

The Use of Games to Enhance Speaking Skills in 8th Graders Students

At Provincial San José High School In Pamplona.

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Foreign Languages Program

Integral Practice

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

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### **General Presentation**

This research is conducted in order to detect and resolve difficulties that were identified at the institution where the researcher was developing the last step of her professional formation as a pre-service teacher. Therefore it is important to mention that this proposal is divided into four chapters, pedagogic, research, outreach and administrative components.

Firstly the pedagogical component presents the problem identified at the institution that needs to be treated, the researcher implements a strategy to enhance this problematic using the theories of authors based on the theoretical framework that supports this research project and also it must be supported by a solid literature review. Then, the researcher explains how the strategies chosen for solving the issue were implemented, being fully described in the methodology section. In this case, the researcher uses authentic games in order to enhance speaking skills in 8th graders students to motivate students into the English world.

Next, in the research component, the pre-service teacher develops the reflection process that takes place while implementing a project in the pedagogical component. This component places the pre-service teacher as a participant who reflects while the practicum process. Throughout the implementation of some specific instruments to gather information through the development of his project.

Subsequently, the outreach component that in the particular case of Jose Provincial San José High School, the strategy for improving English on students are not going to be carried in primary school, but to the students who have presented some inconvenience in the learning process, providing them some workshops using the official platform of the school in order to help them to overcome these difficulties.

Finally, the administrative component which basically deals with the role of the pre-service teacher as an active member of Provincial San José high school, This component shows the emersion of the pre-service teacher in the institution due to the fact that he is not only a teacher within the classroom but also, outdoors, integrating the institutional activities.

## **Introduction**

Nowadays English has become an important role in our daily life. So that, the communication, in this case, using the English language has become one of the priorities in the educational setting of each country around the world. Colombia that is in constant development and globalization needs a better teaching of English since the Inter-American Dialogue analysis center published in the year 2017, a study that showed that Colombia is in the last place of all the countries that have a low level of English. This is why Colombia needs teachers who provide quality English education to improve the level of children, youth and adults. This traditional model, caused by lack of institutional support and learning resources and teachers' lack of expertise, creates passive consumers of educational knowledge.

Knowing the difficulties that students had when learning a second language, this proposal has as objective to enhance eighth graders students' oral production through the use of games at San José High School. Due to the lack of speaking activities in the classroom that the researcher could identify through a series of observations carried out in the English classes of 7th and 8th, it was notorious the lack of implementation of strategies that enhance speaking skills. Although, the students were not motivated to speak for the teacher to encourage this competition.

For this reason, this qualitative research has the purpose of enhancing English speaking. With regards to the general and specific objectives, the implementation of this action research will allow the pre-service teacher to accomplish most of the goals previously established and approached learners to adopt useful strategies to improve their English oral production.

### **Justification**

The implementation of this project is necessary because it would not only benefit the pre-service teacher, but also all the participants. As for the pre-service teacher, this project allows working with a type of population that is not so common; in turn, this helps the personal and professional training, since it was possible to work with new methodologies and strategies that improved English in each of the students.

On the other hand, students are the beneficiary population because with the proposal surely, they improved problems related to the speaking competences such as the lack of high levels of self-confidence when talking, , use and understand appropriate vocabulary and express ideas or thoughts in English.

Moreover, the teacher of the school will probably take into account this strategy suggested by the pre-service teacher in their future classes. This, with the purpose of improving students speaking skills. It could help other teachers to know the importance of using didactics tools to encourage students to learn English and to improve not only the speaking skill but to improve reading, writing and listening.

In addition to this, this action research will contribute to meet the curricular standards proposed by the Provincial San Jose high school for eight grade in which it was evidenced the need for teachers to implement strategies for improving speaking skill, by identifying cultural elements such as customs and celebrations on simple texts as well as the action, the characters and the environment through some games.

## **Objectives**

### **General Objectives**

- ✓ To enhance 8<sup>th</sup> grade student's speaking skill through the use of games.

### **Specific Objectives**

- ✓ To enhance English use within the classroom implementing games.
- ✓ To generate opportunities for students to speak and interact by using games.
- ✓ To promote a communicative environment in class through speaking activities that encourage students to speak.

### **Institutional Observation**

The Provincial San Jose High School was founded in 1816 as a “study house” by the bishop Lasso de la Vega, but it was recognized officially by the General Francisco de Paula Santander in 1823. With more than 200 years of having started working, it is today a very well-known educational institution in Pamplona because of its integral formation, discipline, and dedication.

### **Topographical location of the school facilities**

Provincial San José School is a public school located on Avenida Santander 11-188 in Pamplona, Norte de Santander where an A calendar is followed. In addition, this educative institution provides education to 1100 elementary and high school students that are splited into 18 classrooms from 6th to 11th grade. It counts with four futsal fields and two tennis courts; four laboratories, distributed in: physics, sciences, chemistry and one for English proposes. Provincial San Jose High School provides a qualified distribution of settings for teaching students appropriately and other educative places and members of this significant school in order to cover students’ needs, members of this significant school, for instance, it contains three upper floors where the students from sixth to eleventh grade and teachers’ area are distributed. On the contrary, the first floor is comprised of the secretary, the principal’s office, the coordinator office, a chapel. On the second floor is situated the psychology office, on the other hand, it is essential to highlight another element that this school offers to the members of it, so therefore, a gym, a parking lot, a restaurant service for the students, three huge sport field sand the technology classroom composed by new tablets.

This school is recognized by its accomplishment in academic superiority, taking into account the traditional educative quality, the discipline and the family support from each student, as cited

before, other institutions join the Provincial San Jose school and provide education to local community, which are: Concentración Gabriela Mistral, Concentracion La Salle, Santa Cruz school, Rafael Faria school and the nighttime school.

**School Authorities**

The general authorities are organized as it follows:

*Table 1* Institution authorities

<b>PRINCIPAL</b>	José Alirio Montañez Vera
<b>DISCIPLINE COORDINATOR</b>	Martín Omaro Cuy Esteban
<b>SUPERVISOR</b>	María de los Ángeles Eugenio López



### Organigram Colegio Provincial San José

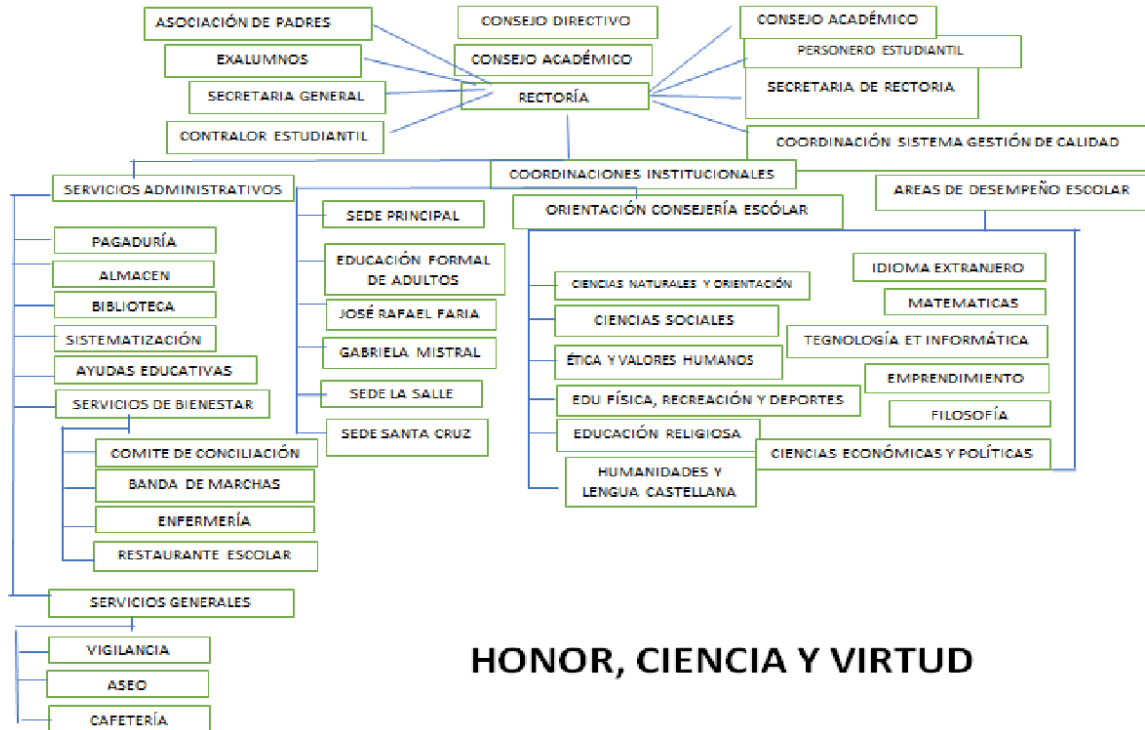


Figure 1 Organigram Colegio Provincial San José

### **Institutional Educational project (PEI)**

As in each educative establishment, Provincial San José School's educational project is sharpened on the mission and the vision that have always guided and set the school expectations throughout the development as an institution and its members.

#### **Mission**

The Provincial San Jose School in Pamplona is an inclusive institution that affords educational service which is addressed to preschool, elementary and high school education, with the purpose to train integral, competitive and enterprising beings. Citizens for a globalized society in regular change, respectful citizens regarding the human rights, taking into account honor, science and righteousness principles through a pedagogic process based on the knowledge construction.

#### **Vision**

On 2020, the Provincial San Jose High School will still be known for providing a high quality educational service specialized on humanistic and pluralistic principles in harmony and the current actualization of the pedagogical and research practices, facing the challenges to the current time, the context demands and the commitment related to peace.

#### **Institution philosophy**

The Provincial San Jose High School aims to prepare integrally people, competent, enterprising, with an investigative spirit and builders of peace through equity, commitment, and quality, appropriating the management of new communication and information technologies, based on values such as civility, intellectuality, and respect for differences.

**General objective:**

- ✓ To form in an integral way, facilitating the human, scientific and technological development.

