

**Applying Short-Talks as a tool to encourage speaking for A1 level students in a public school: An
action research.**



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Integral Practicum

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

Acceptance Note

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Presentation of the proposal

English as a foreign language (FL) has become a necessity for people in Colombia, in different areas; such as business, education or tourism. It is well recognized that someone who studies English, French or Portuguese as Foreign Language (FL) has more opportunities than a person who just speaks one language, because nowadays the world is influenced by globalization, which is an economic, social and cultural phenomenon that lies in the increasing need for communication and interdependence amount different countries around the world.

In education there is an important aspect that teachers sometimes ignore: motivation; if a student is not motivated it will be very difficult for students to understand the different English skills especially speaking, because English is a subject that students generally do not like, because it seems difficult and boring; for this reason teachers have the duty to motivate students and make fun the process of teaching and learning.

On the other hand, one of the skills most taught in teaching English as a foreign language is speaking. Taking this into account, this skill is taught implicitly through role plays, memorization, short dialogues, monologues and common sentences. As a result, students cannot produce their own ideas, otherwise, they merely repeat a speech which already exists through memorization reading and repetition. Brown, (1999) and Burstall, (1995) claim human motivation enjoys receiving this kind of input, having this process as a result of sociocultural process. Therefore, it is needed to implement new strategies, based on the needs on each group of students, because motivation depends on many factors as environment, social status, age, sex, and preferences.

Introduction

This project is constituted by four components which allow to understand deeply how pedagogical practice influences learning process. The first chapter is the pedagogical component which aims to show pedagogical strategies undertaken by practitioner in order to present a series of activities developed according to the approach selected and the solution proposed.

The second chapter is called research component that introduces action research as a tool for helping teacher -researcher to seek solutions to a problem detected in educational setting. This action research was conducted following two important theories Barbara Irene Bohuny, 1987; Margarita B. Jimenez, 1987; through action research the following question was answered: how authentic audio-visual material influences the speaking skill?

The third chapter is about outreach component which presents the reason why social work made part of this project, according to special needs in primary students from third grade of San Antonio School within academic subject area of English as a foreign language teaching English

in a period of time of four hours per week will make a significant contribution to this area helping students.

The fourth chapter is the administrative component shows a general overview of General Santander School where the integral practice was developed. This component presents the following aspects about the institutional Educational Project: location, general authorities charts, curricular approach, Academic training and research approach.

On the other hand, it is presented the following aspect about rulebook: Institutional Horizon, mission, vision, general goal, profile of students, evaluation procedure and criteria, evaluative scale, duties and responsibilities of teachers and students. Additionally, it showed institutional symbols, institutional organization chart and School Calendar 2014.

Justification

It is well known that speaking is a necessary skill which can be attached to the other skills and processes in which foreign languages learners have contact with movies and documentaries for knowing about a specific topic as a task or speaking with pleasure; besides of being a tool that encourages to awake motivation and creativity at the moment to speak.

According to Richards 1990 Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market) though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g. turn-taking, topic management, questioning strategies) to 17 indirect approaches which create conditions for oral interaction through group work, task work and other strategies.

The essential Students' goal when speaking was to understand the structure of speech, to express ideas clearly, and know about the world and life through authentic audio-visual material. The use of these sources, especially documentaries, as a technique for teaching speaking skill is very popular within the field of foreign language learning and teaching.

After observing some problems that affected students at San Antonio School, the trainee teacher decided to work on this project aimed at implementing audio-visual material as a strategy to improve the 8th grade students' speaking skills.

General objective

To reinforce speaking skills through the use of authentic audio-visual material based on Short-Talks.

Specific objective

- To determine what type of authentic material is better for eighth grade students, focused on their English level and, dealing with short-talks purpose, for more comprehensible input.
- To create short dialogues, monologues in order to practice new vocabulary based on students' level.
- To motivate students about the importance of learning English.
- To embrace the use of communicative skills.

General conclusions

According to the information gathered on the pedagogical component, it was found that many students had deep problems at the moment of speaking and expressing their own ideas, the main goal of this action research was to improve speaking skill through the use of authentic

audio-visual material based on Short-Talks because it pretended to motivate students to speak and give opinions about a current, fun and interesting topic. The second component was based on analyzing how students from 8th grade responded to this strategy. Throughout journals, interviews and reflecting on the process from beginning to the end. The third component was dealing with primary students, as this institution has been mentioned before, this component was applied in a headquarter far away from the main institution. It was applied two hours per week English classes to third grade. The methodology applied here was PURF and TPR in order to gain vocabulary and develop listening and speaking skills. Throughout this process was evidenced that the use of flashcards, songs, TPR and painting activities made students feel concentrated and motivated to finish their task, they learn commands, they could do, what they heard, they could answer some textual questions. Finally, the fourth component, the pre-service teacher contributed on doing handcrafts for Mother's Day, Father's Day and Virgin's day. There was also an event called *Contest time*. During this presentation another teacher and I were in charge of bringing snacks for these students who participated in the event, the planning of the event was in charge my supervisor. My supervisor and I were in charge of the participants and their performance, working for a month every Saturday at school.

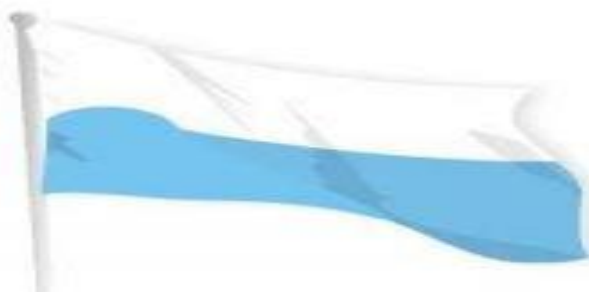
Observation

During this section some aspects must be highlighted in order to show the members of the community and the functioning at San Antonio school. It seeks to cover integral formation from kinder garden and basic primary formation to secondary levels. In this institution there are three headquarters; two of them are in charge of kinder garden and primary formation and the other are in charge of secondary, in fact, this is the principal headquarter.

Topographic Location

San Antonio School is a public school which is located in thirteen avenue number eight with fourteen in Gramalote neighborhood, two blocks from the San Antonio's Park in Villa del Rosario Norte de Santander.

Institutional Symbols



Slogan:

“Educando activamente para formar mejores ciudadanos”

General Authorities chart

The Scholar Government is the highest decision making body of the school, it was created to include the participation of educational community according to article 68 of the Colombian Constitution, the General Education Law 115 of 1994, Article 142, Article 20 of Decree 1860, thus the Scholar Government is composed by :



Chancellor

At this time, the Chancellor is the teacher Luis Antonio Vela Camargo. The role of the principal is to represent the institution and supervise the construction, execution and evaluation of the PEI. Some of his functions are:

- To promote clear ideals in planning to achieve efficiency in institutional quality.
- To manage the personnel assigned to all areas, as to participate in the process of selection.
- To represent the institution previous to the educative authorities for the academic progress and the development of the level of the education.

The Management Council

The Management Council is in charge of the involvement of the community as the academic and administrative direction of the Institution. It is composed of:

- The principal
- Two (2) representatives of the teachers
- Two (2) representatives of the parents
- One (1) Ex-student
- One (1) Eleventh (11th) grade student

The Academic council

It is the superior instance to participate in the pedagogic orientation of the establishment. It is composed of:

- The principal
- One coordinator academic-disciplinary
- The teachers of the different grades and areas

Principal aspects about the Institutional Educational Project

Pedagogic Component

- Curricular approach
- Teaching model
- Research approach

Curricular approach

The curriculum renewal involves a rethinking of the concept of education as a "PROCESS AND INTEGRAL HUMAN DEVELOPMENT" adopting the general guidelines of the curriculum to the real needs of the student, school and community.

Schools and curriculum change as society changes, i.e., curriculum and changes are determined by the historical, socio-cultural, economic, political and scientific - technical context. Learning experiences are integrated into a diverse set of factors, resources and environments: working in the learning environment (students, teachers, parents and community). Modifying factors are the circumstances that affect the learning process (technical level socio cultural, economic, political, scientific,). Resources are dynamic materials (teaching techniques and evaluation) and concrete materials (media and educational technology resources) involved in the learning experience.

Academic training

Facilitate student acquisition of technological knowledge, development of skills and abilities that allow students to become familiar with the progress of science, technology, so their work is consistent with the demands of an increasingly technological society, competitive and demanding. Educate students to real learning is the product of effort, commitment and self-discipline and develop a critical and open to the pursuit of truth consciousness.

Theories that support the curricular structure

The student becomes the author of his own learning without discrete, motivating and guiding action of the master is lost, this will have the foundation knowledge, analysis and application of current psychological and cognitive streams as ". Genetic psychology -PIAGET- "Child uses experience to make deductions from their premises and creates new unknown that are logical structures from which makes deductions did not exist in your experience or knowledge construction."

Vigotski-. Conceivable that a reconstruction of sociocultural knowledge facilitates mediation and interaction with others. ""Working in the classroom about a problem, the mediator invites students to verbalize their thought processes and then the group's feedback."

In -Ausubel- meaningful learning theory tells us that "A learning be significant when the new knowledge is linked to a clear and stable with prior knowledge of which has an individual way.

Curriculum Development in the Educational Institution San Antonio aims to encourage active student participation, direct contact with the sources of information, the development of personal conclusions or group, creation, projection and discovery strategies, facilitating the development effective behaviors compatible with the cognitive capacities, strengthening the formation of attitudes and ethical values and supported the development of interest in cognitive behaviors.

Relevant aspects about the rulebook

Philosophy

The Institution will make people clear and practical meaning of life, autonomous and authentic.

Therefore:

1. Impart education leading to righteousness through the formation of an iron will, strengthening the character and fully aware of their actions, to achieve balance as a human being, capable of thinking rationally, analyze and improve their quality of life.
2. Provide guidance to learners on faith and morals, essential factors for the formation of human beings.
3. Promote the development of interest in knowledge, skills and abilities to make them available to the community.
5. A generating sound education policy, appreciation, dignity and interest in the work, and personal growth.

The philosophy of the institution be directed to follow the ideals of the man of laws framed in their actions, deeds and thoughts that contribute positively to the development of the country facing the challenge of the new millennium

Mission

Educational Institution San Antonio offers educational and social service guarantees in pre-school, basic academic and technical media in coordination with institutions of higher through comprehensive training programs on job skills and education, developing the aims and principles of education Colombian forming citizens for life in all its dimensions and respecting the principles of diversity and vulnerability.

Vision

In 2020, the Educational Institution San Antonio Villa del Rosario, is a leader in providing quality educational services in border areas, promoting values of integral education, respecting the principles of

diversity and vulnerability, enabling skills development keys to the training of people with humanistic and technological, can improve their quality of life and knowledge of their social environment.

