

TV broadcast implementing authentic material grounded on Task Based Learning as a way to foster speaking skills in first semester students at the University of Pamplona. An action research

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I think this is now the beginning of a new era I cannot wait to take on.

Approval note

Teaching Practicum Committee

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General description of the project

Throughout the subsequent unfolding study, you will find four main components: pedagogical, research, outreach and administrative guiding this inquiry. These are part of the integral practicum process, in which each one is sequentially connected in order to guarantee and to foster an optimal learning process as in pre-service teachers as in students.

Initially, the Pedagogical Component includes the implementation of a proposal which aims at enhancing student's speaking skill through the implementation of a TV broadcast using authentic material, and based on the Task Based Learning approach. On the other hand, apart from working on fostering the speaking skill, it works with listening comprehension simultaneously.

Subsequently, in the Research Component, pre-service teachers get involved in a research project, in which they implement the reflection in order to self-asses their work and attitudes and develop a critical thinking around their practicum process.

Afterwards, the Outreach Component focuses on giving an extra help to first semester students with language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing

Finally, concerning the Administrative Component, the pre-service teacher will participate in the diverse activities stated by the Foreign Languages program in order to take part in a real context and with the teaching labor as a whole, which includes extracurricular events.

Introduction

Over this century, we have witnessed of how globalization has been noticeably expanded, in such a manner that our life and social environment has changed significantly around different aspects, especially in the way we communicate. Today, the world is interconnected due to the

development of the Internet and the wide dissemination that English has had as a lingua franca around the globe (Hülmbauer, Böhringer, & Seidlhofer, 2008).

It is currently the main channel for the development of certain elementary practices, even if the new generations are showing an advanced English proficiency. Latin America is below the global levels evaluated in the English Level Index report of Education First (EF EPI 2016).

Focusing nationally, Colombia ranked last among all countries with a low level of English, according to a report made by the news magazine “Semana” in 2017¹. According to a research carried out by the British Council in 2015, English in Colombia has been taken into account as an educational subject for high school since 1982, even though at the time it was mostly ignored because of the lack of experience and knowledge when teaching it. In 1999, the Curricular Guidelines for Foreign Languages were established. And even if it emphasized the importance and parameters to acquire a foreign language, it tended to limit teachers’ control over curriculums rather than promote foreign language learning and combined with the lack of resources and teachers, which still persists today. Later on, in 2004 the Ministry of National Education (MEN) established a specific policy to promote English around the country named National Bilingual Program (Programa Nacional de Bilinguismo, PNB) aiming at expanding English along the country to increase the proficiency rate in terms of education, professional development, and technology, considering 2019 as the year in which Colombia would be bilingual. Nonetheless, while these estimates did not seem out of reach, they do not take into

¹ Semana. (2017, April 4th). Colombia y su preocupante nivel de inglés. Retrieved from

<https://www.semana.com/educacion/articulo/bilinguismo-nivel-de-ingles-en-colombia/542736>

account factors such as the low level of teaching, large class sizes and the lack of testing and practice outside the classroom, which have evidently complicated the language acquisition process in Colombia over the years.

According to the news magazine “Semana” in 2017, the percentage of students from public universities who graduated at a “preintermediate” level, meaning B1 level, in 2014, - taking into account the guidelines established by the CEFR (Common European Framework of Reference for Languages) - it was only 1%. By 2016, the figure increased to 5,6 percent and Colombia was expected to reach 8 percent by 2018. Nevertheless, it actually exposes that Colombia is not accomplishing by any Means the Objective of bilingualism proposed around 15 years ago.

Thus, as potential foreign languages teachers it is a must to directly contribute in the educational field as much as possible to reach every objective previously proposed in the interests of ensuring and fostering an optimal education in Colombia. As a first step, in a foreign languages program at a public university where teaching a foreign language is prioritized, a pedagogical proposal is developed, which consists on the implementation of a TV broadcast using authentic material, and based on the Task Based Learning approach that will provide students with different strategies and elements fostering mostly speaking skills but working aligned with the other competences.

Justification

The pre-service teacher has witnessed throughout the development of the foreign languages degree how the speaking performance of a student can be negatively affected by different situations given in a specific moment such as performance anxiety, external situations but mostly, the lack of confidence a student presents when not having prior linguistic knowledge,

guidance during the development of a task, and even when there are no many challenging and appealing teaching strategies fostering this competence or encouraging the students to start communicating in the target foreign language, at least, among themselves.

In most cases, other competences are even more prioritized than speaking, but all the four competences should be worked and developed in the same level, that would guarantee a remarkable proficiency when communicating in any context and situation. Keith Johnson (1998) reveals this is a crucial aspect considering that “... ‘knowing a language’ is not the same as ‘the ability to use language’ ... The student who is communicatively incompetent is in fact, unaware of the use of language”. Thus, it can be affirmed that even if in this educational field the grammar structures and memorization are prioritized, they will not have good consequences on the students learning if the communicative competence is not worked in the same degree as the others.

Therefore, as this is their first semester, the idea is to contain all these features previously mentioned throughout the various pedagogical activities developed in class for them to start working optimally and developing an adequate speaking competence aligned with the other competences; this will guide to better consequences when communicating in a foreign language for the upcoming semesters. Keeping this in mind, a TV program will be the final product that will ensure and make evidence of the above-mentioned. The students will put the topics learned into practice with the implementation of different tasks.

Objectives

General.

- To foster student's speaking skills through the implementation of a TV broadcast using authentic material, grounded on the Task Based Learning approach.

Specific.

- To implement reflection as a transforming tool of the pedagogical processes inherent to the integral practicum.
- To promote a critical thinking among pre-service teachers that allow them to analyze their pedagogical work.
- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, in the Foreign Languages Program.
- To provide first semester students with language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing
- To attend the academic and administrative activities or events established by the Foreign Languages program during the semester in order to evidence how those processes are carried out from the inside.

Institutional observation**Topographical location of the institution.**

The University of Pamplona is a public, departmental, coeducational research university whose main campus is primarily located in the city of Pamplona, specifically, in the first kilometer via Bucaramanga in the department of Norte de Santander. The university also has two satellite campuses in the department, in the cities of Cúcuta and Villa del Rosario. Additionally, it counts on three vice-rectories (academic, research, administrative and financial) and two administrative departments (Social Interaction and University Welfare); it is divided academically in seven faculties and its maximum government authority is the Higher University Council.



Figure 1. University of Pamplona

Institutional authorities.

General institutional authorities.

The institution's board of authorities is composed of:

Charge	Name
Vice-chancellor Rector	Dr. Ivaldo Torres Chávez
General Secretary	Nelson Adolfo Mariño Landazábal
Academic Vice- rector	Laura Patricia Villamizar Carrillo
Academic Office	Tania Liseth Acevedo Gauta
Administrative and financial vice rector	René Vargas Ortegón

Research Vice rector	Oscar Eduardo Gualdrón Guerrero
Social Interaction director	Oscar Orlando Ortíz Rodríguez
Self-assessment and institutional certification director	Blanca Judith Cristancho Pabón
Human Talent management office manager	Diana Carolina Villamizar Acevedo
Admissions, registration and control office director	José del Carmen Santiago Guevara
Applied research and information technology development center director	Avilio Villamizar Estrada
Public Relations and the Media director	Karina del Pilar Silva Becerra
Internal disciplinary authority director	Lizeth Ballesteros Ramos
Internal Management Authority director	Diana Carolina Villamizar Acevedo

Legal Office director	José Vicente Carvajal Sandoval
Planning Office director	Edwin Omar Jaimes Rico
University Welfare director	César Augusto Parra Méndez
Bibliographical resources and document management director	Luis Ramiro Portilla Flórez
Account/Budget director	Farid Rafael Villalba Taborda
Pay's office and treasury director	Henry Murillo
Physical resource management and logistical support unit coordinator	Carlos Alberto Guerrero Flórez
Laboratories coordinator	Freddy Solano Ortega
Project Management coordinator	José del Carmen Peña Fernández
Dean of Faculty of Education	Benito Contreras Eugenio

Table 1. General institutional authorities chart

Authorities of the Foreign Languages English-French Program.

The Foreign Languages Program's board of authorities is composed of:

CHAR GE	NA ME
Foreign Languages Program English- French director	Iván Dario Vargas González
Foreign Languages department director	Claudia Judith Mosquera Muñoz
Dean of Faculty of Education	Benito Contreras

Table 2. Authorities of the Foreign Languages Program chart

Principal aspects of the Institutional Educational Project (PEI).

The PEI of the University of Pamplona aims at looking for the optimal way of confronting the challenges by modernizing the university work to contribute to the transformation of society and its environment that foresees new scenarios and trends. It guides decision-making in the context of missionary purposes, training, research and social interaction and, it's at the same time the foundation of development plans.

With the Institutional Educational Project, the University of Pamplona aims at strengthening and developing a new institutional environment that resizes its identity and image, and that makes its training scenarios, flexible, democratic spaces and generators of principles of coexistence and tolerance that lead the constitution of subjects committed to their country in search of the well-being of society.

Institutional horizon.

Mission. The University of Pamplona, in its public and autonomous nature, subscribes and assumes the integral and innovative training of its students, derived from research as a central practice, articulated to the generation of knowledge, in the fields of science, technologies, the arts and humanities,

with social and environmental responsibility.

Vision. To be an University of Excellence, with a culture of internationalization, academic, research and technological leadership with binational, national and international impact, through a transparent, efficient and effective management.

Principles of the educational institution.

- Autonomy
- Academic freedom. Discretion and ethical, scientific and pedagogical responsibility of teachers to present knowledge through modern paradigms, methods, innovations and technological tools.
- Research scientific academic integration. The University of Pamplona, is an autonomous legal entity that aims at training and professional improvement: the promotion of culture; the development and prioritization of research as an inherent task in the condition of every university teacher.
- Academic and Administrative Excellence. Design, adoption and implementation of plans and programs, goals and projects of continuous improvement of all processes, activities and services of the different academic and administrative units.
- Practice of traditional values. To encourage, motivate and stimulate in the different university levels the work in interdisciplinary teams as a criterion of integration and improvement of interpersonal relationships.
- Universality.
- Integrity.
- Equity.
- Suitability.

- Responsibility.
- Coherence.
- Transparency.
- Appropriateness.
- Efficacy.
- Efficiency.

Main aspects of the Student Academic Regulation by the educational institution.

The student Academic Regulation of the University of Pamplona is a document issued by the AGREEMENT N° 186 in December 02, 2005, by the Higher University Council. It is divided in six main chapters keeping a sequential order as follows:

1. Generalities
2. Admission
3. Registration
4. Academic administration
5. Evaluation
6. Bachelor's degree final project

It comprises student's rights and duties, development of academic activities, student's admission, continuity, retirement and promotion mechanisms and quality of university life. Besides, throughout this formal document, the members of the university community guide their actions, academic processes are established and therefore, an atmosphere of harmony is generated, which guarantees a satisfactory and high-quality education service.

Physical plant distribution.

The University of Pamplona is formed by three modern campuses that are responsible for supporting academic deployment and are located in three different cities of the country.

Likewise, this University has forty-six academic programs distributed in seven faculties, among which are: the Faculty of Art and Humanity, the Faculty of Agricultural Sciences, the Faculty of Sciences, the Faculty of Economics and Commerce, the Faculty of Engineering and Architecture, the Faculty of Health and the Faculty of Education Sciences.

Thus, the latter is subdivided into three departments and five academic programs of on-site nature: the Department of Pedagogy and Social Sciences (Bachelor in Child Education, Bachelor in Social Sciences and Rural Development); the Department of Physics Education (Licensed in Sports) and finally the Department of Languages and Communication (Licensed in Humanities and Spanish Language, Bachelor in Foreign Languages English, French).

The bachelor's degree program of Foreign Languages French-English consists of ten academic semesters and six components: the pedagogical component, the mother tongue component, the Foreign Languages and Cultures Component taking into account the descriptors of language levels according to CEFR which are A1, A2, B1, B2, C1, the deepening component, the research component and the humanistic socio-social component.



Figure 2. Physical plant distribution

Organizational chart of the educational institution.

In this organizational chart, it is possible to locate the order of each one of the authorities concerning the educational institution.

Organigrama



Figure 3. Organizational chart

Institutional Academic Schedule.

CRONOGRAMA DE ACTIVIDADES 2019-2	
ACTIVIDAD	FECHA
Inicio de clases	9 de septiembre de 2019
PRIMER CORTE	Del 9 de septiembre al 19 de octubre de 2019
Semana de evaluaciones	Del 15 al 19 de octubre de 2019
Registro de notas	Del 21 al 26 de octubre de 2019
SEGUNDO CORTE	Del 21 de octubre al 23 de noviembre de 2019
Semana de evaluaciones	Del 18 a 23 de noviembre de 2019
Registro de notas	Del 25 al 30 de noviembre de 2019
CANCELACIÓN DE ASIGNATURAS (De asignaturas. Máximo 2. Proceso en línea)	Del 28 de octubre al 7 de diciembre de 2019

CANCELACIÓN DE SEMESTRE (Máximo 2 veces durante la carrera)	Del 28 de octubre al 7 de diciembre de 2019
TERCER CORTE	Del 25 de noviembre al 21 de diciembre de 2019 y del 20 al 25 de enero de 2020
Semana de evaluaciones	Del 16 al 21 de diciembre de 2019
Registro de notas	Del 16 al 21 de diciembre de 2019
Fecha final ingreso de nota de trabajo de grado	21 de diciembre de 2019
HABILITACIONES	Del 20 al 25 de enero de 2020
EVALUACIÓN DOCENTE	Del 9 al 14 de diciembre de 2019
FIN DE CLASES	21 de diciembre de 2019
VACACIONES DOCENTES DE PLANTA	Del 23 de diciembre de 2019 al 15 de enero de 2020

Table 3. Institutional Academic Schedule

Symbols of the institution.

Institutional shield.



Figure 4. Institutional shield

It represents the identity and institutional image of the University of Pamplona. The institutional shield is oval, and it is equal to that from the city of Pamplona (which is actually identical to that of the Spanish city of Pamplona), with the difference that it has two letterheads: the one above says "University of Pamplona" and the one below "Colombia".

Institutional motto.

“Formando líderes para la construcción de un nuevo país en paz.”

Institutional mascot.

Figure 5. Institutional mascot

The institutional mascot is a caricatural lion adapted to each authority in the University. It could be related to the crowned rampant lion in the institutional shield, which stands on the blue field, being part of the Spanish history.

Supervisor’s academic Schedule.

SUPERVISOR’S ACADEMIC SCHEDULE						
TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10:00-12:00pm	Group A					
7:00-10:00pm	Group B					
6:00-9:00pm			Group A			

9:00-12:00pm					Group A	
12:00-2:00pm					Group B	
12:00-3:00pm						Group B

Table 4. Supervisor's academic schedule

Pre-service teacher schedule.

SUPERVISOR'S ACADEMIC SCHEDULE						
TIME	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10:00-12:00pm						
7:00-10:00pm	Group B					
6:00-9:00pm			Group A			
9:00-12:00pm					Group A	
12:00-2:00pm						
12:00-3:00pm						Group B

Table 5. Pre-service's teacher schedule

Pedagogical aspects.

In order to discern the main aspects of the institution and to analyze the pedagogical aspects considered by the teacher in the classroom, an institutional observation was carried out during one week to ensure that the pre-service teacher would be utterly immersed in a real educational context where he would be developed as an actual teacher during 10 weeks. This

process will orientate and familiarize the pre-service teacher with the educational context in which he will get involved later on.

Concerning the pedagogical aspects in the classroom, before starting with the development of the contents of the respective course, the teacher explains down to the last detail all the procedures to follow and the most important tasks to be evaluated throughout the semester. On the other hand, when a topic is explained, the employment of activities that involve the students' participation are always prioritized for them to start taking actions on their own learning. When more than one topic is explained, an activity is developed between the explanations of each one in order to make the students systematize their respective grammar structure. Nevertheless, when concluding all the topics, a global activity involving all the topics is developed in order to expose the students to a broader perspective of the English in context. On the other hand, the teacher works in hand with the "CUTTING EDGE THIRD EDITION-ELEMENTARY STUDENT'S BOOK," workbook developing each topic of its units weekly, but assigning the students to work on the different exercises and tasks at home to review in class. Also, the reading book to be worked during the semester is "Pocahontas" which mentions various aspects concerning the history of the United States of America.

