research process, and on the last implementation, the pre-service teacher identified that she has an improvement on several aspect such as, time regarding with the activities, how to correct the students suitably, how to interact and encourage the student's actively interaction in the classroom.

Class recording. Since at "La Presentación" High School the class recording is not allowed, it was necessary to observe another pre-service teacher class. With this instrument implementation the practitioner could appreciated how the other researcher analyzed and evaluated her class; it was observed that the pre-service teacher focused her class on made the students get involve with the topic (learning situation), how she carried out the activities for the reading comprehension and speaking skill. Based on the comments and suggestions related to memorizing the names of the students, for the following classes the practitioner asked the student to make a card with their names and put them on their tables, and few days later the pre-service teacher could learn all the names of the 10th grade students. **(See appendix 6)**

Reflective workshops. The reflective workshops were carried out three times during all the research process. They were important due to the fact that with those workshops the researchers could express and could share their experiences in the different institutions, on the first workshop the majority of the practitioners exposed their problems, the bad emotions and feelings that they had inside the classroom. On the second workshop it was mentioned how every pre-service teacher overcome or solve those problems in order to have a better development of

their projects. And for the third workshop the students showed the evolution and improvement when talking about their roles as teachers in an institution. With the implementation of this instrument it was possible to understand and analyze that the role that the practitioner had in the High School was deeper than just give English classes. Those workshop contributed to the research process in terms of motivation, good energy and constructive suggestions.

Conclusions

The main goal of this component was regarding the implementation of reflection as a transformative tool of the pedagogical processes of the pre-service teacher's process, adding the aim of promoting the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity, to achieve those objectives there were proposed five specific objectives. Regarding the first specific objective: "To consolidate a group of student-teachers with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice". It was carried out successfully since due to the observations made by the other practitioner; the pre-service teacher could realize what aspects she had to change and what strategies she had to improve for a good development of the lesson. In addition, thanks to the reflective workshops the objective related to "share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution". It was accomplished effectively taking into account that in each workshop the practitioner expressed and shared their experiences in the different institutions where each one of them received suggestions and advices to well develop their teacher practicum.

On the other hand, with the implementation of the weekly narratives, the objective that aims to "identify and analyze the strategies that the student uses in his / her pedagogical practice" was carried out propriety since in each narrative it was expressed and stated the different

strategies that the practitioner used in every lesson, how she developed their activities and the development that she had during the practicum.

The last two objectives that aim to "implement workshops for reflection and development of didactic units that guide the reflection of student-teachers" and to "analyze one's own beliefs about the work of teachers and students" were accomplished successfully. Due to the implementation of the three different instruments (the narratives, the class recording and the workshops), the students had other view in which they could identify and analyze how to improve their weaknesses, in what they had to continue working on and how to face all the role that a teacher plays in a High School.

As suggestions, for further research, it would be necessary to think about other methods and strategies in order the practitioner to achieve their objectives, answer the research questions and carry out suitably all the instruments for the data collection.

.CHAPTER III

OUTREACH COMPONENT

"Awareness raising project to English language in primary schools in Pamplona, Colombia"

Introduction

This chapter presents the activities that will be developed inside one of the headquarters of the institution with the aim of incorporating flashcards as a tool to improve the students' vocabulary.

The main idea is to create a fun and learning atmosphere for children where they can feel comfortable when learning English. In other words, the role of the pre-service teacher will be significant to face child-related challenges and the emerging advantages in order to enhance the English teaching process in this primary school.

Justification

This outreach project is done in order to provide some benefit to "La Presentacion" High School. In this case, as a student of the Foreign Languages Program I have a responsibility to use my knowledge, tools and strategies learned throughout each semester to help the educational community.

At "La Presentación" High School, I will be accompanying students of 2nd and 5th grade students during their English classes, this benefits for the school children as their first contact with the foreign language. During some observations, it was possible to state that children must extend its knowledge in vocabulary related to its habitual environment. For that reason, I will develop the different activities by means of flashcards in order to facilitate their English learning process.

General Objectives

- ✓ To meet the English Teaching demands of kindergarten and primary population in schools in Pamplona city.

- ✓ To integrate the student-teacher's Foreign Languages pedagogy with to the educational reality in primary school in Pamplona city.

- ✓ To promote collaborative work among students of 5th grade, as a strategy to strengthen English learning.

Specific objectives

- ✓ To familiarize schoolchildren of Pamplona with basic knowledge of English.

- ✓ To get foreign languages student-teachers involved with the English teaching processes in the primary school of Pamplona.