Training goals

- Educate students to real learning is the product of effort, commitment and self-discipline.
- Intellectual formation. Develop a critical and open to the pursuit of truth consciousness.

Provide a tolerant environment towards the plurality of opinions.

- Directing the learner to respect their own culture, from national to the universal realization generated with technology and science.
- Provide investigative sources that lead to construct their own knowledge in all areas of knowledge.
- **Community Formation** : To train students' personality through conscious development and volunteer their manpower according to the needs, interests and expectations of the individual and the community.
- Join Colsantos leaders to solve the problems of their community and search strategies for the peaceful coexistence of their social environment.

Profile of Students

Students and the pre-service teachers are committed with the profile fomented by the institution. The current conception of education and person with holistic formation in a globalized world needs a teacher with a universal panoramic and a prospective vision of the world knowledge and advances in science which locate us in the national and international education parameters that make us think in the opportunities and the development possibilities.

Evaluation Procedure and Criteria

The evaluation procedure of San Antonio School is carried out by taking into account the decrees 1290, 2009, 4790, 2008 and the parameters of the Institutional Educational Project.

Types of evaluation

Continuous assessment: It is being assessed right through their learning process. The teacher can track the improvement (if any) of the learner. The teacher will be able to give more support and guidance, and the learner will have more opportunities to improve.

Formative assessment: It applies to the processes from the beginning taking into account not only knowledge but also attitudes, values and skills, achieving an identity and setting possibilities to overcome dysfunctions.

Inclusive assessment: It guides processes to minimize and eliminate barriers that limit learning by integrating knowledge, skills and content.

Integral assessment: It takes into account all aspects or dimensions of student development.

Interpretative assessment: It seeks to understand the meaning of the processes and results of the student's education.

Participatory assessment: It involves several agents encourages self-assessment and peer assessment.

Systematic assessment: It allows identifying the assessment of student learning and evaluates quantitative and qualitative record academic progress, due to a preconceived plan; the activity of the students is not performed extemporaneously.

Flexible assessment: It allows identifying different strategies and possibilities for evaluating activities and improving outcomes.

Innovative: It develops experience of creative expression to the improvement and transformation of knowledge and the construction of solutions to many problems.

Criteria for Evaluation

Quantitative	Performance
4.8 – 5.0	Superior
4.0 – 4.7	High
3.0 – 3.9	Basic
1.0 – 2.9	Low

Duties and responsibilities of teachers and students

Duties and responsibilities of teachers

- To get involved actively in the holistic formation of students, according to the institutional philosophy and educational model.
- To perform planning their teaching jobs by institutional proposal.
- To stay at the school day and work as regulated by law and proposed educational institution.
- Upgrading permanently in Education, Teaching and areas of specialization, in order to achieve educational excellence.
- To present the excuse of his absence, to the unexpected, by telephone to the rector or coordinator only.
- To participate in meetings that are convened / or the school administration.
- To give a just and kind treatment to all members of the educational community.

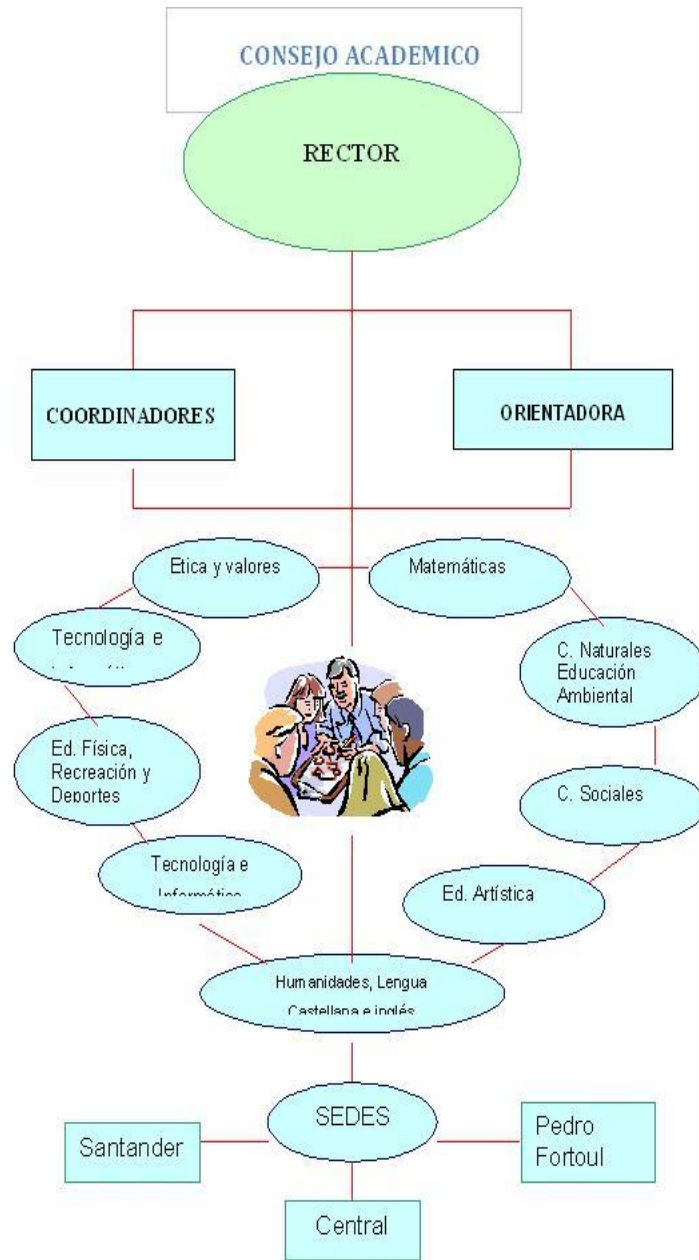
Duties and responsibilities of students

Education is a right and duty. The student is the main agent of the educational process, so you have:

- Meet the academic and educational achievements established in the Institutional Educational Project.
- Bring the tools and materials necessary for the development of classes.

- Arrive on time to the classroom and extracurricular activities scheduled.
- File recovery activities assigned for overcoming difficulties.
- Justify any absence in writing and support it with the signature of the parent or guardian and as ordered thereon by the Juvenile Code (Art. 313 and 314, Dec. 2737/98).
- Reply with homework and daily lessons, work assignments and periodic evaluations, ranging ensuring the assimilation of knowledge and skills.
- Address by the tasks and / or work each day classes was not present. Failure to attend classes will not be an excuse not to fulfill what has been outlined here.
- Provide assessments on a day fixed by the teacher, and in case of excused absence within five (5) days after the return to the institution, prior authorization Coordination days.

- Note that all areas and subjects, including Religious Education, Ethics, Arts Education and Physical Education, contribute to the integral formation of the person and therefore, must be met with the same responsibility and dedication other areas of the curriculum.



English Schedule in San Antonio School (Afternoon)

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
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1	-	-	7A	-	7A
2	-	-	7A	-	7A
3	7 A	6A	9A	6A	8A
4	7 A	6A	6A	8A	9A
5	9 A	8A	7A	8A	-
6	9A	8A	-	-	9A
		9D			

CHAPTER 1: PEDAGOGIC COMPONENT

Introduction to the pedagogic component

Title: Applying Short-Talks as a tool to encourage speaking for A1 level students in a public school: An action research.

Teaching English requires planning, assessment, time and in many cases, correction. As these aspects constitute the basis of Teaching, it is vital to keep a track on them. This chapter contains the way in which the teachers carried out the actions mentioned above and the theoretical foundations of this project.

The Pedagogical component of this project was developed through the use of authentic audio-visual materials within communicative language teaching in order to improve students' speaking skill, to increase their knowledge and to encourage a positive attitude toward learning a foreign language at a public school in Colombia.

Communicative language teaching is a new method that allows to students to develop communicative competence and treats language as an implement for communication, not the subject to be studied, for this reason CLT has gained huge popularity and stays one of the most important methods chosen by teacher.

This chapter explains theoretically how communicative language teaching method was theoretically applied within the use of authentic visual-material, and how by practice was developed in order to improve speaking skill. Besides it is showed the materials which were used in order to apply the CLT strategy.

Statement of the problem

Throughout the process of observation at San Antonio school carried out by the pre service teacher, it was evidenced some key factors when teaching a foreign language, such as methodology, planning classes, classroom accommodations, students' behavior and their English proficiency level dealing with eighth grade level.

The classes were developed in their classroom, with a white board, fifty students, and the teacher. This classroom was not spacious enough due to the amount of students. Basically, the students could not be well organized by rows because they did not have space to be either in a circle or in rows. It was almost impossible to walk around the classroom. Having this in mind, the teacher could have the students motivated on this subject, and they showed up a good behavior.

However, the teacher could not be sure that all of them were learning, because this group of students are extremely hard to check that they are learning, and doing the exercises correctly. Even though, they were working on class, some students did not do anything for this period of observation. It seemed to be less motivated than the rest of their partners, most of these students were older than the other ones.

Taking into account this, some issues faced the development of a foreign language in eighth grade from San Antonio school. Firstly, the lack of vocabulary dealing with their English proficiency. Secondly, the classroom needs, this classroom does not have any audio visual material in order to develop and enhance their input. Third, it could be noticed that there was a kind of apathy in the students in the English class, especially when teacher asked for speaking, they did not feel secure for the lack of practice using the foreign language. That is the reason why this project addresses to overcome those issues and work on this community

Research question

- How students from eighth grade can be benefited by Short-Talks activities to enhance speaking skills?

Justification of the pedagogic component

The pedagogical component of the present action research was focused on the use of Short-talks to improve speaking skill of students from 8th grade of a public school in Colombia. Based on six observations conducted by the researcher of this project.

Communicative language teaching has been presented in this project as a new inclination in speaking skill that integrate students to work each other in order to achieve a goal, this goal is to give opinions and answer specific questions from a conversation, dialogues and images showed by the pre service teacher.

Speaking skill presented in this chapter covers the criteria poses by Basic Standards of Competences in Foreign Languages: English, which states that student's from 8th grade, must be on B.1. Having this in mind, the English level of proficiency on speaking in a student for 8th grade should be able to:

- A. Dominate most situations about travelling in a country where English is spoken.
- B. Enter spontaneously in a conversation on topics that are familiar, of personal interest or lifestyle (e.g. family, hobbies, work, travel etc.).
- C. Link phrases in a sample way so as to describe experiences and events, dreams, hopes and aspirations.
- D. Give brief explanations and reasons for opinions and plans.
- E. Tell a story or relate the plot of a book or film and describe the reactions.

It is important to clarify that not all students have the level B1, but they were taught how they could manage speaking with B1 level using communicative language teaching.