Finally, for the development of each class, the three main objectives to achieve during the development of the course are set (linguistic, communicative, and socio-cultural) and then, some precise aspects are carried out sequentially by the teacher for a better development of each, those are the following:

1. Opening
2. Warm up
3. Explanation of the topic

4. Production activities
5. Evaluation activity
6. Closure

Chapter I: Pedagogical Component

TV broadcast implementing authentic material grounded on Task Based Learning as a way to foster speaking skills in first semester students at the University of Pamplona. An action research

Introduction

It is not a secret to state that English is now present in the global discourse and therefore, its command is not only a requirement for accessing to the system, but also a communicative tool for understanding it and analyzing it (Smart English Academy, 2016). This language is spoken, learnt and understood even in countries where it is not a native's language; besides, in the last decades, the importance of the knowledge of English has become crucial, playing a major role in sectors such as medicine, engineering, education, science, business, technology, banking, computing and tourism, among others. To reach an optimal English proficiency, it is necessary to work on the four language skills: listening, speaking, reading and writing to become a well-qualified communicator in the foreign language.

In 2004, the MEN launched the now-familiar National Bilingual Programme (Programa Nacional de Bilingüismo, PNB), which was designed to get Colombians involved into English resources, business, education, technology and multicultural exchanges as a key for future development, and following the Common European Framework of Reference for Languages (CEFR) standards to evaluate the foreign language proficiency. Nonetheless, even if the government seems to have finally invested in many resources and strategies to ensure an optimal development around the target foreign language, the results might not have been satisfactory, specially, in a higher education context in recent years given that most of the strategies are adapted from other countries to ours, which is highly debatable given that our economy is not the

same as in other countries, and there should be standards satisfying Colombia's diversity and the needs of its economy as well.

Having in mind the above, even if there are already various strategies and standards established to employ in the educational field, we as future teachers, it is our duty to analyze each of the contexts we are exposed to and look for strategies that allow us to satisfy the needs of the target population, and consequently guarantee an optimal learning of the foreign language and fulfillment of the national objectives in terms of education. Therefore, this research aims at implementing specific tasks using authentic material to foster the speaking skill focusing on freshman students through a TV broadcast, whereby the students learn actively about cultural facts, vocabulary and they work on the other competences.

Statement of the problem

As a foreign languages student, the pre-service teacher has perceived during his whole experience some of the aspects that affect negatively the performance of students from the foreign languages program when communicating in English orally. When the students arrive at the university for the first time, sometimes most of them do not possess strong bases related to English, that is why, they might feel either afraid or confident enough when starting a conversation in English, specially, if that is their first contact with the language. Moreover, some of the students have just graduated from schools in which English was not taught or did not have the language basis. According to a study carried out in Colombia by the British Council in 2015 "the effectiveness of English teaching in public education is limited by a lack of teacher training, resources and funding, large class sizes and unenforced standards".

Based on what it is evidenced, it is necessary to carry out a proposal which aims at fostering an optimal development in each of the four competences, nevertheless, in this case, the emphasis was placed on the speaking skill, given that most of the time the students do not feel comfortable enough when communicating verbally in a foreign language, mostly because for most of them this would be their first time using the target language.

According to the writer and software developer Keith Johnson, there are three processes involved in the use of a language: scanning the pragmatic information; evaluation where by the utterance can be compared to the speaker's aim and the identification of any discrepancy, and then the formulation of the next utterance; this is called "fluency in a language". Therefore, if the person involved is capable of carrying out this process optimally, the production in the foreign language will be pertinent for conveying a message. On the other hand, Freeman (2000) states that the researcher therefore must adopt such methods and techniques which provide an opportunity to the learners to enhance their communicative competence; and among these activities, she highlights the use of authentic material as a way to provide them with an opportunity to study language, as it is used in a real context. Therefore, this study will help to foster the speaking skills on first semester students and to contribute to the English level development on the students who do not have enough basis in order to balance their English proficiency. Moreover, two questions are proposed in order to guide this project:

- How does the implementation of a TV broadcast and the usage of authentic material grounded on Task Based Learning foster the speaking skill among first semester students at the University of Pamplona?
- How does the creation of workshops help the students to learn how to develop a TV broadcast?

- How does the employment of authentic materials foster the students speaking skill aligned with the other competences?
- How does the implementation of different tasks promote the learning of vocabulary and cultural facts?
- How does the creation of a TV broadcast motivate the students' English learning process?

Justification

As it is stated in the standards for the foreign languages teachers², it must be ensured that the input in the foreign languages program is mostly given in the target language, in this case, English. Nevertheless, given that there are students who are not habituated to listen and to use the language, it consequently could become a disadvantage for them in the classroom, therefore, we as teachers must develop a set of strategies guaranteeing an optimal interaction with the target language and contributing to the English level development on the students who have not enough basis in order to balance their English proficiency and thus, all the objectives proposed at the beginning of the course can be achieved without any obstacle.

Additionally, as this is their first semester, instead of prioritizing the learning of vocabulary and structures by heart, it is necessary to provide them with a remarkable first contact with the language by innovating through the implementation of different activities that allow them to be exposed to different contexts, situations and cultures. As a result, this proposal will permit the students to start working optimally and developing an accurate speaking competence but aligned with the development of the other competences for ensuring an integral formation

² Ministerio de Educación Nacional (2006). Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. Imprenta Nacional. Colombia. (ISBN 978-958-691-292-1)

along with learning of cultural facts, vocabulary and English as a language implemented in daily life where oral communication is essential for doing a specific task. According to the CEFR, the implementation of tasks in class brings positive outcomes for the learning process, given that most of them are related to real life and different activities could be implemented through its usage. According to Pools (2009):

“One of the purposes of implementing tasks is to increase the learner activity; TBL is concerned with learner and not teacher activity and the teacher is responsible for producing and supplying different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language”.

Hence, throughout the implementation of this teaching approach the teaching process can turn into a very striking journey for the students. It will boost their interest when learning the foreign language which will help him to be really engaged with the process learning, and consequently, the learning process will have remarkable results.

Objectives

General.

- To foster student's speaking skill through the implementation of a TV broadcast using authentic material, and grounded on the Task Based Learning approach.

Specific.

- To design a series of workshops that allows students to learn how to develop a TV broadcast by using English in a real context.
- To employ authentic materials in the classroom to foster students speaking skills and to work aligned with the other competences.

- To promote the learning of vocabulary and cultural facts through the implementation of different tasks.
- To motivate the students English learning process through the creation of a TV broadcast.

Theoretical framework

Since this study will focus on implementing authentic material grounded on TBL to foster speaking skills to analyze its educational impact, it will be useful to first reflect on the different concepts around it before answering the research questions; they will guide to better understand the proposal to be executed and its implications. Consequently, throughout this part, these definitions and implications depend on the direction each author takes. In order to fully understand this study, it will be developed the following theoretical foundations: communicative language teaching, speaking, Task Based Learning approach and TV broadcast.

Communicative language teaching.

Since Noam Chomsky's theories in the 1960s focusing on competence and performance in language learning, the communicative language teaching started emerging, but it was first proposed in the 70's by Halliday and Hymes whose purpose was to practice and to communicate the target language through interaction and grammar, facilitating the exchange of information; that is why, by condensing all the features proposed by this approach, it could the speaking skill is consequently highly trained. Additionally, Nunan, (2004) affirmed this theory by exposing that:

language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing different learning programs to reflect the different communicative needs of disparate groups of learners (p.7)

Bearing in mind the above-mentioned, it is necessary to highlight that through this approach the learning process is more focused on using the target language adequately according to a specific context or situation, this will allow an optimal communication between the receptors, conveying the accurate message. Besides, Paulista and Gomez (2014) cited in Henry Widdowson who published a book entitled “Teaching Language as Communication” that was based on the ability to use the language for different purposes. In this sense, they cited Canale and Swain (1980) who described the communicative competence through four dimensions which gathered importance in the Communicative Language Teaching approach. These areas were defined as follows:

- Grammatical competence: it consists in the ability to use grammar rules and lexicon to produce and understand a message.
- Sociolinguistic competence: it refers to the ability to use language depending on the social context, which involves time, place and social relationship.
- Discourse competence: it means the ability to connect a number of ideas together appropriately in order to interpret and to exchange messages.
- Strategic competence: it lies in the ability for learners to use strategies in communication when there is a lack of vocabulary and structures.

They wanted to clarify that through these strategies is to understand meanings and to be understood. Therefore, not only grammar should be taken into account when teaching but also language in a real context and its specific use should be considered, as Richards (2006) cited in Paulista and Gomez (2006) stated:

while grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of

language appropriately for different communicative purposes, such as making requests, giving advice, making suggestions, describing wishes and needs, and so on (p.8).

Speaking.

Speaking is one of the four competences (listening, reading and writing) that rule the learning of a foreign language according to the CEFR. Nevertheless, among the other foreign language skills, speaking is considered as the most challenging to learn and the first used by the foreign speakers, as the communication is mostly given orally. Guettal (2008) states that as the process of learning and applying the skills of oral English are related, the classroom should be a place where the use of spoken language is sensitively supported in a way that it encourages students to relate what they know and what they are learning, and he mentions that it is the one through which they are going to be judged while the first impressions are being formed, that's why according to (Ur, 1984) cited in (idem) "Many if not most foreign language learners are interested in learning to speak".

Hence, speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997) cited in Fattah-Torky (2006). Additionally, it is defined as an ability that allows students to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. She highlights that in order to develop this skill optimally, it is necessary to manage accurately the following sub-competences:

- Linguistic competence: This includes the following skills:

- ✓ Using intelligible pronunciation.
- ✓ Following grammatical rules accurately.
- ✓ Using relevant, adequate and appropriate range of vocabulary.
- Discourse competence: This includes the following skills:
 - ✓ Structuring discourse coherently and cohesively
 - ✓ Managing conversation and interacting effectively to keep the conversation going.
- Pragmatic competence: This includes the following skill:
 - ✓ Expressing a range of functions effectively and appropriately according to the context and register.
- Fluency: This means speaking fluently demonstrating a reasonable rate of speech.

On the other hand, Fattah-Torky (2006) mentions that the purpose of speaking can be either transactional or interactional. Apparently, there are specific differences among the spoken language used in both transactional and interactional discourse. In transactional discourse, language is used primarily for giving information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989) as cited in (idem). Some of clear examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990, p.54-55) as cited in (idem).

That way, it would be necessary to remark that speaking is more than putting grammar together, it is a skill that must be worked thoroughly in order to achieve the oral objectives of the speaker; it deserves as much attention as the other language skills since in EFL classrooms, teaching speaking plays a great role for the learner's good oral achievement (Bygate, 1987) as cited in Guettal (2008). He quoted that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business .It is also the medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (p, 1).

Authentic Materials.

With the increase in technology in the last decades, these type of materials has been highly employed during the learning process of a foreign language, since many authors have validated throughout their researches the positive results their usage produces, given that these materials allow students to see a real development of the target language in a specific situation. Consequently, when they face a similar circumstance in the future, they will know how to handle it.

Al Azri and Al-Rashdi (2014) developed a research proposal focused on the effects of using “authentic materials” in teaching and they organized a list with different definitions around the term given from the point of view of the following writers:

1. Herrington and Oliver (2000) suggested a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real world situations.
2. According to Herod (2002) authentic learning 'materials and activities' are designed to imitate the real world situations.
3. Nunan (1988) defines authentic materials as the materials "which have been produced for purposes other than to teach language".
4. Jordan (1997) defines authentic texts as the ones which are not designed for pedagogical aims.

5. Jacobson et al (2003, p. 1) sees authentic materials as printed materials, which are used in classrooms in the same way they would be used in real life.
6. In other words, Stubbs (1996) defines authentic texts as "actual, attested, and such that they have real authentic instances of use."
7. According to Carter & Nunan (2001, p. 68) authentic materials are "ordinary texts not produced specifically for language teaching purposes."

Bearing in mind the above, all of the authors converge at a point in which they express these materials are not created for educational language purposes. In fact, they are designed for real-life goals and native speakers' communications (Polio, 2014) cited in (Belaid, 2015, p.26).

Task Based Learning approach.

This approach aims at providing opportunities for students to experiment and explore whereby learning activities designed to engage learners in the authentic, practical and functional use of language for meaningful purposes (Nunan, 2004).

Munirah and Muhsin (2015) stated that the Task-based emphasized the fact that teaching should be conducted with real life tasks (Lin, 2009). It consists mainly of an integrated set of processes that involves the specification of both what and how. Designing a task-based approach involves making decisions about what tasks learners will do and then the order in which they will perform the tasks. In Task-based approach learners have to participate, communicate, and cooperate when carrying the task. In order for the students to work cooperatively they have to learn the skills of how to learn cooperatively.

Additionally, Munirah and Muhsin (2015) cited Larsen (2000) to remark that a task-based approach aims to provide learners with a natural context for language use. As learners work to complete task, they have abundant opportunity to interact. In a task-based lesson, the

teacher sets a task for students to do that involves the use of language not yet studied in class or language studied previously that the teacher wishes to revise. The language point chosen is known as target language. The task might be an activity from the course book that was intended as practice of a language point or an activity from a supplementary source. The teacher sets up the task and observes students as they get on with it. He pays particular attention to the students' performance with the target language. Then, he should note down errors but not correct them during the activity (Pollard, 2008) cited in (idem).

Hedge (2000) says that employing communicating language teaching involves the learners in tasks that are meaningful and create context that represents and reflects true authentic language as it is applied and used in the real world surroundings. He states that this authentic language is different and outside of the language that is commonly used in the classrooms. In order to develop an optimal process concerning this approach, it is necessary to follow the methodology proposed by Willis (1996) who establishes three principal phases, which reflect the chronology of a task-based lesson.

- Pre-task.

It concerns the various activities that teachers and students can undertake before they start the task.

- During task.

It centers around the task itself and affords various instructional options

- Post-task.

It involves procedures for following-up on the task performance

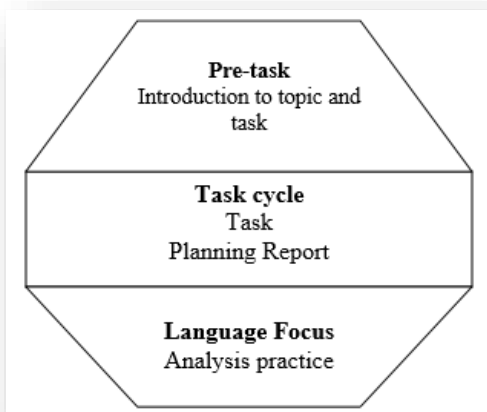


Figure 6. TBL framework

TV broadcast.

According to the Merriam-Webster dictionary, a broadcast is to send out or transmit (something, such as a program) by means of radio or television or by streaming over the Internet.

Dubitsky (2018) proposed a three-step process to develop a good TV and film production

TV broadcast production	
Pre-Production	It is the planning and preparation stage of filmmaking. During this time, principal actors are cast, the crew is hired, schedules are made, and locations are secured.
Production	Production is where the principal photography (filming) for the movie or TV show takes place.
Post-Production	When principal photography has finished, the project will move into post-production. This phase includes editing, sound

	<p>mixing, and any special effects the project may need. While the film or TV episode is being edited, the director may decide to reshoot or film additional scenes.</p>
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Table 6. TV broadcast stages

Literature review

In order to provide an overview as well as a critical evaluation of this study, it is suggested to do an integral review of the preliminary studies related to these research questions, and also to legitimize the choice of the theoretical framework. This section presents a discussion of the various notions concerning the implementation of the Task Based Learning approach to foster oral production and the usage of authentic materials when teaching a foreign language. As a result, several articles have been taken into account elucidating this educational subject whereby many authors have given their point of view.

Implementing the Task Based Learning approach to foster oral production.

The implementation of the Task Based Learning approach into the English classroom is a subject that is highlighted as an accurate tool for teaching in several research articles such as “the implementation of task based learning in increasing the speaking ability of eleventh grade students of sman 1 bangkinang”, by Swardi and Prawati (2013), “A Task-Based Speaking Course for 9th Grade Students at Institucion Educativa Vista Hermosa de Soledad”, by Cervantes and Gomez (2017), “Using Task-Based Approach in Improving the Students’ Speaking Accuracy and Fluency”, by Munirah and Muhsin (2015) and “using task-based-language-teaching to improve speaking ability at the eleventh grade students’ of sman 3 bulukumba”, by Mustika (2017).