- ✓ To link the foreign languages students training with the social projects offered by the social-interaction office at the University of Pamplona

Beneficiary population. It was students from three groups in 5th grade at "La Presentación"

primary School

Indirected beneficiary population.

- ✓ Foreign languages program
- ✓ Academic community of Pamplona

Institutional dependencies articulated to the project.

- ✓ "La Presentación" High School

Methodology

First of all, it is important to emphasize the importance of collaborative work, which is an

exercise based on cooperation, in which members exchange information, activating both prior

knowledge and the one they investigate (Glinz, 2010).

Therefore, collaborative work aims to promote cooperation among students, and the

exchange of knowledge and skills to accomplish a task and finally acquire certain understanding.

In addition, it is essential to take into account that collaborative work involves activities

that meet certain requirements or conditions, so that the target can be reached.

Ainscow and West (2006) propose the following aspects to consider:

• The presence of incentives to encourage participants in the collaborative process to explore

possibilities for the benefit of their own educational communities.

• Developing a sense of shared responsibility towards the improvement of the majority of

individuals.

• The identification of shared priorities for improvement in order to be seen as relevant by most of individuals.

• Availability of external aid with credibility and commitment.

• Support and trust from the educational authorities to the collaborative process by adopting new roles and relationships when necessary.

In this sense, the teacher plays a key role in the development of collaborative student work, since he or she is responsible for choosing and implementing activities, providing all the advice and support required, without being rigid with students, but being a constant guide for them.

Schedule for primary school

TIME	MONDAY	TUESDAY	WEDNESDAY	THRUSDAY	FRIDAY
7:00-7:55 am					
7:55- 8:50 am					5th A
8:50-10:00am				5th C	
10:00-10:30 am	BREAK				
10:30-11:10 am					
11:10-12:00 pm		5th B	2nd C		

Figure 12 Pre-service Teacher Schedule for Primary School

WEEK	TOPICS	STRATEGY
1-2	Review greetings	The practitioner review "greetings" by providing the students with some cards of the greetings in Spanish and in English, the students had to look for their partner to find the correct meaning.
3-4	Fruits – Healthy food	For this lesson the practitioner asked the students the previous class to bring a real fruit to the class, as an activity, the students had to work fo its name in English and teach it to their partners.
5-6	Sports	The practitioner taught this topic using some flashcards, to learn them by heart and to teach them how to writ and pronounce them correctly.
7-8	Parts of the body	The practitioner asked the students to made 4 groups and they had to made a postcard where they had to draw a human's body and made lines where then the other groups had to write the part of the body that correspond to that line.
9-10	Professions	The practitioner taught "professions"by means of a song, in pairs the students had to fill the gaps with the missing professions and then the had to pass their worksheet to another group in orther them to correct the partner's work.

Figure 13 Methodology Outreach Component

Findings

  Strategies implemented. Due to the fact that in Colombian Primary School there is a

lack of motivation and lack of interest from the students when learning English, it was decided to

focus the methodology of the classes based on the student's own process, to promote the

collaborative work and to make them think that learn English can be fun. Taking into account

that in this Primary School the students did not have specific Enlgish teacher, the necessity of

improve this language was evident. The main purpose of this component was to teach English to

those communities lacking an English teacher, at this objective was accomplished since the

students learned significantly new vocabulary, improved their pronunciaton and promote their

collaborative work.

  Flashcard/cards. These strategies were implemented in two cases: to teach sports and to

make a reviwe of greetings; in those classes the practitioner made emphasis on the importance of

learning the greetings and to know how to express the sport that they practice. For that reason, on

the review greetings class the practitioner started by asking the sutudent's pre-knowledge about the topic, and then she reinforced it by doing a group activity where the students had to look for the meaning in Spanish of the card that was given at the beginning of the class. Moreover, on the sport class, the practitioner started by showing some flashcards and making the sudents repeat the correct pronunciation of each one of them, then the students had to share their favorite sport, and they tried to say in English why that sport was her favorite.

Realia: For this opportunity the realia was implemented in the fruit class, where the students were asked to brin different fruits to the class, in order to learn the name of each one of them, the class was focused on the student and the ability that they had to expressed themselves with their partners, this strategy is very suitable to gain the students attention and interest when learning any topic since they have a real connection with the class and it was proved because in other lessos the students remebered the names of the fruit in English thanks to the different activities implemented.

Songs. In this lesson the practitioner implemented the song *"what do you do?"* for the main activity of the class. At the beginning the students were asked if they know professions in English and some students aswer four or three profession, after that, the song was reproduced and the students had to fill the gaps with the corresponding professions, at the end, the answer were socialized and the students song the chanson with the teacher. This strategy is useful to increase the student motivation due to the fact that they were learning while they had fun. It is important to highlight that the students were very active when doing the activities and it was evident the attention and motivation that they had when learning by listening to a song.