Objectives of the pedagogic component

General objective

To reinforce speaking skill through the use of authentic audio-visual material based on communicative language teaching.

Specific Objectives

- To determine what type of authentic material is better for eighth grade students, based on short, understandable dialogues and conversations that supply their needs for more comprehensible input.
- To identify the most suitable audiovisual material that will be used.
- To elaborate workshops based on audiovisual material to be applied in class.

Theoretical framework

The theoretical framework of the pedagogical component of this action research was based on different aspects that involve speaking skill and their development on students' performance. In this section it explains some concepts related to the Bilingual Language Rights (BLRs), communicative language teaching, authentic materials in CLT, authenticity, visuals, audio-visuals, speaking skill, communicative activities and teacher's and learner's role. In addition, some conceptions about type and sources of authentic material and using realia in the communicative classroom were explained.

The basic learning rights (BLRs)

Taking into account the lineaments stipulated by the CEF concerning to what a learner must know about the language in order to make use of it, Colombia has decided to implement a program directed to structure the way a foreign language is learned and taught in the country. For this reason, the purpose of the BRLs is to form citizens able to communicate in English, who can insert the country in universal communicative processes. For achieving this purpose the BRLs decided to adopt as reference the language proficiency levels, proposed by the CEF, to be developed through the different stages of the educative process.

In the following table it was presented the levels according to the CEF and its relation with the educative levels in Colombia.

LEVELS ACCORDING TO THE CEF	COMMON LEVELS' NAME IN COLOMBIA	EDUCATIVE LEVEL TO DEVELOP EACH LANGUAGE LEVEL
A1	Beginner	1st to 3rd grade
A2	Basic	4th to 7th grade
B1	Pre-intermediate	8th to 11th grade

Communicative language teaching

Since this action-research privileged communication, especially in speaking context, it was important to stand out that this project was based on the communicative approach. As said by Brown (2007), the communicative Language Teaching is a theoretical position about the nature

of the language and its learning and teaching process. In addition, it establishes five characteristics that describe this approach and that allow us to appreciate how it can be used in the classroom. 1) the goals of the classroom should be focused on the development of communicative competences and not just grammatical aspects, 2) the language techniques are focused on develop students' competences that permit them to use the target language in a meaningful way, 3) fluency and accuracy are considered as the main aspect of this approach, 4) students in a communicative class have to use the language, productively and receptively in unrehearsed context outside the classroom, 5) students are given opportunities to focus on their own learning process through raising their awareness in order to help to develop autonomous learners able of keeping working beyond the classroom.

Besides, the Communicative Approach is “based on the premise that what we do in the classroom should have some Real-life communicative value. The communicative approach brings the “implications” of communication to language teaching”. (Flowerdew and Miller, 2005). This definition is related to what the pre-service teacher performed in the classroom. All the activities and the topics to be developed throughout the interaction intended to be useful in real-life and to have an immediate application; for this reason is important to utter that the pedagogical component of this study was based on the communicative approach mainly because through this method, students had the chance to use their communicative competences in a natural and real context. Because of this, we considered important the use of authentic material since this tool facilitated learners to comprehend.

Different aspects of the target language, and to be aware about the development in their learning process in order to accomplish the different classroom aspects proposed by Brown (2007).

Speaking skills

Speaking skill is a practice of exchange that implicates producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). It's the way and meaning are dependent on the environment in which it occurs, including the participants themselves, their group experiences, the corporeal environment, and the aims for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. On the other hand, speech has its own skills, structures, and arrangements different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). An excellent speaker synthesizes this form of skills and knowledge to succeed in a given speech act.

Short-Talks in CLT

From Communicative Language Teaching bases on the use of natural language in a variety of situations, its adherents support learning by means of using authentic language materials (Larsen-Freeman, 1986). Richards and Rodgers (1986) classify possible examples of such 'from-life' materials: signs, magazines, advertisements, and newspapers, maps, pictures, symbols, graphs, charts, etc. In the next part of the present project (research component), it will focus mainly on the use of authentic audio-visual materials in the communicative classroom as far as the development of speaking skills is concerned, and their possible use during various stages of the learning process.

The definition of authenticity

A lot of definitions of 'authenticity' at present are recognized, but no universal concept seems to be formulated. According to dictionary of applied linguistics (1987, p.27) this term is defined as:

The degree to which language teaching materials have the qualities of natural speech or writing. Texts which are taken from newspapers, magazines, etc. and tapes of natural speech taken from ordinary radio or television programs, etc., are called authentic materials. As this definition is technical and general, it is useful to revise other definitions of authenticity given by some authors:

Martinez (2002) gives examples of what may be called ‘authentic’ and what could be defined as ‘genuine’. such as, a radio news report brought by the teacher to the classroom to talk about the issue of pollution in the learners’ area is an example of an authentic use of the materials while a news article where the paragraphs are cut up and jumbled and students are to put them back in a correct order is an example of a genuine use of materials. According to Nunan (1988), authentic materials can be defined as those which were produced not for the purpose of language teaching; Lee (1995) hypothesizes that “a text is usually regarded as textually authentic if it is not written for teaching purposes, but for real-life communicative purpose.” Uzar (2005) states that it is possible to discern two levels of authenticity: “the believable and genuine quality of L2 resources and the real-life nature of the language used in the classroom.”

In brief it can notice that exist several definitions about authenticity. They may be described as those which are not designed for the purpose of language learning. On the other hand, it may be argued that it is not important to provide learners with authentic materials, but rather to use them in an authentic way, making them authentic in the view of the learner and in the context of the situation.

Visuals

The visuals often convey ideas and content more easily than verbal descriptions, and provide significant improvements in classroom learning. A course rich with charts, diagrams, photographs, visual presentations, videos and maps are more easily absorbed by students. Although the visuals are not a substitute for a compelling and engaging conference can help students with the content and release notes taking, which in some cases can lead to important points are lost.

Students can create and use a variety of visual materials to enhance learning in the classroom including models of historical scenes, battlefields or scenes from literature. Also useful are flip charts, graphs, timelines, fliers, posters and tables for presentations. The artifacts and accessories are items that can be viewed or go through the room during a presentation, such as arrowheads, microchips or a species of lichen that grows on a small rock.

Audio-Visuals

Audiovisual are one of the most important means in the educational field, treating them both from the point of view of teaching and learning disabilities. In this way we can develop teacher training and social promotion activities.

These means serve to enhance communication processes ((theories of communication)). Teachers are those who mainly want the use of audiovisual materials in education, since they are considered fundamental point within it.

Unfortunately not many media still used in education. We could talk about the most common: television, video, etc., but they are quite a few who are not yet used, through ignorance or not having the possibility of them. One could speak of economic problems. Probably not the money to obtain these audiovisual media is reversed, considering them, so to speak, unnecessary. This may be due to lack of knowledge of these highly advanced means.

Today we move outward in a very orderly society, for which we should try that using these methods were growing, and as a result to get a good education.

Communicative Activities

While one of the main aims of the Communicative Approach is to produce developing speaking skills as soon as possible, Richards and Rodgers, (1990) it is natural that it is achieved by means of communication and interaction between students. Richards and Rodgers (1990, p.76) describe types of communicative activities appropriate for this particular approach: The range of exercise types and activities compatible with communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, connect learners in communication, and involve the use of such communicative processes as information sharing, and interaction in classroom.

Teacher's And Learner's Role

The Communicative Approach stands out the process of communication, not the comprehension of linguistic form above all. Such an attitude, according to Richards and Rodgers, “leads to different roles for learners from those found in more traditional second language classrooms” (1986, p.76). in addition, they consider that “learners bring foreknowledge of what teaching and learning should be like” (1986,p.77) and are seen as more conscious and responsible learners of foreign languages.

In other words, it can be say that CLT emphasizes a learner-centered approach, as Opposed to the drills of the Audio-Lingual Method, and it raises students' motivation to learn foreign languages (Turula, 2000).

Literature review

This literature review provides the most relevant studies carried out by other authors who have in mind teaching a foreign language as a useful tool to improve teaching for children with ADHD. Moreover, the use of Short-Talks in class, and this literature review is developed in three parts: First, it concerns to educational field, and the impact of applying short conversations to high students. Second, the process of teaching to A1 level for eighth grade students. Third, the advantages to implement techniques to support their needs and enhance motivation meanwhile the process gets done.

Teaching English

In the educational field, Armstrong, T (2010) in his study “Short dialogues as alternatives in the classroom” supports that pedagogical studies are based on grammar structures and less on a communicative approach. However, according to her personal experience on working with a Short-Talks students in high school in ages around thirteen and fourteen years old; she provides the idea of using a foreign language to those students is not the “main” task for teachers. She prefers remarking that teachers need to think as if they were in the student’s mind and emotions. Moreover, it was illustrated on how English Second Language (ESL) methodology can be effective on teaching a foreign language with adults learners. She contemplated several examples of activities that could be used on teaching vocabulary, grammar and oral discourse to students.

Supporting this previous study, Ivask, M (2015) “Teaching English to beginners” establishes that, English is taught to students in Estonia on four areas of interest. First, lack of motivation and difficulties when they learn English. Second, focus on teaching techniques and methods. Third, know to handle bad behaviors in teenagers. Finally, efficient teaching resources focused on the approach. Those studies have remarked the suitable manners to conduct or to manage a foreign

language as a main strategy to overcome this attitude. As it has been summarized, this article explains that it is not about the child's fault, neither the progress in the course depends from these children.

Similarly, Villalobos, O (2011) in his study: "Short-Talks in the EFL Classroom: A Case Study" established that, it reflects the experience of implementing a plan for a student with lack of vocabulary in English as a Foreign Language (EFL) environment in Costa Rica. Furthermore, the study reports on the strategies and techniques used with the student and the teacher. That is a great support to the present study because it has some similarities to this inquiry because during this research the implementation of CLT techniques and strategies are one of the important facts to define if this approach helps those learners students or not.

Communicative Language Teaching

In the educative field, F. George (2017) published in his article "Using tasks in a communicative language teaching" he described the importance of interaction in language learning and how the process of negotiating meaning is key to the students not just in terms of fluency practice but also in developing their communication strategies and communicative competence so that they can hold their own in an English conversation outside the classroom. It is after all useless, if students 'know' the grammar and lexis of a language but are unable to use them. The findings revealed that CLT enabled students to work on their communicative abilities by active use of the target language. So, this study shows that there are more ways to increase pair work or group work that more students can be practicing their speaking at the same, a key idea to work with a huge number of students in a classroom.