In the first article, the authors aimed at studying the improvement on the students' speaking ability of eleventh grade students of SMA N 1 Bangkinang by implementing task-based learning especially Creative Task. This study consisted of two cycles of classroom treatment, in which one cycle consisted of four stages, namely Planning, Action, Observation, and Reflection. After the development of this inquiry, the authors found positive results after the implementation of this approach:

It was found that the implementation of Task Based Learning has been successful to improve students' speaking ability at grade XI Science 2 at SMAN 1 Bangkinang. It is effective since it aroused students' motivation in learning; engaged them in using language purposefully and cooperatively; and made them participate in a complete interaction. Students are also encouraged to meaningfully express ideas by using their speaking skill. (Swardi and Prawati, 2013, p.9)

Similarly as the mention-above, in the second study, the authors confirm that the level of oral participation of students increased considerably and they assumed a positive attitude during the application of the methodology. They achieved their general objective optimally which was to express their ideas coherently in short conversations using their local context, even though the time of the development of the study was not long enough, mostly of the results were positive. On the other hand, Munirah and Muhsin (2015) aimed at finding the improvement of the students' speaking Accuracy and Fluency by using Task based Approach at SMA Negeri 2 Sungguminasa Kab. As a conclusion, they stated three main aspects after having used the task based learning approach, they found the following:

1. The use of Task-based Approach can increase the students' speaking accuracy. This lead the conclusion that implementation of this approach is needed in English language teaching and learning especially in speaking.
2. Task-based Approach can improve the students' speaking fluency in which the improvement is dealing with self-confidence. They are excited to the given topics because the topics deals with the real-life conversation, so it's easy for them to make conversations and present them in front of the classroom with their own group.
3. Task-based Approach motivates the students in teaching and learning process.

Finally, Mustika (2017) carried out a study focused mainly on finding out the students speaking ability after implementing the Task-Based Language-Teaching approach in every cycle at SMAN 3 Bulukumba in which the confirmed specially through observations that the students' speaking ability after being taught by using task based language teaching improved significantly. They stated that the speaking English level of their participants became better. And that it proved enough the effects as well as the benefits of task based language teaching in enhancing the students' speaking ability.

The impact of using authentic materials when teaching a foreign language.

Over the years, teaching English has become more important because of the numerous needs that a globalized world seems to ask for. Therefore, it has been necessary to increase the number of strategies implemented to guarantee an optimal learning of the foreign language; one of these has been the use of authentic materials, which in fact allow the learners to be immersed in a real context where the language is employed purely as well as being exposed to cultural matters. Likewise, various authors working in the educational field have utterly validated the benefits that implementing this strategy brings to the learning process. Therefore, through this

part of the study we will be focused on the following authors and their studies, “Exposing students to authentic materials as a way to increase students` language proficiency and cultural awareness”, by Kozhevnikova (2013), “The Effect of Using Authentic Materials on Developing Undergraduate EFL Students' Communicative Competence”, by Obahid and Ibrahim (2018), “The Effect Of Using Authentic Materials In Teaching”, by Al Azri and Al-Rashdi (2014) and “Using Authentic Materials in the Foreign Language Classrooms: Teacher Attitudes and Perceptions in Libyan Universities”, by Belaid (2015).

The first article was mainly concentrated on the development of culture when learning the foreign language, therefore, they aimed at responding what are the main contributors to increasing language and cultural exposure in the classroom and effective learning of a foreign language and culture. Consequently, they stated that “authentic materials are sometimes the only way of exposure to foreign culture and language and provide the only source of cultural and non-verbal information for students in some countries and communities.” (Kozhevnikova, 2013, p.4) Then, Obahid and Ibrahim (2018) adopted a study to explore the effect of using authentic materials in the foreign language classrooms and the results were similar to those of the mention-above. They revealed that:

Using authentic materials in teaching the communicative aspects of language and in teaching English language is one of the best opportunities for language learners to interact and develop their learning and the communicative aspects of language outside/inside classrooms whenever and wherever they desire. Language learners would be able to extend their learning opportunities and participate in a different type of learning (p.19).

Moreover, Al Azri and Al-Rashdi (2014) wanted discuss the Effect of Using Authentic Materials in teaching by scrutinizing through different authors and analyzing different conclusions about the main topic. As a conclusion, they stated the following:

“It is obvious that the use of authentic materials in language teaching is supported by many researchers. They regard the use of this type of materials as a useful means to motivate learners, arouse their interest and expose them to real language they will face in the real world. In addition, authentic materials encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life” (p.253).

Finally, Belaid (2015) aimed at seeking to recognize deeply and understand the Libyan EFL teachers’ perceptions, attitudes and reactions toward using authentic materials in teaching English within Libyan state universities. Subsequently, this study also proved that using authentic materials would expose students to real context, as used in the daily life.

Methodology of the Research

At this stage, it has already been ratified the implications that this proposal could bring to this educational field since it has been successful internationally as well as nationally. Hence, it is necessary to establish a systematic path of the aspects that will be involved in the achievement of the objective of this research. Thus, this chapter presents the methodology that will be carried out in order to achieve a reliable and valid execution of this study; these are the patterns that the researcher has voluntarily chosen to follow in order to form data that will be analyzable, Raissa (2008).

Approach.

This study developed a qualitative approach that allowed to produce and analyze descriptive data such as written or spoken words, and the observatory behavior of people, Taylor and Bogdan (1984) cited by Kakai (2008). In fact, Dumez (2012) points out that this approach has two aspects that characterize it: it seeks to understand how actors think, talk and act by taking into account a specific context or situation; if one does not perceive the daily actions, repetitive, routines, and, on the contrary, the creativity of the act, if one does not see the evolution, the displacements, the problems in the practicum (problem of the narrative), a qualitative research loses all its meaning, because it encompasses the notion of understanding, Dumez (2012). In addition, Kakai (2008) identified some aspects that should be considered when developing qualitative research:

- ✓ To detect needs.
- ✓ To make a choice, to make a decision.
- ✓ To improve a performance.
- ✓ To identify a phenomenon.
- ✓ To test scientific hypotheses.

Design.

This study adopted an action research design because it follows systematic procedures carried out by teachers (or other individuals in an educational setting) that allow them to gather information, analyze it, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. (Mills, 2011, as cited in Creswell, 2012 p.577)

Setting.

This action research will be carried out at the University of Pamplona, located in the Norte de Santander department in Colombia. In addition, it should be noted that this institution has forty-six academic programs divided between seven faculties, which are the following: the Faculty of Arts and Humanity, the Faculty of Agrarian Sciences, the Faculty of Sciences, the Faculty of Economics and Business Sciences, the Faculty of Engineering and Architecture, the Faculty of Health and finally we distinguish the Faculty of Education, which is divided into three departments that in fact, are subdivided into five academic programs.

Population.

The target population chosen to study and develop this research will be the students belonging to the Bachelor degree of Foreign Languages English-French at the University of Pamplona, currently composed of 534 students approximately. Thus, we will focus on first semester students. In addition, it is necessary to mention that there are two groups in first semester; the group “A” is composed of 20 students and the group “B” is composed of 15 students.

Sample.

The sample will be composed of three learners per group to obtain a total of six students. As a result, random sampling criteria will be considered. Therefore, we will distinguish the sample of this research through volunteering allowing students to choose openly without any pressure.

Methods of data collection

In order to develop this study optimally, and taking into account its main objective, three types of data collection instruments are adopted:

1. One Participant observation
2. One Semi-structured interview
3. Six students' scripts

Participant observation.

Creswell (2012) gave a clear definition of this instrument by stating the following: “is an observational role adopted by researchers in which they take part in activities in the setting they observe” (p. 625). Thus, by employing this instrument, the pre-service teacher takes part in the teaching process by guiding the different activities and simultaneously observing what was happening in the classroom. In order to achieve this goal, three participant observations will be carried out to accomplish the main purpose. Besides, throughout the development of this project, these observations will be used as a journal, where the researcher will detail all the procedures and strategies related to the implementation of the project.

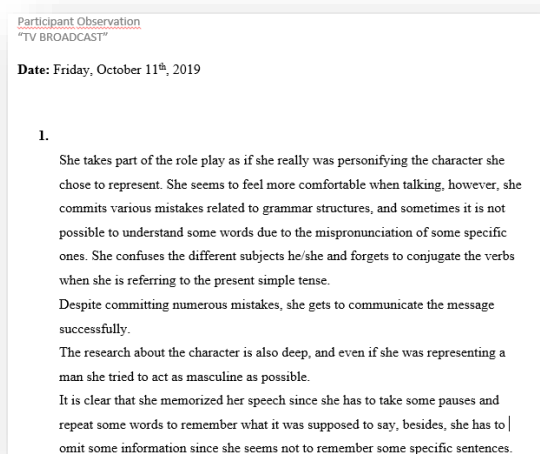


Figure 7. Participant observation

Semi-structured interview.

Also known as partially structured interview -bearing in mind that it is neither fully open nor fully closed. It is seen as an individual and collective instrument. This type of interview is situated between direct and non-directive interviews; it is characterized by the fact that it gives enough space for the participant to give his opinion. Generally, the researcher asks questions and lets the interviewee answer freely. The role of the interviewer in this type of interview is to encourage the interviewee to speak and to provide more information on the topic of his research. The questions asked in this type of interview are relatively open- he does not necessarily ask all the questions in the order in which he noted them and under their exact wording- Lefèvre (n.d).The investigator must refocus them for not to lose sight of the goal he has set for himself (Blanchet and Gotman, 2010) as cited in (Toumert, 2007). In view of the above, one semi-structured interview will be carried out when the teaching practicum is about to be concluded in order to analyze their perspectives about the implications of the project on their competences, and contrast how their learning process has advanced. (Annex 1. Students' interviews)

Entrevista semi-dirigida a estudiantes de Inglés Básico A1 de la Universidad de Pamplona

A TV Show

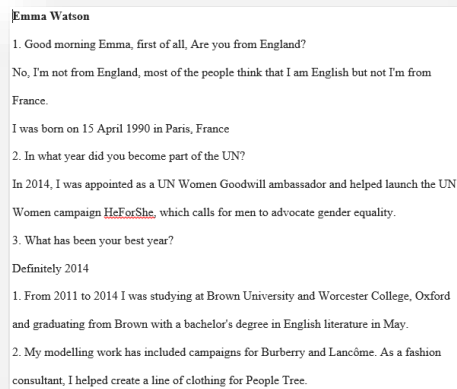
Mi nombre es Carlos Eduardo Velasquez Romero, estudiante de décimo semestre perteneciente a la Licenciatura en Lenguas Extranjeras. A continuación, tendremos la oportunidad de desarrollar la primera entrevista individual y anónima concerniente al proyecto de investigación "*TV broadcast implementing authentic material grounded on Task Based Learning as a way to foster speaking skills in first semester students at the University of Pamplona. An action research*".

Esta entrevista tendrá una duración de 15 a 20 minutos máximo, y a partir de estas preguntas se pretende identificar principalmente si la producción oral de los estudiantes ha sido fomentada a través de la implementación de un TV Show implementando material auténtico teniendo en cuenta el aprendizaje basado en tareas. Cabe resaltar que, la entrevista será llevada a cabo en español para que usted como participante se sienta cómodo al momento de responder. Por otra parte, las respuestas que suministre como participante serán guardadas en la más estricta confidencialidad, ejercicio propio del rigor investigativo.

Figure 8. Semi-structured interview

Students' scripts.

Students' work through the development of the activities that will be proposed is another source for analyzing data. Therefore, through this step, it will be assessed the information provided by the students in order to achieve the purpose of this study optimally. Furthermore, the student's scripts is where they express their thoughts and the planning or development of each of their ideas to record on the videos. Consequently, as this proposal will be composed of three main oral tasks, the students will have to prepare a previous script before presenting their assignments; those tasks will be analyzed in order to distinguish how the students represent their ideas according to the project and the learning progress during the semester. (Annex 6. Students' scripts)



Emma Watson

1. Good morning Emma, first of all, Are you from England?

No, I'm not from England, most of the people think that I am English but not I'm from France.

I was born on 15 April 1990 in Paris, France

2. In what year did you become part of the UN?

In 2014, I was appointed as a UN Women Goodwill ambassador and helped launch the UN Women campaign [HeForShe](#), which calls for men to advocate gender equality.

3. What has been your best year?

Definitely 2014

1. From 2011 to 2014 I was studying at Brown University and Worcester College, Oxford and graduating from Brown with a bachelor's degree in English literature in May.

2. My modelling work has included campaigns for Burberry and Lancôme. As a fashion consultant, I helped create a line of clothing for People Tree.

Figure 9. Student script

Timetable for the Pedagogical Component development.

<i>Activities</i>		<i>September</i>				<i>October</i>				<i>November</i>			
Weeks		I	II	III	IV	I	II	III	IV	I	II	III	IV
	1. Participant observation						X						
	2. Student's oral production							X					
	3. Interview												X

Table 7. Pedagogical component development

Data Analysis.

The data analysis process is portrayed by Hatch (2002) as a systematic search for meaning. He states that is a way to process qualitative data so that what has been learned can be communicated to others. It means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. Therefore, this process will help the pre-service teacher to answer reliably the questions stated at the beginning of this proposal. Besides, he proposed a series of steps to develop an interpretative analysis whose main features seem to be adequate for carrying out this process; He stated the following definition of interpretation before starting with the analysis:

Interpretation is about giving meaning to data. It's about making sense of social situations by generating explanations for what's going on within them. It's about making inferences, developing insights, attaching significance, refining understandings, drawing

conclusions, and extrapolating lessons (see Denzin, 1989b, 1994; LeCompte & Schensul, 1999; Patton, 1990)(p,180).

Besides, he proposed eight stages when developing this type of research. This will help the researcher to develop an optimal analysis and consequently, draw reliable conclusions. These are the following:

1. Read the data for a sense of the whole
2. Review impressions previously recorded in research journals and/or bracketed in protocols and record these in memos
3. Read the data, identify impressions, and record impressions in memos
4. Study memos for salient interpretations
5. Reread data, coding places where interpretations are supported or challenged
6. Write a draft summary
7. Review interpretations with participants
8. Write a revised summary and identify excerpts that support interpretations

As the data is collected from three different sources, it is necessary to triangulate the different information gathered in order to provide with validity and reliability the findings emerging from this study. Also, Perone and Tucker (2003) stated the following definition concerning this process:

Triangulation provides confirmation and completeness. Triangulation is not simply combining different types of data, but it attempts to relate the two types of information so as to leave the validity of each type of information intact. The use of triangulation allows researchers to capture a more complete, holistic and contextual portrayal and reveal the

varied dimensions of a given phenomena, with each source contributing an additional piece to the puzzle. In using triangulation, bias can be minimized and the validity enhanced.