Postcard. This strategy was implemented, since it was observed on the classroom observations, that the studentswere very creative, they loved to draw, the love to create things

and to decorate them, for that reason for the lesson of parts of the body, the students in gropus of seven they had to draw and decorate creatively a big human body in order to distinguish all the parts of the body and to learn them by heart, it was evident the pronuntiation field since the students learned how to pronounce each one of them correctly and also the grammar part because at the same time, they learned hoe to write them in the correct way.

Conclusions

The main goal of this component was to meet the English Teaching demands of kindergarten and primary population in schools in Pamplona city, to integrate the student-teacher's Foreign Languages pedagogy with to the educational reality in primary school in Pamplona city and to promote collaborative work among students of 5th grade, as a strategy to strengthen English learning. For carried out successfully these objectives there were proposed three specific objectives.

On one hand, regarding the first objective, it was achieved suitably since the students had a deep English classes, where they could ask questions openly and they were familiarized effectively with the English language. During the process in the primary School, the practitioner could accomplish the second objective related to get foreign languages student-teachers involved with the English teaching processes in the primary school of Pamplona. Although the pre-service teacher had already few experiences in a children's classroom, the one experienced in the primary at "La Presentación" High School helped her to reinforce her knowledge and to be close to the real context of being a Primary School teacher.

On the other hand, this research helped to the acomplishment of the objective regarding to link the foreign languages students training with the social projects offered by the social-

interaction office at the University of Pamplona. Since as the pre-service teacher was developing her practicum.

As suggestions, it is necessary to mention the importance to continue with the implementation of this project in order to improve and enrich the English learning and teaching process of the pre-service teachers and to make the children enhance their English level and to get them used to learn and practice this second language.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

An educational institution is responsible not only for sharing knowledge, but also for the education of a student, which involves different activities in order to integrate the whole educative community to create a good environment among students and teachers. In other words, this administrative component involves the pre-service teacher as part of the community with the responsibility to be present and collaborate in all the extra-curricular events. In this sense, being part of the institution will provide trainee teachers some experience with a real teaching context assuming the complete role of a teacher.

Justification

To have the opportunity of being part of these spaces that will be gained is significant for an undergraduate work experience as well as the impact that pre-service teachers can generate in a public school. In addition, it shows the needs, strengths and weaknesses of an educational community, which ensure the work of the integral practicum offered by the Foreign Languages Program.

General Objective

- ✓ To participate in all the administrative activities proposed by "La Presentación" High School administration staff.

Specific Objectives

- ✓ To become an active member of the institutional community as a pre-service teacher.
- ✓ To appreciate the importance of every extra events during this school year.
- ✓ To help and motivate students to do an exceptional performance in the presentations.

Methodology

The procedure in this component is based on the attendance to extra events that are part of the institution, as well as the collaboration with any job proposed by "La presentación High School". In this sense, it is important to let them know our availability and to cooperate during this integral practice in order to get involved and be immersed in the activities proposed such as cultural events, meetings, exams week, and so forth

The pre-service teacher is not focused only in her work as a teacher, but also as a part of the institutional community. That is why she is present in every aspect proposed by the institution concerning not only the educational field but also the social field.

Findings

The pre-service teacher was focused not only on her work as a teacher inside the classroom but also as a part of the institutional community. Due to the fact that the institution did not have a calendar for the extra activities, the practitioner could organized the following calendar:

DATE	EXTRA ACTIVITY
Tuesday, 20th March	Congregational Day *Marie Poussepain*
Friday, 23rd March	Water Day
Friday, 23rd March	Men Day
Wednesday, 18th April	Politeness Ceremonial Flag Raising Event
Friday, 20th April	Children's Day
Friday, 20th April	Bingo
Saturday, 21st April	Language Day
Wednesday, 25th April	Mess by 10th Graders Students

Figure 14 Extra activities

Congregational Day Marie Poussepain:

This activity took place on Tuesday 20th March just in the first hour, teacher, parents, students, administrative staff and pre-service teacher went to this activity where the students did an acrostic about Marie Poussepain. The pre-service teacher participated in this activity with two song performance (Hallelujah and "La niña de mis ojos") and project a power point presentation about the places where M. Poussepain was born and die. The following picture evidences the extra activity:

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Figure 15 Congregational day

Water day – Men day:

These activities took place on Friday 23rd March in the 4th, 5th and 6th hour. This activity was organized with the purpose of talking about the importance of the water in our lives. Different students shared tips for taking care and for saving water. A postcards contest was carried out and the most creative and beautiful won a price. As soon as the water activity was finished, "La presentación" family celebrated the men day giving them a "Vallenato" serenade and letting them dance with their partners, students and even pre-service teachers.