Similarly, E. Rod (2003) in his study “DUA y las diversas formas de evaluar” defined evaluation as a process to verify if the student knows how to interact and apply new knowledge in a real context. There is still a residual belief that language is ultimately the sum of its parts, and that if our students master the individual parts, they’d be able to effectively and fluently take part in an interaction, and following a grammar syllabus with communicative tasks could motivate them more than grammar gap-fills. Findings showed that adolescents enjoy being oral evaluated and less paper based. However, it is necessary to have always a rubric in order they know how are going to be evaluated and what are those features they must take into account.

Methodology

The methodology used during the development of this research. First is the information about the approach and design that guides the research, context, population, and sampling of the study. In addition, the researcher presents the instruments chosen to conduct the research and the data collection.

Qualitative research

This study adopts a qualitative approach. According to Borges (2001) qualitative research observes social interactions and interprets individual perspectives. It explains the motivations of the actors and analyzes what can lead them to modify their behavior. According to Poisson (1991), the goal of the researcher is to grasp the essence of social reality. It seeks to understand social phenomena, although they are related to groups, individuals or situations in their natural context.

In particular, the choice of method depends on the research question. The type of qualitative research tries to answer questions like "how? Or "why? ". Qualitative research is

relevant when the factors observed are subjective, that is, difficult to measure (Aubin-Auger, 2009).

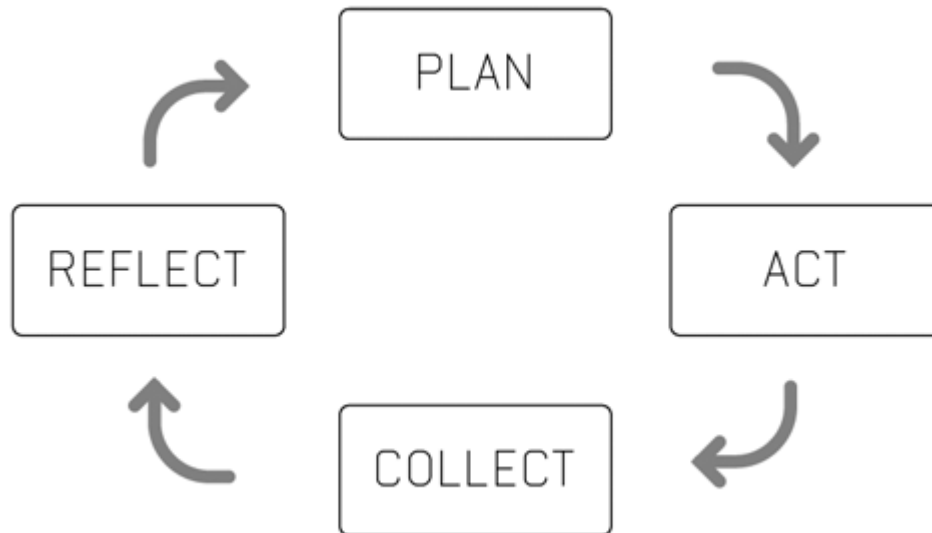
The researcher decided to adapt this action research as part of the qualitative approach as she aims to describe how the implementation of Short-Talks benefit children. As for the criteria for evaluating the "scientific" of qualitative research, the most important is the rigor of the method, the presentation of results and the complex analysis of data. The researcher ensures the rigor by respecting the internal validity, triangulation of the data and the external validity, generalization of the observations accepted (Aubin-Auger, 2009).

Design

This research adopts a research action design. According to Creswell (2002), action research is the most applied practical design. The researcher of an action search explores a problem with the aim of giving a solution. In addition, action research is a systematic procedure by educators to collect information, from teaching and learning to students that are the elements that allow a proper application of this design.

Lewin, K. (1946) stipulates that action research is an ever-evolving process of Commitment, Collaboration, Concern, Consideration and Change; also known as the five Cs Kurt. He is the founder of action research; also, it involves the individual applying the scientific method to real life problems. Therefore, this investigation is placed into a process to act during the implementation of a method, and then analyze the process towards teaching English with eighth graders . As a result, it will be guided to individuals that deserve being studied, and it will highlight Colombian studies about CLT and Short talks.To describe this research project, the design that might benefit students with A1 level is a learning cycle: planning, acting, observing and reflecting. Efrat, S. & Ravid, R. (2013) clarify that a learning cycle in action research focuses on a problem

to be solved, the researcher has to be engaged into the process of investigation. To better understand this process its different stages are the following:



Planning

Taking into account as it was explained in the theoretical framework, Communicative approach has several ways to work. This method can easily be adapted to these students in a foreign language (FL) classroom. Planning the process of a class in a classroom with a large number of students is the main task for teachers. Teachers used to find themselves in a place where to choose a material, meaningful resources predetermine if the class is well developed or just a failure of the lesson.

Acting

In this aspect, it is necessary **to perform** in the teaching process. Applying the material, the planning, resources, and transform the planning in actions. In a word, developing the activities in order to go to the next step.

Observing

During action research observation is a key aspect. Here teachers can notice if the main question can be answered by the implementation of material in CLT classrooms. It means, following the planning and acting to check if it is having the right way.

Reflecting:

A reflective journal in action research has to be taken into account, after working on planning, acting and observing in class. Furthermore, it can cover different techniques which is essential to observe and takes notes, write general remarks during the process. In essence, according to Creswell (2002) action research is essential to identify a phenomenon and then it analyses the result in order to give a solution. Besides, it is how the researcher gathers data dealing with the research questions determining if it actually works. In this study, the researcher dissolves the barriers between participants and the researcher, in other words, the teacher actively participates in the situation while also conducting the research.

The role of teachers

“The teacher is considered as a collaborator into the teaching process” (Hewett, 2001). Teachers help students as a guide. It is because gets easier to the learner with his/ her lack of concentration, as an advantage the teacher orients the child towards curiosities, asking questions to further understanding, and actively engaging in the activities, instead of passively observing the child learning.

The teacher needs to preserve a positive attitude because it allows them to be flexible in their plans, preparations, and teaching approaches. In a word, they gain confidence in themselves as doing their task. Often, teachers listen to and observe students in the classroom and record their

observations to help planning the curriculum and prepare the environment and teaching tools to support the student's interests.

Instruments

According to Burns, D. (2007) action research's sources can be presented or evidenced from different ones, such as research journal, field notes, classroom observation, focus group or small group conference, interviews, video and audio-tapes. In fact, rigorous information is essential in this study; it requires to be engaged, analyzed, interpreted, in order to offer a wider information and findings. In this study, observations, a research journal and semi structure interviews will be used.

Observation

Observing is a feature which takes place in normal or natural environments and the researcher is involved to give descriptive notes of what it happens Wiśniewska (2013). It was the first step doing this study to find the problem at this age for in a Colombian kindergarten. However, observation and records of events has to be from beginning to ending in this research. That is the reason why observation must be taken as the first step; as the researcher and the teacher who will explore and implement Short-Talks in this group of students, observing is a key aspect due to the fact that it has to be analyzed and interpreted.

During the participant observation, The researcher plays a role in the observed situation and participates directly in the events. This situation allows him to have access to elements that are not observed externally. The researcher also perceives the reality from an internal point of view.

Reflective journal

In the reflective journal, the researcher has to identify the aspects and events that the study is oriented about, in terms of professional development Denzin (1994). In the present study, the analysis is one of the most significant aspects that will help to give strength and reinforce to the main objective in the research project. All in all, action research is a cycle process, thus, these instruments shown above will help this investigation to give real, clear and accurate results.

Semi-structured and structured interviews

According to Bernard (1988) are often headed and preceded by observation, informal and unstructured interviewing in order to allow the researcher to develop a keen understanding of the topic for developing relevant and meaningful information, although the researcher piloted the interview and made sure that the semi-structured questions were pointing out the research question.

On the other hand, a structured interview is a type of interview that the researcher asks a series of structured questions. In addition, the participant orally responds to a questionnaire consisting of closed questions, and sampling and statistical averages can be used to process the collected data.

Participants

“Purposeful sampling is widely used in qualitative research for the identification and selection of information cases related to the phenomenon of interest” Creswell (2012). This is a qualitative research, and the researcher from this current paper determined that the population are students from fourteen and sixteen years old in eighth grade. It was chosen to select the sample, Creswell guides to researchers, suggesting some steps or strategies to help during the sampling proposing a plan, which has the purpose of the study. For this study, purposeful sampling was

selected because the process whereby the researcher collects data is from identifying and selecting information related to the phenomenon of interest.

Taking into account that this investigation has as a goal to teach English to students in eighth grade A1 level applying Short-Talks as a strategy to teach this language, the participants of this action research are students from thirteen to seventeen years old in a public school in Villa del Rosario, Colombia. The goal on this sampling is to focus on particular characteristics of a population that are of interest, which will be best enable you to answer your research question.

Considering that the participants are underage, a letter of consent for parents will be a requirement and delivered to each responsible of the child. Besides, another letter of permission will notify to the director of San Antonio School that the study, which has been observed has to continue in order to collect data and information. In the same way, their confidentiality, privacy, anonymity will be protected and, in both letters, will be informed about the purpose of the study. All in all, for this investigation is essential to be clear that some ethical consideration have to be clear enough.

To sum up, according to the authors already mentioned, the ways in which educators deal with the classroom, teach the topics, evaluate and give feedback to learners correspond to their perception of the nature of learning. The methodology undertook in this project was based on the theory presented by its forefather Barbara Irene Bohuny, 1987; Margarita B. Jimenez, 1987 who expound the following sequence in order to be applied as a plan for enhancing speaking skill.

According to Margarita B. Jimenez, (1987) Taking advantage of teenagers affinity for visual entertainment, Short-Talks and videos represent an excellent way to appeal to this demanding audience. Add to this the fact that they provide instant context and setting, in addition to

linguistic content and many paralinguistic clues that contribute to comprehension, and one has an almost perfect combination.

Lesson Plan

Level: I

Topic: Student-made an interview

Correlate to: All previously learned vocabulary and any daily life situation chosen by students.

Objectives: -

Students will write for communication using previously learned vocabulary and grammar.

Students will use expressions appropriate to specific real-life situations.

Students will speak/read using appropriate pronunciation and intonation.

Students will use language skills creatively, combining cultural and linguistic elements.

Advance Organizer: Using the cartoon about Tato and Lola on page 93 in Unit 9, students could see how simple drawings and vocabulary in their own level could be used to tell a story.

Method: - Class of 50 was divided into 7 groups.

- Each group elected a monitor responsible for keeping everyone on task and for gathering materials.

- Each group was allowed 30 frames of blank situations and time “as needed” on audio-cassette.
- Groups communicate among themselves to keep stories sequential: incidents in the life of a group of teenage friends, i.e., going on a date with a chaperone, going to a restaurant and ordering, and having fun in their leisure time.
- Each group is now writing their own script, and will make their drawings (first on plan sheets) and tape their scripts.
- Monitors will work together during lunchtime to make frames for Focus, Credits, and The End, to work out transitions from one segment to another, to synchronize equipment, and to set up for presentation.