Subsequently, the development of this process ensured a certain plausibility among the findings. Likewise, in order to carry out this process successfully, the pre-service teacher organized the data from each instrument through the use of matrixes, charts and tables. In order to achieve this objective, a general matrix with comments was created. It is necessary to remark that this eight-step process was developed rigorously and the matrixes allowed the pre-service teacher to keep the information organized and to interpret the information effectively. Then, after categorizing the information by each participant, it was possible to generate general interpretations for all the sampling. (Annex 3. Oral production matrix, Annex 4. Interview matrix, Annex 5. Journal matrix)

RESEARCHER'S JOURNAL - MATRIX									
CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	STUDENT'S ORAL PRODUCTION					
				P1	P2	P3	P4	P5	P6
TASK	<i>Creativity</i>			The student was representing a man, therefore, she decided to act as one.	The student acted like if she was in an actual TV show. The acting was spontaneous and natural.	The student acted like if she was in an actual TV show. The acting was spontaneous and natural.	The student acted like a real host and kept a very clear and remarkable tone of voice. He also guided the interview as he made different questions.	The student acted like if she was in an actual TV show. The acting was spontaneous and natural and she brought supporting materials such as clothes and a microphone.	The student acted like a real host and kept a very clear and remarkable tone of voice. He also guided the interview as he made different questions.
	<i>Involvement and motivation</i>			The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the

Figure 10. Researchers' journal matrix

STUDENTS' ORAL PRODUCTIONS - MATRIX									
CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	STUDENT'S ORAL PRODUCTION					
TASK	Creativity			P1	P2	P3	P4	P5	P6
	Involvement and motivation			The student supported himself by looking for different supporting materials that would help him to give credibility to his performance.	The student supported himself by looking for different supporting materials that would help him to give credibility to his performance.	The student supported himself by looking for different supporting materials that would help him to give credibility to his performance.	The student supported himself by looking for different supporting materials that would help him to give credibility to his performance.	The student supported himself by looking for different supporting materials that would help him to give credibility to his performance.	The student supported himself by looking for different supporting materials that would help him to give credibility to his performance.
	Problem solving			The student was really engaged with the task since the attitude and preparation of the monologue were remarkable.	The student was really engaged with the task since the attitude and preparation of the monologue were remarkable.	The student was really engaged with the task since the attitude and preparation of the monologue were remarkable.	The student was really engaged with the task since the attitude and preparation of the monologue were remarkable.	The student was really engaged with the task since the attitude and preparation of the monologue were remarkable.	The student was really engaged with the task since the attitude and preparation of the monologue were remarkable.
					It presupposes that the student can take on some	It presupposes that the student can take on some	It presupposes that the student can take on some	It presupposes that the student can take on some	It presupposes that the student can take on some

Figure 11. Students' oral productions matrix

	A	B	C	D	E	F	G
1		Questions	1. ¿Cómo influyó la realización del programa de televisión en el aprendizaje o mejoramiento del inglés?	2. ¿Cómo fue el proceso de preparación de su producción oral a través del programa de televisión?	3. ¿Cuáles fueron las ventajas y/o desventajas durante el desarrollo de este ejercicio?	4. ¿Considera que durante el desarrollo de este proceso aprendió o reforzó alguna estructura gramatical?	5. ¿Considera que durante el desarrollo de este proceso aprendió o reforzó vocabulario?
2	Participants						
	Emma		Porque me ayudó a desenvolverme y a dejar un poco el temor de hablar en público.	Primero, investigué mucho sobre la persona a la cual iba a interpretar; Segundo, empecé a traducir y a organizar lo que iba a decir a cerca de ella, después de eso hice 5 preguntas de las cuales se iba a basar mi entrevista; busqué un outfit que fuese adecuado al personaje y por último, el proceso de aprender lo que iba a decir.	ventajas: me ayudó a desenvolverme y a dejar fluir mi speaking. Desventajas: pensé que me iba a equivocar en varias ocasiones, pero eso fue por los nervios que tenía.	Algunas de ellas fueron Simple Present y Simple Past, porque aunque pensemos que no siempre hay algo que se nos olvida de estas estructuras y es bueno repasarlas.	Vocabulario sobre información personal, fechas, gustos y profesiones. Porque en la entrevista tocamos muchos temas personales los cuales hablamos mucho sobre los gustos del personaje, su profesión, fecha de nacimiento.
3			El programa me ayudó a mejorar mi producción oral, mi pronunciación, el tiempo que se debe manejar para hablar fluidamente. También influyó de manera positiva, como una manera de interacción al público en	Se debe hacer una elección detallada del personaje, para saber si está de acuerdo con su personalidad y pueda salir más natural en el tema de la entrevista. Leer sobre la biografía, datos curiosos, información general	Ventajas: El ejercicio ayuda a potenciar las habilidades en	En la creación del respectivo guion, se	Si reforcé el vocabulario, pues

Figure 12. Students' interviews matrix

After developing this process, the data was developed in four main categories followed by sub-categories and descriptions unfolded from those main categories as follows:

✓ **Authentic Materials**

- Motivation
- Real use of the language

✓ **Task**

- Creativity
- Involvement and motivation
- Playing a monologue
- Autonomy
- Sociocultural knowledge

✓ **Oral Production**

- *Communicative competence*
 - Linguistic competence
 - Pragmatic competence
 - Sociolinguistic competence

Hence, following the previous steps, a descriptive summary of each category was elaborated. It is supported by data units taken from the participants' analysis and the researcher interpretation.

Ethical considerations

Van Der Maren (1999) cited by Martineau (2007) identified three essential aspects when contemplating the ethical considerations: free and informed consent; respect for the dignity of the subject; respect for privacy and confidentiality. Therefore, the students were asked for informed permission and approval to specifically explain that they can decide to participate in the study or leave when they consider it appropriate. Likewise, the identity of the participants will remain absolutely anonymous by using pseudonyms to guarantee a certain confidentiality. Finally, the participants will have guaranteed access to the results and conclusions before it is concluded. (Annex 2. Letter of consent)

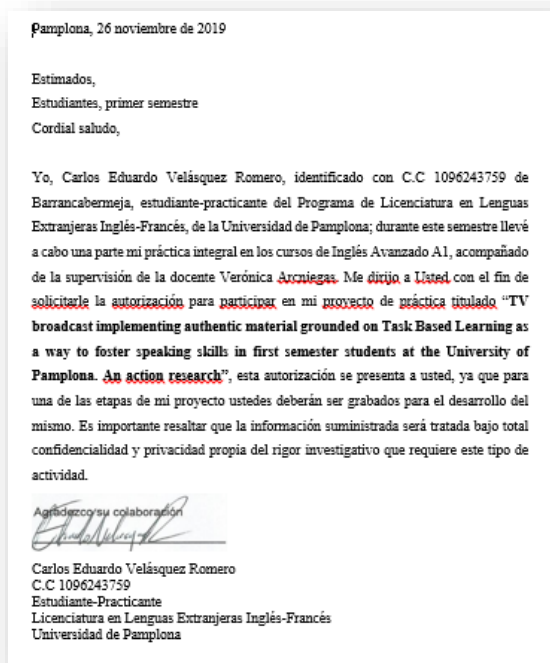


Figure 13. Letter of consent

Methodology of the Pedagogical Component

As it is has been stated through this process, teachers must develop a set of strategies guaranteeing an optimal interaction with the target language and contributing to the English level development on the students in order to guarantee a remarkable English proficiency and thus, all the objectives proposed at the beginning of the course can be achieved without any obstacle. Thus, Obahid and Ibrahim (2018) helped to figure out a plausible reason for the development of this project as they stated the following:

Using authentic materials in teaching the communicative aspects of language and when teaching English language is one of the best opportunities for language learners to interact and develop their learning and the communicative aspects of language outside/inside classrooms whenever and wherever they desire (p.19).

Additionally, as during the first observation week it was possible to identify that most of the students needed to be immersed into a context where the foreign language was prioritized - given that they did not feel comfortable enough when communicating verbally in a foreign language- it was necessary to bear in mind what Munirah and Muhsin (2015) stated about the Task Based Learning approach:

Task-based Approach can improve the students' speaking fluency in which the improvement is dealing with self-confidence. They are excited to the given topics because the topics deals with the real-life conversation, so it's easy for them to make conversations and present them in front of the classroom with their own group.

Consequently, unifying this two strategies was an outstanding plan that would guarantee a remarkable English proficiency for the students during their first semester having an actual contact with the language. Likewise, it was necessary for the pre-service teacher to provide them with an idea that would catch their attention and would motivate them to be creative and highly involved with their own process, in this case, a TV broadcast which would help them to foster their speaking skill since the students were not habituated to use the language verbally and therefore, would have various difficulties when using it.

Therefore, the students were told during their very first class to keep in mind that during their first oral exam, they would have to personify a celebrity from any country and to act as if he/she was part of a TV broadcast live. They were told that there would be a main host who would be in charge of directing the TV broadcast and that would be making questions about the celebrities' life, that way, the students would be aware about their task and would start thinking about what celebrity choose.

After covering the different topics and grammar structures that would be essential for the development of this first task, the students were asked to give the names of the celebrities they would personify in order to avoid repetition. Then, they had to do some research about some specific aspects of the celebrities' personal lives, curious facts, abilities among others. This research would encourage them to discover new vocabulary, sociocultural facts and to keep practicing the different topics reviewed in class. Also, as it was necessary to keep them involved and creative with the process, the teachers told them that there would be five extra points for the ones who exposed a high degree of creativity during their performance. A main host was also selected by them, therefore, the students would agree on establishing the questions to be asked and the name of the TV show.

Moreover, as it was stated before, the final product would be a TV broadcast obtained from the students live performances. Then, during the development of the task, the name given to the show was "Knowing the starts" (Group A) and "My life in five minutes (Group B). The students were recorded live while acting and interpreting famous people around the world as if they were in an actual TV show.

Once the videos were concluded, the pre-service teacher edited it by putting all the videos together and adding some extra information. Likewise, as all the students from the Basic English A1 course were involved, he decided to share with them the final product.



Figure 14. TV broadcast example 1



Figure 15. TV broadcast example 2

Implementation of Task Based Learning.

According to Munirah and Muhsin (2015), designing a task-based approach involves making decisions about what tasks learners will do and then the order in which they will perform the tasks. Therefore, during the Task-based approach learners have to participate, communicate, and cooperate when carrying the task. Likewise, Hedge (2000) stated that employing

communicating language teaching involves the learners in tasks that are meaningful and create context that represents and reflects true authentic language as it is applied and used in the real world surroundings.

On the other hand, the Council of Europe and European Commission (2000) in its publication “Methodology in language learning”, which is an adaptation of the model proposed by Willis (1996) proposed four steps to carry out TBL methodology:

- **Pre task:** During this stage, the students receive an input about what are they going to develop when doing the task, studying vocabulary, expressions and grammar structures.
 - ✓ It is necessary to highlight that this part of the TBL process was carried out through the first term since the pre-service teacher was in charge of teaching the topics, vocabulary and grammar structures for the students to apply them during the development of their first task. In order to do it so, the pre-service teacher supported himself from different activities and subtasks developed each week which had specific objectives each. It is also important to remark that he used authentic material such as postcards, TV shows, and TV series chapters, among others in order to provide them with real context situations that would guarantee a better development of each activity.
- **Task preparation:** In this stage, the learners prepare the task for the purpose of having more ideas about the task, doing role plays or presentation.
 - ✓ During this step, the students had to do research about the different information that they had to share and preparing their performance to

present what they had prepared or found along with their partners and teacher. Also, when developing this stage, the students received feedback after each performance with regards to the pronunciation, word choice and information.

- **Task realization:** The students performed the task in this stage.
 - ✓ After completing each previous stage, the students performed the main task and were recorded live simulating that they were famous people having an interview in a TV show.
- **Post task:** Finally, in this stage, the task is evaluated and the students received feedback or suggestions about the task done.
 - ✓ Finally, the students received a general feedback with regards to the pronunciation in the final task. In addition, the teacher took into account the Common European Framework of Reference for designing a grill of evaluation and assess the task of the students. They were corrected individually during the tutoring sessions to avoid them to feel uncomfortable in front of their peers.

University of Pamplona Faculty of education Foreign Languages English - French Basic English A1					
Student: _____		Examiner: _____			
Evaluation criteria					
Proves to have prepared the oral presentation and the supporting materials. (Slides, reading notes, pictures etc.)	0	0.5	1		
Can make an introduction and use basic greeting and leave-taking expressions.	0	0.5	1		
Can give information and answer questions about himself/herself and other people.	0	0.5	1	1.5	2
Can describe him/herself, what he/she does and where he/she lives	0	0.5	1	1.5	2
Can handle numbers, quantities and time.	0	0.5			
Creativity	0	0.5			
Linguistic competences					
Vocabulary Has a basic repertoire of words and simple phrases related to personal details and particular concrete situations.	0	0.5	1		
Use of the Language Proves to be able to express without help despite some formulation problems. Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	0	0.5	1		
Pronunciation Can follow speech carefully articulated, with some pauses for him/her to assimilate meaning.	0	0.5	1		
Total				/10	
Positive aspects			Aspects to improve		

Figure 16. Evaluation rubric

Workshops.

In order to carry out this project successfully, it was necessary to keep a workshop plan which would have the different stages to be taken into account during the development of each class.

The following chart represents the different stages.

<u>GROUP</u>	<u>LEVEL</u>	<u>CLASS N°</u>
<u>TEACHERS</u>		<u>DATE/DAY</u>
<u>LINGUISTIC OBJECTIVE</u>	<u>COMUNICATIVE OBJECTIVE</u>	<u>SOCIO-CULTURAL OBJECTIVE</u>
<u>GENERAL COMPETENCE</u>	<u>PREVIOUS SEQUENCE</u>	<u>TOPIC</u>

Figure 17. Lesson planning 1

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	SKILLS	MATERIAL
Opening				
Warm up				
EXPLANATION OF THE TOPIC				
PRODUCTION ACTIVITIES				
EVALUATION ACTIVITY				
CLOSURE				

Figure 18. Lesson planning 2

Chronogram of activities.

In order to satisfactorily achieve the proposed objectives, a schedule was established with all the dates and activities to be developed. However, it has to be highlighted that there were some inconvenient when developing these activities on the established dates. For instance, some

of the classes and activities had to be cancelled and postponed by reason of some other extracurricular activities that took place during these five weeks.

Week	Date	Activity
1	September 23rd – 28th	Introduction of the project and implementation of the first workshop
2	September 30th – October 5th	Implementation of the second workshop
3	October 7th – 12th	Implementation of the third workshop
4	October 14th – 19th	Development of the first task
5	October 21st – 26th	Evaluation and feedback

Table 8. Pedagogical component schedule

Implementation of the proposal.

Since the beginning of the course, the pre-service teacher considered as a necessary aspect to harmonize his project with the pre-established topics and the teaching process itself as it would guarantee a congruent development for the course and the students would be highly involved with it. Consequently, he introduced the project to the students to motivate them with the idea of the development of a TV broadcast which would guarantee a remarkable involvement from their part. Therefore, the Task Based Learning Approach was taken into account during the whole first term. Since the very first class, the teacher started working with the students the different vocabulary, topics, grammar structures and expressions that would be employed during the development of the first class as well as bearing in mind the implementation of different activities that would evaluate indirectly what was being taught. Thus, the first task development

would be a summary of all the different sub-tasks and topics reviewed during the classes; therefore, the pre-task was carried out throughout the whole first term.

- **First workshop: “My five favorite people”**

During this workshop, the students had to talk about their five favorite people.

The pre-service teacher set the different steps to follow such as the time to spend, the characteristics for them to take into account, the supporting materials among others. During the development of this activity, the students applied the vocabulary and grammar structures studied in class: demonstrative pronouns, possessive “s”, to have / have got and vocabulary about family and professions. Likewise, they were really engaged with this activity since they brought different pictures and fun facts about the people they talked about. Also, the teacher supported himself from a TV series extract which gave them an example of how to develop this activity.

- **Second workshop: “My town”**

During this workshop, the students had to talk about their hometown. The pre-service teacher set the different steps to follow such as the time to spend, the characteristics for them to take into account, the supporting materials among others. During the development of this activity, the students applied the vocabulary and grammar structures studied in class: present simple tense, likes and dislikes and vocabulary about places in town. As in the first activity, they were really involved with this subtask since they brought different pictures about food, touristic places and fun facts about their hometown. Likewise, the teacher employed a video and a postcard which gave them a broad idea of the different

aspects they could cover during their presentation in order to accomplish a successful activity.

- **Third workshop: “A TV show”**

During this workshop, the students had to present a foreign TV Show with celebrities. The pre-service teacher set the different steps to follow such as the time to spend, the characteristics for them to take into account, the supporting materials among others. The students were also introduced with the three main steps to be taken into account when developing a TV broadcast:

- ✓ **Pre-production**
- ✓ **Production**
- ✓ **Post-production**

During the development of this activity, the students applied the vocabulary and grammar structures studied in class: can / can't, the articles a-an-the and vocabulary of means of transport. As in the other activities, they were really involved with this subtask since they reemployed expressions from previous classes properly, they brought different pictures about the show and acted as the famous people they were representing. In this case, the teacher employed three videos which gave them a broad idea of the different aspects they could cover during their presentation in order to accomplish a successful activity since the celebrities shown in the videos talk about self-introduction, daily routines, and abilities.

Findings

As mentioned in the data analysis procedure, it would be essential to dedicate a space where the different findings concerning this pedagogical intervention are clearly illustrated. Hence, three main categories emerged from the data gathering process: Authentic material, task and oral production. These three major categories are followed by some-subcategories which are supported by the data units obtained from the participant's interviews, oral productions as well as the journal for the researcher. Notably, it should be remarked that the responses to the proposed objectives were concrete and explicit.

Task.

This is the main category of this pedagogical intervention inasmuch as the activities carried out were grounded on this methodology. Therefore, it was necessary to study its influence in the academic process of students considering that the way in which the pre-service teacher fostered their academic performance was mainly through the use of this approach, which significantly improved their speaking skill during their first term.

The CEFR considers a task as the work developed by learners accomplishing a purpose and proposing different activities that emerged from the production of a task such as creativity, involvement and motivation, problem solving, interpreting a role play which would be changed in this case for "playing a monologue" and sociocultural knowledge that were identified in this process. Additionally, when the analysis was carried out, two new aspects emerged to be considered into the findings, they were autonomy and collaborative work.

Regarding the development of *involvement and motivation*, the CEFR exposes that:

successful task performance is more likely where the learner is fully involved; a high level of intrinsic motivation to carry out the task – due to interest in the task or because of its perceived relevance for example to real life needs or to the completion of another linked task (task interdependence) – (p.161).