**Specific objectives:**

- ✓ To provide solid academic training, that allows students to enter to higher education and their effective incorporation into society as an agent of change.
- ✓ To encourage respect and promotion of values, stimulating the development of socio - affective processes.
- ✓ To develop communicative skills and the appropriate use of new technologies and investigative practices.
- ✓ To promote the investigative practice in the different fields of knowledge as a pedagogical strategy that contributes to the construction of the knowledge supported in the ICT (information and communication technology).

**Pedagogical model**

The pedagogical model is stated in the PEI as “La Institución Educativa Colegio Provincial San José, adopta como Modelo Pedagógico el Activo” thus this model is focused on students, their ideas, interests and activities as it is on them that education is based, it is based on the student's tendencies in a favorable environment, allowing them to incorporate the knowledge that is necessary for their personal growth and skills development.

**Community Handbook**

The community handbook is the set of rules and regulations established by the Provincial San Jose High School that allows the achievement of the purposes of the education,

stimulates the interpersonal relations among all members and makes possible an optimal level of school the interpersonal relations among all members and makes possible an optimal level of school life.

Therefore, it contains the clear commitment of all members of the educational community (students, teachers, parents, authorities and administrative staff) based on the right to education as a right-duty

In this terms, the community handbook typifies the lack of coexistence into three categories I, II, III being the third category the most serious one, besides it establishes the protocols and procedures for those kinds of faults.

### **Physical distribution**

The Provincial San Jose High School has a great building, which covers students 'needs and all the school staff, in fact it is composed by three upper floors, on the first one, we find in the principal office, the coordinator office, the secretary and eight classrooms from sixth to seventh grades. On the second floor, there are other classrooms from eight to ninth grades and a psychology office; whereas on the third floor, tenth and eleventh grades classrooms are located as well as the teachers 'room.

On the other hand, there are other facilities such as: a school restaurant, a library, a chapel, laboratories, a cafeteria, three huge sport fields, a computer laboratory and an English classroom composed by new tablets.

### **Organizational chart of Provincial San Jose High School**

In this organizational chart it is possible to find the hierarchical order of each member and authorities of the establishment.

Table 2 English Schedule of the supervisor teacher

<b>HORARIO DE CLASES</b>					
	L	MA	MIERC	JU	VIE
	UNES	RTES	OLES	EVES	RNES
			8-02	8-02	
					8-01
	7-03	8-01			
<b>DESCANSO</b>					
	8-01		8-01		8-02
		8-02		7-03	
		7-03			7-03

### **Pedagogical approaches**

**Teaching approach.** The learning process and the other related activities are developed, implementing an active pedagogical practicum that involves human, material and physical resources in order to help students to become a sensitive, lovely, respectful, solidary with a high sense of ownership and identity. The teaching approach of this establishment allows teachers to assume their posture towards the curriculum, the society and the human being that wants to be educated, having the new Information and Communication Technologies (ICT) and research as a tool and support.

The Provincial San José High School has assumed an active teaching approach that is used on every single activity developed institutionally regarding to the parameters. This approach is focused on the student's ideas, interests and activities. Nevertheless, this teaching approach is based on the tendencies in which the students show an appropriate context, therefore, it allows to add the knowledge they need to their personal improvement and the development of competences.

**Methodological approach.** This educative institution applies an active pedagogical model that is mainly based on the critical thinking and the significant learning as an action. This significant learning occurs when previous knowledge is linked in substantial and non-arbitrary teaching that is understood as the cognitive structures that has been already acquired by the students with an image, symbol or a significant concept in previous experiences.

As mentioned before, action as a learning condition among students is based on theoretical ideas stated by Maria Montessori, the use of senses by Friedrich Fröbel, games by Célestin Freinet and the principals of Jacques Delors of learning by doing. This pedagogical model aims at stating the responsibility and the experience of the school, generating context in

order to facilitate the use, the action and research on young learners and thus, to construct and transform learning, leading it to the student. This allows students to learn and apply their cognitive skills, empowering their intellect, creativity and their identity.

**CHAPTER I: Pedagogical component***The Use Of Games To Enhance Speaking Skills In 8th Graders Students**At San José Provincial High School In Pamplona.***Introduction**

Nowadays English has become an essential language to communicate effectively across borders in our current time, since it is one of the most important languages around the world. The learning and the teaching process of this language has been exceedingly requesting over the years. In many countries, children are taught and encouraged to learn English as a second language. In Colombia, the awareness of the English learning and teaching need was already recognized by the national government. That is why, the Ministerio de Educación (MEN) has introduced the National Bilingual Program (Programa Nacional de Bilingüismo, Colombia 2014-2019). This policy has announced the notion of bilingualism which talk about standardizing foreign language teaching and learning in the whole educational system establishing the Common European Framework of Reference for Languages (2001) as the guiding norm for this reform. This, with the purpose of forming citizens capable of using English to communicate with comparable international standards, that frame the country in universal communication processes, the global economy and the cultural interaction.

Considering that learning a second language includes the four skills listening, speaking, reading and writing, Segura,(2012) states that “Spanish people are not generally considered good at learning English, specially, when we refer to listening and speaking skills p,5”. Although speaking is fundamental to communicate each other, people find it difficult. That is why, this current project aims at improving 8<sup>th</sup> grade students’ speaking skills through games on high school. This, with the purpose of smoothing the learning process by means of catching learners’



attention with the implementation of games. Due to the lack of speaking activities in the classroom, as it was identified in the institutional observations this study aims also at providing tools that help students to improve easily this skill in order to supply their weaknesses in speaking English.

## **Justification**

The purpose of this project is to strengthen the speaking skills as it was identified some weaknesses in the student's oral production. Taking into account the institutional observation done, there exist the necessity to implement a pedagogic project that can help to solve the difficulties that some students have when talking in English. The aforementioned is established because in the population observed, speaking skill is limited to the traditional method of repeating so many times after the teacher's speech. Moreover, students understand what the teacher says but they are unable of answering, even when the teacher ask easy questions.

The students of the San Jose Provincial High- School have the ability to communicate simple ideas in writing and they are able to understand simple instructions and commands as well as understanding basic sentences and short texts. However, the pre-service teacher noticed that they presented difficulties with their speaking production because they looked inhibited or many of them felt afraid of being criticized in activities which involved oral skills.

For those reasons, the pre-service teacher realized that it was essential to implement some didactic strategies that approaches him to achieve the objectives in the classroom such as to turn learners into active speakers through the games and develop the oral skill.

In addition to the main purpose, the teacher researcher has also personal reasons that motivates him to carry out this project. These ones are summarized into two: to improve his skills as teacher and to gain knowledge about how to work with speaking through the use of games.

**Statement of the problem**

After a week of classroom observations at “Provincial San Jose High school” on the basis of the data gathered during the first initial week of the current semester, the teacher in training observed and analyzed different aspects of seven and eighth grades’ English classes. Students experienced some troubles when developing a workshop, where they had to order some words to create a coherent sentence, likewise, they continued to have problems when they were required to match some verbs with an accurate complement, due to the fact that they did not know the meaning of the words that they were going to link. They were so interested on finishing the workshop in order to have a good grade but not to learn.

On the other hand, it was noticed the lack of didactics activities to teach, the teacher followed traditional methods as translation or repetition for working speaking skill. Pre-service teacher noticed that in one of the courses the necessity for improving the speaking skills was vital for a proper development of the subject. For enhancing these circumstances at “Provincial San Jose High school” in 8th graders students, the following questions were asked:

- ✓ How does the use of games can improve speaking skills in 8th grade students?
- ✓ How effective are the use of games to motivate students inside the classroom?

**General Objective**

- ✓ To enhance 8<sup>th</sup> grade student's speaking skill through the use of games.

**Specific Objectives**

- ✓ To increase English use within the classroom implementing didactic tools.
- ✓ To implement games in the classroom that can contribute to learn the class topics easily.
- ✓ To promote a communicative environment in class through speaking activities that encourage students to speak.

## **Theoretical Framework**

The following segment will describe the importance of each key concept related to the current project. These definitions played an essential role in the development of this action research and gradually will help the reader to comprehend the nature of the study and to go smoothly over the entire pedagogical component.

**Communicative competence.** The communicative competence is considered the most essential skill to establish a relationship, to communicate and express an idea or needs to others. As described by the Council of Europe (2002), “Communicative language competences are those which empower a person to act using specifically linguistic means.” (p.9). They are emphasized on the abilities that a human being uses to interact with others, which are not only based on receptive skills such as reading and listening but also on productive skills such as speaking and writing.

In the English area, the communicate approach is vital to approximate actual communicative situations. Hendrickson (1991) argue that “A communicative approach to language teaching involves the negotiation of meaning between speaker and listener or between author and reader. Meaning must be at the center of all communicative exchanges” p 22. For instance, the teacher has to use several strategies so students can understand properly the context.

**Speaking Skill.** Speaking is considered fundamental for communication. It is linked to transmit a message through gestures and verbal expressions. “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. (Brown, 1994, p. 32). In addition, Torkey (2006) affirms that “Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers”. Taking into account the importance of developing EFL speaking skills, it

is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers. On the other hand, Bygate (1987) stated that “speaking is a skill which deserves attention as much as the literary skills in both native and foreign languages”. When students speak in a confident and comfortable way, they can interact better in real daily situations.

**Games.** Games are considered as the best motivation to help students to speak in an appropriate atmosphere. The games also provided them opportunities for free expression. According to the idea mentioned above, Mora & Lopera (2001) stated that “games and fun activities have always been one of everybody’s favorite things to do in a class, both for teachers and students”. A game is an activity of sport involving skill, knowledge or chance in which a person follows fixed rules and tries to win against an opponent. According to Collins COBUILD English language Dictionary (1987), it is a contest played according to rules and the winner is recognized by skill, strength or luck. It is an activity engaged in for amusement.

Moreover, Hadfield (1998: 4), defines the game as ‘an activity with rules, a goal and an element of fun.’ In this paper the game is perceived as a meaningful fun activity governed by rules (author’s definition). It shows the importance of using games to teach. Moreover, game means ' an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others' (Wright et al, 2006:1).