According to Barbara Irene Bohuny, (1987) when students are involved in the preparation of audio-visual materials, there is a high level of motivation and enthusiasm. A-V materials provide varied stimuli which aid in the learning process, activating prior knowledge. When students depart from normal textbook activities, they serve a more realistic situation, and Dolly Young cited cont-cite results of strong language acquisition and retention in classes using audio-visual activities consistently.

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They have a problem to organize their time in terms of doing a task. They struggle doing a task in terms that the teacher must be next to them and pushing the activity. They cannot do the task without help. They tend to focus when is completely understandable the topic, they have a good understanding on oral assessments. Besides, they struggle when this comes to more than 2 or 3 successive events.

Space:

It's a challenge for them maintain a focus about what they will do next, in terms of orientation, and L2. During the time that this course has been in school, their teacher points out that some took more time in comparison to a students from eighth grade. It is really impossible to settle into rows those students into the classroom. They have some difficulties on having material that a foreign class should have.

Memory:

They have a strong and intense difficulty because they have the Spanish sound very linked in order to respond in English. Remembering words such as: How are you, see you tomorrow, take care, nice talking to you is a tough work, but they know what it means. In terms of instruction, it needs to be simple and less than 3 instructions.

Behavior:

To highlight, linking to their effort, they tend to feel bad because they think in advance that their performance task or a project will be wrong, however other students even knowing they are learning they participate in class, they ask for those words which they don't have any idea how is pronounced.

Reading ability

They do their best for reading part, they can understand what the story is about. Short sentences and drawings on it are used during this English class in order to help their attention. . Some lexical errors while reading they create their own words (pseudo-words). Although, most of them are not a fast reader, they try by themselves to give a meaning to the sentence. In few words, when those students see a word they knows what it means, but at the moment they produce its sound, they read incorrectly.

Writing ability:

Some of the students invented spelling and struggle with concentration. They Had difficulty manipulating the phonological sounds of a word and transferring this to spelling on a paper.

Results

Demographic result

The demographic results were the following:

- Numbers of participants: Seventeen (50)
- Thirty three(33) participants are females and four (17) are male.
- fifty (17) students are between thirteen (13) and seventeen (17) years old.
- Fifty (50) live in Villa del Rosario, Norte de Santander.

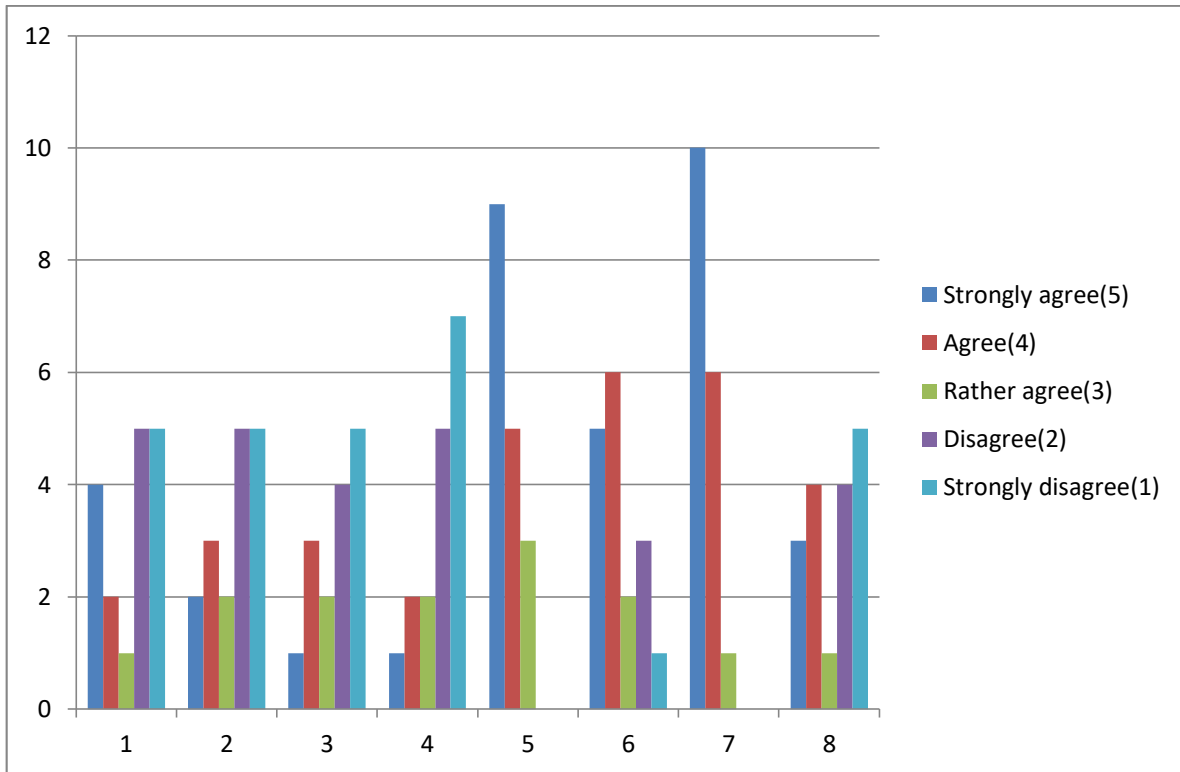
Result of likert scale

The likert scale applied is composed by teen statements in which the option to be answered were the following, strongly agree(5), agree(4), rather agree(3), disagree(2) and strongly disagree, that were represented in numbers at the moment of be answered (see appendix).

1	I understand the structure of English at the time of speaking	1	2	3	4	5
2	when the teacher talks to me in English, I understand the main idea of what he says	1	2	3	4	5
3	I like the teacher speaking English all the time because I understand.	1	2	3	4	5
4	I like it when the teacher makes a presentation task because I like oral production in English	1	2	3	4	5

5	I like when using audiovisual material because it allows us to see and hear in English	1	2	3	4	5
6	I like the audiovisual material because it motivates me to speak in English	1	2	3	4	5
7	I wish that more often implemented audiovisual material in class because I enjoy it	1	2	3	4	5
8	I think the speaking skill is very important for us to learn English	1	2	3	4	5

Question	Stronglyagree(5)	Agree(4)	Ratheragree(3)	Disagree(2)	Stronglydisagree(1)
1	8	12	20	5	5
2	4	17	20	8	3
3	1	10	20	18	11
4	3	5	9	15	18
5	19	13	11	6	1
6	20	26	4	0	0
7	27	20	2	0	1
8	18	15	12	4	1



This study undertaken in eighth grade at San Antonio School aimed to answer the following four questions and emerged the following result:

- Do you consider that short dialogues are useful for learning English?

100 % of students said yes, and some of them gave important reasons, for example: yes because it facilitates us the fluency and we get the vocabulary that we need to express ourselves.

- Do you consider appropriated the method used in school to learn English?

70% of students said yes, the other 30% said no because the lack of time.

- Did you like learning with authentic materials in English?

100% of students said yes some of them gave important reasons for example: because it's not boring.

- Do you like speaking in English?

25% of students said yes, the other 75% said no and some of them gave important reasons for example: because I don't know, because I am shy.

Based on this research in which the application of authentic material could improve students 'speaking skill, so it is suggested that the teacher can use Short-Talks as an alternative strategy in teaching oral production to improve students' ability. So, for the next research, it is suggested to do more research on applying authentic audiovisual material.

Conclusions

Short-Talks benefits

The information obtained in the observations, the reflective journal, the survey and the interview showed that students with A1 level from eighth grade prefer to work in short periods of time. It means, around twenty minutes each activity. During eight weeks, the pre-service was as an English teacher with students from a public school in Villa del Rosario. This study gives the opportunity to those English teacher to work on oral productions based on audiovisual material and short conversations in order to enhance their pronunciation, get involve with the language and immersion through dynamic activities such as: short films, images and create short stories.

Short-Talks suggestions

It suggests that the teacher should manage the time into two activities per hour (45 minutes). Each activity might take twenty minutes each one when the public has behavior and is numerous. The pre-service noticed that these students do not lose interest when the gaps of

activities are short, and they know in advance what will be the next. An example of a class which objective is to develop oral skill; is to focus on pairwork, give them a topic or an image in order to create a conversation or a monologue, they will have fifteen minutes to prepare it, then some of students need to be in front of the students to do the performance, in this context they don't have the level to do create a dialogue without writing, so they read the conversation. Due to the numerous students in this class they cannot pass in front of, so the pre-service teacher let some students to do it, each class different couples do their performance by hazard. After these two activities, a game as a tongue twister, charades or mimics are carried out. Then, an exercise of grammar are used to be applied in order to cover their doubts, the tategy applied here is a listening. It is used to play it more than three times.

2. CHAPTER 2: RESEARCH COMPONENT

Introduction

In the training context in the PLF, the teachers' pedagogical practicum in training are emerging as one of the focuses of interest and updating to study and document for the improvement of teaching-learning processes, for the qualification of the education.

Although there is a clear interest in the evidence needed to understand and transform the pedagogical practicum. Besides, a large part of local studies are especially focused on the problem of learning rather than teaching.

It has been considered relevant to formulate a project which establishes a reflexive approach on the practicum as a way to actualize information, behaviors and attitudes that guide this teaching work; also as an internalizing exercise, immersion and conscious exploration of the teacher's own subjectivity, throughout the formulation of questions and examination of information for the solution of problems and for self-recognition.

Statement of the problem

At the school, fundamental aspects of the students, from the institutional life without interrogation are assumed, they are seen as traces, established and invariable features that are part of the identity and school culture. When the events unfold without enough alteration, the teacher tends to risk a settling in logic of action that does not allow a pedagogical evolution and the renovation of the school culture. The lack of practicum reflection does not encourage the emergence of problematic situations; those realities are ignored, they are invisible. Seen in this way, pedagogical practicum is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier to the emergence of evolving practices tending to generate transformations of thought and knowledge, to know the social needs.

Due to this situation, which affects the teacher directly, it is required that the process of teacher training, encourages the teacher in training, as a future teacher, a critical and reflective spirit might contribute the improvement of their pedagogical practicum, so, these are essential elements which impact and transform this work, as future professional performance too.

In the case of the Bachelor of Foreign Languages at the University of Pamplona, the reflection is conceived as a fundamental exercise for the students who carry out their integral practice, self-evaluate, install a critical and constructive view on their work in the teaching role. To start this study, the following guiding questions are formulated:

Justification

The formulation of this project in the context as an integral Practicum of Foreign Language Students, is part of the professional conception of internship as a lead to improve

educational processes in the application centers where the teacher practicum is carried out. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, their own actions, in order to be interested in the knowledge of methodologies and approaches to address a problematic and establish an analytical view about this fact.