While analyzing the three different sources of data, it was discovered that the students were highly motivated during the process since the tasks were mostly related to real life situations. Reverting to Hedge (2000), he stated that employing communicating language teaching involves the learners in tasks that are meaningful and create context that represents and reflects true authentic language as it is applied and used in the real world surroundings. Likewise, this *involvement and motivation* was evidenced during their performances and therefore, being highly motivated allowed them to become extremely creative inasmuch as some of them brought different material such as clothes, CD's and background music to support the information to be exposed and to illustrate and describe what they were talking about. Most of the students declared to know what character they wanted to represent and how outstanding they wanted to be their performance. Moreover, in the first journal it was conceived by the pre-service teacher that the students' attitude was really remarkable since they were preparing everything beforehand and practicing the pronunciation of every word in their written scripts. Additionally, the research about the different information was deep since the students covered curious information and details that were not even required during their presentation but they considered it pertinent since it was an important part for their personification, they talked about past things and even got to do playback during their presentation to give more credibility to their characters. On the other hand, during the interview, it was evidenced that this activity helped the students to overcome performance anxiety as Antonia stated "El ejercicio ayuda a potenciar las habilidades

en expresión oral que tenemos los estudiantes, ayuda a perder el miedo de hablar en inglés cuando se está con un grupo considerable de personas” as well as Marie declared the following: “Me parece que una ventaja de este ejercicio es que nos permite desenvolvemos más ante un público y mejorar nuestro speaking” (Interview 1).

Concerning the *solving problem* aspect, it assumes that “students can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the curriculum” (TeacherVision, 2007). Then, the students had to develop the main task which in this case would be the “problem” (the personification of a celebrity). Therefore, they had to research about the personal life of the celebrity chosen, its hobbies, abilities, hometown, likes and dislikes and to interact with the already selected host who would be in charge of making some precise questions. Based on what was stated in the researcher’s journal and the analysis of the students’ productions, it was revealed that students handled this situation successfully as they took responsibility on finding the information and the specific aspects that would contribute on a significant development of their role in the TV show. Likewise, they agreed with the main host to establish the questions that would guide their interview into a spontaneous course.

Afterwards, aiming at solving the main problem of the situation which is the task, the students had to *play a monologue* in which as previously mentioned, the students had to personify a celebrity from any country and simulate they were part of a popular TV show in their hometown. For this task, they had to talk about some precise aspects such as personal information (name, origin, residence, career, marital status among others), abilities, likes and dislikes and curious facts.

Another aspect that emerged from the analysis process was the *autonomy*, which basically ensures that the students had to be highly involved with the preparation of their task in order to carry it out properly. Besides, as it was also their first speaking exam, they were supposed to be utterly prepared in terms of pronunciation and grammar. For instance, Emma stated that:

“Las tareas siempre se dejaban con una semana de anticipación, por lo cual teníamos el tiempo necesario para preparar lo que íbamos a decir; en especial, esta actividad tuvimos casi un mes de preparación. Lo cual considero un tiempo justo y necesario” (Interview 1).

Fortunately, through the analysis of their oral productions, it was possible to determinate that the students were really autonomous with the process inasmuch as they worked along with the different topics reviewed in class and even including other time tenses to reinforce their performance. Therefore, it is possible to validate what Munirah and Muhsin (2015) stated in their study. According to them, in a task-based lesson, the teacher sets a task for students to do what involves the use of language not yet studied in class or language studied previously that the teacher wishes to revise. Additionally, the teachers monitoring was another aspect highlighted by the students as they were always attentive to any need or suggestion the students required in order to help them to develop an outstanding performance. Thus, Selena mentioned that “las ventajas fueron las ayudas y consejos que daban los docentes para que todos ganáramos confianza”.

Moreover, the *sociocultural knowledge* was another aspect that was emphasized throughout this process as the students had to look for different information about the celebrity and its origin. Antonia, for example, remarked that “Aprendí sobre las creencias de mi personaje, algunos ideales culturales que contribuyen de manera positiva al mundo” (Interview 1). Also, the

students were illustrated with different examples of famous TV shows and celebrities' interviews for them to be guided to a successful development. They had to reemploy some of the idioms worked during each class and additionally to look for some new information about their respective character and the way she/he acts in front of a camera. On the other side, before carrying out the task, the students were exposed to different cultures as they had to look for information about the country they were assigned during the last subtask where they had to act as if they were in a TV show from a specific country. Marie gave an exact example of the cultural exchanged given during the different activities: "Creo que llegamos a conocer muchos datos culturales, de distintos países porque había una gran variedad de personajes en el desarrollo de este ejercicio y todos eran de distintos lugares y nacionalidades, distintas culturas" (Interview 1). During the analysis of their oral productions, it was revealed that the students made a deep research about the character since they covered many other different aspects from those who had to be mainly covered during their performance such as phobias and illnesses. Furthermore, it was evident that they looked for vocabulary that was related to their characters to give it credibility. Also, Selena remarked that she learnt many new things such as "

Vocabulario referente a las habilidades, gustos, fechas, características de la profesión e información personal. Porque durante el desarrollo de esta entrevista se tuvo en cuenta cada aspecto de la vida del personaje y para poder representarlo tenía que entender que era lo que yo quería decir por tanto me ayudo a aprender mas vocabulario reforzar el que conocía y mejorar mi pronunciación (Interview 1).

Finally, even though the *collaborative work* was not an aspect that was emphasized during the whole process, it was a key part for the successful development of the main task inasmuch as the students had to agree with the host of each TV show on the questions or

different aspects they wanted to be covered during its course. Likewise, it was revealed during the analysis that some of the students liked to practice together in order to evaluate themselves in terms of pronunciation and accuracy when presenting their task. During the interviews, Marie exposed that “El trabajo en grupo fue esencial para que fuera posible el desarrollo de esta tarea hubo compromiso por parte de todos nosotros” (Interview 1).

In conclusion, the implementation of these activities were a key point to develop the main task successfully since the students were able to construct a step by step process in which they solidified their knowledge until they had to bring it together to carry out the main task. Similarly, this analysis allowed the pre-service teacher to verify that this process unfolded great results since besides developing such features on the students, it allowed them to reinforce their knowledge and even to explore new insights.

Oral production.

As the pre-service teacher wanted to foster the speaking skill through the implementation of the already mentioned approach, it was necessary to analyze the different contributions produced by this implementation to this skill. Then, according to the CEFR, Oral production or speaking is one of the four vital skills required to be proficient in English, therefore, Burns and Joyce (1997) as cited in Fattah-Torky (2006) defined this competence as an ability that allows students to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. Likewise, it is necessary to highlight that through this approach the learning process is more focused on using the target language adequately according to a specific context or situation what would allow an optimal communication between the receptors, conveying the

accurate message (Nunan, 2004). Thus, it was necessary to establish the communicative language competence as an unfolding category of the oral production through which other aspects emerged. The CEFR states that the communicative language competence allows a person to act using specifically linguistic means, performing different activities such as interaction, reception and production. From the communicative language competence, there are three different competences: linguistic, sociolinguistic and pragmatic.

Initially, the *linguistic competence* refers to the knowledge of the range and quality a student has about the language. Also, aspects such as vocabulary, grammar, pronunciation and fluency were considered to develop this category.

It was revealed during the analysis process that almost 70% of the participants (four students) employed a huge range of vocabulary during their productions that had not been even treated during the classes. Therefore, it is evident that they had to become familiar with this *learning of vocabulary* in order to carry out their tasks properly. Likewise, it was also noticed that some of them reemployed some of the idioms taught during the classes in their tasks. Then, it would be necessary to retake what Paulista and Gomez (2006) stated:

while grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes, such as making requests, giving advice, making suggestions, describing wishes and needs, and so on (p.8).

On the other hand, it was also evident that this exercise helped the students to become familiar with the different grammar structures studied in class. This hypothesis was confirmed by Marie as she mentioned that:

“Me permitió reforzar el presente simple (simple present) porque para la elaboración de este programa tuve que repasar y revisar la elaboración del texto o guion que planeaba decir para la explicación de este personaje, también tuve asesorías sobre este tema que me ayudo a corregir errores gramaticales y comprender en que fallaba” (Interview 1).

Besides, it was found that most of them got to become familiar with other time tenses, mainly the past simple. This time was employed during the development of their tasks to talk about past events and to give more credibility to their interpretation. It is essential to highlight that the grammar structures were well covered during their performances; it was possible for the pre-service teacher to notice that the topics reviewed in class were utterly understood as they were properly used, and likewise, the vocabulary and new time tenses added were employed successfully which means that the students were really engaged with their task as they researched about all the information before presenting it. Emma stated the following: “Algunas de las estructuras fueron Simple Present y Simple Past, porque aunque pensemos que no siempre hay algo que se nos olvida de estas estructuras y es bueno repasarlas” (Interview 1).

Nevertheless, even if the *grammatical competence* was remarkable during this development, there were still some *pronunciation* mistakes they need to keep working on to avoid fossilization as they were very noticeable during their presentation. Most of the students still struggle when conjugating the third person of the present simple tense as they still omit the ending sound or sometimes, it is possible to notice that they have some lapses during their performances as they confuse some of the object pronouns, but this would be provoked mostly by the nerves as they are sometimes able to correct themselves immediately; for instance, Emma highlighted that “... pensé que me iba a equivocar en varias ocasiones, pero eso fue por los nervios que tenía...” (Interview 1). On the other hand, it would be also necessary to take into

consideration that even if there are still some mistakes when performing, the students enhanced their pronunciation a lot as during the development of the different subtasks they received respective feedback for them to keep on working. Therefore, it was evident that most of them had been working on their weaknesses in order to keep improving their performance in any situation. Besides, this progress was highlighted as the students kept a remarkable *fluency* while carrying out the main task, which means that they had to become familiar with the information to be presented in order to do it appropriately. Likewise, it was noticeable that even if most of them had to learn a script by heart, they managed it to do make it natural and spontaneous even though they had to make some pauses in order to clarify their mind or repeat some words to remember what was supposed to be next as it was evidenced during their performances. During the interviews, it was possible to notice the contributions provided from this project as Antonia mentioned: "...el ejercicio mostró una manera de hablar inglés fluidamente. Tiempo, hago referencia a la capacidad de decir las oraciones escuchándose fluidamente y no entrecortadas. Pronunciación de palabras que tal vez eran desconocidas anteriormente. Similarly, Selena remarked also that:

"Este programa me permitió darme cuenta de mis habilidades al momento de expresarme, de mejorar y corregir mis errores a forma de retroalimentar mi aprendizaje... Además, contribuyo a mejorar mi improvisación, manejo de la expresión en inglés y por supuesto, mejorar mi pronunciación" (Interview 1).

And according to the CEFR, the students are situated in an A2 level already as they produced a simple presentation of specific people, living or working conditions, daily routines, likes and dislikes among others.

Secondly, the *sociolinguistic competence* makes emphasis in the sociocultural conditions of language use. Some of the aspects perceived during the analysis were the politeness conventions, the markers of social relations such as greetings and the register differences according to the CEFR.

Throughout the analysis of the students' productions and the researcher's journal, it was evidenced that the students made evidence of the employment of the *markers of social relations* as they greeted, thanked and even had a constant interaction with the host and the other participants for having them in the show (Researcher journal). Moreover, it is necessary to remark that the pre-service teacher noticed that even if it was a TV show, the students did not keep a formal language; on the contrary, the students prioritized a standard register and sometimes employing a familiar register since they wanted the interaction between one another to be agreeable and more spontaneous.

Finally, it was necessary to analyze the pragmatic competence which based on the CEFR alludes to the coherence and cohesion in a language production. Hence, it was revealed through this analysis that the students were able to use a huge range of linking expressions in keeping with their language level such as: Then, years ago, now, in my opinion, because, while, so among others that allowed them to keep a logical overall production based on the CEFR. Similarly, each of the different subtasks were carried out by keeping in mind some specific objectives that would contribute to the learning process and abilities of the students and therefore, they would develop the main task successfully as stated before.

To sum it up, the oral production was highly fostered as it was proposed at the beginning of the process since the students got to be immersed in real life situations where they had to prepare and keep in mind some aspects to cover them adequately. Besides, they were able to

develop many of the different features proposed by the CEFR that assure an accomplished overall spoken production conformed to their language level.

Authentic materials.

In order to provide the students with different means to assure them a successful development during their process and for the main task, the authentic materials were a helpful resource which according to Al Azri and Al-Rashdi (2014) this type of materials are a useful means to motivate learners, arouse their interest and expose them to real language they will face in the real world. In addition, authentic materials encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life (p.253). For this reason, it was crucial to highlight the two aspects that emerged during the implementation of the authentic materials: Motivation and Real use of the language.

As Al Azri and Al-Rashdi (2014) confirmed it through their study, authentic materials allow the students to be motivated during the accomplishment of any task or the learning process in general. During the analysis process, the researcher found that before showing the students how to develop their tasks, the students might have had many questions related to the development of each task. However, after giving them an explanation step by step by implementing this kind of materials, the students came up with many ideas of how to develop his / her activity by following a template. Therefore, it would be essential to highlight what Antonia mentioned during her interview: “Me sentí motivada, porque el famoso que íbamos a personificar era de nuestra elección, de esta manera me sentía más segura pues ya conocía aspectos sobre el personaje que me podían ayudar”. Additionally, Donc remarked that this this experienced provided him with a very comfortable environment as he stated “Fue una experiencia muy genial ya que pude practicar y hacer una de las cosas que más me gusta del

inglés que es hablar y nada mejor que haciéndolo como presentador” as well as Selena stated that this Project encouraged her to give her best: “...me permitió probarme que podía hacerlo, perder el miedo, que podía pararme frente a mis compañeras y que podía hablar en inglés frente a ellos (Interview 1). Likewise, they implemented different expressions and vocabulary to develop the task successfully, “... aprendí y reforcé vocabulario, por ejemplo adquirí conocimiento de vocabulario usado en tv shows” (Donc, interview 1). Nevertheless, it was also revealed that due to the availability of some technological tools, some of them did not employ supporting when performing their task (Journal 1).

On the other hand, Belaid (2015) proved that using authentic materials would expose students to real context, as used in the daily life. Therefore, it was necessary for the pre-service teachers to expose what was found during the analysis. According to the teacher’s journal, the students were exposed to different cultural facts and real life contexts as all the information they had to talk about was related to their personal life such as their favourite people, hometown and favourite country in the world. “Sí reforcé el vocabulario, pues había varias palabras que me eran desconocidas y descubrí su significado o encontré algún sinónimo que me ayudara” (Antonia, Interview 1). Likewise, they had to look information about the celebrity and her/his country to better interpret him/her since they had to do some research about it. That is why, during their performances it was noticeable the research of new vocabulary, the usage of some idiomatic expressions and cultural facts related to each one of their tasks.

In short, the implementation of authentic materials allowed the students to be exposed into real life situations, which consequently would guide them to have a clear perspective of how to handle their performances. Likewise, this process would encourage them to go further and

start getting into their tasks, and therefore, to generate more knowledge related to various circumstances.

Conclusion

This action research has favourably accomplished the objectives originally proposed. Firstly, when it comes to the first objective, the oral production was fostered since the students got to be immersed in real life situations through the implementation of authentic materials which consequently would guide them to the appropriate development of their tasks as well as the creation of new knowledge. Likewise, it was followed a step by step process in which they solidified their knowledge until they had to bring it together to carry out the main task.

Additionally, designing a series of workshops that would allow the students to learn how to develop a TV broadcast by using English in a real context was another objective; therefore, Since the TV broadcast was the main idea to be taken into account when developing this proposal with the target students, the specific steps and aspects to consider when developing a TV broadcast were exposed to them; therefore, the tasks would be conducted successfully. Nevertheless, it is necessary to remark that even if just one lesson planning was conducted pointing out this idea, the students knew since the very first day of class they had to perform their first task keeping in mind a TV broadcast concept.

On the other hand, this research intended to make the students feel comfortable with the different ideas established by the teacher and to make them feel as close as possible to the target language. That is why, most of the classes were supported with different authentic materials for them to be guided through the development of the different subtasks proposed in class as the third objective stated. Some of this authentic materials were postcards, celebrities' interviews,

TV shows among others. This helped them not only to work on their speaking skills but on the other competences as well.