**Type of games.** Considering that games are the best motivation to help students to speak in an appropriate atmosphere. The games also provided them with opportunities for free expression. Language-learning games can be classified according to many factors. Below there is a division of games made by Wright, Betteridge & Buckby (1984):

- *Picture Games*: Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.
- *Psychology Games*: These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.
- *Magic Tricks*: Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.
- *Sound Games*: Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.
- *Card and Board Games*: These games can be adaptations of several well-known card games and board games like snakes and ladders.
- *Word Games*: These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length.
- *True-false Games*: In these games someone makes a statement which is either true or false. The game is to decide which it is.

- *Memory Games*: These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.
- *Caring and Sharing Games*: These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class member.
- *Guessing and Speculating Games*: In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.
- *Story Games*: These games provide a framework for learners to speak as well as write stories and share them with classmates

**Common European Framework of Reference for Languages.** The CEFR describes language ability on a scale of six levels from A1 for beginners up to C2 for those who have mastered a language (*see chart 2.1*). This makes it easier for anyone Involved in language teaching and testing “Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (learners, teachers, teacher trainers, etc.)”



## Literature Review

In order to have an overall view of this study's background, it was important to highlight that five studies were chosen taking into account their common points like the use of diverse strategies, specifically the use of games for overcoming difficulties as well as enhancing speaking skill.

In the speaking skill, there exist many benefits in the use of games inside the classroom to improve some skills in the acquisition of a second language. Those games have been found to be effective in motivating students to learn. In this perspective Mastukim Sagit, (2013) aimed at studying the improvement of students skills thorough games in first year students of MTsN Beureunuen. Based on an action research, the researcher found that the implementation of those games in teaching learning speaking had a positive improvement on the students participation in speaking skill.

In the same way , Zubaidi, (2015) conducted a study which aimed at developing language games to teach speaking for the students joining English Study club as extra-curricular program at one of the State Islamic Senior High Schools in Gresik, Indonesia. The data were gained through interview and questionnaire, and observation checklist. The findings showed a product in the form of a printed book which was called —A Library of Games containing several types of instructional games. The games were mainly aimed at improving the students 'speaking proficiency. This implementation of games gained various positive responses from the students.

Similarly, contrasting with the previous study Gil & Arroyo, (2013) argued that “games create an appropriate environment of Competition and participation in class while having fun and they consider games as an important part that deserves a space in the classroom”. They implemented some teaching techniques in which it is included games to improve Speaking skills.

Those techniques showed positive results at in the students of third, fifth and seventh levels at La Salle languages center (CLUS). On the other hand, Sharma, (2018) implemented a collaborative classroom action research whose main purpose was to know whether or not storytelling strategy could improve the students' speaking skill. Story telling is directly linked with story games and it showed a positive impact in students English in Nepal Rastriya Chandraganga Secondary school for 6 years.

Finally, in order to know the effects of teaching English through games Chiradon, Laohawiriyanon & Raktthong (2010) carried out a study based on three parts: a pre-experimental phase, an experimental phase and a post-experimental phase to know the effects and the improvement that students acquire through games. It was noticed that students had significantly improved in vocabulary knowledge and ability to communicate. Moreover, they tended to have more positive attitudes towards learning English through games.

**Methodology**

With the aim of developing this proposal, the pre-service teacher will use three kinds of games for working speaking skill into the classes , for that purpose, it will be taking into account the speaking lesson planning stages proposed by Urrutia & Vega (2010) in order to improve the speaking production , these steps are:

The class will be divided into three important moments at the moment of implementing those games. First, the warm-up in which the teachers broke the ice with a fun activity by presenting the general topic to the class. Second, the instructions and rules of the game will be given to students and the game will be carried out (during this part students had the chance to speak even more). Third, students will filled out a questionnaire each class in which they registered some impressions about the game played during the English class. For the development of each game it would be designed a lesson plan). It followed the scheme of a topic, strategy (name of game) objective, resources, warming up and activities (procedures to develop the game).

*Table 3 Lesson Plan #*

<b>Time :</b>	
<b>Course :</b>	
<b>Topic :</b>	
<b>Strategy :</b>	
<b>Objective :</b>	
<b>Resource :</b>	
<b>Previous</b>	

<b>activity</b>	
<b>Warming-up</b>	
<b>Activities</b>	

## Research Methodology

**Qualitative Approach.** Creswell (2007) defined qualitative approach as:

“The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes different patterns or themes.” p, 37

This study belongs to qualitative research approach, regarding that the researcher explores and interacts within and determine population aiming at analyses its behaviors, relationships, attitudes towards a determine issue. In other words, this study has this research design since the researcher tries to interpret and describes the problem regarding the natural conditions of the participants. In addition, this study approach can help to know how the games influences the improvement of speaking skills.

**Type of Research.** Action research is proposed for the development of the study owing to it seeks to bring together actions and reflections, theory and practice, academic and local knowledge, and participation (Reason & Bradbury, 2001). The Action Research aims at providing teachers the opportunity to study but also to analyze and to improve their own

practices. Creswell,(2012) defined action research as “action research designs often utilize both quantitative and qualitative data, but they focus more on procedures useful in addressing practical problems in schools and the classroom” p 45. Bearing that in mind, the pre-service teacher was in charge of some groups to identify major difficulties in learning a second language. Action research will be implemented with a plan of action to change the weaknesses and to have a process of information.

**Population.** On this study, there were 96 students from 7<sup>th</sup> and 8<sup>th</sup> grade broken up into three courses (07-03, 08-01 and 08-02). From which the participants selected were 5 students whose ages range from 13 to 15 years old. The selection of the participants was taken thanks to the non- participant Observations. The researcher could identify that they participate actively in class, show interests in English and want to improve. It is important to mention that the population is underage so it is necessary to ask the permission of their parents so they can collaborate in the project.

**Instruments.** In order to develop this action research and collect the data, four different techniques will be used: Participant observations, Teacher journals, Questionnaires.

**Participant observation.** The participant observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Schensul, Schensul, and Lecompte (1999) define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting". Participant observation serves to become involved in activities at the research setting, thus, for this project this kind of observation was necessary since the researcher played the role of the teacher, analyzing students' development. Additionally, the researcher or pre-service teacher had the opportunity to check for nonverbal expression of feelings, determine

who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities.

**Reflective Journal.** This action research project made use of a research journal, that according with Wiegerová (2013) “a journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events” (p.239). It is a tool in which the researcher can make reflections on their own learning process, can describe and make comments about the implementation of the games. The main target in using it was to allow the researcher to reflect about the sequence of the strategies implemented. Taking into account that a research journal is a systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study.

**Questionnaires.** As a matter of fact, questionnaires are “doubtless one of the primary sources of obtaining data in any research endeavor” as stated by (Richards & Smith, 2002, p.438). In this case, the type of questionnaire selected was the unstructured one as “it provides both, closed-ended and open-ended questions” (Zohrabi, M. 2013, p.255) which results in an efficient way of collecting data.

The researcher decided to use questionnaires because, thanks to them, we could learn in a written way how students felt after the game applications, and in which games they love the most or in which game they felt more confident to speak with fluency.

### **Type of Analysis**

This study belonging to the qualitative method followed a research action design aimed at enhancing eight grade students speaking skills through the use of games.

So that, in order to analyze the gathered data, it was adopted the typological analysis design, since it allows to break the data into groups or categories based on the predetermined

typologies that emerge from the research questions (Hatch, 2002). In this respect it was taken into account the main steps of this design as the following:

1. Identify typologies to be analyzed.
2. Read the data, marking entries related to your typologies.
3. Read entries by typology, recording the main ideas in each entry on a summary sheet.
4. Look for patterns, relationships, themes within typologies
5. Read data, coding entries according to patterns identified and keeping a record of what entries go with what elements of your pattern.
6. Decide if patterns are supported by the data, and search data for non-examples of your patterns.
7. Look for relationships among the patterns identified.
8. Write your patterns as one-sentence generalizations.
9. Select data excerpts that support your generalizations.

*Table 4* Application of the instruments

<b>Weeks</b>	<b>st</b>	<b>nd</b>	<b>rd</b>	<b>th</b>	<b>th</b>	<b>th</b>	<b>th</b>	<b>th</b>
<b>Instruments</b>								
<b>Participants' selection</b>								
<b>Implement</b>								

<p><b>ation of the first game – participant observation- Questionnaire- Reflective Journal.</b></p>								
<p><b>Rubric to improve the games.</b></p>								
<p><b>Implement ation of the second game – participant observation- Questionnaire- Reflective Journal.</b></p>								
<p><b>Rubric to improve the games.</b></p>						x		
<p><b>Implement ation of the third game – participant observation- reflective journal</b></p>								
<p><b>Rubric to improve the games.</b></p>								



**Implementation of the topic**

The pre-service teacher adopt and adapt a didactic sequence proposed by Urrutia And Vega (2010), this didactic sequence allow pre-service teacher to organize the information that will be implemented in each game.

This didactic sequence were adapted because it was included the previous topic that pre-service teacher explained before implementing each game. This with the purpose of connecting the subjects that were stablished by the Ministry of education books in which they were working with. So, pre-service teacher decided to articulate some of the topics with the games he implemented because of the time it was almost impossible to implement free games.

On May 19<sup>th</sup> the pre-service teacher had already implemented the first game in which students worked on a type of game called Word games. These games are used for spelling, meanings, using words for making complete sentences and words in contexts. Students, in many cases, had to communicate in full sentences and had to argue at the same length. The second game was implemented on June 13<sup>th</sup>, students worked on Caring and sharing game. These type of games pretended to encourage students to trust and get interested in others. They have to share personal feelings and experiences with other class member. The teacher worked those games with the whole group but he had already selected five of them to analyze their progress related to their oral production.

In the first implementation, the teacher followed the planning format that he proposed at the beginning of the project. This planning allowed pre-service teacher to describe the generalities of the activity, how the activity would be implemented.