In accordance with the statement by the philosopher of education John Dewey, a forerunner in the field of reflective thought applied on teaching, we justify the necessity for this project to provide students some tools of analysis and self-observation that allows them to distinguish between the routine action and reflexive action. It is considered that a reflexive approach protects agents from the traditional context of inertia, and authority that permeates some schools.

Objectives

General objective

- To implement reflection as a transformative tool of the pedagogical processes of integral practice.
- To Promote in Students/pre-service teachers, the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teachers/pre-service teachers with a critical spirit those reflect and present proposals and alternative solutions to the current problems 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 their pedagogical practice.
- To implement reflection workshops and development of teaching units that can guide the Student/Pre-service teachers' reflection.
- To analyze the own beliefs that are held about the teaching work and about the students.

Theoretical framework

The theories about the teaching profession, the reflection, the reflexive and pedagogical practice, comprise the conceptual framework of this study. So, in order to have a greater clarity about the concepts encompassed, with a close relationship with this research project, it is presented an approach to each one of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation among management, work and education.

Thus, we find that every teacher must comply with some competences in the discipline that allow the teacher to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level whereby they carry out their activity.

Likewise, every teacher must possess competences in the organization of contents, which means that the pedagogical practice not only requires ordering its components to be learned by students, but also to foresee the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the teaching practice.

Reflection

Talking about reflection implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

Reflection process

The reflection is made from a series of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on the experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow to extract a new structuring of the situation".



Reflection as thematic

The idea of reflection is based on a theme related to that concept. To this end and taking as reference Grimmet et al (1999) quoted by Correa Molina et al (2010) reflection depends on three perspectives: reflection as a mediation tool of action, reflection as deliberation and reflection as a reconstruction of the experience. The first two perspectives consider the external aspects as the source of knowledge that allows reflection and the contextual aspects allow to carry out the reflection process in the third perspective. In turn, the perspectives mentioned above have mediators in order to execute the reflection process; in the first instance are *action, context, colleagues and the same person who reflects*.

Reflective practice

To update and qualifying the academic proposals in the University of Pamplona and guiding students towards new forms of relating themselves to the world, it is necessary that

teacher interrogates himself about his own practice and the impact it has raised. Also, he must be able to objectify his behaviors and assume the different roles in the pedagogical relation.

The teacher plays a central role in the current educational world; he acts in a complex environment where he is subject to a constant change shaped by the interaction of several factors and conditions. Teaching profession requires of teachers the ability “To develop professional knowledge regarding changing circumstances” (Ebutt y Elliot:1986). In specific context problems raised by the practice process and the class environment demand a particular procedure focus on comprehension and social interaction.

The necessity of assembling the changing social reality with the pedagogical task is evidenced by the numerous attempts trying to explain the educational phenomena additionally, by the search of ways to deal the phenomena in order to make the school work effective.

This study is relevant for teacher trainees to reflect on their methodological processes at the sight of reflection as the unique rational and ethical way of intervention (Sacristán 1999).

According to Van Manen (1997), there are different stages of reflectivity. In the first stage, in the classroom occurs the effective implementation of abilities and technical expertise; for instance, the reflection focuses on the teacher’s capacity to select and using properly didactic strategies.

In the second stage, reflection addresses attention on implicit budgets in the specific practices carried out in the classroom. Hence, the consequences of the chosen strategies, the curricula, and the practice are analyzed. Therefore, is critical the use of educational criterion in the teaching practice to take pedagogical decisions suited to the institutional reality and the contexts.

In the third stage Van Manen establishes an exercise of critical reflection; during this stage is presented the most thought-out reflection, it includes a questioning of ethical, normative and moral standards directly or indirectly linked with the classroom.

Pedagogical practice

To accomplish the analysis and reflection about practice it is suitable to apply methodologically concept procedures of practice classification, for this purpose is undertaken the proposal of Zeichner, who has established multiple modalities as follows:

Academic practice

It is oriented to prepare teachers who are able to reflect on the courses taught so that educators transform their courses into understandable structures for students.

Social efficiency practice

The main purpose is to get effective teaching through the enforcement of didactic techniques deduced of general principles identified by pedagogical research. In this case, the reflection consists of a strategic decision: "to select among the range of available techniques which is considered the most effective". This is the way of proceeding of technical rationality.

Developmental

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

Social reconstruction

The object of the reflection is the social, economic and political context, so as to promote truly democratic relations in the classroom, and fair and just in the social sphere.

Generic

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

Activators of reflection

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

Critical element of reflective thinking

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. Interest in what concerns social justice and ethics in education.

These authors established classification categories of knowledge

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and self-professional configuration

5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. 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 relates to the teacher's narratives, to encourage stories of their experiences in the classroom. They persist in many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component, the teaching journals are located where the writing triggers the elaboration of the reflective thought of the teacher, on his experiences of practice, objective and subjective and intersubjective.

Methodology

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labor issues. The principles of organization are autonomy, planning, and self-observation.

In order to review the incidence of the reflection proposal on this practice process, a process of socialization and systematization will be carried out.

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

For the collection of data in this project, the application of the following instruments is proposed:

Reflective workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practices.

Objectives

- To consolidate a teachers-trainee's group with a critical mind which reflects and presents some alternatives and remedies proposals ahead of the educational issues and its pedagogical practice.
- To socialize criteria, to share idea and guidelines to assume its pedagogical practice.
- To qualify, to facilitate and insert effectively to the educational establishment.

Self-observation sheet

The self-Observation sheet aims to guide student-trainee through a self-view of his/her labour as a teacher, his/her role in the classroom and the educational environment he/she takes part.

Narrative

The reflection exercise will allow students to express about his/her daily endeavor as early as his/her narrative experience as a way to provide sense to the teacher life's ordinariness.

Class recordings

To get evidence of the students-trainees performances in the classroom, it will allow to reflect about different aspects related to the foreign languages teaching/learning process,

which could be taken into consideration by the trainee teacher in his/her reflective exercise. These records will allow to get an external and constructive view of his/her pedagogical practices.

		APRIL				MAY				JUNE			
	STAGES AND ACTIVITIES	FIRST MONTH WEEK				SECOND MONTH WEEK				THIRD MONTH WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project formulation												
2	Socialization												
3	Implementation												
	Instruments deployment												
		JULY				AUGUST							
	ACTIVITY	FORTH MONTH WEEK				FIFTH MONTH WEEK				SIXTH MONTH WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Implementation												
2	Instruments deployment												
3	Data Analysis												
4	Socialization of results												

CHAPTER 3: OUTREACH COMPONENT

Introduction

Willingness to participate in world politics in the academic, cultural and economic fields motivated the Colombian National government to promote the foreign languages learning in several of the educational sectors in the country, thus, citizens have the opportunity to gain access

to cultural exchanges and having access to more equitable conditions in terms of personal growth and country development.

With the aim of encouraging the English language learning in Colombia and helping Colombian people to be more competitive, the Ministry of National Education launched in 2004 its bilingual policies whose main objective is “ *Having citizens able to communicate themselves in English, with internationally comparable standards, that include the country in the universal communication processes, global economy and cultural openness*” 1.

That is why, the Ministry has implemented a wide range of strategies in the different educational levels in order to accomplish this goal, a clear example of that is the creation of quality standards of English for the basic and intermediate education, the definition of a strong and coherent assessment system besides, the description and development of training plans.

This program is being developed countrywide and it has incorporated the work performed by the Secretaries of Education, public and private universities and language centers, nevertheless, so far the results obtained have not been very promising since many of the educational institutions of the country have not been impacted by the program.

Regarding the elementary school, the National government tends to expand the English language teaching coverage to children, since many of the educational establishments occasionally do not have an English teacher who orients teaching-learning processes, and thus, the results of the assessments carried out nationwide are not pretty encouraging.

The University of Pamplona (Colombia) in its capacity as a public institution of training trainers and more specifically the bachelor’s degree in Foreign Languages English-French, it has approached to the reality that face the primary school of the city of Pamplona in regard to the

National Policy of Bilingualism; many of the educational institutions of this city do not have an English teacher to attend the training needs of the primary sector.

In recognition of this reality and the issues it generates, the present proposal of social projection seeks to assist the needs of training in English, of the child population of the primary school in the city of Pamplona and integrate the training in foreign languages of the students of bachelor's degree in Foreign Languages English-French to the educational reality of this sector to try to reduce the gap that is generated between the public school and the private one in the area of foreign language.

Government policies identify the problem, however, the attention of the same is not filled with regulations, effective support is needed, for the specific case, trainers in the foreign languages area, so that the results of exams, tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language, allow to be at the forefront of the own needs that nowadays the world demands. That is why this process is necessary to implement and work from the beginning of schooling of children so that at the end of their basic education cycle they have foundations that allow them to continue learning in secondary education, vocational media and higher education in order to achieve that more people can be trained in this area.

The aim of this project is to raise awareness of the English teaching in primary schools in the city of Pamplona, contributing to the basic training in a foreign language that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the

community of the integral practice developed by the students of last semester of the bachelor's degree in Foreign Languages English-French of the University of Pamplona, as a way to contribute to the strengthening of English teaching in the primary elementary sector.

The execution of this project highly and mutually favors whether the institutions and the student population of the city of Pamplona, as well as the foreign language program and students who develop their integral practice. This benefit results in the possibility that primary school children have contact with the foreign language and at the same time, to those students who complete their university training process to know the realities and educational needs of the environment and thus they can contribute, intervening in processes that impact on the improvement of those needs.

Objectives

The implementation of this project of social extension, by the bachelor's degree in Foreign Languages English-French of the University of Pamplona, is heading towards the following purposes:

General objectives

- To implement the Total Physical Response Method and PURFF in the development of strategies that allow the acquisition of basic vocabulary in English and strengthen the listening comprehension of students.
- To integrate the foreign language training of the students of the Bachelor's degree in Foreign Languages English-French to the educational reality of the teaching of English at the primary school of the town of Pamplonita.

Specific objectives

- To familiarize children of a primary school in Pamplonita with fundamental knowledge of English.
- To involve the students of the Bachelor's degree in Foreign Languages English-French in the processes of teaching English at the primary school in the town of Pamplonita.
- To design strategies that incorporate the application of the Total Physical Response Method and PURFF to the acquisition of basic vocabulary in English foreign language.

Methodology

The human training involves the commitment of affection, along with the mind construct and operates as an integral structure which requires every learner first learn how to learn.

The methodology which is developed is that the educator serves as the counselor, mediator, facilitator, trainer and supervisor of the learning process and formation of the student, for it is the architect of his own development at all stages of training to interpret, assess, build and if possible transforms reality, troubleshoot and make the decision it deems best for your project life with personal and social responsibility.