Likewise, learning vocabulary related to different fields is also quite important when learning a foreign language as well as cultural facts NOT only about the foreign countries but also about their home country. The fourth objective aimed to promote the learning of vocabulary and cultural facts through the implementation of different tasks. Then, the students were asked to develop one written task and one oral task per week that incited them to go further when using different vocabulary and different expressions to talk about the different situations given. Some of these were aimed at talking about themselves, their hometowns, their favorite people, and their favorite countries to visit, how to develop, and their favorite holiday activities, among others.

Finally, another aspect to be remarked is that the students need to feel comfortable during the learning process, have a good time but especially that they learn something meaningful while developing the different tasks proposed. To motivate the students English learning process through the creation of a TV broadcast. The last objective aimed to motivate the students' English learning process through the creation of a TV broadcast. Therefore, motivating them to keep a TV show concept helped them to become more creative when preparing their oral tasks and to have fun while presenting them. Some of them used different materials such as slides, clothes, make up and even live vocals and a microphone to give real impressions of what they had to do. For developing this, various lesson plannings were conceived to motivate them to start keeping this idea and preparing them to present the main task, and also to remark the different steps and aspects to be taken into account.

Recommendations

Through this study we were interested in constructing a TV broadcast implementing authentic material grounded on Task Based Learning as a way to foster speaking skills in first semester students at the University of Pamplona, evidently by taking into account the theory on which we were based for the development of this study, however, the pre-service teacher could not conclude his practicum process in the same context he started in. Therefore, it would be recommendable to carry out a complete process in order to observe the development of the students throughout the different tasks proposed and then to analyze how was their progress by the end of the course. Likewise, it is recommendable for studies like this to work constantly on the explanation and detailing of each topic before assigning each task for the students to carry them out successfully.

On the other hand, it is necessary to encourage students to receive their feedback and to promote the autoevaluation for them to be responsible of their own learning and work as sometimes they seem not to be completely interested on receiving this constructive criticism.

Chapter II: Research Component

Introduction

In the context of the formation in the foreign languages program, the pedagogical practicum of the pre-service teacher highlight as important aspects to study and to research the improvement of the teaching-learning process, for the education quality.

Additionally, it exists an interest to understand and modify the pedagogical practicum, also concerning the local studies, focusing more on learning issues than teaching issues.

It has been considered to carry out a project with a reflective approach, in which the development aims to objectify knowledge, behavior, and attitude towards the educational work; also as exercise of internalization, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to solve problems and selfrecognition as well.

Justification

The formulation of this project in the context of practicum of the foreign languages students is a part of the conception of professionalizing practicum as a starting point to improve the educational processes in the institutional centers where teaching practicum (Práctica Docente – PRADO) is carried out. It is claimed that conferring importance to the role of reflection in the teaching process is the first step when understanding the difficulties associated to this profession, one's actions and interest towards the knowledge of the different models and approaches to pay attention to any complex situation and establish an analytical look on the action.

In accordance to the educational philosopher, John Dewey's line of thought, a pioneer in the field of reflective thinking, there is a justified need addressed to this project to provide with the necessary tools of analysis and self-observation in order for the pre-service teachers to establish a

difference between the mere routine action and the reflective action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the school's identity and culture. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A practicum stage, in which there is no place for reflection, does not enable problematic situations to emerge; these realities are usually ignored, invisible. From that perspective, the pedagogical practice is assumed from the reproduction of codes -that place teachers in a traditional way, in which cultural reproduction becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Due to this situation, which affects teachers in a greater or lesser extent, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In the case of the Bachelor of Arts degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role. To start developing this study, these are the questions that guide this research:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?
2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analyzing their pedagogical work?

Objectives

General.

- To implement reflection as a transforming tool of the pedagogical processes inherent to the integral practicum.
- To promote a critical thinking among pre-service teachers that allow them to analyze their pedagogical work.

Specific.

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum and be inserted into the institution effectively.
- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.
- To develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.
- To analyze teacher's and student's beliefs about the teaching profession.

Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

The teaching profession.

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be learnt, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection.

When referring to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and

reflection as a theme will be taken into account to deepen its definition (Correa Molina et al 2010).

Reflection as a process.

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

The stages of reflection as a process are presented in the following figure:

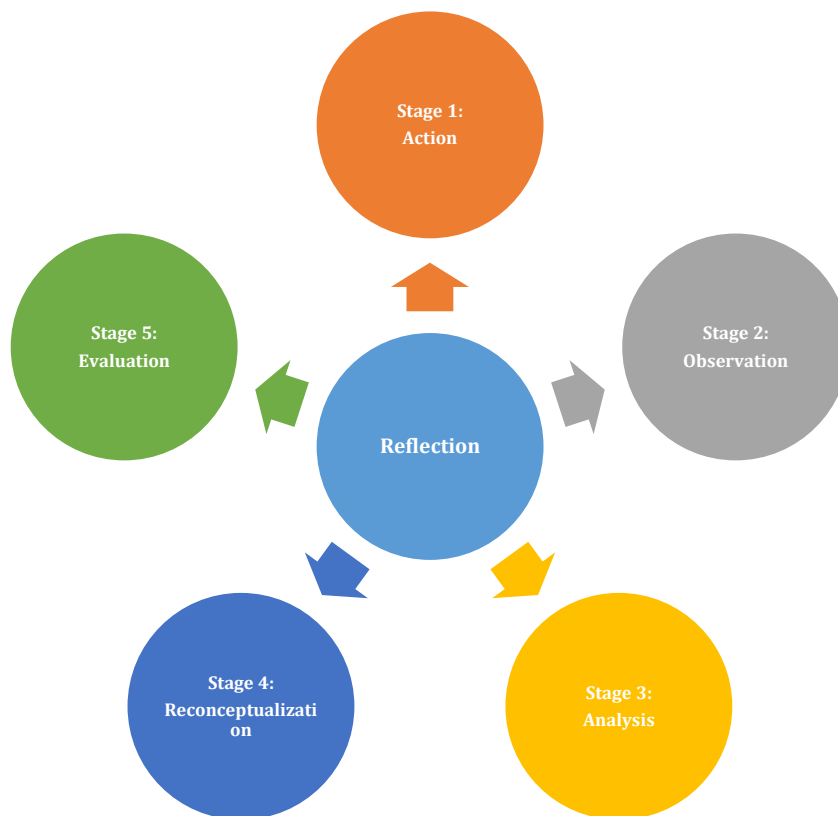


Figure 19. Reflection stages

Reflection as a theme.

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience. For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice.

To update and to qualify the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation. The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

The need to articulate the changeable social reality of our pedagogical work, it is evidenced by the existence of numerous attempts to try to explain the school phenomena and in the search for ways to address these phenomena, to make the school work effective.

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999)

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analysed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom. There is a need to articulate the ever-changing social reality to our pedagogical work as it is evidenced by the existence of numberless attempts to explain school phenomena and the search for different ways to address these phenomena so as to make school work effective.

Pedagogical practicum.

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice.

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency.

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

From development.

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

Social reconstruction.

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers.

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

The critical element in reflective thinking

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, among others.)
4. Teaching knowledge and professional configuration
5. Students' knowledge and their features
6. Knowledge of educational contexts
7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

Methodology

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the

group of student-practitioners as an initial path to address educational and professional issues.

The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

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

For collecting the data of this research, the following instruments are proposed:

Reflective workshops.

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practicum.

Objectives.

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation checklist.

The main objective of the self-observation checklist proposed is to guide the pre-service teacher towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

Narrative.

The reflection exercise allows the students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class recordings.

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Population.

The total population of this study is composed of thirty-eight pre-service teachers from the Foreign Languages program English - French of the University of Pamplona.

Direct benefited population.

The direct benefited population of this proposal will be students from first semester in the foreign languages program at the University of Pamplona.

- First semester students
- Foreign languages students-practitioners.

Indirect benefited population.

- Foreign languages community program.

Institutional dependencies articulated to the project.

- Foreign Languages English – French program
- Languages and communication department
- Faculty of Education

External institutions linked to the project.

- José Antonio Galán High School
- Normal Superior Pamplona
- La Presentación High School
- José Rafael Faría High School
- Educational Institution Cristo Rey
- Águeda Gallardo High School
- Brighton School

Timetable for the Research Component development.

<i>Stages and activities</i>		<i>August</i>				<i>September</i>				<i>October</i>			
We		I	I	I	I	I	I	I	I	I	I	I	I
eks		I	I	I	V	I	I	I	V	I	I	I	V
	1. Narrative report								X	X	X		X
	2. Self-observation checklist								X	X	X		X
	3. Reflective workshops										X		
	4. Class recordings										X		

Table 9.
component

Research
development

Implementation of the Research Component

Narratives

The narratives have made possible to write about all the experiences and feelings as a teacher lived during this time developing the practicum as the two general objectives focused on the development of reflection and critical thinking established it. Throughout this exercise the pre-service teacher mentioned the different situations and the way he felt during each one of the weeks given, some of the difficulties, circumstances that he got through and he aimed to improve during the following weeks. Therefore, after analyzing the narratives conceived, it was possible to evidence the contrast between the first weeks in class and the last ones. At the beginning the pre-service teacher felt so insecure about his performance during each of the classes. Nevertheless, through the time, he really got to develop a strong connection with them that made him feel comfortable and more confident during the development of his classes.

Regarding the control of the discipline, it has not been very difficult to maintain a good discipline with his students. Besides, the process of reflection helped him to analyze his practicum process and make his classes more enriching and interested for them to be part of all the activities proposed at the time.

As the methodology of the pre-service teacher, he learnt many aspects from his supervisor advice; she helped to identify what activities and strategies were proper to implement with each group in order to create enriching and pleasant learning spaces. Thus, he tried to implement activities in which students could sing, dance, play, but especially in which they would keep interested in using the target language.

Sometimes, it was difficult for the pre-service teacher to elaborate a planning that kept the hours of class established and the necessary activities with the different objectives to be achieved. Nevertheless, he always got to discuss some of his thoughts with his supervisor in order to receive an advice and clear up his mind with the activities to be proposed. During this process, he realized that his students really enjoyed the process of developing the tasks proposed since they were really creative and had fun while presenting them, but most importantly, their advance with the language was noticeable and they were really engaged with everything that was proposed.

Likewise, he noticed a very nice and satisfactory change during his practicum as the time went by. At the beginning of his work as a teacher, he felt the students were very indifferent to be working with him, he thought they did not take his labor seriously since he was almost their age. Nevertheless, he felt things changed for the better, the students were very respectful and trust him. Besides, during each of his classes he gave them the opportunity to be freely creative in their tasks; they give opinions, ideas and participate actively. Consequently, his classes became quite pleasant, interesting and enjoyable.

(Annex 7. Narratives)

Universidad de Pamplona

Programa de Licenciatura en Lenguas Extranjeras Inglés – Francés

Noviembre 15, 2019

Carlos Eduardo Velásquez Romero

Narrativa 7

Estar en un nuevo contexto nos ha permitido darnos cuenta de todo el trabajo y diferentes habilidades que hemos desarrollado a lo largo del tiempo. Al comienzo de mi formación como docente, no estaba ni siquiera seguro de que tendría las suficientes aptitudes para desenvolverme como tal. Tiempo después cuando tuve que hacerlo, me di cuenta que realmente me gustaba lo que estaba haciendo, y por ende podría dar lo mejor de mí.

Figure 20. Narrative

Self-evaluation

Regarding the self-evaluation, he was able to realize that he took into account many of the aspects conceived to be considered when developing the different classes; it demonstrates that he was taking a right way when developing his classes and his research proposal somehow; therefore, the third objective aimed to socialize criteria, share ideas and guidelines to be assumed during their practicum and to be inserted into the institution effectively. This self-evaluation allowed him to confirm that this practicum process was so meaningful for him since he was able to overcome many hard situations as a professional person during a class, and he learnt to find a different way keeping his class what he wanted to. On the other hand, something that has to be remarked is that his students seemed to be really engaged and enjoying this process since their participation and grades during their first term were outstanding. (Annex 8. Self-observation check-list)

Auto-observación de clase, 2019-2

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 DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
 LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
 PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico _____

Autoevaluación

Figure 21. Self-evaluation

Reflective workshops

These workshops aimed at giving the pre-service teachers the opportunity to share their experiences during their practicum process and to guide their pedagogical practicum by taking into account the reflection as a main tool as the fifth and the seventh objective stated it. While the pre-service teacher was developing his practicum in Pamplona, he attended one reflection workshop in which he talked about his experiences and beliefs as a professional teacher. This workshop served as a reflective situation because all the practitioners listened to one another and reflected on their personal practices in order to let the others know how they handled those situations.

Class recordings

The fifth objective aimed to identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice. Then, throughout this process, one classroom observation was carried out by the respective tutor of the pre-

service teacher. Afterwards, a feedback was provided to the pre-service teacher in order to let him know about the positive aspects; actions to be improved; and some suggestions and considerations to be taken into account when developing a class. The feedback served as reflection for the pre-service teacher since he received comments from a different perspective. Likewise, those comments were useful as they let the pre-service teacher know how he was developing himself during his practicum process. (Annex 9. Class recording)

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FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE			
NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: <i>Carlos Eduardo Velásquez Romero</i>			
NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: <i>Segny Piedad Muñoz Olivares</i>			
TIEMPO DE CLASE OBSERVADA: 42 min			
CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSITIVOS	ASPECTOS POR MEJORAR
METODOLOGÍA			
Número de actividades implementadas	<i>Varias actividades del libro Cutting Edge unidad 5.</i>	<i>Se desarrollan varias actividades de esta unidad.</i>	<i>No centrar toda la clase en el trabajo únicamente del libro.</i>
Qué habilidad se trabajó más	<i>Gramática y Producción oral</i>		
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	<i>El video inicia cuando ya se ha empezado la clase, por tal razón no se evidencia.</i>		

Figure 22. Class recording chart

Conclusion

In conclusion, from all the objectives as a whole, the pre-service teacher determined that this process became an important tool that needs to keep on being implemented since as future teachers, the pre-service teachers need something were to see and analyze themselves to keep on reinforcing their strengths and start working on finding a way to let their weaknesses behind. On the other hand, it allows to make a contrast during the whole teaching process, that way, the pre-service teachers could make an analysis and observe if their practicum process have followed a successful way, or if on the contrary, the results

have not been as it was expected; if they are not completely positive, there would be already specific evidence and aspects in which they can be focused to start working and improving the teaching practicum, not only for the actual process but for their future as professional teachers.

Chapter III: Outreach Component

Awareness training project to the Key English Test level qualification exam in first semester students of the Foreign Languages Program at the University of Pamplona, Colombia

Introduction

Participating in the academic, cultural and economic fields at a global scale motivated the Colombian National Government to promote foreign languages learning in the different educational sectors of the country, so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country.

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is "to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness". To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is

the creation and consolidation of the English language quality standards for basic, secondary and higher education, the definition of a solid and consistent evaluation system and the description and development of training programs.

This program has been developed throughout the country in which the work done by the secretaries of education, public and private universities and English language centers has been integrated. However, the results obtained to date have not been very encouraging since many educational institutions at a national level have not been impacted by this project yet.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the foreign languages students are not usually exposed to language level qualification exam training all along their degree, especially in the English field. Currently, the degree is interested in inculcating the need of being trained in order to face the complexity of language international exams into the students in the hope that they will aspire to obtain a language proficiency certificate.

In the light of this situation, it is pertinent to state that evaluation is an everyday aspect in people's lives. Throughout history, people have undergone and are permanently subjected to different types of assessments to demonstrate their skills, including linguistics. At present, is more common to appreciate the displacement of people from one country to another aiming at achieving a better quality of life, to learn from other cultures or to flee political or religious conflicts.

Therefore, the mastery of the official language becomes an indispensable requirement for an individual to be able to insert himself in the social, labor and/or educational fields of the target country. Thus, the certification of proficiency in the foreign

language (the appropriate use of language to perform different actions in the world) becomes essential. In fact, evaluation is an important part of the teaching and learning process, since it provides information on these procedures, it allows to make decisions, as well as it helps to clarify the goals of teachers and students.

Assessing, according to the Common European Framework of Reference for Languages, is to determine the degree of mastery of specific aspects that the user of the language has. For this reason, many universities, as independent evaluators, have implemented appropriate tools to respond to this need with reliable outcomes for educational or governmental institutions that must decide a person's admission to their entity. One of this tools that has been included in the current curriculum of the B.A degree in Foreign Languages English-French is the offer of training spaces –within the English course- to first semester students in order to familiarize them with the different language level qualification exams, in this case, the Key English Test (KET).