*Table 5* First game planner

<b>Time : 50 Minutes</b>	
<b>Course : 8-01</b>	
<b>Topic: Verb to be, Vocabulary and the use of would like to.</b>	
<b>Strategy : Word Games</b>	
<b>Objective: To know integrate students topic about the use of would like to.</b>	
<b>Resource: Slides with 38 different questions and challenges.</b>	
<b>Previous activity</b>	<p>The teacher will divide the classroom into two groups making an activity of enumerate students by 1 and 2, it means the students who have #1 will be a group and the students with #2 will be other group. The teacher will ask the first group to think the place they would love to visit the most. Then, the second group will think about what profession they would like to practice. , after students have thinking, the teacher will ask them one by one to say aloud the answer using “I would like to” for answering. The teacher will make an example based on his own experiences for students to know what the topic is about.</p> <p>Then the teacher will explain the topic and after having implemented a lot of exercises already explained in the planning of the class, he decide to articulate the game with the subject already learnt.</p>
<b>Warming-up</b>	<p>The teacher shows from students the first slide with the numbers from 1 to 38 and he explains the activity by selecting a</p>

	<p>number and making what it is stated in this number for students to better understand the activity.</p>
<p><b>Activities</b></p>	<p>The teacher selects in a random way one student and he/she has to select a number from 1 to 38, the student has to make what is stated in the number already selected. If the student did not answer in a correct way another student which raise his or her hand first will have the chance to answer and to accumulate more points</p> <p>Students who has not answer, has another chance to answer another question.</p> <p>In this slides, there exist some challenges or some grammatical things that they have already learnt and they have to answer in English.</p>

After having implemented the game some reflections emerged. During the implementation of the game participants and students were concentrated and they were curious about the game they will be part. They were involved in the explanation since they listen the explanation and they were happy to compete among them and that is why all of them wanted to be the first participant.

The teacher gave final instructions about the activity they had to do it is important to mention that all the instructions were given in English. When the game started, it was noticed that students were motivated to talk because they tried to answer in a correct way or they were

interested in being the next participant. It was noticed that they saw this dynamic activity and not as an academic one, that was why they were paying attention all the activity.

It was noticed also that some students-participants finished first than the others it means, they answered faster than the other students. But, all students were motivated to participate and all of them tried to talk in English.

In the second game implemented with this course, it was implemented a caring and sharing game in which they share personal information in front of their classmates using a chart as it is described in the following planning.

*Table 6* Second game planner

<b>Time : 55 Minutes</b>	
<b>Course : 8-01</b>	
<b>Topic : The use of adjectives + prepositions.</b>	
<b>Strategy : Caring and sharing games.</b>	
<b>Objective:</b> Share personal information throughout the use of adjectives+ prepositions.	
<b>Resource:</b> Chart containing questions about personal information.  White board.	
<b>Previous activity</b>	The teacher explains the use of prepositions through an activity, with a ball and a box for them to identify the different propositions of places.

	<p>Then, when they learnt the prepositions the teacher explains the use of prepositions with an adjective, it means “INTERESTED IN” and the next verb with ING.</p> <p>The pre-service teacher showed a chart with the different adjectives with their specific preposition.</p> <p>They made a lot of written exercises to undertint how to use the adjectives+ prepositions.</p> <p>At this point, pre-service teacher decided to articulate a game with this subject.</p>
<p><b>Warming-up</b></p>	<p>The teacher shows and explains the chart with personal information (Appendix 1). He explains step by step what they have to write in this chart showing them some examples about how to answer.</p> <p>Students have to write 5 skills or talents that they have, 8 things that they like the most, 3 things about concerns and 3 thins about interests and finally, 8 things about what they would like.</p>
<p><b>Activities</b></p>	<p>The teacher divides the course into four groups each group of 6 students. The teacher assigns to each group one of the questions stated</p>

	<p>in the chart. For example: Group #1 has Skill and Talents, Group #2 has Likes, Group #3 Concerns and Likes and Finally Group #4 has dreams.</p> <p>Each member of the group Introduce themselves by saying, for example, I'm Martine or my name is Martine, I'm ____ years old and they add and their corresponding part of the activity for example group #1 I'm good at playing soccer.</p> <p>Then, the next learner in the circle repeats what the first learner said and add their part and so on... each member of the group has to participate.</p>
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It was noticed in this second implementation that students increased their levels of motivation when talking in front of their classmates. When they were in front of their classmates they did not feel nervousness because they felt that it was not an academic activity but a dynamic activity or a game.

It was stated by some of them that they felt impossible the fact of talking in front of their classmates in a correct way and regarding that at the end they did a good job it was gratifying to look their advances. They tried to correct themselves when one of their classmates made a mistake without being sarcastic and it demonstrates that they recognized the advances in their classmates.

The last game was implemented using story game in which students had to organize in a chronological way the story about "Snow White and the Seven Dwarfs", they had to pronounce in a correct way each verb and finally the group had to perform the story.

*Table 7* Third game planner

<b>Time : 120 Minutes</b>	
<b>Course : 8-01</b>	
<b>Topic: Regular and irregular verbs</b>	
<b>Strategy :Story Game</b>	
<b>Objective: To develop the speaking skills by using the story "Snow White and the Seven Dwarfs" using the past simple.</b>	
<b>Resource: Pictures of the Snow White and the Seven Dwarfs story.</b>	
<b>Previous activity</b>	<p>The teacher will start showing a video clip of the song Paradise by Coldplay, with this video they select the verbs and determined that those verbs were in past.</p> <p>Then, the teacher will show a chart for students to identify the different sounds of “ed” at the end of each verb. After that, the teacher explained the rules to add “ed” for regular verbs, He explained them using some slides showing different examples with the explanation. After having made some exercises using regular verbs, he explained the irregular verbs and made different oral and written activities for them to better understand the topic</p>

<p><b>Warming-up</b></p>	<p>Pre-service will show students some pictures in which Snow White and the Seven Dwarfs appear. Then we will ask student for their names and characteristics by trying to speak in English the best they can. The teacher will help with the description of the characters.</p>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>- The teacher in charge will divide the group into three small groups.</li> <li>- The teacher in charge will give the students some sentences about the most important events of the story in order to be organized in a chronological way.</li> <li>- Students will have to underline with red color the regular verbs and with blue color the irregular verbs</li> <li>- One student of the group will retell orally the story in front of the whole class. Meanwhile the other 2 members of the group will perform what their classmate is saying.</li> <li>- They will have to pronounce in a correct way each verb in past.</li> </ul>

At the end of each game the teacher gave to participants a questionnaire which contain some questions related to their personal opinion about the implementation of the game.

Throughout this questionnaires it will be possible to better understand student's perspectives about the implementation of this type of games inside the classroom. Evidences are attached at





<b>Imple mentation of the second game –</b>								
<b>Second Questionnaire- and reflective Journal.</b>								
<b>Imple mentation of the third game –</b>						x		
<b>Third Questionnaire- and reflective Journal.</b>								

**Data analysis**

With regards to the data analysis process, Hatch (2002) stated that analyze means organizing and interrogating data in ways in which the researchers can see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. That is to say, the data analysis process will help to assess the data collected, raw data into usable information in order to find something out, to answer the questions proposed

in the study and verifying if the main objectives were achieved.

In order to get information for solving the research questions the teacher-researcher was reading and analyzing the data due to the fact that they must be interpreted rigorously to see what were the possible categories. It is important to say that thanks to the analysis of the observations and the journals developed, the researcher made a diagnosis in order to start constructing the project. Taking into account the data analysis there were two categories emerged from the implementation of games to enhance speaking skills: the first big categories: The first one, student’s oral production improvement and the second one Fostering student’s motivation.

**Findings**

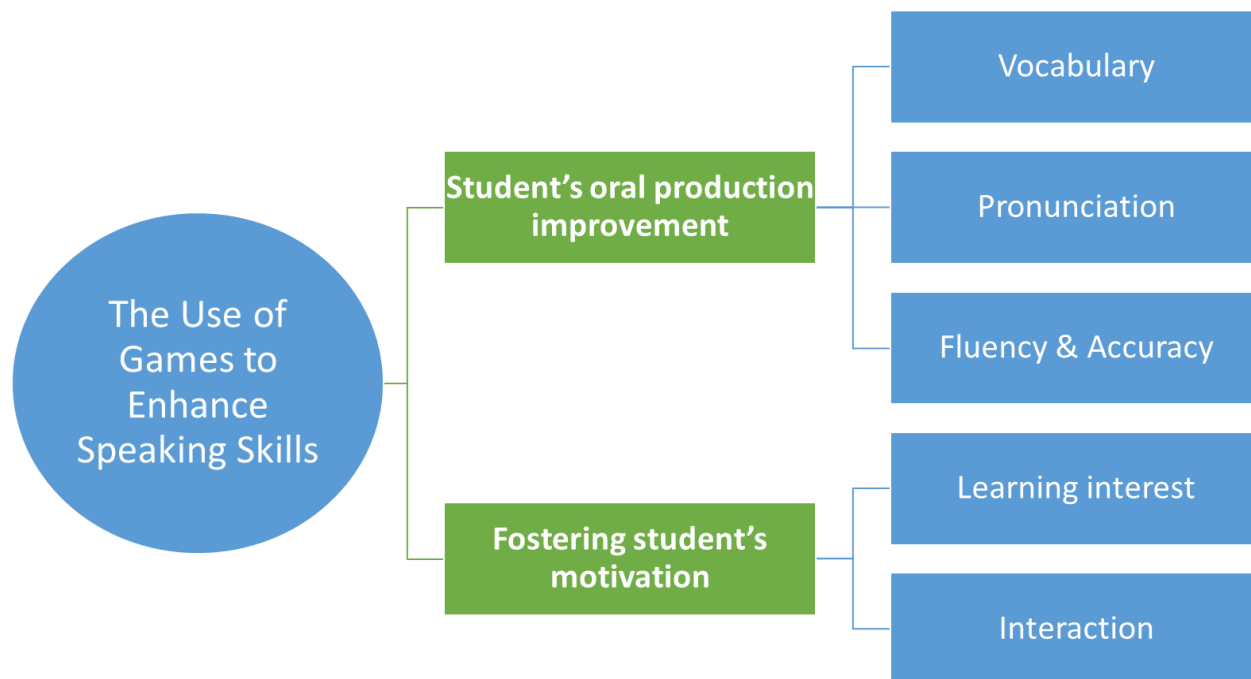
After coding the three aforementioned instruments with the methodology already explained, it was necessary to start a triangulation process that is defined as a process in which the researcher examines each type of information gathered through the different methods in order to find evidence to support a theme. (Creswell 2012, p. 259). This is done to validate the results that emerged in this study.