It's possible to affirm that working with basic level students as is the case on elementary students in which doesn't exist a good relation between the students and the learning of a foreign language.

Taking into account four observation and the work carried out in the institution (4 hours), it was possible to identify certain deficiencies regarding to the teaching and learning of the English language. It was realized that a lot of teachers have a big deficiency concerning the competence knowledge and the linguistic skills they require for an acceptable foreign language teaching. Therefore, this intervention in the institution is necessary to provide teachers and students with remarkable support, in order to foresee future complications and erroneous knowledge in the target language. Some of the teachers commented that

the development of the English area is based on teaching vocabulary, since they haven't had a professional formation based on the teaching a L2. In addition, it exists a fear in the teaching of pronunciation because the teachers don't know how to pronounce it, so they made many mistakes when pronouncing.

Besides, when the teachers don't know if something is bad or well, they prefer to ignore that part and continue with the next step. On the other hand, it was possible to notice that the students tend to forget what had been taught them previously by their teacher or by the students who realized their social work the previous semester in the English subject.

Considering the aspects explained formerly, it is pertinent to say that there isn't a motivational approach entirely directed at learning a foreign language, in which there were a link between the students and the target language.

This project bore in mind different authors, which by means of researches have left a theoretical base, improving the education and learning of a foreign language.

At first, Nyikos and Fan (2007) stated that vocabulary and grammar have a very important role in the second language learning. However, the lack of vocabulary and use of correct grammatical structures in the students, it is one of the principal factors that avoid the good development of four linguistics skills. Therefore, it is necessary to look for strategies adapted to settle from early these failings in the students.

In the cognitive theory (Piaget, 1932-1966) Piaget considers that the different types of games that the child performs since his birth are the result of the intellectual changes that also happens in parallel. To adapt to reality, the child must go through a process of assimilation and accommodation. Adaptation = assimilation + accommodation. Through the game the child is assimilating and is adapting to different patterns of behavior that help him adapt to the demands of the external world.

In his book "The formation of the symbol in the child" Piaget considers that three types of structures that characterize the child's game should be taken into account; they provide a classification criterion: exercise, symbol and rule and affect the origin of the Intelligence: sensory-motor, representative and reflective.

Finally, many researchers in education have come to the conclusion that using games in learning is more valuable. As Lee (1977) claims, game is considered the main activity in the child's life; through the game, they learn the skills that allow them to survive and discover the difficult world in which they were born”.

The use of games influences learning, as it creates a favorable learning environment in the classroom, thus minimizing the fears and anxiety that students may have in the performance of their activities.

Typology of the project

This is a training and disciplinary project in the curriculum area; open to the institutions in which the Integral practice is carried out and offer basic primary training in the town of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the English Foreign Languages Degree with the community.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and of the degree.

Contribution lines

- Contribution to the academic formation in the area of Foreign Languages.
- Civic education (attention to problems in the educational context in order to decrease the inequality of the educational system).
- School community outreach at Universidad de Pamplona and the Foreign Languages program.

As pre-service teachers, it is important to be part of the different activities that will be developed during the first semester of 2019 at San Antonio School. It will be essential to be part in cultural, religious and institutional events in order to reinforce social bounds. All the activities in which we will be engaged will reinforce the connection and will promoted good interaction between teachers, learners and pre-service teachers. It will be fundamental in order to create an environment of harmony. For that reason, the pre-service teachers will be part of the institutional activities to have an active role when developing the teaching practice. Likewise, participation in those activities will be in an active, enthusiastic and responsible way.

On the other hand, it is presented the following aspect about rulebook: Institutional Horizon, mission, vision, general goal, profile of students, evaluation procedure and criteria, evaluative scale, duties and responsibilities of teachers and students. Additionally, it showed institutional symbols, institutional organization chart and School Calendar 2019.

Justification of the administrative component

In order to be part of the different activities presented in the institutions in the first semester 2019, the pre- service teachers will contribute in the organization of some events at San Antonio School. It will be important to be with students, not only through their learning process but also through the cultural and social events developed inside and outside the school. Pre-service teachers will be required to participate in these activities.

Objectives of the Administrative Component

General Objective

To show the most important elements related to the Institutional Educational Project (*PEI*) and the rulebook.

Specific Objectives

- To identify aspects about its pedagogic component, such as curricular approach, teaching model and research approach.
- To promote students' participation in the activities executed by the institution.
- To create English activities with the students to present in different events established by the institution.

Conclusion

TPR and PURF has a great power at the time to acquire new knowledge especially in early ages, this can be a very useful tool when teaching vocabulary and is an excellent input for them as well. Since the activities are centered in the students' improvement on their speaking skill their concentration and motivation are more present. TPR not only enrich the knowledge of our students indeed create social bonds of teamwork, communication and respect, as well as giving teachers the opportunity to use more dynamic methods when teaching a foreign language and gradually leaving behind traditional teaching methods.

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Appendices



Pamplona, 25 de abril de 2019

Rector,
Luis Antonio Vera Camargo
Institución Educativa San Antonio
Villa del Rosario, Norte de Santander

Respetado rector,

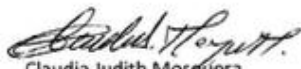
En nombre del Departamento de Lenguas y Comunicación de la Universidad de Pamplona agradezco la oportunidad que esta institución educativa brinda a nuestras estudiantes para realizar la Práctica Docente.

Concedores de su espíritu de cooperación, me permito solicitar su autorización para que el estudiante LEIDY KATHERINE GARCIA CARVAJAL y ANGELA SILVANA MORENO SANCHEZ del programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, realice la Práctica Profesional durante el primer semestre académico de 2019, quien estará bajo la supervisión del Licenciado (a) Eduard Nery Pérez Arroyo quien está laborando en esta institución.

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

Agradeciendo su amable atención, se despide de usted;

Atentamente,


Claudia Judith Mosquera
Directora
Departamento de Lenguas y Comunicación
Universidad de Pamplona



Recm,
Leyramsc.
26/04/2019
H: 7:42 am
I.E. SAN ANTONIO



Formadores de líderes comprometidos con la región en la construcción de un nuevo país en paz.



Non-participant observation N°1

Date: 29-04-2019

Hour: 12-00 2-00 pm

Grade: 8th

Level: A1

Objective: To meet the population will be studied and to know how the teacher develops the class.

Number of students: 50 students

Hour	Observations/Descriptions
12:15	The teacher arrived to the classroom and the students waited for her outside the classroom. Some of them were playing football, while he arrived. Then they got inside, the teacher closed the door, so the students who arrived later, received negative attention.
12:55	The teacher before starting with the English class, she did a reflection about forgiving people and being happy. For this activity she spent 15 minutes since students have to say something about, in order to leave it clear.
1:10	Students were asked to raise for praying, the teacher and the students began the class with “our father”, and she coordinated the prayer. All the students knew the prayer, however, the new students took out the notebook for reading it.

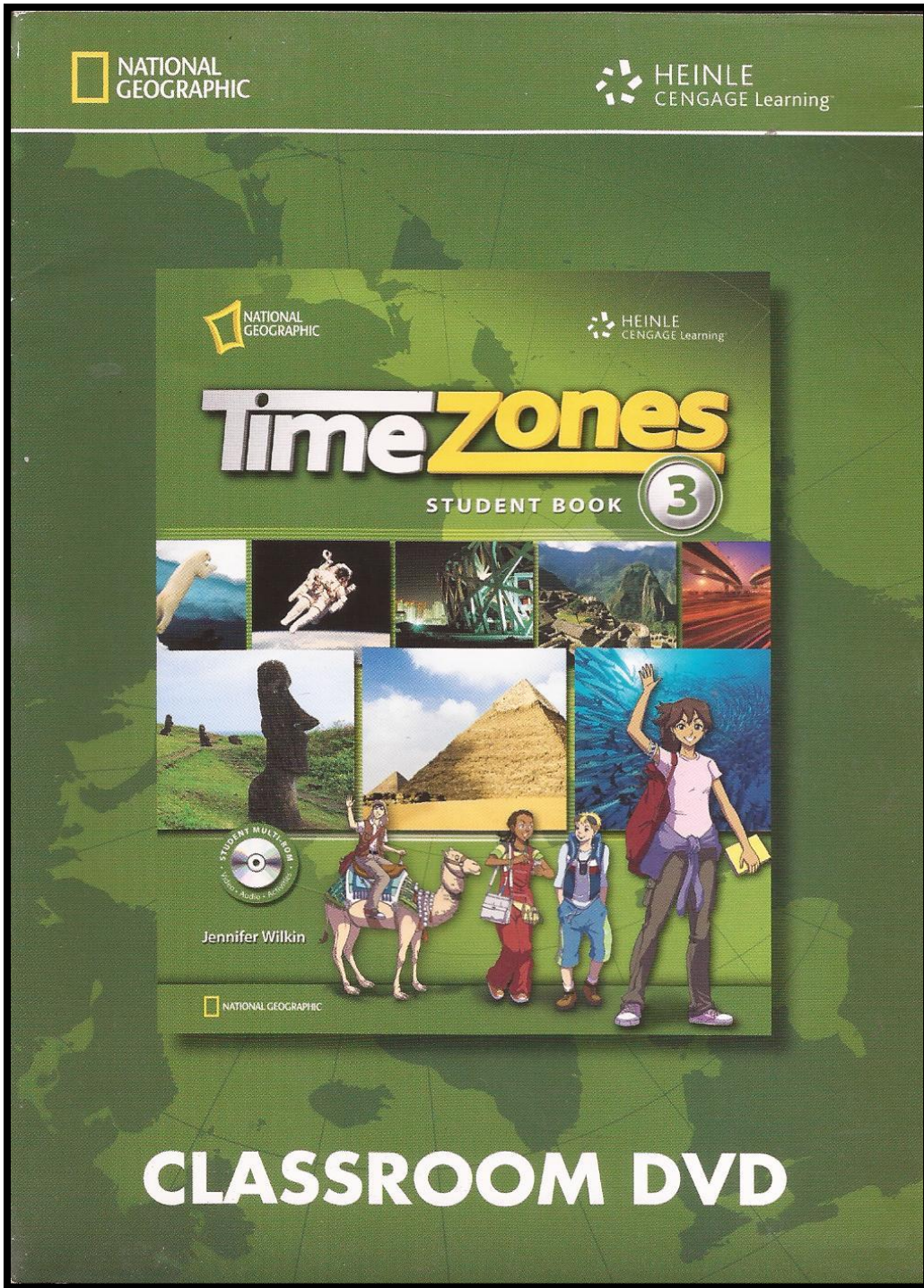
1:15	The teacher began the lesson with a warm up activity, this was a popular song called “if you’re happy”, most of the students knew the song, so they will participate with joy and enthusiasm, and however the teacher reminded them the lyric song.
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1:30	After finishing the warm up activity, the teacher introduced the pre service teacher to students the trainee teacher explained her role in the school for the semester and that week.	
1:40	The teacher began the class revising the homework, he went student by student, he spoke all the time in English. The teenagers did a lot of noise while he was checking it out, so he told them to quiet down. He continued checking out the notebooks, she told them what is right and what is wrong	She spent much time checking out the homework.
1:55	He began to write on the board the correction of the activity proposed. He explained the exercises in which the students had problem. He told them that the workshop was really easy and that they had mistakes because they do not pay attention during the explanation. He asked some questions related to the topic.	