The following picture evidences the extra activity:

Figure 16 Men day

Politeness Ceremonial Flag Raising Event:

This activity took place on Wednesday18th April in the 5th and 6th hour, where two students of

each group of each grade went to the front of the theatre in order to receive their appreciation for being

the most polite person in the classroom. Then some slides about how to be polite were projected and as

a final activity several question were asked to the public in order to know if the students had

understood why to be polite is necessary in our society.

The following pictures evidence the extra activity:

Figure 17 Ceremonial Flag Raising Event

Children's day (Primary) – Bingo (Secondary):

These activities took place on Friday 20th April on the 4th and 5th hour (The bingo in secondary) 5th and 6th hour, (The children's day in primary). These activities were carried out at the same time but in different places, first, the researcher were helping with the organization of the Bingo that with its money collected it aims to support some voyages that the athletes of the School are going to do in these months, teacher, students and administrative staff were presented. Then the researcher went to primary to help with the dancing activity children were provided of food before the activity and a present that their parents organized.

The following pictures evidence the extra activity:

Figure 18 Children's day

Language day:

This activity took place on Saturday 21st April. Saturday due to the fact that the students are not going to have classes during three days and they have to make up the classes that will be missed. This activity was divided into primary and secondary, where the students danced, sang

and performed a play as a celebration for the language day, that they, the practitioner was in charge of 5th C .With this extra activity the pre-service teacher could observe all the talents that the institution has, how the ladies express themselves and the love that they show doing this activities.

The following pictures evidence the extra activity:

Figure 19 Language Day

Mess by 10th grade students:

This mess was carried out on Wednesday 25th April in the first hour of the academic day, where students pray for their parents, for their partners and for their teachers. The head-teacher of each 10t grade's group and the researcher was presented. In this activity the pre-service teacher helped with the songs. The following picture evidences the extra activity:

Figure 20 Mess from 10th grader students

Conclusion

The main purpose of this component was to participate in all the extra-activities proposed by the High School including the English language and it was possible to observe that it was accomplished successfully. The practitioner could analyze that, apart from the academic work, the organization of events or any other administrative procedure are relevant functions of the pre-service teacher. It allows the pre-service teacher to witness the role that a teacher has during school life in order to become acquainted with the academic activities in the institution.

In addition, the pre-service teacher stated that undoubtedly the teaching profession has many faces and perspectives. The opportunity to be part of an institution for 10 weeks, contributed to the experience as a practitioner to know many characteristics of this job, beyond planning and giving a class. Being involved in this educational context, teaches that this profession is not easy, and it has many edges, many advantages and disadvantages to be accepted and faced daily in order to achieve a continuous improvement.

As suggestion for futures research, it is essential to know or to have the calendar of extra activities, in order to have a time order in the development of the project.

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Appendices

Appendix 1: Classroom Observations:

OBSERVACIÓN DE CLASE

Profesora: **Mercedes Basto** Fecha: **19 / February / 2018**   Observadora: Manuela Villamizar Hora: 7:00 am – 08:50 am

N (nunca) AV (algunas veces)CS (casi siempre) S (siempre)

El profesor...		N	AV	CS	S
1	Sigue el plan de clase				X
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase				X
3	Privilegia la interacción de las competencias comunicativas				X
4	Desarrolla las competencias subyacentes (fonética, sintáxis, etc)		X		
5	Utiliza variedad de material didáctico		X		
6	Emplea material auténtico		X		
7	Tiene en cuenta los diferentes estilos de aprendizaje		X		
8	Centra el desarrollo de la clase en sí mismo	X			
9	Centra el desarrollo de la clase en los estudiantes			X	

Comentarios:
Algo remarcable de la profesora observada es que no cuenta con un plan de clase establecido, ella tiene un cuaderno donde copia al finalizar la clase el tema visto, las actividades que realizo, cómo integro algún aspecto de la transversalidad de colegio, los alumnos ausentes y la tarea que les dejo para la siguiente clase. Se basa en el libro que brinda la institución, de ahí saca los temas y por ende los objetivos de la clase.