By recognizing this reality and the challenges that it generates, this proposal of academic projection aims not only at responding to the English language educational needs, those of the B.A degree in Foreign Languages English and French but also at integrating foreign languages' students training as subject promoters of this current necessity.

Justification

Learning and acquiring a foreign language provide us the opportunity to be up with the requirements of today's world current needs. That is why it is imperative to implement and work towards this process since the beginning of foreign languages students' path so that at the end of their professional training, they have the foundations that will allow them to become integral future teachers as well as to assess themselves their own writing,

speaking, reading and listening skills in order not to aspire only to a high language proficiency degree.

The main purpose of this project is to provide first semester students with language level qualification exam training to achieve functional proficiency in listening, speaking, reading and writing at the University of Pamplona, by contributing to the accomplishment of the demanding foreign languages degree requirements. That is why, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching.

The application of this proposal benefits greatly and reciprocally both, the foreign languages student of the University of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for first semester student to be exposed to the different language level qualification exams, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General.

By conducting this outreach project, from the Bachelor of Arts Degree in Foreign Languages English - French of the University of Pamplona, the main objectives to carry it out are the following:

- To provide first semester students with language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing.
- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at the foreign languages program.

Specific.

To have a better comprehension of the aspects previously specified, this proposal will attempt to:

- To familiarize first semester students from the University of Pamplona with the structure of the Key English Test (KET) exam training through a series of workshops.
- To develop a series of workshops in which each of the four competences is worked according to the Key English Test standards.
- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at the University of Pamplona.
- To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to the foreign languages program in which the integral practicum will be developed. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with the social projection and goes beyond the institutional scope and facilitates the articulation of the Foreign Languages program to the foreign languages students.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Lines of contribution

At the heart of this project lie the following lines that aim to contribute to:

- Academic training in foreign languages.
- Citizen training (addressing educative problems in order to reduce inequality in the educational system)
- School community outreach as University and as Foreign Languages program.

Theoretical Framework

Languages teaching.

International language policies

The UNESCO has worried for several years for the role of the languages in the world context. In the general conference of 1999 adopted the term "multilingual education" to refer to the use of at least three languages: the mother language, a regional or national language, and the international one. This resolution departed from the idea of that the requirements of national and global participation, and the cultural attention of the particular needs of communities and linguistically different, only it can be attended across the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) contemplates that languages are not only a mass media, but they represent the real factory of cultural expressions; they are holders of identities, values and visions of the world. Thus, it proposes as principle for the cultural diversity, to support and to strengthen the diversity of the languages (including those nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to the global communication and to the information exchange. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima, M. (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir faire.

National Program of Bilingualism.

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

Figure 23. Language levels

Bilingualism.

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

Why proficiency tests are important.

Hoffman (2014) stated that: “obtaining an accurate and useful indicator of your level is the starting point for your language learning journey. Knowing where you stand will help you and your teacher figure out the best ways to support your goals”. Besides, it is necessary to remark the importance of this issue nowadays:

In today’s multicultural world, it is essential that government agencies, healthcare providers, law firms, organizations and companies hire qualified bilingual

employees to provide customer service, communications, translation, and interpretation services. However, it's not always easy to assess if a candidate fully understands or is completely proficient in another language. Their resume might claim they can speak and write fluent Spanish, but the person might not be proficient enough. A candidate might not be as familiar with industry terminology in other languages as they claim. No matter the circumstances, you can't afford mistakes when it comes to communicating information or translating important documents. (Alta, 2018)

Finally, Gupta (2019) established four different advantages of being tested by international exams, those are the following:

- It helps a great deal in satisfying the demands of both employees and employers alike.
- A foreign language test emboldens the academic qualifications of an employee seeking for a particular job, where the corresponding language is required. The documentary proof of language test certificate added to other requirements will put you on your way to a smooth interview process. It is as a result of your language test certification included in your qualifications.
- These language certifications are recognized worldwide by public and private educational institutions, governments, and small to large corporations. It is also mandatory for a wide range UG, PG and Doctorate courses in thousands of Colleges and Universities across the planet. It will open a whole world of job opportunities across the globe and supports career advancement.

- It becomes a confidence booster right from the moment you pass them. It can translate into developing your personality at a career and social transitioning level. Moreover, it will also help your Visa or PR application, traveling abroad, and of course, confirmation of your proficiency level.

Key English Test.

According to the University of Cambridge, KET is the first-level Cambridge ESOL exam, at Level A2 of the Council of Europe's Common European Framework of Reference for Languages. It shows that you can cope with everyday written and spoken communications at a basic level. Likewise, it is an excellent first step to help students to build their confidence in English and measure their progress. They state that it uses language from real life situations and covers the four language skills – reading, writing, listening and speaking. It provides an assessment of practical skills, and will help them to learn the English they will need for travelling, as well as in study and work situations.

The exam has three passing grades: 'Pass with Distinction', 'Pass with Merit', 'Pass' and one failing grade: 'Level A1'. Students can take either a computer-based or a paper-based exam.

On the other hand, according to the British Council, students should take the KET if they have done about 250 hours of study or practice and can speak, write and understand basic English. They mentioned that this exam is the first step in building English language skills for work or study in the future. They established three main characteristics that students should count on for presenting the exam, these are the following:

- Ask and answer questions about themselves and others.
- Understand announcements and instructions when people speak slowly and clearly.

- Tell people what they think about something they read or hear.

Finally, they established a chart containing the time required for each competence and the percentage given to each one.

KET / KETfS	Reading and Writing	Listening	Speaking
Time allowed	1 hr 10 mins	30 mins	8-10 mins per pair of candidates
Marks (% of total)	50%	25%	25%

Table 10. KET duration chart

Context.

This proposal will be developed at the University of Pamplona whose main campus is primarily located in the city of Pamplona, specifically, in the first kilometer via Bucaramanga in the department of Norte de Santander.

Direct benefited population.

The direct benefited population of this proposal will be students from first semester in the foreign languages program at the University of Pamplona.

- First semester students.
- Foreign languages students-practitioners.

Indirect benefited population.

- Foreign languages community program.

Timetable.

The table below shows the schedule which will be implemented to carry out this component. The outreach component is planned to last 10 weeks as well as the pedagogical one which run from September 16th to November 29th, working with first semester students, four hours per week. **(Given that there has been some inconvenient with the schedule**

changes, it has not been possible to established a precise schedule for the tutoring meetings)

PRE-SERVICE TEACHER SCHEDULE							
GROUP	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A		2-3pm		11-12am			
B		4-5pm		4-5pm			

Table 11. Outreach Component timetable

Methodology

Given that, the Foreign Languages B.A. degree in English - French realized that the foreign languages students were not utterly exposed to language level qualification exams training throughout the degree, especially in the English field, it was necessary to start taking actions with the purpose of satisfying the need of being trained and provide first semester students with KET language level qualification exam training to achieve functional proficiency in listening, speaking, reading, and writing.

Development of the Outreach Component

As it was stated before starting developing the practicum in the Basic English A1 courses, the idea was to provide students with KET language level qualification exam training in order to make them aware of the importance and the structure of the exam. Nevertheless, since the pre-service teacher developed a close relationship with his students, they asked him to give them some French tutoring sessions in some specific moments as they did not feel quite ready to start using the language. On the other hand, he was in charge of giving the respective tutoring sessions concerning the Basic English A1 course since in most cases his supervisor could not attend them by reason of the different activities

and meetings she had to participate in. Therefore, this schedule had to be covered by him with almost three different roles.

Besides, even though he had to reshape the schedule conceived at the beginning of the course, he realized that the KET sections had kept an outstanding process and training his students since the results obtained in their exams were mostly successful.

Hence, a series of workshops were developed two hours each group per week during 10 weeks approximately focused on achieving the objectives already mentioned; this process encouraged students to face the complexity of language international exams in the hope that they will aspire to obtain a language proficiency certificate. And on the other hand, it provided them with the required guidance to be developed during the whole semester. (Annex 10. Meeting document, Annex 11. Tutoring session evidences)

Week	Activity
First	French tutoring / KET
Second	BEA1 tutoring / KET
Third	French tutoring / KET
Fourth	BEA1 tutoring
Fifth	BEA1 tutoring / KET

Table 12. Outreach development chart



Figure 24. Tutoring sessions

Conclusion

To sum it up, the students were effectively provided with KET language level qualification exam training and therefore, they achieved functional proficiency in listening, speaking, reading, and writing. Notwithstanding, it is necessary to remark that this remarkable proficiency was not only fostered by the KET training but also by the tutoring sessions devoted to the Basic English A1 course specific contents and distinct tasks. This proficiency was verified by analyzing first semester students' exams which were conceived following the KET structure along with some of the topics worked in class. From a total of 35 students in both groups, only 8, 5% (three students) did not obtain good results in their exams.

Furthermore, some of these workshops helped the students to reinforce various competences such as writing, speaking and reading from another foreign language, in this case French. Likewise, it allowed the pre-service teacher to develop a strong bond with his students since they felt confident enough to tell him what they needed to be focused on.

Another point is that the pre-service teacher was fully committed to this process as he proposed four different schedules for the students to go and work on their difficulties or on the contrary, to keep practicing and improving any competence. The engagement of the students was remarkable since most of them attended the different workshops at any schedules to either reinforce any specific competence or to work on any task to be developed during the week.

Chapter IV: Administrative Component

Introduction

Although it is true that, as part of the teacher training process, the pre-service teacher have to attend to all the extracurricular activities proposed by the respective institution because that is what complement and fill the teachers' work.

In this way, all along the ten weeks period in which the practicum process is carried out, the pre-service teacher becomes an actual teacher in the institution assigned, consequently he has to be part of the events, activities, among other extra-curricular actions. Also, it must be highlighted that this process of being involved not only helps to the achievement of the objectives of these activities but also to the training process of the

teacher as he is equipped with some experience dealing with a real teaching context assuming the complete role of a teacher.

In this connection, the University of Pamplona carries out different types of activities during the semester, all these activities allow to integrate the whole educative sphere in order to discover new talents and create a peaceful atmosphere between students and teachers. Besides, these events give an idea to the practitioners to notice how the procedure is followed by the institution, in short, as it was mentioned before, this administrative component involves the pre-service teacher as a part of the community being responsible and aware of his work in the establishment.

Objectives

General.

- To attend the academic and administrative activities or events established by the Foreign Languages program during the semester in order to evidence how those processes are carried out from the inside.

Specific.

- To participate in the administrative events of the Foreign Languages program to comprehend and be familiarized on how they work regularly for and by the institution.
- To provide ideas that will contribute not only to the development of the activities concerning the Foreign Languages program but to the improvement of the students' learning process.

Methodology

The methodology concerning this component is linked to the attendance and active participation of pre-service teachers within each and every extracurricular activities and events carried out by the educational establishment such as the academic meetings, official events, tutoring, among others; this in order to appropriate wholly on the role he is playing as a new member of the institutional community to which he belongs.

Similarly, it is important to say that the development and achievement of the objectives that constitute this component allow the practitioner to gain a vast knowledge concerning the set of external activities – subject to their academic nature – that are part of the foreign language bachelor's degree program.

Timetable for the Administrative Component development

<i>Activities</i>		<i>August</i>				<i>September</i>				<i>October</i>			
Weeks		I	II	III	IV	I	II	III	IV	I	II	III	IV
	1. First semester students' induction						X						
	2. Accreditation meetings							X	X				
	3. Mental Health Workshop									X			
	4. Photo Poem											X	
	5. Teachers' meetings						X	X	X				
	6. Peer tutoring meetings							X	X	X			

Table

13.

Administrative component development

Since the practicum process started, the pre-service teacher did not only had to attend the English classes for the first semester students but also to be part of the University of Pamplona as another member. During this period of time, different activities and events took place and all the community, specially the members of the Foreign Languages Program had to attend to them.

Therefore, being involved in all the extracurricular activities taught the pre-service teacher to become an actual teacher in the institution assigned. Also, it must be highlighted that this process of being involved not only helped him to the achievement of the objectives of these activities proposed but also to the training process of being equipped with some experience dealing with a real teaching context assuming the complete role of a teacher. Besides, these events gave him an idea of how those procedures are carried out by the institution and its members. Hence, this process made him feel part of the community, taking a responsible role and to take awareness of his work as a professional.

Those were the activities carried put during these five weeks:

First Semester Student's Induction

As the pre-service teacher would be in charge of the two groups of Basic English A1, it was necessary for him to be part of this contact with them for to start analyzing how this process would be carried out and which would provide him with a first contact with his future students. Also, he was representing his supervisor during this first meeting, therefore, he had the opportunity to talk with them about his experience throughout the degree and how as a tenth semester student he became a half member of the Foreign Languages Program.

In addition, the pre-service teacher guided the students to the main campus of the University of Pamplona. This would help them to know the location of it and the right way to reach it. They also had the opportunity to interact with someone who had experience in the process, he already knew how the University works and where the Foreign Languages Program was located. Moreover, he helped to carry out some of the initial interviews carried out but the teachers in order to keep a general register of specific information about freshman students.



Figure 25. First semester students' induction

Accreditation Meetings

This process became a crucial aspect not only for the foreign languages teachers but for the foreign languages community in general, therefore, the pre-service teacher as another member of this community, he had to participate in two different meetings focused on raising awareness of the achievements of the Foreign Languages Program

locally and nationally in terms of quality. Consequently, he had to invite the foreign languages students from first semester and accompany them since they needed to know how this process works and how it had evolved from two years to now. Besides, this meetings would give the students an idea of our development as a professional degree that would help them to develop a sense of belonging from their part, and therefore, to be more engaged with the different actions taken in order to contribute to the enhancement of the Foreign Languages Program. (Annex 12. Accreditation process)



Figure 26. Accreditation meetings

Mental Health Workshop

As a member of the foreign languages teachers group, it was necessary for the pre-service teachers to start attending the different meetings organized by the institution since this would allow him to start familiarizing himself with the different events carried

out by the University of Pamplona and the importance they have for the teachers and consequently, for the students.

This Mental Health Workshop aimed at raising awareness of the different mental situations the students and the teachers are going through and they did not even know they needed help somehow. This talk was directed by a professional psychiatrist from a very prestigious hospital in Bucaramanga and she talked about the different phenomena the students might be facing during the development of the semester mostly provoked by a severe stress. That is why, she also invited the teachers not to ignore these kind of situations, since they might be the principal triggers of premature suicide in a young population. On the other hand, this talk was also focused on teachers to let them know they would not be taking care of their mental health properly as they could also be highly affected but this kind of mental phenomena. (Annex 13. Mental health workshop)



Figure 27. Mental health workshop

Photo Poem

This event was organized by the literature teachers both English and French from 9th semester. As the supervisor of the pre-service teacher was one of them, she invited him to be part of the evaluator jury for the English students.

This was a very enriching experience for the pre-service teacher since it gave him the opportunity to interact with ninth semester students and to observe a very complete and remarkable experience for him linguistically and personally. Also, this activity allowed him to explore how the different activities that take place at the Foreign Languages Program contribute both academically and personally to the students. It also permitted him to analyze it from a very different perspective since he was part of it some time ago but as a student.

During this activity, the students had to share their poems and different literature works elaborated during the first term of the semester. This activity would give them the opportunity to let everybody know how a foreign language can be developed from a very different perspective and that would give them the opportunity to show the creative process of their experience as well. (Annex 14. Photo poem)



Figure 28. Photo poem event

Teachers' Meetings

As another member of the Foreign Languages Program teachers, the pre-service teacher has to be part of the different teachers' meetings. It must be highlighted that this process would help him to gain some experience dealing with a real teaching context assuming the complete role of a teacher. Therefore, this meetings helped the pre-service

teacher to be aware, on one hand, of the different functions for the teachers in the administrative area, and on the other hand, of the eventualities and different situations given during the week that had to be communicated or discussed to reach an agreement.

Peer Tutoring Meetings

As the pre-service teacher was working with first semester students, he had to direct the peer tutoring process with the teachers and students from sixth semester, hence, they had to meet sometimes in order to fix some the aspects to be taken into account for the evaluation process. Also, it was necessary to write a formal agreement where it was specified the different aspects and topics covered during the meeting. For this purpose, the pre-service teacher was the one in charge of writing the first formal certificate along with one of the teachers from sixth semester.

This process allowed the pre-service teacher to be aware of his role as a mentor in this semester and the importance of this first procedure for both, on one hand, the first semester students since they would be guided by people who have already enough experience in the degree and that would help them not only academically but also personally; and on the other hand, the sixth semester students that would have their first contact with the teaching process which would allow them to start analyzing themselves in order to develop different strategies to teach properly. Then, he had to be attentive to the course of this process since it had to be carried out successfully for the two parties.