*Table 9 Codes*

<b>INSTRUMENT</b>	<b>CODE</b>	<b>INFORMANT</b>
Journal & Participant observation	J1	Pre-service teacher
Journal & Participant observation	J2	Pre-service teacher

Journal & Participant observation	J3	Pre-service teacher
Evaluation rubric 1	R1	Students
Evaluation rubric 2	R2	Students
Evaluation rubric 3	R3	Students
Questionnaire 1	Qt1	Students
Questionnaire 2	Qt2	Students
Questionnaire 3	Qt3	Students

These two categories presented emerged from the information taken from the journals, questionnaires, observation and rubrics. The first category was Student’s oral production improvement and the second one was fostering student’s motivation. This section describes the findings that came up from the pedagogical implementation that aimed to improve Speaking Skills through The Use of Games to Enhance in 8th Graders Students at Provincial San José High School in Pamplona.



*Figure 2 Categories*

### **Student's oral production improvement**

In the first category, it was found that the use of games inside the classroom seemed to improve students' oral skills. "Games can be used in order to measure the students' oral production and consequently there is an improvement on the students' communicative competence" (Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, 2003). This finding explores how the learners' speaking skills was improved through the use of three different types of games in class. It was found that when using those types of game the students improve their vocabulary, their pronunciation and their Fluency and Accuracy.

The acquisition of vocabulary that help them to solve and to achieve the purpose of each game. It could be perceived in one questionnaire where a participant stated:

QP1: “Me parece una forma diferente y muy dinámica de aprender nuevo vocabulario en inglés y además de expresarnos usando diferentes palabras en inglés”.

Besides, another participant stated that those games helped him to learnt new vocabulary thinking in a next game:

QP3: “he aprendido mucho vocabulario que puedo decir y utilizar durante los juegos”.

It was noticed, first of all, throughout the questionnaires answered by participants at the end of each game their perspectives about the acquisition of new vocabulary. And also it could be noticed throughout the rubric implemented to know the level of English proficiency of students, their process and progress after each game implementation. In this Graphic the reader will find a blue bar remarking the level of vocabulary that students had before implementing the games, the red bar remarks the level of student’s improvement in terms of vocabulary after implementing the games. This data was gathered from the rubrics already mentioned.

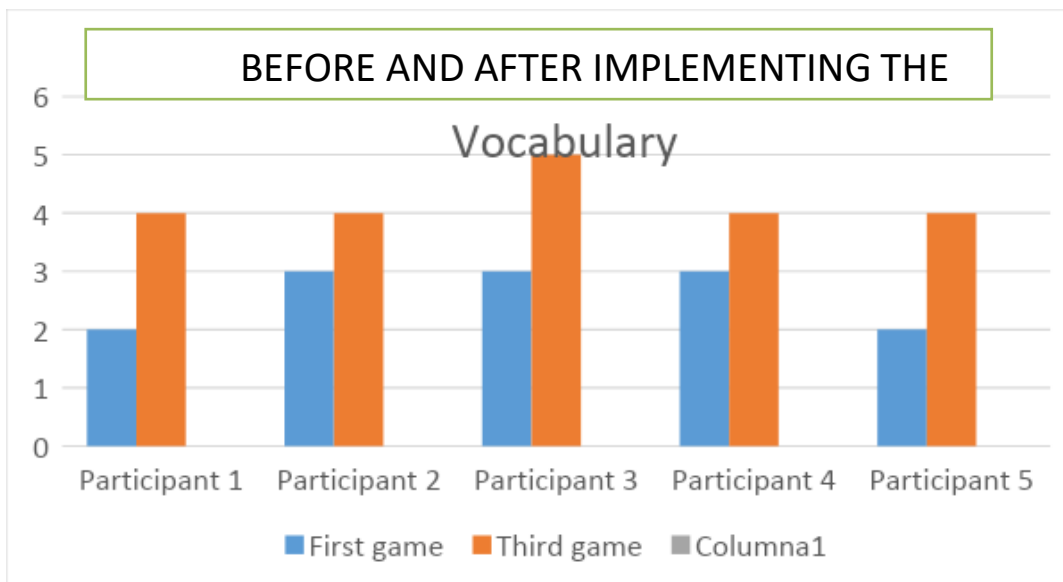


Figure 3 Before and after the implementation of the vocabulary

This graphic showed that throughout the use of games inside the classroom students improve their vocabulary.

Moreover, the implementation of the games in a classroom not only helped students to increase their vocabulary , but it helped students to pronounce in a correct way each word and verb learnt in those games implemented, as it was stated in one of the participants' answer in the questionnaire:

Q1P2: “Si. Porque el profesor explica muy bien los temas y los juegos y nos gusta hablar, el profesor nos ayuda a mejorar la pronunciación de las palabras y así aprendemos más”.

It was stated also by participant #5 that:

Q3P5: “Además que aprendimos la forma correcta de pronunciar los verbos en pasado”.

It could be noticed also that the student's pronunciation after implementing the games were better throughout the Reflective Journal implemented by the teacher. In this journal, the teacher wrote their impressions and also their reflections of student's process when learning through the use of games. It was stated in the reflective journal that:

J: “Moreover, students expressed during the game that they learnt some words and expressions that they did not know at the beginning of the activity, and it was satisfactory for me as a teacher”

Finally, the student’s fluency and accuracy in each game were perceived by participants. They stated that they saw an advancement in their classmates in terms of fluency and accuracy in the development of each game, as she affirms:

Q2P3: “también hable con mis compañeros de una forma más fluida y vi que ellos estaban contestando bien las cosas que el profesor preguntaba”.

Furthermore, it is remarkable the fact that students’ level of fluency were increasing and it was be also perceived in the rubric implemented in which the progress of students were followed.

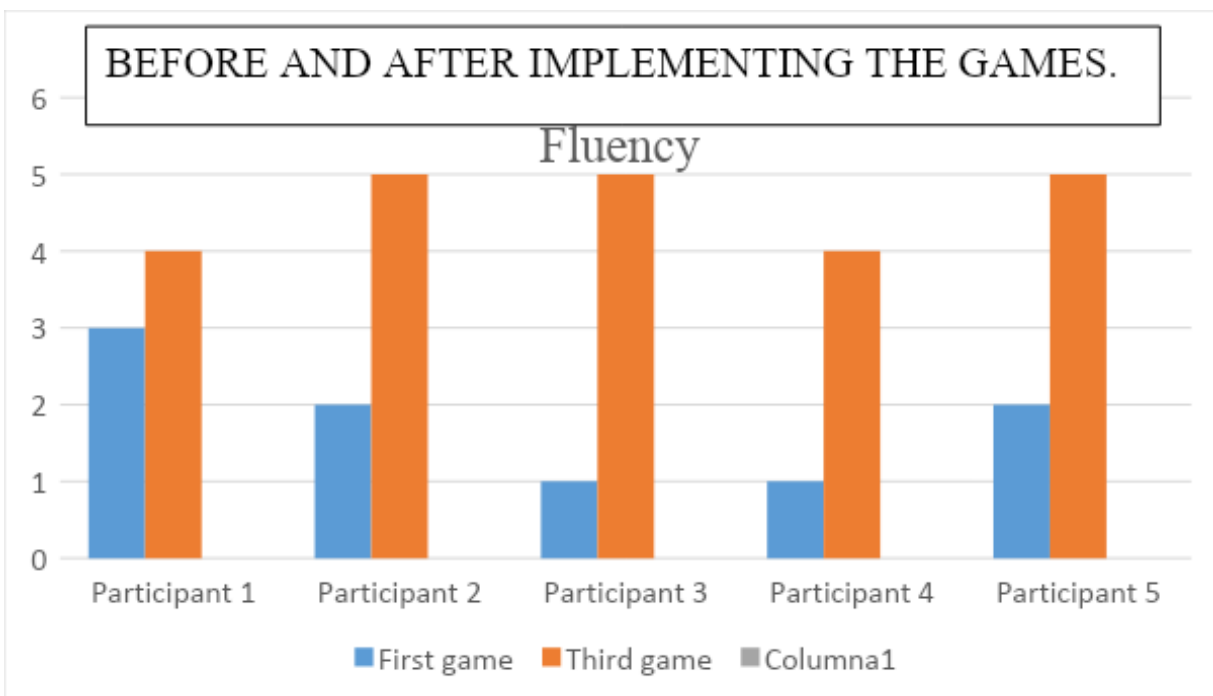


Figure 4 Before and after the games

The learners experienced an improvement and they demonstrated it in the oral productions. It was already stated that some students were able to improve their accuracy,



acquire more vocabulary and improve their pronunciation using games as a pedagogical tool inside the classroom.

### **Fostering student's motivation**

Motivation plays an important role when applying a game, not only to get students' concentration but also to produce better learning conditions. During the game, the teacher has to influence the whole class in an active and positive way. When there is motivation students will accomplish learning at any stage, as motivation catches the students' attention toward learning and knowledge. If there is not enough motivation the students will hardly achieve the learning goals.

Q2P2: "Me gusta mucho como el profesor hace las clases porque el inglés a veces es aburrido pero con los juegos aprendo más y me gusta participar.

Q3P5: "Ya que el juego promueve mucho en mis compañeros y a mí en la participación, ganas de expresarnos y además con la forma en que el realiza los juegos, es una persona muy alegre".

At the time I implemented the games, it was possible to observe that there were a good atmosphere, the students' motivation also made possible for students to speak and perform in a freer and more confident way. As participant #3 affirms:

Q3P3: "Si. Porque hay compañeros que antes les daba miedo hablar en clase y con los juegos es más fácil y a todos nos gusta participar y hablar mejor el inglés".