INTERACCIÓN

El profesor ...		N	AV	CS	S
1	Facilita la participación de los estudiantes			X	
2	Da instrucciones precisas a los estudiantes			X	
3	Da tiempo suficiente a los estudiantes para que respondan		X		
4	Propicia actividades que involucran el trabajo en grupo			X	
5	Orienta el trabajo de los estudiantes (individual y grupal)		X		
6	Corrige los errores de los estudiantes			X	
7	Refuerza continuamente el aprendizaje de los estudiantes		X		
8	Circula por el aula atendiendo las necesidades de los estudiantes		X		
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes		X		

Comentarios
La profesora no utiliza el salón de manera tradicional, los estudiantes siempre están organizados en mesa redonda, permitiendo una amplia interacción entre ellos. Normalmente la profesora no hace retroalimentación de lo visto la clase pasada y a veces, debido a que no se guía por un plan de clases, el tiempo no le alcanza o no está muy organizada en las actividades de la clase.

COMPETENCIAS COMUNICATIVAS

El profesor ...		N	AV	CS	S
1	Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)		X		
2	Domina los contenidos trabajados durante la clase			X	
3	Se expresa correctamente en forma oral en la lengua extranjera		X		
4	Se expresa correctamente en forma escrita en la lengua extranjera			X	
5	Se hace entender en la lengua extranjera		X		
6	Alterna el uso de la lengua materna y la extranjera			X	

Comentarios
La profesora tiende a tener varios errores de pronunciación y gramaticales a la hora de dictar la clase y por ende, las niñas pueden adquirir esos mismos errores, muy de vez en cuando la profesora pregunta a las estudiantes si tienen alguna duda sobre el tema y habla en inglés como si las niñas tuvieran un nivel apropiado para entenderle.

EL ESTUDIANTE

		N	AV	CS	S
1	Participa individualmente de forma activa durante la clase		X		
2	Participa grupalmente de forma activa durante la clase			X	
3	Participa activamente en actividades orales	X			
4	Participa activamente en actividades escritas		X		
5	Sigue las instrucciones del profesor			X	
6	Muestra respeto y disciplina hacia el profesor			X	

Comentarios
Por lo observado en la clase, las niñas son muy penosas, no hablan porque piensan que siempre van a estar equivocadas, prefieren quedarse calladas y que sus compañeras participen. Con respecto al respeto hacia la profesora, pude observar que las estudiantes tienen presente que le deben hacer caso a sus profesores y que son la autoridad en el aula de clase.

OBSERVACIÓN DE CLASE

Profesora: **Mercedes Basto** Fecha: **02 / March / 2018**   Observadora: Manuela Villamizar Hora: **11:10 am – 12:05 pm**

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

El profesor...	N	AV	CS	S
1 Sigue el plan de clase			X	
2 Desarrolla actividades de acuerdo con los objetivos del plan de clase			X	
3 Privilegia la interacción de las competencias comunicativas			X	
4 Desarrolla las competencias subyacentes (fonética, sintáxis, etc)		X		
5 Utiliza variedad de material didáctico		X		
6 Emplea material auténtico		X		
7 Tiene en cuenta los diferentes estilos de aprendizaje		X		
8 Centra el desarrollo de la clase en sí mismo	X			
9 Centra el desarrollo de la clase en los estudiantes			X	

Comentarios:
En esta clase, la profesora se guio únicamente del libro que brinda la institución, se trabajaron dos páginas del libro el cual incluían vocabulario de ropa y de "fashion" el tema de la clase. La profesora les decía que debían copiar en el cuaderno y cuales ejercicios desarrollar, después compartir las respuestas con sus compañeras.

INTERACCIÓN

El profesor ...	N	AV	CS	S
1 Facilita la participación de los estudiantes			X	
2 Da instrucciones precisas a los estudiantes			X	
3 Da tiempo suficiente a los estudiantes para que respondan		X		
4 Propicia actividades que involucran el trabajo en grupo		X		
5 Orienta el trabajo de los estudiantes (individual y grupal)			X	
8 Circula por el aula atendiendo las necesidades de los estudiantes		X		
9 Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes		X		

Comentarios
La interacción en esta clase fue un poco baja, solo se interactuó en 3 ocasiones donde las estudiantes respondían a las preguntas que la profesora hacia y cuando debieron socializar las respuestas de los ejercicios que realizaron en e cuaderno.

COMPETENCIAS COMUNICATIVAS

El profesor ...	N	AV	CS	S
1 Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)		X		
2 Domina los contenidos trabajados durante la clase			X	
3 Se expresa correctamente en forma oral en la lengua extranjera		X		
4 Se expresa correctamente en forma escrita en la lengua extranjera			X	
5 Se hace entender en la lengua extranjera		X		
6 Alterna el uso de la lengua materna y la extranjera			X	

Comentarios
En esta clase las niñas aprendieron como decir que ropa usaban normalmente pero siendo guiadas por una frase que estaba copiada en el tablero, por si solas, ellas no son capaces de realizar una frase, y por lo observado no es que ellas no sepan cómo decirlo, solo que se llenan de nervios y miedo a que sean juzgadas.