Conclusion

The practicum was pleasant and meaningful since all the members from the institution treated the pre-service teacher as an actual teacher. Simultaneously, he learnt to deal with the organization and execution of the distinct activities and meetings carried out by the institution.

He was also completely engaged with all of them, giving ideas and taking part both directly and indirectly. Moreover, their main purpose was successfully achieved and utterly grasped by him, which in fact provided him with significant and valuable formation for his life as a professional teacher.

On the other hand, it is necessary to highlight that this process not only helped the pre-service teacher to be highly efficient academically but also personally which will help him to better develop himself in any area.

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Annexes

Annex 1. Students' interviews

1. ¿Cómo influyó la realización del programa de televisión en el aprendizaje o mejoramiento del inglés?

Este programa me permitió darme cuenta de mis habilidades al momento de expresarme, de mejorar y corregir mis errores a forma de retroalimentar mi aprendizaje

- ✓ Considera usted que este ejercicio tuvo alguna contribución en el desarrollo de su producción oral?

Sí No

¿Cuáles fueron éstos? / ¿Por qué?

Sí, contribuyo a mejorar mi improvisación, manejo de la expresión en inglés y por supuesto, mejorar mi pronunciación

Annex 2. Letter of consent

Pamplona, 26 noviembre de 2019

Estimados,
Estudiantes, primer semestre
Cordial saludo,

Yo, Carlos Eduardo Velásquez Romero, identificado con C.C 1096243759 de Barrancabermeja, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre llevé a cabo una parte mi práctica integral en los cursos de Inglés Avanzado A1, acompañado de la supervisión de la docente Verónica Arcniegas. Me dirijo a Usted con el fin de solicitarle la autorización para participar en mi proyecto de práctica titulado **“TV broadcast implementing authentic material grounded on Task Based Learning as a way to foster speaking skills in first semester students at the University of Pamplona. An action research”**, esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto ustedes deberán ser grabados para el desarrollo del mismo. Es importante resaltar que la información suministrada será tratada bajo total confidencialidad y privacidad propia del rigor investigativo que requiere este tipo de actividad.

Annex 3. Oral production matrix

	Autonomy			celebrity. The student had to talk about a celebrity by keeping in mind some specific aspects of his/her life: Personal information, hobbies, curious facts, abilities...	celebrity. The student had to talk about a celebrity by keeping in mind some specific aspects of his/her life: Personal information, hobbies, curious facts, abilities...	celebrity. The student had to talk about a celebrity by keeping in mind some specific aspects of his/her life: Personal information, hobbies, curious facts, abilities...	celebrity. The student had to talk about a celebrity by keeping in mind some specific aspects of his/her life: Personal information, hobbies, curious facts, abilities...	celebrity. The student had to talk about a celebrity by keeping in mind some specific aspects of his/her life: Personal information, hobbies, curious facts, abilities...	celebrity. The student had to talk about a celebrity by keeping in mind some specific aspects of his/her life: Personal information, hobbies, curious facts, abilities...
	Sociocultural Knowledge			The student had to make a deep research about his character, origin, contributions.	The student had to make a deep research about his character, origin, contributions and also, to imitate and reemploy some idioms.	The student had to make a deep research about his character, origin, contributions and also, to imitate and reemploy some idioms.	The student had to make a deep research about his character, origin, contributions and also, to imitate and reemploy some idioms.	The student had to make a deep research about his character, origin, contributions and also, to imitate and reemploy some scientific words.	The student had to make a deep research about his character, origin, contributions and also, to imitate and reemploy some idioms.
ORAL PRODUCTION	Communicative competence	Linguistic competence	<i>Lexical competence (vocabulary)</i>	The student use a huge range of vocabulary to talk about his character, even though it is still limited to the vocabulary used in class.	The student use a huge range of vocabulary to talk about his character.	The student use a huge range of vocabulary to talk about his character.	The student use a huge range of vocabulary to talk about his character.	The student use a huge range of vocabulary to talk about his character, even though it is still limited to the vocabulary used in class.	The student use a huge range of vocabulary to talk about his character.

Annex 4. Interview matrix

	A	B	C	D	E	F
1		Questions	1. ¿Cómo influyó la realización del programa de televisión en el aprendizaje o mejoramiento del inglés?	2. ¿Cómo fue el proceso de preparación de su producción oral a través del programa de televisión?	3. ¿Cuáles fueron las ventajas y/o desventajas durante el desarrollo de este ejercicio?	4. ¿Considera que durante el desarrollo de este proceso aprendió o reforzó alguna estructura gramatical?
2	Participants					
3	Emma		Porque me ayudó a desenvolverme y a dejar un poco el temor de hablar en público.	Primero, investigué mucho sobre la persona a la cual iba a interpretar; Segundo, empecé a traducir y a organizar lo que iba a decir a cerca de ella, después de eso hice 5 preguntas de las cuales se iba a basar mi entrevista; busqué un outfit que fuese adecuado al personaje y por último, el proceso de aprender lo que iba a decir.	ventajas: me ayudó a desenvolverme ya a dejar fluir mi speaking. Desventajas: pensé que me iba a equivocar en varias ocasiones, pero eso fue por los nervios que tenía.	Algunas de ellas fueron Simple Present y Simple Past, porque aunque pensemos que no siempre hay algo que se nos olvida de estas estructuras y es bueno repararlas.
4	Antonía		El programa me ayudó a mejorar mi producción oral, mi pronunciación, el tiempo que se debe manejar para hablar fluidamente. También influyó de manera positiva, como una manera de interacción al público en otra lengua. La producción oral, pues el ejercicio mostró una manera de hablar inglés fluidamente. Tiempo, hago referencia a la capacidad de decir las oraciones escuchándose fluidamente y no entrecortadas. Pronunciación de palabras que tal vez eran desconocidas anteriormente.	Se debe hacer una elección detallada del personaje, para saber si está de acuerdo con su personalidad y pueda salir más natural en el tema de la entrevista. Leer sobre la biografía, datos curiosos, información general del famoso para así hacer una mejor adaptación. Sacar un guion sobre lo anterior leído, repasar constantemente, buscar a una persona que maneje el idioma para el tema de la pronunciación, y practicar un buen tiempo en cuanto a pregunta-respuesta.	Ventajas: El ejercicio ayuda a potenciar las habilidades en expresión oral que tenemos los estudiantes, ayuda a perder el miedo de hablar en inglés cuando se está con un grupo considerable de personas.	En la creación del respectivo guion, se debe tener en cuenta el tiempo en el que queremos expresar las ideas del personaje, para ello debemos tener en cuenta la gramática de la oración.

Annex 5. Journal matrix

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	STUDENT'S ORAL PRODUCTION					
				P1	P2	P3	P4	P5	P6
TASK	Creativity			The student was representing a man, therefore, she decided to act as one.	The student acted like if she was in an actual TV show. The acting was spontaneous and natural.	The student acted like if she was in an actual TV show. The acting was spontaneous and natural.	The student acted like a real host and kept a very clear and remarkable tone of voice. He also guided the interview as he made different questions.	The student acted like if she was in an actual TV show. The acting was spontaneous and natural and she brought supporting materials such as clothes and a microphone.	The student acted like a real host and kept a very clear and remarkable tone of voice. He also guided the interview as he made different questions.
	Involvement and motivation			The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the research about the different information was deep.	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the research about the different information was deep.	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the research about the different information was deep.	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the research about the different information was deep.	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the research about the different information was deep.	The student was really engaged with the task since the attitude and preparation of the role play was remarkable. Likewise, the research about the different information was deep.
	Problem solving	The student can take on some of the responsibility for their own learning and can take personal action to develop a			The student takes responsibility on finding the information and the specific aspects that characterize	The student takes responsibility on finding the information and the specific aspects that characterize	The student takes responsibility on finding the information and the specific aspects that characterize	The student takes responsibility on finding the information and the specific aspects that characterize	The student takes responsibility on finding the information and the specific aspects that characterize

Annex 6. Students' scripts

Emma Watson

1. Good morning Emma, first of all, Are you from England?

No, I'm not from England, most of the people think that I am English but not I'm from France.

I was born on 15 April 1990 in Paris, France

2. In what year did you become part of the UN?

In 2014, I was appointed as a UN Women Goodwill ambassador and helped launch the UN Women campaign HeForShe, which calls for men to advocate gender equality.

3. What has been your best year?

Definitely 2014

1. From 2011 to 2014 I was studying at Brown University and Worcester College, Oxford and graduating from Brown with a bachelor's degree in English literature in May.

Annex 7. Narratives

Universidad de pamplona

programa de licenciatura en lenguas extranjeras inglés – francés

Septiembre 30, 2019

Carlos Eduardo Velásquez Romero

Narrativa 1

Mi primera semana como profesor fue casi como una montaña rusa. Debo admitir que aunque preparé mis clases con mucha anticipación y tenía todos los materiales listos, los nervios me hicieron sentir inseguro y por ende, sentí que pude haber hecho que mi clase fuera mejor. Sin embargo, al pasar de los días me fui apropiando más de mi profesión y sentí más seguridad al momento de trabajar en clase, comencé a relacionarme más con mis estudiantes y sentí que la relación se desarrollaba de una mejor manera.

Universidad de Pamplona

Programa de Licenciatura en Lenguas Extranjeras inglés – francés

Octubre 07, 2019

Carlos Eduardo Velásquez Romero

Narrativa 2

Es cierto que son numerosas las situaciones que se pueden presentar en el desarrollo de una clase, sin embargo, nosotros como profesores debemos estar preparados para adoptar una actitud imparcial, o por lo menos acertada teniendo en cuenta las circunstancias dadas. Esta semana fue crucial para mí, debía reflejar una seguridad mayor al momento del desarrollo de cada clase puesto que era mi segunda semana y por ende, ya tenía un conocimiento más integral de mis estudiantes y su manera de trabajar. Es por eso que, fui muy analítico y cuidadoso al momento de dar la clase y plantear las diferentes actividades para alcanzar un desarrollo óptimo de ésta.

Annex 8. Self-observation check-list

Auto-observación de clase, 2019-2

UNIVERSIDAD DE PAMPLONA
 FACULTAD DE EDUCACIÓN
 DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
 LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
 PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

eduardovelasquez991@gmail.com

Annex 9. Class recording

FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: *Carlos Eduardo Velásquez Romero*NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: *Segny Piedad Muñoz Olivares*

TIEMPO DE CLASE OBSERVADA: 42 min

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSITIVOS	ASPECTOS POR MEJORAR
METODOLOGÍA			
Número de actividades implementadas	<i>Varias actividades del libro Cutting Edge unidad 5.</i>	<i>Se desarrollan varias actividades de esta unidad.</i>	<i>No centrar toda la clase en el trabajo únicamente del libro.</i>
Qué habilidad se trabajó más	<i>Gramática y Producción oral</i>		
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	<i>El video inicia cuando ya se ha empezado la clase, por tal razón no se evidencia.</i>		
La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural	<i>En la clase se puede observar que se revisan actividades de gramática y también se trabajan aspectos socioculturales tales como el transporte en las ciudades de los estudiantes.</i>	<i>Se trabajan temas gramaticales y se comparte información sociocultural de los estudiantes y/o sus ciudades de origen.</i>	<i>Hacer las respectivas explicaciones de los temas gramaticales desarrollados en el libro, de una manera breve, así se asegura el total entendimiento del tema.</i>
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural	<i>Trabajo en el libro en el cual se evidencia el trabajo sociocultural ya que hablan acerca de los medios de transportes en sus lugares de orígenes y también desarrollan</i>	<i>Se revisa de manera oral el trabajo realizado por los estudiantes en casa.</i>	<i>Sería bueno también revisar la parte escrita de esos ejercicios para corroborar que si la realicen adecuadamente, sin embargo es un poco complicado por el tiempo y</i>

Práctica Integral
2019

Annex 10. Meeting document

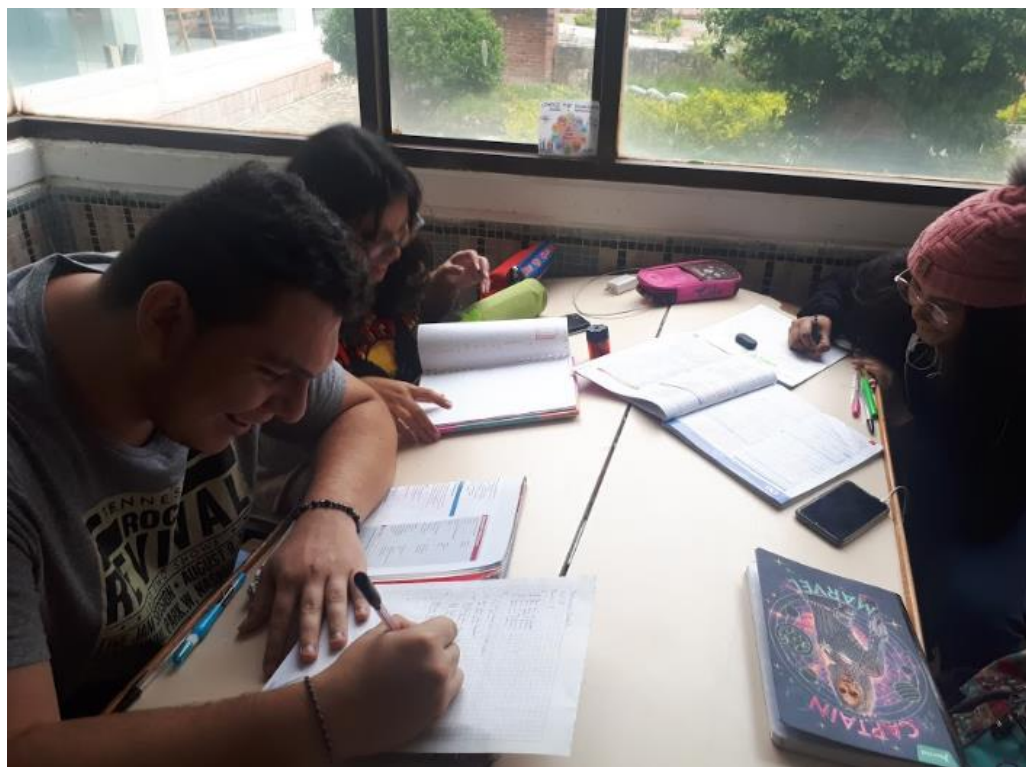
GENERALIDADES		
Fecha: 26/09/2019	Hora: 6:30 – 8:00pm	Lugar: Sede el Rosario

ASUNTO
<ul style="list-style-type: none"> ✓ Primer encuentro del semestre entre profesores de Inglés a cargo de tutoría de pares. ✓ Establecimiento de parámetros a seguir para el semestre 2019-2.

PARTICIPANTES
Docentes primer semestre Inglés: Verónica Arciniegas Carlos Eduardo Velásquez Docentes sexto semestre Inglés: Oscar Acevedo Angie Pinto

AGENDA
<ol style="list-style-type: none"> 1. Saludo de bienvenida 2. Presentación de los docentes 3. Primer acercamiento: socialización general del proceso. 4. Establecimiento del cronograma de actividades 5. Aprobación de los documentos a emplear durante el proceso 6. Establecimiento de parámetros a seguir para el desarrollo de la reunión general. 7. Establecimiento del orden a seguir durante la reunión general. 8. Varios.

Annex 11. Tutoring session evidences



Control de Asistencia a Asesorías				Código
				Página
NOMBRE DEL DOCENTE: <i>Flavio Nolasco</i>			FIRMA DEL DOCENTE: <i>Flavio Nolasco</i>	
FECHA - HORA	ESTUDIANTE	ASIGNATURA - PROGRAMA	OBSERVACIONES Y COMPROMISOS	
14-10-19 2:00-5:00	Angelo Polo Pantoja	Inglés básico A1	Ket: speaking	
4:00-5:00	Camila García P.	Inglés básico A1	Ket: speaking	
5:00-5:00	Maria Camblorina G.	Inglés básico A1	Ket: speaking	
6:00-5:00	Jennifer Zabalza Rico	Inglés básico A1	Ket: speaking	

Annex 12. Accreditation process



Annex 13. Mental health workshop



Annex 14. Photo poem

	Literature		
	Oral test		

STUDENT	Use of Language Grammar/Vocabulary/pronunciation 2,0	Explanation: Relation of the poem/photo 2,0	Reading aloud: Intonation/emotion 1,0; class 1,0; event	Creativity Quality of the photo 2,0	Answer questions 2,0	TOTAL/OBSERVATIONS