In Addition, from the teachers' perspective it was also perceived that students motivation increase and their lack of self-confidence, their anxiety decrease when playing a game, because they talked without thinking that is an academic activity:

J3: "Regarding and contrasting students' motivation after implementing the three types of games it was noticed that they felt comfortable when talking, students who didn't like to speak or participate during the English classes lowered their tension and anxiety. Students showed more interest and involvement in what they were doing; they helped each other remember what to say, and so on.

Students stated that they felt comfortable to share time with their classmates playing a game in which they use English and it is a positive aspect because they are having fun, sharing with their friends and the most important improving their speaking skills:

Q2P2: "Porque pude aprender cosas nuevas y compartir con mis compañeros y ahora soy capaz de hablar más para participar en los juegos".

Q3P1:" Porque todos nos divertimos mucho, compartimos, todos queremos hablar en los juegos y ver las respuestas de los demás".

Finally, The pre-service teacher understood throughout the students' point of view and his journals that old teachers were not used to the activities that are different and they thought many activities such as games were loss of time so they prefer to work on workshops, readings, and the book, and that is why the felt motivated with the use of games inside the classroom.

Q2P1: "Me gustan las actividades Del practicante ya que él nos hace ver ingles de manera divertida, ya que la metodología de la profesora a veces es muy aburrida".

J1: It was noticed that they were motivated because they were not used to play games inside the classroom, just working with the book and in the board.

## **Conclusion**

The main objective of this study was The Use of Games to Enhance Speaking Skills in 8th Graders Students at Provincial San José High School in Pamplona. The results were convincing with all the previous studies presented in the literature review section. During the implementation of games in the classes with the students, the researcher could notice that it was pertinent to have carried them out, due to the fact that students enjoyed playing different games, where they were able to complement the learning of the class topics in a didactic and funny way which is what games offer.

Games will always play an important part of learning a second or foreign language, they improve positively their English level since they increase their vocabulary, they also pronounce in a better way and they answer with fluency and their accuracy when answering was excellent at the end of the implementation of each game.

It is also essential to say that games are provoking experiences for students to develop the speaking skills in comfortable way because it helped them to believe in themselves, they are having fun and creating a good atmosphere inside the classroom.

On the other hand, this project let me reflect that many strategies are required in our education system, the traditional form is not the best, teachers can include and look for new strategies on internet and also talking with other teachers, there is always something new that

catches students' attention. It does not exist the best strategy to teach but there are many that can work as complements.

The problems of the lack of an interactive and communicative context and speaking skills were addressed during implementation of the games. Participants had the opportunity to be active participants throughout the project. At the time students played games, they interacted with others thus improving their oral production in English.

## **Chapter II: Research Component: The Training of Practitioners' Reflexive Spirit of PLEX, A Training Tool to Qualify the Pedagogical Practicum**

### **Introduction**

In PLEX training context, the pedagogical practices of teacher in training are one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, it is also beneficial that local studies specially are focused on the learning problem than in matters of teaching.

It is pertinent to propose a project founded in a reflective approach regarding the practicum as a way of objectifying knowledge, behavior and actions that guide teachers' labor; likewise, as an embracement, immersion and exploration exercise being conscious of their own teaching subjectivity formulating questions and the quest of information for solving problems and self-recognition.

### **Justification**

The design of this Project in the foreign languages integral practicum context focused on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It was considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In accordance with John Dewey, a philosopher of education, precursor in the applied teaching reflective thinking field, presented, it was confirmed the need of carrying it out this project with the aim of giving students analytic and self-observation tools that allowed them to distinguish between routine action and reflective action. It was considered that a reflective approach protect shields the agents in a traditional context of inertia and the authority they had in the school.

### **Statement of the Problem**

At the school it is assumed some medullar aspects of the individuals, the constitutional life without questioning, they are seen as a stamps, permanent and invariable features that are part of the school's identity and culture.

When the events are unfolded naturally, the teacher takes a risk of getting used to a regular action that does not allow the pedagogical evolution and the renovation of the academic culture. A practitioner lack of reflection does not promote the evidence of problematic situations; those skills are ignored. Taking that into account, the pedagogical practicum is assumed since repetitive codes that place the teachers in a traditional task, of cultural reproduction, becoming a barrier to the emerging of practices that tend to transform thoughts and knowledge, in order to solve social needs.

Because of this situation, which affected teachers to a greater or lesser extent, it was required that the teacher training process, in the future teacher, encouraged a critical and reflective spirit that contributed to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

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

To start this study the following guiding questions were formulated:

✓ In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?

✓ How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

## **Objectives**

### **General objective**

✓ To implement the reflection as a shifter tool in the pedagogical process of the practicum.

✓ To promote the development of the reflective spirit in practitioners that allow them to analyze their pedagogical practice.

### **Specific objectives**

✓ To consolidate a collective of teachers in training with critical spirit that reflect and present proposals and alternative solutions for any problematic in the pedagogical practicum.

- ✓ To socialize standards, share ideas and guidelines to assume the pedagogical practicum and fit effectively in the institution.
- ✓ To identify and analyze the strategies that the student use in the teaching practice.
- ✓ To implement reflective workshops and develop didactic units that guide the reflection of

### **Theoretical Framework**

The theory about the teaching profession, the reflection and the pedagogical practice, constitute this theoretical framework. In order to have a clearer view about the encompassed concepts, closely related to this research project, an approximation of each one of them is presented hereafter.

**Teaching profession.** The teacher is one of the fundamental members of every educational institution and has the function of sharing knowledge based on a specific science or art; who additionally, has the responsibility of his/her students' comprehensive training.

The teacher profession encompasses a number of competences that nowadays constitute a conceptualization and a way to develop the pacification and management of human resources guided to facilitate a linkage between work and education. Thus, every educator must accomplish some competences that allow them to have control over the knowledge and skills of a specific area, since the first intellectual requirement of a professional is the performance level. Similarly, each teacher must possess some competences regarding the content organization, it means that the pedagogical practice not only requires to organize the content to be learnt by the students but also to anticipate teaching conditions inside or outside the educational context. The immediate function that a teacher must develop is to design or anticipate the teaching practice.



**The reflection.** Talking about reflection, imply to discuss different conceptions about that notion. For that reason, in order to deepen in its definition, two aspects will be taken into account: The reflection as a process and the reflection as a theme. (Correa Molina et al 2010)

**The reflection as a process.** The reflection is executed from some stages that cyclically obtain as a result a process. According to Correa Molina et al (2010) to reflect about the experience imply “a type of reflective dialogue with the situation, where the language might favor the access to the individual’s experiences, what might permit to extract a new structuration from the situation”.

The stages of the process of reflection were evidenced in the following figure:

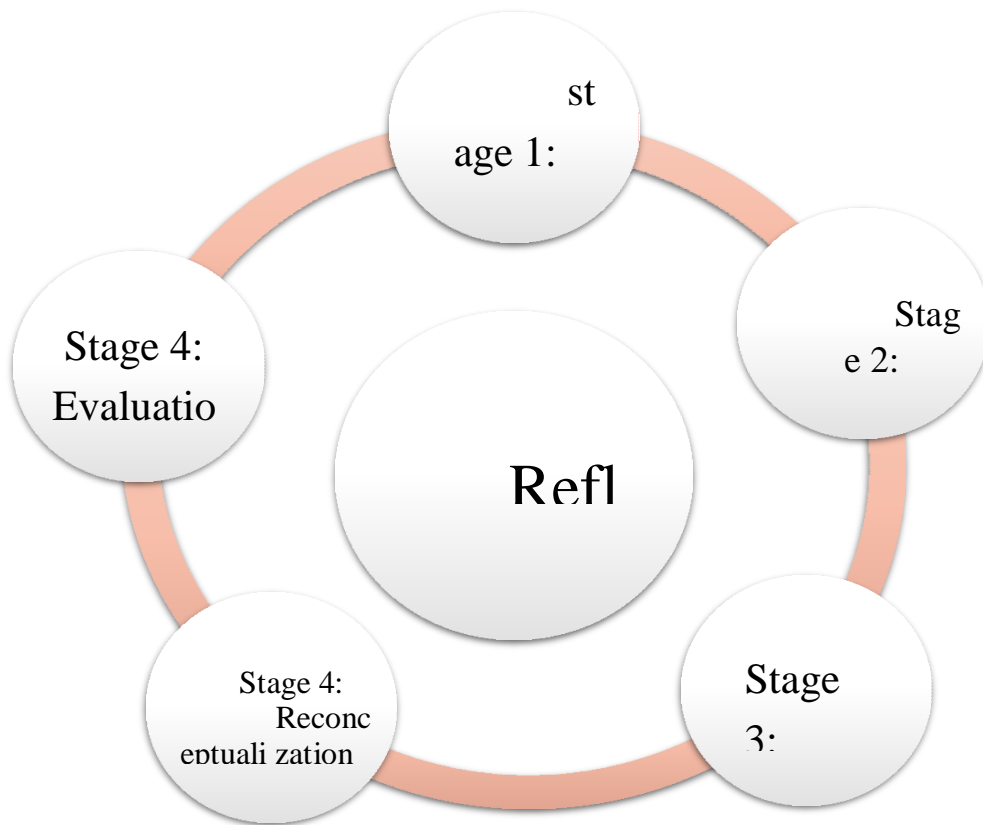


Figure 5 Reflection process

**The reflection as a theme.** The conception of reflection is based on a theme that is related with that concept. Having a Grimmet et al. (1999) as a reference cited by Correa Molina et al (2010), the reflection is based on three perspectives: the reflection as an instrumental mediation of the action, the reflection as a deliberation and the reflection as a reconstruction of the experience. Being for the first two perspective, external aspects, the source of the knowledge that allow reflecting; and the contextual aspects, which allow reflecting from a third perspective. Likewise, those perspectives count on mediators to execute that process. Firstly, it is found the action, the context, the colleagues and the person who reflects.