EL ESTUDIANTE

	N	AV	CS	S
1 Participa individualmente de forma activa durante la clase		X		
2 Participa grupalmente de forma activa durante la clase			X	
3 Participa activamente en actividades orales	X			
4 Participa activamente en actividades escritas		X		
5 Sigue las instrucciones del profesor			X	
6 Muestra respeto y disciplina hacia el profesor			X	

Comentarios
Las estudiantes en cada clase están conscientes que tienen que participar para obtener una buena nota, pero a pesar de esto, ellas prefieren responder en español, o buscar/traducir todo en sus celulares.

OBSERVACIÓN DE CLASE

Profesora: **Mercedes Basto** Fecha: **23 / February / 2018**   Observadora: Manuela Villamizar Hora: **11:10 am – 12:05 pm**

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

El profesor...		N	AV	CS	S
1	Sigue el plan de clase			X	
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase			X	
3	Privilegia la interacción de las competencias comunicativas			X	
4	Desarrolla las competencias subyacentes (fonética, sintáxis, etc)		X		
5	Utiliza variedad de material didáctico		X		
6	Emplea material auténtico		X		
7	Tiene en cuenta los diferentes estilos de aprendizaje		X		
8	Centra el desarrollo de la clase en sí mismo	X			
9	Centra el desarrollo de la clase en los estudiantes			X	

Comentarios:
La clase fue dinámica, permitiendo que las estudiantes se pararan del puesto y participaran activas en la actividad propuesta por la profesora.

INTERACCIÓN

El profesor ...		N	AV	CS	S
1	Facilita la participación de los estudiantes			X	
2	Da instrucciones precisas a los estudiantes			X	
3	Da tiempo suficiente a los estudiantes para que respondan		X		
4	Propicia actividades que involucran el trabajo en grupo		X		
5	Orienta el trabajo de los estudiantes (individual y grupal)			X	
6	Corrige los errores de los estudiantes		X		
7	Refuerza continuamente el aprendizaje de los estudiantes	X			
8	Circula por el aula atendiendo las necesidades de los estudiantes		X		
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes		X		

Comentarios
Normalmente la profesora no camina alrededor del salón, ella trata que las estudiantes participen voluntariamente, suele hacer preguntas abiertas para motivar a las estudiantes a hablar y a dejar los nervios.

COMPETENCIAS COMUNICATIVAS

El profesor ...		N	AV	CS	S
1	Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)		X		
2	Domina los contenidos trabajados durante la clase			X	
3	Se expresa correctamente en forma oral en la lengua extranjera		X		
4	Se expresa correctamente en forma escrita en la lengua extranjera			X	
5	Se hace entender en la lengua extranjera		X		
6	Alterna el uso de la lengua materna y la extranjera			X	

Comentarios
La profesora se enfoca en la producción oral de las estudiante, no explica los temas gramaticalmente, las estudiantes no tienen un proceso de gramática estable, la profesora, a medida que desarrolla la clase explica algunas palabras o algunas diferencias entre la escritura Británica y la escritura Americana: Por ejemplo: I have got / I have --- Apartment/Flat entre otras.
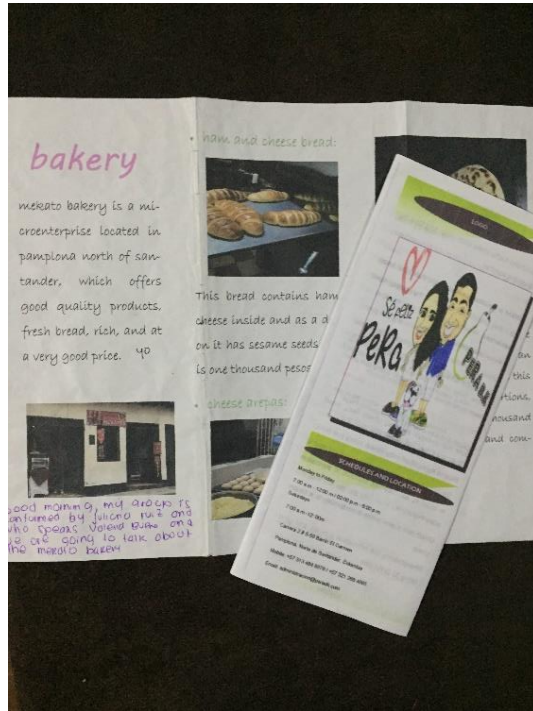
EL ESTUDIANTE