Appendices

APPENDIX B.BUDGET FOR PAINTING THE WALL

APPENDIX C.CLASSROOM DVD



World Explorer

Land of Adventure



Are you someone who likes the outdoors? Do you like activities that are exciting and fun? Then come to New Zealand—a country that's famous for the extreme life!



What is a Kiwi?
A kiwi is a medium-sized bird that cannot fly. It is the national symbol of New Zealand. People also call New Zealanders (the people who live in New Zealand) "Kiwis."

Jump off a bridge!
To bungee jump, you tie a rope to your legs and jump from a very high place. The first bungee jump was at Kawarau Bridge near **Queenstown**. Sound dangerous? People who love to bungee jump say it is exciting but safe.



Visit a Wonder of the World
Some of the first European visitors called **Fjordland** "The Eighth Wonder of the World." Today, visitors can walk through beautiful forests, travel on the water in a very fast boat, or see the whole National Park from a helicopter.



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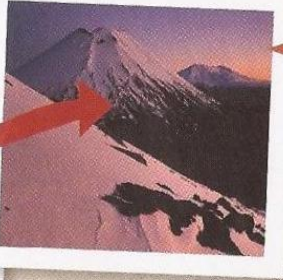


Become a "Zorbonaut"

What is a zorbonaut? A zorbonaut is someone who rolls downhill in a zorb! Zorbing is one of New Zealand's newest sports. The rules are easy: You get inside a large ball (a zorb) and you roll downhill really fast. Do you want to try? Go to **Rotorua**, the home of zorbing in New Zealand's North Island.

Who are the Maori?

The Maori are New Zealand's native people. The first Maori probably arrived from Polynesia more than 1,000 years ago. Today there are about 600,000 Maori living in New Zealand.



Climb "Mount Doom"

People who like hiking shouldn't miss Tongariro National Park. **Tongariro** is a Cultural World Heritage Site because it is important to New Zealand's Maori people. The park is also a Natural World Heritage Site because it has three amazing volcanoes. Filmmaker Peter Jackson used one of the volcanoes here as "Mount Doom" in his movie *The Lord of the Rings*.

Where is New Zealand?

New Zealand is in the southwestern Pacific Ocean. It has two main islands, North Island and South Island.



New Zealand facts:


Capital: Wellington
 Largest city: Auckland
 (1.3 million people)
 Official languages: English, Maori, NZ Sign Language
 Total population: about 4.2 million
 Total number of sheep: about 40 million

Notes about New Zealand

1. New Zealand's biggest city is Auckland.
2. The first bungee jump was from a bridge near Queenstown.
3. People often call New Zealanders Kiwis.
4. One of the best places to try zorbing is Rotorua.
5. Tongariro is a very special place for New Zealand's Maori people.
6. There are about ten times more sheep than people in New Zealand.




To learn more, watch the video *Land of Adventure*.




World Explorer

Temples

in the Jungle



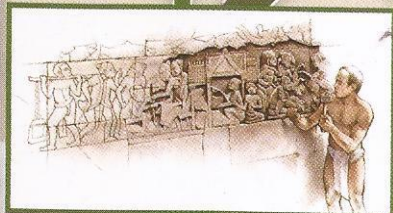
Here in the jungle of Cambodia you can see the ruins of a great ancient city called Angkor. It used to be the biggest city in the world—about the same size as today's New York City! Come on, let's explore it!



Rise and Fall of the Khmer Empire

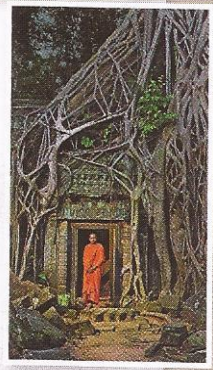
A.D. 500–550	800s–1000s	1113–1150	1200s–1300s	1400s	1860
The first Khmer king was Rudravarman, a Hindu.	The Khmer build their capital city and start to build their empire.	King Suryavarman II builds Angkor Wat . He wins new land for the empire and makes friends with China.	Buddhism becomes the official religion of the Khmer empire.	Thailand wins control of Angkor.	A French explorer, Henri Mouhot, discovers Angkor and writes about it. People around the world learn for the first time about the "city in the jungle."

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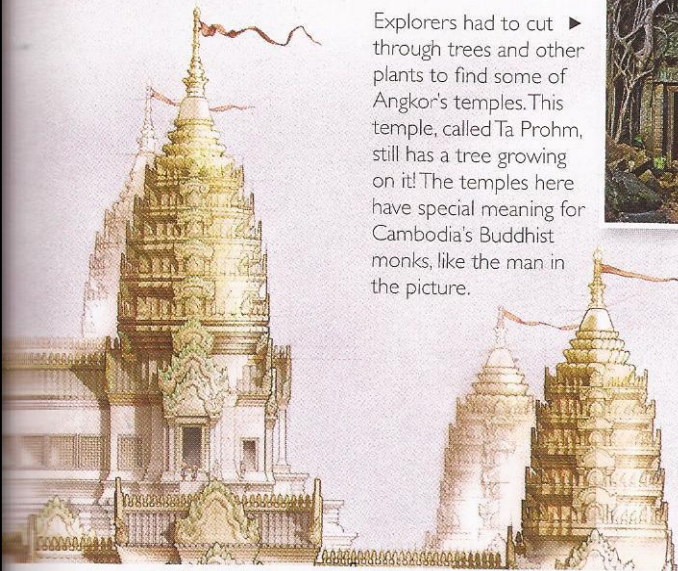


◀ Khmer workers used to create murals (pictures) on the stone walls of Angkor's buildings. Some murals show big battles or ceremonies. Other murals show people doing everyday activities, like shopping at a market.

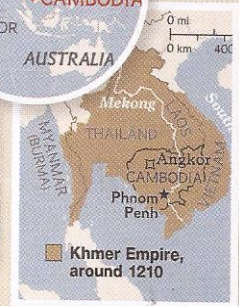
▲ At the center of Angkor is a temple called Angkor Wat. The Khmer people built it more than 800 years ago. The picture below shows what the temple looked like at that time. Today, Angkor Wat is the largest religious building in the world.



Explorers had to cut ▶ through trees and other plants to find some of Angkor's temples. This temple, called Ta Prohm, still has a tree growing on it! The temples here have special meaning for Cambodia's Buddhist monks, like the man in the picture.



Angkor is in Cambodia, northwest of the capital Phnom Penh.



Notes about Angkor

Match the phrases to complete the sentences.

- | | |
|--|-----------------------------------|
| 1. Angkor used to be <u>f</u> | a. took control of Angkor. |
| 2. Workers cut murals <u>d</u> | b. made friends with China. |
| 3. The Khmer built Angkor Wat <u>e</u> | c. told the world about Angkor. |
| 4. King Suryavarman II <u>b</u> | d. into Angkor's stone walls. |
| 5. In the 1400s, Thailand <u>a</u> | e. more than 800 years ago. |
| 6. An explorer in the 1800s <u>c</u> | f. the biggest city in the world. |

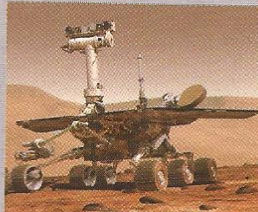
The Khmer used a language called Sanskrit.
Sanskrit words:
 angkor = city
 phnom = hill
 wat = temple



To learn more, watch the video **Temples in the Jungle.**

Robot Explorers

In 2004, two rovers (robot explorers) landed on Mars. Their goal was to find signs of water on the planet's surface. Since 2004, the rovers have sent back a lot of information. Scientists have discovered that Mars was warmer many years ago. There used to be rivers and seas on Mars.

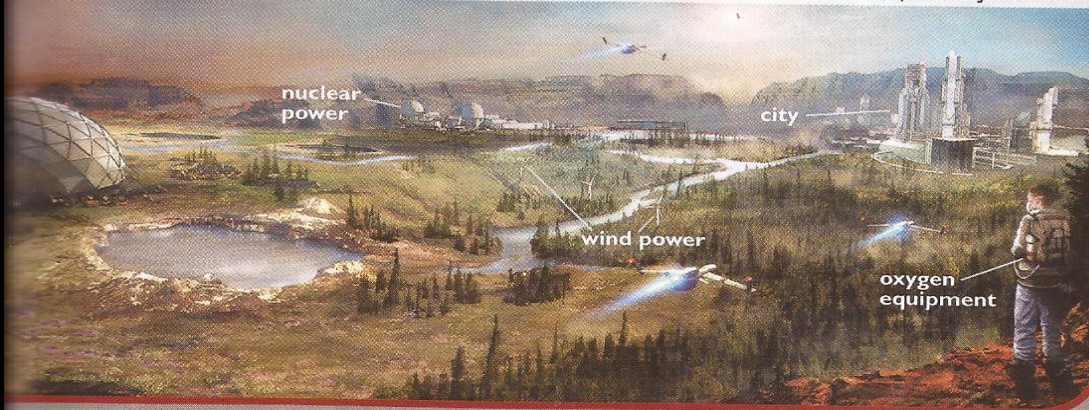


diameter



	Earth	Mars
Diameter	12,756 km	6,792 km
Length of Year	365.2 days	686 Earth days
Average temperature	15°C	-63°C
Average distance from sun	150 million km	225 million km

4 600 years 5 900 years 6 1,000 years



Notes about Mars

Use the information on these pages to complete the notes.

- In 2004, scientists sent two robot explorers to find signs of water on Mars.
- Mars is really cold! It is 225 million km from the sun, and the average temperature is -63 °C.
- Mars is small compared to Earth. Its diameter is about 50 percent of Earth's.
- Scientists think there used to be seas and rivers on Mars. The planet's temperature used to be much higher/warmer.
- If we build factories on Mars, the average temperature will rise/increase. We can then plant seeds there.
- A thousand years from now, humans living on Mars will probably need oxygen equipment to breathe.



To learn more, watch the video *Journey to Mars*.

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