**The reflective practice.** It was necessary that teachers asked themselves about their own practice and about the impact they had generated in order to update and to qualify academic proposals at the University and to orientate students towards new ways to relate to the world. Teachers played a main role in the current educational world; they performed in a complex space suppressed to a determined constant change with the aim of integrate different factors and conditions. The teaching profession requires that “los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes” (Ebutt & EllioT:1986). In this context, the problems of the practicum and the classroom setting required a particular treatment addressed to comprehension and social interaction. The necessity to articulate the changing social reality of our pedagogical work was evidenced in the existence of numerous attempts to explain the school dropout phenomenon and in the search of different ways to face this phenomenon, to fulfill the school work. This study served teachers who participated to reflect on their methodological processes in the light of reflection as an only rational and ethical ways of procedure (Sacristán 1999).

According to Van Manen (1997) there exists different levels of reflexivity. At one level, the effective application of skills and technical knowledge occur in the classroom; reflection applies to the selection and correct use of the didactic strategies that teachers will use.

In the second level, the reflection is on the implicit assumptions in the specific practice of the classroom. Consequences of the chosen strategies, curriculum and practices are analyzed. The application of several educational criteria to the learning practice is opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

As third stage, Van Manen established a critical reflective exercise; in this stage, he proposed that the most elaborated reflection takes place, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

### **Pedagogical Practice.**

To analyze and reflect on the practicum, it was considered appropriate to resort methodologically to a conceptual operation of practicum classification; to do so, it was assuming Zeichner's proposal which established several modalities of the practicum as follows:

**Academic practicum.** It was focused on preparing teachers who were able of reflecting on their courses, in a way that they transformed them in comprehensible structures for students.

**Social Efficiency Practicum.** Its purpose was to achieve an effective teaching through the application of didactic techniques based on general principles that resulted from pedagogical research. In this case, reflection consisted of a strategic decision: "seleccionar entre la gama de técnicas disponibles la que se considere más eficaz". This was the form of proceeding from the technical rationality.

**Development.** Teaching is based on students' interests and development, and, at the same time, it considers teachers' development as a teacher and as a person.

**Social Reconstruction.** The center of reflection is the social, economic and political context, in a way to promote democratic relationships in the classroom, and equal and fair in the social context.

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

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

**Critical element on reflective thinking.** This element of the reflective thinking relates to “los aspectos morales y éticos de la compassion y la justicia social” according to Sparks-Langer & Colton (1991 p. 39). The interest in social justice and ethics in education.

These author established the following categories of knowledge:

- 1) Knowledge of content
- 2) General pedagogical knowledge
- 3) Curricular knowledge (materials, programs, etc.).
- 4) Teaching knowledge and professional configuration
- 5) Students' knowledge and their characteristics
- 6) Knowledge of educational contexts
- 7) The knowledge of fundamentals: philosophical, historical, and axiological

### **Methodology**

The methodological strategy proposed, had a main focus the ongoing reflection that additionally provides some meetings for the reinforcement of the group of practice as an initial space of the educational and professional problem. The principles of organization are autonomy, planning and self-observation.

To check the impact of the reflective proposal about this process of practice, a systematization and socialization process were carried out.

This study belongs to the qualitative research from the perspective of reflection as professional space that will highly contribute to the description, identification and analysis of the pedagogical practice.

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

**Reflection workshops.** The reflection workshops had the fundamental purpose of guiding the reflective process of the students-practitioners, but, at the same time to socialize and to share own experiences of their work in order to enrich their process and include new tools that allowed them to transform their pedagogical practices. Reflections workshops were carried out three times during the ten weeks of practicum.

### **Objectives**

- ✓ To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- ✓ To socialize criteria, share ideas and directives to assume their pedagogical practicum.

- ✓ To qualify, facilitate and be set in an effective way to the school.

**Self-observation card.** The self-observation card had as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

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

**Class recordings.** To have evidence of what teacher students did in the classroom, allowed to reflect upon different aspects in the foreign languages teaching/learning process that could have been taken into account or not by the pre-service teacher in his reflection process. These recordings allowed to have an external and constructive view of their pedagogical practices.

## **Findings**

The findings of this component have emerged, taking into account the different instruments that were set above in the methodology part. These instruments were: Narratives, class recording, self-evaluation sheets and reflection workshops. Each one of them were applied in different dates during the whole practicum process. In the following figure it was better represented the data collection process.

Table 10 Research component chronogram

Activity/ Week	Narr atives	Self- observation sheet	Class recording	Reflectio n workshops
May 13 <sup>th</sup> – May 17 <sup>th</sup>	X			
May 20 <sup>th</sup> – May 24 <sup>th</sup>	X	X		
May 27 <sup>th</sup> – May 31 <sup>st</sup>	X			X
June 4 <sup>th</sup> – June 7 <sup>th</sup>	X	X		
June 10 <sup>th</sup> – June 14 <sup>th</sup>	X		X	
June 17 <sup>th</sup> – 21 <sup>th</sup>				X
6 week July 8 <sup>th</sup> – 12 <sup>th</sup>	X			
7 week July 15 <sup>th</sup> – 19 <sup>th</sup>	X			
8 week	X			

22th – 26 <sup>th</sup>				
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**Narrative**

The reflection exercise allowed the student to express about their work based on the narrative of their experience as a way to provide meaning to the daily life of the teacher. The main objective for this aspect was to identify and to analyze the strategies that the student uses in her pedagogical practice.



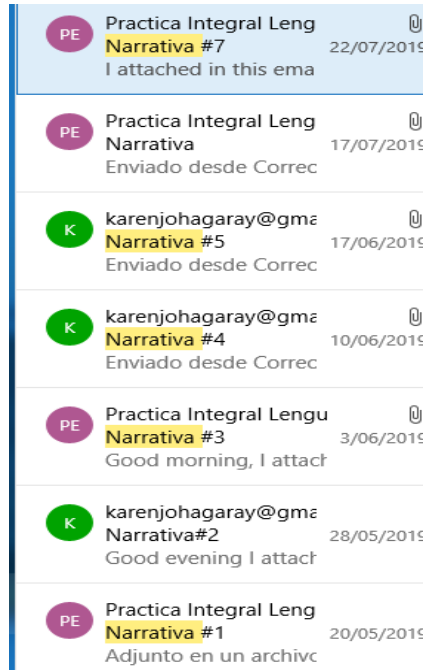


Figure 6 Narratives

### Class records

Having evidence of what student-practitioners did in the classroom allowed us to reflect on different aspects in the foreign languages teaching / learning process that may have been taken into account or not by the pre-service teacher in the reflection process. These records allowed an external and constructive view at their pedagogical practices.

UNIVERSIDAD DE PAMPLONA  
 FACULTAD DE EDUCACION  
 DEPARTAMENTO DE LENGUAS Y COMUNICACION  
 LICENCIATURA EN LENGUAS EXTRANJERAS INGLES-FRANCES

FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Aura Cristina Castellanos Suarez

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Jeferson Alexander Peña Bautista

TIEMPO DE CLASE OBSERVADA: 30 minutos

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSITIVOS	ASPECTOS POR MEJORAR
<b>METODOLOGIA</b>			
Número de actividades implementadas	3 actividades implementadas	Tiene un buen manejo del tiempo en cada actividad desarrollada.	
Qué habilidad se trabajó más	La Comprensión escrita y producción oral ya que se trabajó el proyecto implementado por ella.		
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	Se hace el protocolo de apertura el cual consta de saludar y realizar la oración.	Los estudiantes se ven motivados desde el comienzo de la clase y eso es un buen aspecto.	
La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural	Se evidenciaron lo <u>linguístico</u> y un poco lo comunicativo	Se nota la preparación de las actividades para cumplir los objetivos propuestos.	
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural	En ciertos momentos de la clase se evidencia esas actividades que privilegian los objetivos.	Refuerza temas gramaticales al cumplir estos objetivos.	

Figure 7 Class records

**Self-Observation Card**

The main purpose of the self-observation card is to guide the student practitioner towards a proper perspective from the professional activity as a teacher and from their role in the classroom and in the environment of the educational community of which they belong. In this part, there were several questions related to the teaching process in which we had to evaluate from 1 to 4 some important aspects when teaching English. Actually, these questions helped me to appreciate if I was doing a good job in the classroom and questioned me to force me harder so students can learn better.

### **Reflective workshop.**

On the reflective workshops we as pre-service teachers answered some questions about the process we carried in the educative institution. In the same way, we talked about the importance of the institutional observation and exposed four aspects that we, as teachers, must have.

### **Conclusions**

All along this process, the use of the self-evaluation cards, reflective workshops and the narrative helped the pre-service teacher to reflect from the different perspectives the teaching practice that was held during these ten weeks. From the narratives, the reflection was freer and open about what was happening in the educational institution. While in the self-evaluation cards, we reflected taking into account some criteria and some aspects already stated by the directors about the teaching practice and how it must be done.

The role of reflection in the teaching process is the first step to understand the professional difficulties, the appropriate proceedings and to be interested in the knowledge of the concepts, and approaches to attend a problematic situations and to establish an analytical perception of the practicum. A practicum without reflection does not provide the emergency of problematic situations because the realities are ignored and non-perceived.

### **CHAPTER III: Outreach component:**

#### ***The use of didactic material for improving students' difficulties at Provincial San José High School***

##### **Introduction**

The participation in the global policies in terms of culture and economics has motivated the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the learning of English language in Colombia as well as creating competitive citizens, the MEN launched in 2004 its policy of bilingualism which has as a main objective “to have citizens able to communicate in English, with international comparable standards that insert the country in the universal communication processes, in the global economy and in the cultural openness”. By the way, the Ministry has implemented a wide range of strategies in the different levels of education pointing at the accomplishment of this goal. A clear example of that is the creation of English high standards for elemental and high school education, the definition of a solid and coherent evaluation system and the description and development of training plans.

The Universidad de Pamplona in Colombia, as a public institution trainer of trainers, and more specifically the Foreign Languages program has approximated to the reality that elementary schools in Pamplona face regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers who can address the training

needs in elementary schools. Nevertheless, at Provincial San José High School, the population of this component were not the elementary school children but, those students who presented some difficulties and obtained low grades in the classroom. The objective of this outreach component was focused on students with difficulties and not on supplying elementary school with English teachers.

### **Justification**

Learning and acquiring a foreign language allow facing the real needs that today's world demands. That is why the process above mentioned is necessary to implement and work it from the first steps of young learners, given that, at the end of this process, the students will reinforce the language and overcome that they present in the classroom, in order to continue their learning process within the classroom and keep following the educational process in the area.

The current project had as purpose to help students to overcome the difficulties presented in the classroom in a public school in Pamplona, contributing to the reinforcement of the essential formation in foreign language which is necessary and relevant in these levels. For this reason, this process was implemented as the outreach component of the pre-service teaching process which is carried out by the tenth semester students of the foreign language degree English and French of the University of Pamplona, as a way to contribute to the reinforcement of the English teaching in the educative sector.

The implementation of this project relevantly help both sides, not only the institutions and the educational population in Pamplona, but also the foreign language program and its students who developed their pre-service teaching process this was an opportunity where those students who presented some difficulties in this area could be helped and their knowledge could be reinforced regarding their English learning process and in the same way, it helped tenth

semester students to conclude their scholar process in the university by facing the educational realities and needs around them, they thereby contributed by being part of the process that impacts the improvement of these needs.

### **General objectives**

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- ✓ To reinforce English on tenth graders at Provincial San José High School.

### **Specific objectives**

For a better understanding of the previous aspects, this proposal set two specific objectives:

- ✓ To help English students to overcome their difficulties at Provincial San José High School implementing didactic materials.
- ✓ To engage students from the foreign languages program English and French in the reinforcing English processes at Provincial San José High School.

### **Methodology**

This component will be developed by the Pre-service teacher in order to reinforce English knowledge and the development of abilities from students by implementing different activities in a proposed schedule. What the teacher basically is going to do is to provide a support in order for the students to overcome difficulties and doubts. To do so, the pre-service teacher used tools such as workshops, guides.

The reinforcement activities will be implemented in the afternoon hours, four hours per week through the official platform, the pre-service teacher has to send some workshops and guides in order to accomplish the main objective of this component.

### **Findings**

The outreach component proposed a series of activities during each week of the integral practicum. For implementing this outreach component the pre-service teacher had created 4 reinforcement activities for those students who have low grades in English during the first period, for those activities the pre-service teacher take into consideration the topics of the first period of the year, after the creation of the activities, teacher informed the students about the reinforcement activities and that they could find them in the academic platform. When students had solved the activities teacher brought them to qualify them. The students must solve four different workshops; at the end of the process they will present an exam which contains the topics of the previous activities. Finally, they presented an evaluation created by the teacher for asses their progress.

The topics proposed for the reinforcement activities were: present simple with verb to be, past simple with verb to be, present continuous tense, past continuous tense, present progressive , past progressive , future with will and finally with going to. Related to vocabulary there are numbers, vocabulary of public places, adjectives, colors, family members, and days of the week and months of the year, daily routine, fruit and animals.



COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES



## Mayo 2019

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
			1	2	3	4
5	6	7	8	9	10	11
12	13	14 Diseño de talleres	15	16 Diseño de talleres	17	18
19	20	21	22	23	24 4:00pm Taller #1 en la plataforma	25
26 4:00pm Taller #1 retirado de la plataforma.	27 7:00 am Recepción del taller #1	28	29 5:00 a 8:00pm Evaluación #1 en la plataforma	30	31	



## Junio 2019



DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
						1
	3	4 Descanso Entrega de nota #1	5	6	7 4:00pm Taller #2 en la	8
4:00pm Taller #2 retirado de la plataforma	10 7:00am Recepción del taller #2	11	12 5:00 a 8:00pm Evaluación #2 en la plataforma	13	14 Informar sobre las fechas, taller #3	15
6	17	18	19	20	21	22
3	24	25 4:00pm Taller #3 en la plataforma	26	27	28	29



CRONOGRAMA DE ACTIVIDADES						
Julio 2019						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
	<b>1 4:00pm</b> Taller #3 retirado de la plataforma	<b>2 Open 2:00pm</b> Evaluación #3 en la plataforma	<b>3 Close: 6:00pm</b> Evaluación #3 en la plataforma	<b>4</b>	<b>5</b>	<b>6</b>
<b>7</b>	<b>8 7:00am</b> Recepción de talleres #3	<b>9</b>	<b>10 Descanso</b> Entrega de notas #2	<b>11</b>	<b>12 4:00pm</b> Taller #4 en la plataforma	<b>13</b>
<b>14 4:00pm</b> Taller #4 retirado de la plataforma	<b>15 7:00am</b> Recepción de talleres #4	<b>16</b>	<b>17 5:00 a 8:00pm</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24 Descanso</b> Entrega de notas #3 & #4	<b>25 Evaluación presencial</b>	<b>26</b>	<b>27</b>
<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>			

Figure 8 Chronogram of activities

The figure shows three overlapping screenshots of Microsoft Word documents. The top document is titled 'PLAN DE MEJORAMIENTO SEXTO' and contains a header for 'COLEGIO PROVINCIAL SAN JOSE PAMPLONA' and a section for 'INGLES'. The main exercise is: '1. Fill the gaps with the correct form of verb to be (am/is/are)'. Below this, there are several numbered sentences with blanks for the correct verb form.

The middle document is titled 'PLAN DE MEJORAMIENTO SEPTIMO' and contains a similar header. The main exercise is: '1. Put the verbs in brackets into the correct form of present continuous tense. Example: He is playing (play) soccer. My sister ..... (watch) TV right now. Dad ..... (not wash) his car today.' Below this, there are several numbered sentences with blanks for the correct present continuous verb form.

The bottom document is titled 'PÁGINA 1 DE 6' and contains a header for 'COLEGIO PROVINCIAL SAN JOSE PAMPLONA'. The main exercise is: '1. Circle the correct tense for each verb. What tense is the verb in these sentence? 1. I got home from work at 6:30pm. A) present B) past C) Future 2. The children are playing outside. A) future B) past C) present 3. I'll take you in my car. A) future B) present C) past 4. They go to college on Mondays. A) past B) future C) present 2. Answer True or False 1. Drive is the past of drive.' Below this, there are several numbered sentences with blanks for the correct tense or true/false answer.

Figure 9 Outreach of leveling workshops

## Conclusion

The development of this component allows the pre-service teacher to learn about the creation of workshops for students and to use also an academic platform not just to upload the

grades but also with academic goals. Also, how the reinforcement activities influence in students' motivation and participation, students know that those workshops can increase their grades in English and they put their best to do it.

**CHAPTER IV:****Administrative component****Introduction**

As pre-service teachers, it is relevant to understand that at schools, or any kind of educational establishments there will always be extra activities out of the classrooms in which we must be exposed to and to which we must take part of, given that those ones help, as well, in the integral formation of the students and we as teachers. All these activities out of the classroom such as: institutional festivities, flag-raising ceremonies, masses, high school anniversary, the holy week, and others, enrich students not only about their Colombian culture, but also in the educational part, forming them more integrally. Plus, the teacher's labor would be more real, because this role must be played in all the professional contexts that we are going to face in the near future.

As a pre-service teacher, I will stay in the high school in order to give aid, if it is necessary for teachers and directors and also to get a better understanding of the school with the aim of being part of this institution.

**Objectives****General Objective**

- ✓ To participate actively in all the activities organized by the "Provincial San José" High School.

**Specific Objectives**

- ✓ To collaborate in the organization of events and activities inside and outside the school.

- ✓ To give aid and support to other teachers in the development of cultural activities.
- ✓ To show respect to all the educative authorities of the school.
- ✓ To encourage students to participate actively in the extracurricular –activities.
- ✓ To be punctual and responsible in each activity organized by the school.

### **Methodology**

Having started the practicum, I found relevant the activities that the school developed during the scholar schedule. So that, it was important to actively participate and to get involved in the activities proposed by the institution such as Eucharistic celebrations, school festivities, cultural events, teachers and parents' meetings, exams week, among others.

Bearing in mind the goal of this component, the pre-service teacher worked on the following extra-curricular activities during the development of the practicum:

Table 11 Activities in which the pre-service teacher made part of

WEEKS	ACTIVITIES	STUDENTS'S ROLE
1 <sup>st</sup> week	<ul style="list-style-type: none"> <li>● Language's day</li> </ul>	<ul style="list-style-type: none"> <li>● To attend to the celebration and control the discipline of the students</li> </ul>
3 <sup>rd</sup> week	<ul style="list-style-type: none"> <li>● Santanderino's day Celebration</li> </ul>	<ul style="list-style-type: none"> <li>● To attend well-dressed to the celebration in the Institution</li> </ul>
4 <sup>th</sup> week	<ul style="list-style-type: none"> <li>● Teacher's day</li> </ul>	<ul style="list-style-type: none"> <li>● To attend to the school to celebrate that day as established in the timetable activities of the school.</li> </ul>
5 <sup>th</sup> week	<ul style="list-style-type: none"> <li>● Parent's meeting</li> </ul>	<ul style="list-style-type: none"> <li>● To attend to the parents meeting to talk about the students' achievement</li> </ul>
7 <sup>th</sup> week	<ul style="list-style-type: none"> <li>● Holy mass</li> </ul>	<ul style="list-style-type: none"> <li>● To attend to this religious celebration</li> </ul>

		<p>and control the discipline of the students.</p>
--	--	--

The first activity was developed the day the pre-service teachers were presented in the institution, the students were celebrating the language's day and the pre-service teacher helped with the discipline during the event. During this event, the pre-service teacher could learn about the Spanish literature and the history of it. The second activity was the Santanderino's day celebration in which the pre-service teacher attempted to the celebration which took place in the school and then in the UNAD auditorium, during this event the pre-service teacher could learn about the history of the school, and why Francisco de Paula Santander is important for the history and the raising of the school. In the next activity teacher had to attempt to the celebration of the teacher's day, in this day the students of each grade organize an activity into the classroom for the teachers. Then, the holy mass took place the first Friday of the month and in this activity the pre-service teacher had to control the discipline with the students and being an example of respect face to the students in religious events.

*Evidences*





*Figure 10* Graphical evidences



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