		N	AV	CS	S
1	Participa individualmente de forma activa durante la clase		X		
2	Participa grupalmente de forma activa durante la clase			X	
3	Participa activamente en actividades orales	X			
4	Participa activamente en actividades escritas		X		
5	Sigue las instrucciones del profesor			X	
6	Muestra respeto y disciplina hacia el profesor			X	

Comentarios
En esta clase las estudiantes estuvieron un poco indisciplinadas porque no querían pasar al tablero y generaban desorden al momento de participar, pero el respeto hacia la profesora sigue siendo constante.
Las estudiantes presentas varias fallas al momento de expresar lo que piensan y al momento de estructurar una frase en inglés, teniendo en cuenta que la profesora permite que las niñas traduzcan en sus celulares, tienden a decir el resultado que el traductor les da.

Appendix 2

Appendix 3

First implementation:

CLASS	DATE	TOPIC	ACTIVITIES	TRANSVERSALIDAD	HOMEWORK
#14	Monday, 05 March, 2018	Love, and essential things	Give to the students unknown words from the play.

Students will create a phrase based on the word in the flashcard.

Students will answer some questions that will be written | For this class, the pre-service teacher will talk about the essential things, why some things or some people are the essential things of our lives. | The students will create a comic showing what their essential things are. |

| | | | on the board.

Finally, the students will check if they are right or not, also they will have to share their ideas by means of an oral production. | | |

Second implementation:

CLASS	DATE	TOPIC	ACTIVITIES	TRANSVERSALIDAD	HOMEWORK
#22	Thursday, 05 April,108	Expectations in life and goals	Ask the students to from groups of four or five students, in order to order some phrases previously chosen from the play, each group will have three different phrases

The teacher will ask all the groups to work together and to organize all the extracts by putting them into the correct chronologically order

Finally, the students will be divided into three different | ---------------------------- | The students will be asked to create another end for the play. |

			groups and they will have to perform the play putting into practice the words and expressions that they will found in the extracts.		

Third implementation

CLASS	DATE	TOPIC	ACTIVITIES	TRANSVERSALIDAD	HOMEWORK
#33	Friday, 04th May, 2018	Appearance and real life	The students will listen to an audio reordered by the teacher and in their notebooks, they will write words or expressions that they did not know The students will be provided of the script of the audio that they heard previously, they will read it and will answer some questions that will be written on the board, and then make the predictions of the end of the play. The students will share orally their predictions, and there will be a vote to choose the most creative and	The practitioner will implement the discourse field to share with the students the importance of showing their reals feelings, the importance of being authentic and to be proud of themselves.	The students will be asked to write in English why and in that way they are authentics.

| | | interesting ending.

Four4 students chosen randomly will perform the prediction. | | |
|---|---|---|---|---|

Appendix 4

Appendix 5

Manuela Stefany Villamizar Medina
1094278499

Narrativa 3

Esta semana, las estudiantes estuvieron indisciplinadas teniendo en cuenta que retomaban clases después del receso de semana santa. El martes fue el día que más molestaron, no querian participar, y les costaba hablar en frente de sus compañeras, pero ya al siguiente día, la disciplina y participación activa volvieron a ser caracteristicas fundamentales en mi clase de inglés, la profesora (asesora) tuvo que asistir a varias reuniones durante la semana y por lo tanto, en las clases, quedaba sin supervisión y pude notar, que las estudiantes se sienten más cómodas en la clase cuando la profesora no está, hacen preguntas, expresan sus ideas, hacen comparaciones o contrastes con otros puntos de vista y no les da miedo hablar, no piensan en ser juzgadas y el ambiente se hace un poco más natural y agradable.

Manuela Stefany Villamizar Medina
1094278499

Narrativa 5

Teniendo en cuenta que esta semana se realizaron las trimestrales, realicé únicamente 3 clases, pero ayude a observar y cuidar trimestrales de otras áreas que se realizaron en la hora de inglés.

Esta semana, aparte de ser la profesora de inglés, en varias ocasiones me toco ser psicóloga, enfermera y docente titular, son situaciones a las que uno se enfrenta y que aun sin estar preparado tiene que afrontar y de las cuales sacamos una experiencia y un conocimiento nuevo que nos servirá para un futuro no muy lejano, para llegar a ser no solo buenos profesores sino profesores íntegros, capaces y preparados para asumir cualquier reto dentro y fuera del aula de clase.

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Appendix 6

FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Jeniffer Dayana Araque Lamus

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Manuela Villamizar Medina

TIEMPO DE CLASE OBSERVADA: 55 minutos

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE
METODOLOGÍA	
Número de actividades implementadas	5 actividades
Qué habilidad se trabajó más	Escritura y habla.
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	Sí, se diferencian claramente los espacios de la clase, está la apertura de la clase, el desarrollo de las actividades y finalmente el cierre de la misma. Se evidencia una planeación anticipada de todas las actividades.
La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural	Se trabajaron estos tres objetivos, ya que se introdujo el vocabulario de los miembros de la familia, en la actividad de interacción y de repaso las niñas realizaron preguntas y respuestas entre sí con temas cotidianos, además se amplió la conversación gracias a las festividades anglófonas.
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural	La docente practicante desarrolló actividades que giraron en torno a estos objetivos, las niñas repasaron los adjetivos posesivos gracias al empleo de preguntas y respuestas, aprendieron el vocabulario gracias al uso de las flashcards y desarrollaron el último punto de la guía el cual se basaba en las festividades anglófonas más importantes, donde ellas conocieron un poco más, gracias a lo expuesto y a sus conocimientos previos.
Desarrolla las competencias subyacentes (fonética, sintáxis, etc)	La docente practicante indica adecuadamente la pronunciación de las palabras, además hace que las estudiantes repitan en diversas ocasiones para la mecanización de estas, además si se presenta algún error se dirige al tablero y escribe de forma correcta la palabra para que las estudiantes lo corrijan en sus apuntes, de igual manera corrige de inmediato errores de pronunciación y formulación de oraciones.
Utiliza variedad de material didáctico	Se evidencia el uso de guía de trabajo la cual contiene material auténtico, carteles, flashcards creativas con fotos e imágenes de los miembros de la familia.
Emplea material auténtico	Dentro de la guía de trabajo se evidencian imágenes y fotos de festividades en países anglófonos, además contiene una tarjeta de invitación con información.
Tiene en cuenta los diferentes estilos de aprendizaje	La docente practicante monitorea el trabajo de cada una de las estudiantes, pasa puesto por puesto verificando el trabajo realizado.
Centra el desarrollo de la clase en sí mismo	La clase gira en torno a las estudiantes y su proceso de aprendizaje, la docente practicante se muestra como una guía al momento de impartir su clase.
Centra el desarrollo de la clase en los estudiantes	La clase se enfoca en las estudiantes, sus necesidades y aprendizajes.
Tipos de actividades desarrollas en la clase	(Actividad de apertura, corrección de la tarea y repaso, elaboración del último punto de la guía, introducción de los miembros de la familia con imágenes y juego de adivinanzas)
INTERACCIÓN	
Facilita la participación de los estudiantes	Da la palabra a la mayoría de estudiantes, se sabe claramente los nombres y facilita la participación de ellas.
Da instrucciones precisas a los estudiantes	Al inicio de cada actividad la docente practicante expresa con claridad lo que deben hacer las estudiantes
Da tiempo suficiente a los estudiantes para que respondan a las actividades propuestas	Las estudiantes tienen el tiempo suficiente para desarrollar cada una de las actividades.
Propicia actividades que involucran el trabajo en grupo	En la actividad de interacción las estudiantes trabajaron grupalmente en la formulación y respuesta de preguntas teniendo en cuenta los temas vistos.
Orienta el trabajo de los estudiantes (individual y grupal)	Monitorea el trabajo de los estudiantes de manera individual, revisa las actividades de cada una de las estudiantes.
Corrige los errores de los estudiantes	Corrige los errores de manera global, utilizando el tablero, aclarando dudas y evitando la fosilización de los errores.
Refuerza continuamente el aprendizaje de los estudiantes	Se evidencia una retroalimentación, ya que emplea temas vistos en cada una de las actividades realizadas.
Circula por el aula atendiendo las necesidades de los estudiantes	Sí, al momento de poner el visto bueno en la tarea, cuando realizan los ejercicios monitorea a todas las estudiantes además, en el momento de la introducción del nuevo vocabulario pasa por los puestos
Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes	Sí se evidencia por parte de la docente practicante ya que la respuesta física total, los gestos y además los movimientos son utilizados durante la clase, ya que estos le permiten una explicación adecuada y además la comprensión de las actividades, instrucciones y demás aspectos en la lengua extranjera, sin utilizar

GALLERY

Evidences for the Outreach Component

Promoting collaborative work:

Using flashcards to teach vocabulary:

Giving different lessons with the aid of theater and dance:

Evidences for the Administrative Component

Singing in the 10th grade Mess

Dancing for the Children's day

Taking care of the 5th grade students in an ricing flag event: