

**Enhancing speaking skills through the implementation of role plays in students from
7th grade at Julio Perez Ferrero high school in Cucuta, Colombia**

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Practicum

Pamplona

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This achievement is dedicated to God who has guided me, supported me and provided me with wisdom, peacefulness and determination to overcome all the difficulties faced during this practice stage. At this point, I can only express gratitude towards my parents and grandparents for always being there when I needed to be encouraged. In the same way, I would like to thank my fiancée for giving me so much love, understanding and for being my best friend. Finally, I want to thank my mentor Mayeini Katherine Garcia Parada for the accompaniment received during this process, I really enjoyed working with a person full of values and knowledge, honestly, I admire you deeply.

“Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.” – Proverbs 3: 5-6

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teachers Signature

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General presentation

This research project was broken down into four main chapters presented as pedagogical component, research component, outreach component and administrative component. The first one, entitled pedagogical component, refers to the theoretical aspects dealing with the implementation of games inside the classroom aiming at enhancing students' English speaking competence. The second chapter consisted on the strategies and instruments used to gather vital information about the process of reflection carried out by the pre-service teachers in order to improve their teaching process and practices. The third chapter is the outreach component; this chapter involves the work performed by the practitioner with primary school as a collaborator of the teacher in charge, in the field of English. Finally, the fourth chapter encompasses the administrative component in which the role of the teacher as a member of the Julio Pérez Ferrero community, and the process of being a facilitator between teachers and students, are displayed.

Introduction

Since the beginning of human life, communication has represented a powerful tool that allows an individual to communicate, express ideas and opinions. This ability has evolved with the pass of the time, to the point that, currently, there are 7.000 different languages around the world. Therefore, learning a foreign language increases the opportunities of being in contact with other contexts and sources of knowledge. Moreover, this technological era concedes facilities in terms of communication. However, regarding the context of the public education in Colombia, traditional strategies have remained over the time focusing only on repetition of grammar and vocabulary. As a result, students' productive (speaking and writing) and comprehensive (listening and reading) competences have been affected. "Since speaking is required in academic and professional performances, the lack of oral production skills becomes a serious disadvantage when compared to private school students" (Gutierrez, 2005, p2). Therefore, pedagogical interventions should be suggested in order to implement particular strategies focused on enhancing the main competences already mentioned.

Consequently, two observations were carried out at the Julio Perez Ferrero School, in order to identify the most affected competences. Through the implementation of three non-participant observations, it was possible to evidence some weaknesses dealing with the speaking competence. The teacher's instruction and discipline management limited students' participation. Accordingly, this study aimed at enhancing seventh grade student's oral production through the implementation of role-plays in the classroom. The main idea is to encourage students to speak having a determined context, and to forge a positive impact in their learning process.

Justification

Communication is the goal of learning any language in the world. However, living in a country in which the target language is not spoken represents a challenge for any language learner. Therefore, the implementation of strategies to promote the use of communicative skills is advisable to overcome this unfavorable aspect. As stated by Moradi and Talebi (2014) the importance of improving students speaking skills falls on the fact that "language is acquired through speaking and listening before one learns reading and writing" (p.1). Considering this, creating a propitious environment to motivate students to participate is vital.

Consequently, the aim of this proposal was to enhance the oral skills of seventh grade students from the Julio Perez Ferrero School through contextualized dialogues that will be performed as role-plays. In addition, this strategy will enable students to participate in class, to interact more frequently, to cooperate with other classmates and to learn the language simultaneously. On the other hand, developing research based on the reflexive growth of pre-service teachers extends the possibilities of improving their pedagogical process and developing a critical spirit towards their pedagogical labor. Therefore, to achieve a complete immersion in the reality of the teaching context, the practitioner will meet the training need not only in secondary but also in primary school, including the extracurricular activities planned by the educative institution.

General objective

- To implement role-plays as strategy to enhance seventh grade students' oral skills at the Julio Perez Ferrero.

Specific objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To meet the English teaching demands of child population in primary school in Pamplona city.
- To participate in the administrative activities proposed by the Julio Perez Ferrero School.

Institutional observation

Topographic location of the institution

Julio Pérez Ferrero in honor of our journalist, historian and teacher from Norte de Santander. The institution is located in urban perimeter of Cucuta, more specifically at 19 Avenue No. 11-22 in Cundinamarca neighborhood. In 2.000, it changed its name to Julio Pérez Ferrero Basic School, according to resolution No. 00127 of February 25, 2000. Then, the institution underwent several changes, remaining as one of the headquarters of the Misael Pastrana Borrero Technical Institute, in 2002, and later it became the headquarters of the Alejandro Gutiérrez Calderón School. Subsequently, the Julio Perez Ferrero Educational Institution was created according to decree 00767 of July 21, 2003 emanating from the Departmental Education Secretariat, merged with the Julio Perez Ferrero School and the San Miguel No. 13 School, which was created in the 1969 located at 9 street No. 16-47 of the San Miguel neighborhood who had been merged with the school Rafael García Herreros.

By decree 0012 of January 7, 2010, the Technical Institute Padre Eladio Agudelo was merged and the Julio Pérez Ferrero School, within the same decree the name of the school was changed to the Julio Pérez Ferrero Peace and Future Technical Institute, constituted in three venues: first headquarters: Av. 19 No. 11-22 Cundinamarca neighborhood. Second headquarters. Cl 9 No. 16-47 Barrio San Miguel. Third headquarters. Av. 23 No. 15^a-12 Barrio Nuevo Horizonte. By Decree 0060 of January 27, 2010, the Padre Álvaro Gutiérrez Technical Institute, named fourth headquarters, was merged. Located at Av. 29 No. 15-129 Barrio Simón Bolívar to the Julio Pérez Ferrero Peace and Future Technical Institute.

Educational authorities

For the appropriate administration and performance of the institution, there are authorities that regulate both the disciplinary context and the academic context. These educational authorities are the principal Oscar Omar Aldana Martínez, the coordinator Luis Eduardo Royero López, the school counselor, the teachers, the students' representative and the parents associations. Consequently, those agents are in charge of ensuring the main purpose of the educational institution, the learning of values for coexistence, science and productivity.

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

Through the implementation of the Institutional Educational Project, the institution attempts to:

- Organize, promote and execute the improvement plans in the Directive, Administrative, Academic and Community areas, so that they allow us to improve the quality of education according to our communities.
- Strengthen and consolidate the educational center, by integrating the different levels for the unification of criteria; thus allowing active participation in your daily actions.
- Strengthen the educational center, to advance training processes where the coexistence of values is encouraged, individual and group competences are developed, democracy is invigorated and the solution of problems and conflicts is promoted in a peaceful manner.
- Contribute to the construction of an inclusive, equitable, just and peaceful society.

- Promote the formation of technical bachelors in different specialties in articulation with higher education.
- Strengthen and consolidate the Educational Institution in the use of information and communication technology (ICT) tools. To contribute to the exercise of quality teaching.
- To train productive people and participatory citizens who identify and intervene in a meaningful way in the daily personal, family, community and environmental processes.

Mission

The Julio Pérez Ferrero Educational Institution, of an official nature, offers a high-quality inclusive educational service at the Pre-school, Basic and Technical Media levels. Formal education for young people and adults, that tends for the integral formation of the being, oriented to the development of scientific, technological, environmental, citizen and labor competences from a teaching approach for understanding; to help improve the quality of life of their students, based on respect for human rights, peace and democratic principles of: plurality, coexistence, justice, solidarity, equity and productivity.

Vision

In 2019 we will be an educational institution recognized for its high pedagogical quality in technical training, with an ethical and effective performance of the student, supported by human talent and learning environments that allow the development of skills to project productive citizens who participate in the construction of a more just and inclusive society.

Principles of the Educative Institution Julio Perez Ferrero

During and after the training process, the students of the IE Julio Pérez Ferrero will be able to:

- Think, act and decide with autonomy and firmness, in the face of any situation that could injure or damage their physical, psychological and moral integrity
- Appropriating a lifestyle, oriented to enjoy good health and well-being, in terms of physical, psychological and emotional aspects and with regard to planning for life and integral reproductive health.
- Express oneself freely by using criticism based on arguments and tolerance with other people's ideas
- Judge with criterion and independence, everyday situations, behaviors or intolerant, exclusive and fanatical discourses
- Profess love for knowledge and study, recognizing that ideas are validated publicly and with arguments
- Lead with creativity and innovation solutions to environmental, social and citizen security problems of their living environments.
- Serve with transparency. Justice and human sensitivity in the decisions that require their participation.
- Feel committed to your school, your neighborhood and your city and educate yourself to serve others.
- Discover your passions that allow you to fully develop your personality and the potential of your abilities.

Distribution of the physical plant

The educational institution comprises four headquarters. The main headquarters owns the following dependencies: an auditorium with sound system, an informatics room, a cafeteria, an audiovisual and 11 classrooms. In the second headquarters, there are table games room, audiovisual room, 15 classrooms, cafeteria, recreational yard, an informatics room and an auditorium.

School calendar of the institution

Table 1. Scholar calendar

SCHOLAR CALENDAR		
Period	Month	Activities
Second period	May	<ul style="list-style-type: none">• Teacher's Day (Eucharist)• National Forum of municipal intercollegiate and philosophy Olympiad• Teacher's day party• Academic Council• Marian Bazaar (Eucharist)
	June	<ul style="list-style-type: none">• Bi-monthly evaluations 2nd period• Environment Day• Half year vacation
Third period	July	<ul style="list-style-type: none">• Evaluation Commissions Second period• Delivery of reports Second period• Flag Day Independence Day• Eucharist

Supervisor's Schedule

Table 2. Supervisor's Schedule

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Hours					
1 6:00 – 6:55	11-02		8-02	11-02	
2 6:55 – 7:50	-				
3 7:50 – 8:45	9-01	7-01			11-01
4 8:45 – 9:40			11-01		
9:40 – 10:10	DESCANSO				
5 10:10 – 11:05	9-02	8-01		7-03	7-02
6 11:05 – 12:00			10-01		
7 12:00 – 1:50	-				10-01

Pedagogical aspects observed

Table 3. Pedagogical aspects observed

Observation	Description
Students	14 girls, 20 boys = 34 students per classroom
Topic	Food vocabulary
Class opening	Greeting, prayer and review of the topic (20 minutes)
Developed activities	Vocabulary group translation (10 min), vocabulary translation quiz (10 min) and vocabulary workshop (1 hour).
Class closure	Pick up the notebooks and ask students to complete the workshop at home for the next class. Organization of the room to end the day.
Discipline	Corrects bad behaviors instantly, keeps a notebook to make reports and keeps students busy with jobs.
Teacher	He followed the class plan as stipulated, the teacher used a variety of teaching materials but the focus of the class remained on him.
Interaction	The interaction is established through questions and answers (Teacher-Student), gives precise instructions and corrects immediately the errors of the students.
Teacher's communicative competences	Dominates the contents worked in class, the teacher used the foreign language appropriately and alternated the mother tongue and the foreign language in the classroom (60% mother tongue - 40% foreign language)
Materials	Dictionaries, T.V, video beam and printed material.

Chapter I

Pedagogical Component

Enhancing speaking skills through the implementation of role plays in students from 7th grade at Julio Perez Ferrero high school in Cucuta, Colombia

Introduction

Education is one of the fields of human development that continuously evolves, several techniques for teaching and learning emerge everyday aiming at reinforcing pedagogical structures of any type of knowledge. Regarding the learning of a foreign language, there are factors like motivation, self-esteem, discipline, autonomy and consistency that affect not only the learning process but also the teaching experience of the educators. As stressed by Duygu (2012) "Emotional Intelligence plays an active role for students to be active participants of speaking classes" (p.5). These factors reveal the reality of the education in Colombia, although there are programs and strategies committed with the progression of the students' English level, the target population is not completely benefitted by these methods.

Indeed, Colombian education requests a structural re-organization, for instance, concerning the number of students inside the classroom. Overcrowded classrooms, decrease the education quality, and worsen the implementation of learning and teaching strategies. According to Muthusamy (2015) " in any classroom, there is diversity and learners have different needs. Learners learn at different levels and some learners may require individual attention" (p.13). In comparison with advanced countries in terms of education, the number of students inside the classroom is significantly lower. Thus, education becomes personalized, attending to the students' needs directly.

Statement of the problem

When learning a foreign language it is important to set a communicative objective in order to incorporate the knowledge provided in the classroom within a determined product. However, during the observation week, some evidences concerning students' participation and autonomy in the classroom emerged. Seventh grade students evidenced difficulties when using L2 in the classroom. Students participated in L2 only when the teacher asked them to repeat what she had said before. Students were not able to pronounce complete sentences in their participation. Despite that grammar and vocabulary were the focus of the classes, students capacity to express freely was weak.

As a result, implementing strategies concentrated in fostering students' frequent oral production and participation is necessary. Hence, the use of contextualized role plays and short dialogues in L2 are proposed to solve this issue. Role plays allow the students to use the language in determined situations, practicing fluency, intonation and rhythm. Consequently, the students' speaking fear will be reduced, increasing this way their chances of participating in class once they dominate the language. According to Arham, Abdul and Burhanudin (2016) when performing role-plays'' students are not passive but as active learners. Students become the center of learning not the teachers as found in common ways of teaching'' (p.2).

General question

- How the use of role plays can enhance seventh grade students' oral skills at the Julio Perez Ferrero School?

Sub-questions

- How is oral production promoted in the classroom?
- What is the role of motivation in when learning to speak through the implementation of roleplays?
- What are the main weaknesses that emerged from students' oral productions?

Justification

Learning English in Colombia represents the opening of innumerable opportunities and benefits not only in the country but abroad. Regarding professional development, the globalization of education allows students to undertake their academic preparation in foreign universities just by mastering the language and meeting the requirements. However, the panorama of English level in Colombia is discouraging, according to the English Proficiency Index (2018) Colombia remains in the 60th place in the classification of low English proficiency.

Therefore, as stipulated in the Basic Learning Rights for English in Colombia (2016), seventh grade students should be able to "Participates in short conversations providing information about him/herself as well as about familiar people, places and events" (p.16). However, after having observed, students do not own these characteristics. Accordingly, promoting strategies to innovate over traditional practices that have governed in Colombian public schools is the key to overcome that affection.

As a result, teaching English to young learners through non-traditional strategies will transform their expectations towards the purpose of learning a language. In this case, seventh graders will understand that the purpose of learning a language is to communicate, to interact and to share. Thus, this study will be focused on implementing role plays as a strategy to switch traditionalism into a more communicative way of learning. Moreover, this strategy will integrate students as active learners, meaning that their role is not just to be a receptor but an active agent of his own learning process.

Objectives

General objective

- To implement role plays as strategy to enhance seventh grade students' oral skills at the Julio Perez Ferrero School.

Specific objectives

- To promote oral production in the classroom by performing short dialogues.
- To motivate students to learn English using grammar and vocabulary in contextualized situations.
- To identify students weaknesses when speaking in the classroom.

Theoretical framework

This pedagogical component attempted to enhance students' speaking skills through the implementation of role-plays, therefore, it was essential to consider some general terms in order to attain a better understanding of the project itself.

Role-plays

This communicative strategy was implemented by several instructors worldwide aiming at encouraging learners to use the language in a specific context and purpose. Tompkins (2001) defines role plays as "the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in context similar to real-life situations where stress and shyness are removed" (p. 1). Similarly, Krebt (2018) describes role-plays as a "methodology for teaching which is conscious representation and discussion of the role in a group." finally, according to Harper-Whalen and Morris (2005) there are three different types of role-plays " they are: fully scripted role-play, semi-scripted role-play and non-scripted role play. "

Dialogue

A dialogue represents the interaction between two or more communicative agents. According to Brown (2007) a dialogue "is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something". Similarly, Byrne (1986) claims that "the main function of the dialogue after all is to convey the meaning of language items in a memorable way".

Communicative competence

The human being has always had the necessity to communicate to others who belong to the same community. In general terms, Savignon (1972) used the term communicative competence "to characterize the ability of classroom language learners to interact with other speakers; this ability to make meaning was distinguished from their ability to recite dialogues or to perform on discrete-point tests of grammatical knowledge."

Similarly, Hymes (1972) defines communicative competence "as the ability to use language to convey and interpret meaning." This idea was later divided by Canale and Swain (1980) into four separate components: "grammatical competence (it relates to the learner's knowledge of the vocabulary, phonology and language rules), discourse competence (which is the learner's ability to connect utterances into a meaningful whole), sociolinguistic competence (the learner is able to use language appropriately) and strategic competence (which relates to a learner's ability to employ strategies to compensate for imperfect knowledge".

Communicative Language Teaching (CLT)

There has been a growing interest in investigating about the need of communication skill, consequently, Richards (2006) describes Communicative language teaching as "the ability to understand different types of texts (e.g. narratives, reports, conversations)". For this method the author incorporates the following aspects of language learning:

- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to use language for a range of different purposes and functions.

More importantly, language learning might be a process where learners must be able to interact with other language user, generating comprehensible meaning, and incorporating new forms of language (for instance, vocabulary, expressions, idioms) into a communicative competence. Furthermore, the learning and teaching roles change through this method. Learners are willing to participate in all classroom activities, now they are the responsible of their own learning, they are free to make errors in their sentences and receive the guidance of the teacher who will facilitate and monitor their learning process.

Literature review

In this proposal five previous studies were employed in order to support this literature review. These studies were based on the implementation of role-plays to enhance speaking skills.

The effectiveness of role play techniques in teaching speaking for EFL college students

This study was carried out by Krebt (2017). The general objective of this research study was to find the effectiveness of using role-play as a classroom technique on Iraqi EFL college students' speaking skill. Participants were 40 college language students from the University of Baghdad. These participants were divided into two groups, experimental and control groups. Thirty questions were applied to both groups as a pre-test of speaking and the students asked to answer them orally. The experimental group was taught speaking skill of the targeted role-play technique while the control group was taught in traditional method. After 20 lessons of the teaching, the post-test of speaking was conducted. The results showed that there is a significant improvement in speaking skill of experimental group.

The use of role plays to enhance English speaking skills in an adult EFL learners' group

Gongora (2016) implemented an action research in this study. The purpose of the study was to enhance English speaking skills of students from VI and IX semesters of Business Management Program of the Universidad de la Amazonia. The instruments implemented were, diaries, observations, semi-structured interviews, questionnaires, a pre-test and a post-test. Regarding the findings, the researchers discerned that the implementation of the technique encouraged learners to learn and participate actively and

confidently in different activities carried out throughout the course; achieving with this, enhancement not only in speaking, but also in other skills. The Role plays allowed students to lose fear, anxiety and embarrassment when speaking up in front of others, it also helped to develop indirectly all four macro skills (reading, writing, listening and of course speaking) and some micro skills; vocabulary and pronunciation.

The effect of role-play and simulation approach on enhancing ESL oral communication skills

This study carried out by Rahman and Maarof (2018), implemented a mixed method design was employed, using both quantitative and qualitative data collection approaches. The data were collected using a set of questionnaire, a pre and post-test. The findings indicated that the students in the role-play and simulation group had performed better in the post-test compared to the pre-test after the exposure to the role-play and simulation approach in the ESL oral communication skills classes. An implication of the study is that role-play and simulation approach can serve as a possible strategy to improve on their ESL oral communication skills.

The use of role play to improve teaching speaking

Arham, Abdul and Burhanudin (2016) aimed to describe the nursing students' interest in learning English through role-plays for developing speaking skill and and the significance of students' achievement in speaking performance after learning English through role-plays. The method implemented was a quasy experimental study. The result from the pre-test and post-test demonstrated a significant improvement in the quality of the

students' speaking performance in the experimental class while the quality of students' speaking performance in control condition was slightly improved. Role-play is an effective strategy to develop English speaking performance particularly students in vocational class or students in a specific need of English.

The impact of 'role play' on fostering EFL learners' speaking ability: A task-based approach

Aliakbari and Jamalvandi (2010) adopted an experimental research method in this study. Participants were 60 learners, randomly selected for the purpose of the study. the study utilized IELTS speaking tests in its pretest and posttest. The result confirmed the difference between the two groups and the positive effect of Task Based Language Teaching oriented role-play technique. It also reveals that the experimental group has outperformed the control group. The results extracted from the findings of the study made it certain that role-play has shown to be an effective and fruitful activity for English learning courses.

Methodology

This pedagogical study aimed at enhancing seventh grade students' oral skills through the implementation of role-plays. In order to achieve this goal, Kusnierek (2015) suggested some steps to follow when implementing role-plays in the classroom. This methodology went from the engage stage and study stage to the active stage. These stages are explained below.

Engage stage

In the engage stage, the idea was to catch the students' attention and interest about the topic. In doing so, the teacher provides information concerning to the topic of the input (task, rules, background and technical data) and linguistic input (vocabulary commonly used, expressions and specific grammatical constructions). For instance, the topics suggested by the institution for the first 3 weeks are: Food vocabulary, quantifiers and the use of there is and there are. Therefore, during the engage stage, that vocabulary and grammar rules were explained to the students.

Study stage

In the second stage, students were asked to practice the vocabulary, expressions and constructions previously taught by the teacher through different types of exercises. Once students have reinforced that knowledge, practice was enabled in the classroom. Accordingly, diverse scripted role plays were shown to the students in order to acclimate and provide them with an overview of the communicative product they were asked to perform.

Activate stage

At this final stage, students were asked to put language into action. After having learned the language and practiced it, it was now the time to activate that knowledge, in this case, by performing a role play based on the main topic taught since the engage stage. Notably, students' performance was evaluated considering aspects such as preparation, pronunciation, creativity and the use of the grammar and vocabulary taught in previous classes. Finally, after the students' performance, an accurate feedback was given individually.

Additionally, during the eight weeks established for the implementation of the project, students were asked to perform two role plays. Hence, one week was devoted for each one of the stages. One week for the engage stage, one week for the study stage and finally one week for the activate stage. In the following table it is possible to observe the time table of the pedagogical component.

Table 4. Timetable of the pedagogical component

Week	1 13th – 17th May	2 20th – 24th May	3 27th – 31st May	4 3rd – 7th June	5 10th – 14th June	6 8th – 12th July	7 15th – 19th July	8 22nd – 26th July
Activities	Presentation of the project to the students		Study stage (presentation of the topic and product activities)	1st product Activate stage (students present the 1 st role-play about going to the market or to the restaurant)		Engage stage (opening, warm up and introduction of a lesson.) Self presentation	Study stage (presentation of the topic and product activities)	2nd product Activate stage (students present the 2 nd role-play about job interview)
	Engage stage (opening, warm up and introduction of a lesson.)		Quantifiers and the use of there is and there are (grammar) and greetings (speaking)	Evaluation and feedback			Verb to be (grammar) and demonstrative adjectives.	
	Food and drinks (vocabulary)							

Planning

The planning of a lesson was a key aspect for the success of a class. It allowed the pre-service teacher to organize the class into several phases that guided the progression of the activities. Hence, Brown (2001) suggests the following stages to organize a class planning:

- **Opening:** It is the first contact that the teacher has with the learners. In this part the pre-service teacher follows the routine implemented by the school when starting a class (initial greeting and the prayers).
- **Warm up:** It is commonly called the “Ice breaker activity”. In here, the role of the teacher is to motivate students to pay attention to the class by catching their attention with an uncommon activity.
- **Introduction of a lesson:** Its main objective is to create a connection between the objectives of the lesson and the final product which is performing a role play.
- **Presentation:** In this part, the pre-service teacher has the opportunity to explain grammar using different resources, such as images, readings, vocabulary sheet, scripted role plays, etc., in order to make the topic easy to understand but enjoyable for students at the same time.
- **Production activities:** In this part students put into practice what they had learned during the class. As a result, they are asked to perform a role play taking into account the topic and the given instructions.
- **Evaluation:** The last part of the lesson planning is the assessment of the knowledge implemented and also to give individual feedback to the students to clarify concepts, correct mistakes, etc.

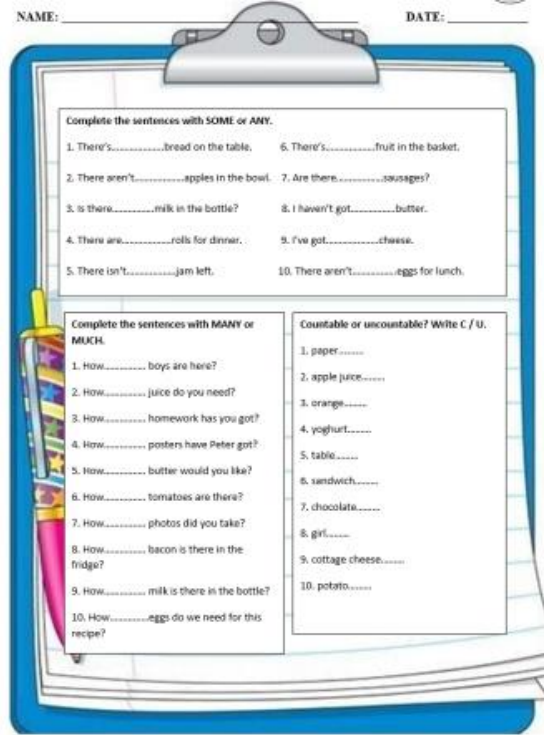
Planning of the first workshop

GROUP: 7-01		LEVEL: A1 –A2	CLASS N°: 1 DATE: May 14 th 2019
TEACHER: Jesús David Peña Maldonado			
TOPICS: Quantifiers and food			
COMPETENCES: Communicative, Linguistic, Socio-Cultural		TIME: Stage 1, 2 and 3 6 hours / 3 weeks	
COMMUNICATIVE OBJECTIVE: At the end of the class, students were able to ask for food in a situation at the restaurant.	LINGUISTIC OBJECTIVE: At the end of the class, students were able to use the quantifiers and the vocabulary about food when developing some worksheets.	SOCIO-CULTURAL OBJECTIVE: At the end of the class, students were able to describe typical dishes from Colombia and around the world.	
	STAGES	DESCRIPTION OF THE ACTIVITIES	MATERIAL
Engage stage	Warm up activity	The activity was called "Yo tengo un tic" The teacher carried out an activity in which students had to observe and repeat. The teacher began the activity making a free movement while saying "Yo tengo un tic tic tic, el doctor me ha dicho que no tengo nada pero estoy seguro de que tengo un tic tic tic." Once the teacher finished, students were asked to repeat the movement. Each student made a free movement and the others repeated it.	
	Explanation of the topic	Then. The teacher started the explanation of the topic on the board. The teacher explained the use of the quantifiers, their meaning, when they should be used, and how. This explanation was complemented with the vocabulary of food.	Markers, board

Study stage	Activities	<ul style="list-style-type: none"> • Once the engage stage finished students were asked to develop two worksheets. In the first worksheet students were asked to classify the food into countable and uncountable (Appendix 1). • The second worksheet was about quantifiers. This activity was composed by three points (Appendix 2). <ul style="list-style-type: none"> - In the first point, students were asked to complete the sentences with SOME and ANY. - In the second point, they had to complete the sentences with MANY or MUCH. - Finally, in the third point, students had to classify the food into countable and uncountable. 	<ul style="list-style-type: none"> • Pen, pencil, worksheet and dictionary
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NAME: _____

DATE: _____



Complete the sentences with **SOME** or **ANY**.

1. There's.....bread on the table.
2. There aren't.....apples in the bowl.
3. Is there.....milk in the bottle?
4. There are.....rolls for dinner.
5. There isn't.....jam left.
6. There's.....fruit in the basket.
7. Are there.....sausages?
8. I haven't got.....butter.
9. I've got.....cheese.
10. There aren't.....eggs for lunch.

Complete the sentences with **MANY** or **MUCH**.

1. How..... boys are here?
2. How..... juice do you need?
3. How..... homework has you got?
4. How..... posters have Peter got?
5. How..... butter would you like?
6. How..... tomatoes are there?
7. How..... photos did you take?
8. How..... bacon is there in the fridge?
9. How..... milk is there in the bottle?
10. How..... eggs do we need for this recipe?













Countable or uncountable? Write C / U.

1. paper.....
2. apple juice.....
3. orange.....
4. yogurt.....
5. table.....
6. sandwich.....
7. chocolate.....
8. girl.....
9. cottage cheese.....
10. potato.....

NAME: _____

DATE: _____

COUNTABLE OR UNCOUNTABLE Write 'C' for countable and 'U' for uncountable!

 cucumber ()	 chocolate ()	 butter ()	 sandwich ()	 jam ()
 olive ()	 French fry ()	 chicken ()	 potato ()	 coffee ()
 meat ()	 hamburger ()	 fruit juice ()	 bread ()	 egg ()
 pepper ()	 milk ()	 tomato ()	 soup ()	 cheese ()
 cake ()	 sugar ()	 onion ()	 honey ()	 tea ()

Listening activity

- In this activity, students watched a video (Appendix 3) in which a dialogue in the restaurant is shown. With this activity students were able to identify the three stages of a particular situation at a restaurant (reception, ordering the food and paying the bill) through a global comprehension activity. Then, they watched again the video in order to identify the details, for instance, the common expressions used by the waiter and the clients at the restaurant.
- Finally, the teacher handed out a sheet (Appendix 4) in which the students could find two examples of a dialogue in the restaurant with its corresponding translation so that they were able to understand the expressions. In this sheet, there were also various expressions used at the restaurant. These expressions served for the writing of the script for the role-play.

<https://www.youtube.com/watch?v=yq1oTDqRmPY>



Examples of dialogue

- Videobeam, speakers, board and the expressions sheet.

		<p style="text-align: center;">Dialogue: Ordering Food in a Restaurant</p> <p style="text-align: center;">Script</p> <p>Waiter: Good evening sir, madam. Are you ready to order? Pedro: Yes, I <u>think</u> so. Waiter: would you like a starter? Pedro: No, I think we'll just have a main course and a dessert. Pedro: What are you having, dear? Maria: I'm going to have the fish. Pedro: And I'll have the steak. <u>Well done please.</u> Waiter: Certainly sir. And what would you like to drink? Pedro: Two glasses of red wine and a bottle of mineral water. <u>Please.</u> Waiter: And for dessert? Pedro: Fruit salad for me. Maria: And the same for me too.</p> <p>Waiter: Hello, Can I help you? Kim: Yes, I'd like to have some lunch. Waiter: Would you like a starter? Kim: Yes, I'd like a bowl of chicken soup, please. Waiter: And what would you like for your main course? Kim: I'd like a grilled cheese sandwich. Waiter: Would you like anything to drink? Kim: Yes, I'd like a glass of Coke, please. Waiter: Would Pepsi be OK? We don't have Coke. Kim: That would be fine. Waiter: (After Kim has her lunch.) Can I bring you anything else? Kim: No thank you. Just the bill. Waiter: Certainly. Kim: I don't have my glasses. How much is the lunch? Waiter: That's \$7. Kim: Here you are. Thank you very much. Waiter: You're welcome. Have a good day. Kim: Thank you. Same to you.</p>	
Activate stage	Writing the script and rehearsing	<ul style="list-style-type: none"> • In this section, students were asked to write down the dialogue in groups. They chose the role they wanted to play and they followed the three stages suggested for a particular situation at a restaurant. (Appendix B.1) • Once they finished writing the script, they gave it to the teacher in order to correct any mistake before the presentation of the role-play. In this section, each group will practice the pronunciation of the dialogue so that their performance can be improved. 	<ul style="list-style-type: none"> • Scripts

Role-play and feedback

- In this final stage students presented their role-play in front of the class. The classroom was organized appropriately and the teacher recommended making silence to the class in order to be able to hear the groups.
- Once all the groups have presented, the teacher assessed the presentation with the help of a rubric (Appendix 5) and gave a general feedback in order to improve their following presentation. In the feedback, the teacher corrected some pronunciation mistakes orally and congratulated students by their creativity and effort. At this point there were more positive aspects than the negative, even though students did not have the best pronunciation, the majority of the students did not feel anxious of speaking. Conversely, they were enthusiastic and energetic.

Realia, table, chairs, menu, money

Evaluation rubric (Appendix C.1)

	Assessment criteria	Number value					Comments
Fluency	The speaker expresses ideas slowly, looking for the expression in order to keep the main idea.	0	0.2	0.5	0.8	1.0	
Pronunciation	The speaker can be mostly understood controlling intonation and word-phrase stress of known words.	0	0.2	0.5	0.8	1.0	
Interaction	The speaker uses the expressions learned in classes, reacting appropriately to the setting.	0	0.2	0.5	0.8	1.0	
Script		0	0.2	0.5	0.8	1.0	
Creativity	The students enriches the presentation with <u>realia</u> or other tools for the presentation	0	0.2	0.5	0.8	1.0	
	Total						
Name							

Planning of the second workshop

GROUP: 7-01		LEVEL: A1 –A2	CLASS N°: 1 DATE: July 9 th 2019	
TEACHER: Jesús David Peña Maldonado				
TOPICS: Simple present and professions				
COMPETENCES: Communicative, Linguistic, Socio-Cultural			TIME: Stage 1, 2 and 3 6 hours / 3 weeks	
COMMUNICATIVE OBJECTIVE: At the end of the class, students were able to ask describe the activities developed by a particular profession in a role-play.		LINGUISTIC OBJECTIVE: At the end of the class, students were able to use the simple present to develop worksheets and sentences.		SOCIO-CULTURAL OBJECTIVE: At the end of the class, students were able to compare the difference of working in Colombia and working in a foreign country in which English is spoken.
STAGES		DESCRIPTION OF THE ACTIVITIES		MATERIAL
Engage stage	Warm up activity	The activity was called "sing with me" In this activity the teacher sang a catchy song, clapping and using the auxiliaries from the simple present in their positive and negative forms. For instance "I sing, I don't sing, she sings, she doesn't sing." Then the teacher asked students to sing the song with another verb. Once all the students participated, the teacher continued with the class		
	Explanation of the topic	Then. The teacher started the explanation of the topic on the board. The teacher explained to the students the three forms of the simple present, how to use auxiliaries and when to use them.		Markers, board

Study stage	Activities	<ul style="list-style-type: none">● Once the engage stage finished students were asked to develop two worksheets. In the first worksheet students were asked to write the affirmative and negative forms of the simple present. Then, they were asked to write the number of the sentence that matches with the image● In the second worksheet was composed by two points<ul style="list-style-type: none">- In the first point, students were asked to complete the blanks with the Present Simple of the verbs in the box.- In the second point, they had to look at the pictures and write questions and answers, as in the example.	<ul style="list-style-type: none">● Pen, pencil, worksheet and dictionary
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NAME: _____ DATE: _____

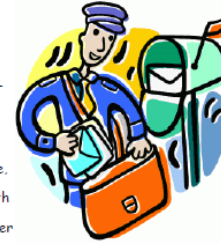
Garfield's hobbies

1. He _____ (swim) in the sea (+)
2. He _____ (play) the violin (-)
3. He _____ (ride) his bike (+)
4. He _____ (run) very fast (-)
5. He _____ (play) basketball (+)
6. He _____ (cook) soup (-)
7. He _____ (dance) (+)
8. He _____ (ride) his bike (-)
9. He _____ (play) baseball (+)
10. He _____ (water) the plants (-)
11. He _____ (skateboard) (+)
12. He _____ (ice-skate) (-)
13. He _____ (surf) (+)
14. He _____ (fish) (-)
15. He _____ (drive) his car (+)
16. He _____ (surf) the net (-)
17. He _____ (write) (+)
18. He _____ (mop) the floor (-)
19. He _____ (eat) pizza (+)

C. Complete the blanks with the Present Simple of the verbs in the box.

go ~~work~~ ride deliver love jog rest fish walk

Mr Letty is a postman. He doesn't work in the post office. He always **works** outside in the streets. He _____ letters to all the people in the neighbourhood every day. He doesn't _____ but he _____ his motorbike. At the weekend, Mr Letty doesn't work. He _____ . He _____ the countryside, so he always _____ to his country house with his wife. Mr and Mrs Letty _____ in the river and they _____ in the woods every weekend.



D. Look at the pictures and write questions and answers, as in the example.

1. play / the guitar / in the afternoon

Does he play the guitar in the afternoon?

No he doesn't play the guitar in the afternoon.

He plays the accordion.



2. walk / after lunch



3. ride / their / bicycles / to work / every day



Listening activity

- In this activity, students watched a video in which a dialogue about professions was shown. With this activity students were able to identify the three stages of a particular situation in which someone asks about your occupation (greeting, questions stage and farewell) through a global comprehension activity. Then, they watched again the video in order to identify the details, for instance, the common expressions used, and how the character asks a question using the simple present.
- Finally, the teacher handed out a sheet in which the students could find one example of a dialogue in which three friends ask questions about the occupations they have. In this sheet, there were also various expressions and questions they could use to get information about someone else. These expressions served for the writing the script for the role-play.

<https://www.youtube.com/watch?v=93wH-ui2S9A&t=1s>



Examples of dialogue

- Videobeam, speakers, board and the expressions sheet.

		<table border="1"> <thead> <tr> <th>Character</th> <th>Dialogue</th> <th>Translation</th> </tr> </thead> <tbody> <tr> <td>Yuri Fernandez</td> <td>Good morning everyone, I am Yuri and I am the secretary of the lawyer Mr Jones.</td> <td>Buenos días, soy Yuri y soy la secretaria del abogado el señor Jones.</td> </tr> <tr> <td>Kerly Diaz</td> <td>Hello miss Yuri, I am Kerly. I want to establish a demand.</td> <td>Hola señorita Yuri, Soy Kerly. Quiero establecer una demanda.</td> </tr> <tr> <td>Maria</td> <td>Me too, miss Yuri, I am Maria.</td> <td>Yo igual, señorita Yuri. Yo soy Maria.</td> </tr> <tr> <td>Yuri Fernandez</td> <td>Okay, but wait while I organize the agenda.</td> <td>Esta bien, pero esperen mientras yo organice la agenda.</td> </tr> <tr> <td>Kerly Diaz</td> <td>I understand, there is no problem</td> <td>Entiendo, no hay problema.</td> </tr> <tr> <td>Maria</td> <td>I hope this doesn't last too much. I need to come back to work</td> <td>Espero no demore demasiado. Necesito volver al trabajo.</td> </tr> <tr> <td>Yuri Fernandez</td> <td>Well, let me ask you. Do you have a profession?</td> <td>Bueno, dejenme preguntarles, tienen alguna profesion?</td> </tr> <tr> <td>Kerly Diaz</td> <td>Yes, I am a doctor, and I have a problem with a patient.</td> <td>Si, yo soy una doctora, y tengo un problema con un paciente.</td> </tr> <tr> <td>Maria</td> <td>And I am a musician, some is stealing my instruments.</td> <td>Y yo soy musica. Alguien esta robando mis instrumentos</td> </tr> <tr> <td>Yuri Fernandez</td> <td>I understand, where do you usually work?</td> <td>Entiendo ¿Donde trabajan usualmente?</td> </tr> <tr> <td>Kerly Diaz</td> <td>Well, normally, I work at the hospital.</td> <td>Bueno, normalmente yo trabajo en el hospital</td> </tr> <tr> <td>Maria</td> <td>In my case, I work in concerts and in auditoriums.</td> <td>En mi caso, yo trabajo conciertos y en auditorios.</td> </tr> <tr> <td>Yuri Fernandez</td> <td>As you can see, I wear a formal uniform. Do you use uniform in your work?</td> <td>Como pueden ver, yo uso uniforme formal. Ustedes usan uniforme en sus trabajos?</td> </tr> <tr> <td>Kerly Diaz</td> <td>Yes, I do. I wear white uniform and syringes.</td> <td>Si, yo uso uniforme blanco y jeringas.</td> </tr> <tr> <td>Maria</td> <td>On the contrary, I don't wear any uniform. I can wear anything I want.</td> <td>Por el contrario, yo no uso uniforme. Yo puedo usar cualquier cosa que yo quiera.</td> </tr> <tr> <td>Yuri Fernandez</td> <td>Okay guys I finished my work here, have a nice day.</td> <td>Bueno chicos, terminé mi trabajo aquí, tengan un buen día.</td> </tr> <tr> <td>Kerly Diaz</td> <td>Thank you very much, for your help. I know what to do now.</td> <td>Muchas gracias, por su ayuda, ya se que debo hacer ahora</td> </tr> <tr> <td>Maria</td> <td>Your help was very useful. Thank you.</td> <td>Su ayuda fue muy util, gracias.</td> </tr> <tr> <td>Yuri Fernandez</td> <td>You're welcome, bye</td> <td>De nada, adios.</td> </tr> </tbody> </table>	Character	Dialogue	Translation	Yuri Fernandez	Good morning everyone, I am Yuri and I am the secretary of the lawyer Mr Jones.	Buenos días, soy Yuri y soy la secretaria del abogado el señor Jones.	Kerly Diaz	Hello miss Yuri, I am Kerly. I want to establish a demand.	Hola señorita Yuri, Soy Kerly. Quiero establecer una demanda.	Maria	Me too, miss Yuri, I am Maria.	Yo igual, señorita Yuri. Yo soy Maria.	Yuri Fernandez	Okay, but wait while I organize the agenda.	Esta bien, pero esperen mientras yo organice la agenda.	Kerly Diaz	I understand, there is no problem	Entiendo, no hay problema.	Maria	I hope this doesn't last too much. I need to come back to work	Espero no demore demasiado. Necesito volver al trabajo.	Yuri Fernandez	Well, let me ask you. Do you have a profession?	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Role-play and feedback

- In this final stage students presented their role-play in front of the class. The classroom was organized appropriately and the teacher recommended making silence to the class in order to be able to hear the groups.
- Once all the groups have presented, the teacher assessed the presentation with the help of a rubric (Appendix 5) and gave a general feedback in order to improve their following presentation. In the feedback, the teacher corrected some pronunciation mistakes orally and congratulated students by their creativity and effort. At this point there were more positive aspects than the negative, even though students did not have the best pronunciation, the majority of the students did not feel anxious of speaking. Conversely, they were enthusiastic and energetic.

Realia, table, chairs, menu, money

Evaluation rubric (Appendix C.2)

	Assessment criteria	Number value					Comments
Fluency	The speaker expresses ideas slowly, looking for the expression in order to keep the main idea.	0	0.2	0.5	0.8	1.0	
Pronunciation	The speaker can be mostly understood controlling intonation and word-phrase stress of known words.	0	0.2	0.5	0.8	1.0	
Interaction	The speaker uses the expressions learned in classes, reacting appropriately to the setting.	0	0.2	0.5	0.8	1.0	
Script		0	0.2	0.5	0.8	1.0	
Creativity	The students enriches the presentation with <u>realia</u> or other tools for the presentation	0	0.2	0.5	0.8	1.0	
	Total						
Name							

Research methodology

Type of Research

This study implemented a qualitative research because the researcher was able to explore and interact with people by examining their behaviors, relationships, etc. Creswell (2007) conceived the qualitative research as “the study of research problems inquiring into the meaning individuals or groups ascribed to a social or human problem” (p. 37) Thus, researchers are able to take into account the voices of participants, the reflexivity of the researcher, and the description and interpretation of the problem.

Additionally, this pedagogical component was carried out under the parameters of an action research, which aims at providing teachers the opportunity to analyze and to improve their own practices. According to Mills (2000) action research “is a systematic inquiry done by teachers to find information about, and subsequently improve, the ways their particular educational setting operates, that means how they teach, and how well their students learn”.

Participants

This study was carried out at Julio Perez Ferrero High School located in Cucuta, Norte de Santander with the participation of seventh grade students, these groups were composed by 102 students approximately aged around 12 to 15 years with an A1 to A2 English level of proficiency according to the Common European Framework of References for languages (CEFRL). Participants were selected taking into account the time and availability of the students because the educational institution carries out several activities

all over the year, and this could affect the implementation of the project. Therefore, 7-01 grade was selected as the focus group. The sample was composed by 6 students in order to ensure an appropriate data analysis process.

Data collection instruments

Non participant Observations

Non-participant observations involved observing participants without actively participating in the classroom.. According to Creswell (2007) a non-participant observation occurs when " a researcher does not get involved directly in the activities of the research study but remains a passive observer" (p.115). During the second week of the practicum, a non-participant observation was carried out aiming at identifying the weaknesses of seven graders and examining their English level of proficiency at the very beginning of the practicum. After having observed, the researcher concluded that it was necessary to promote a different strategy in order to improve the speaking skill of the students.

Example of a non-participant observation

Observation	Description
Students	14 girls, 20 boys = 34 students per classroom
Topic	Food vocabulary
Class opening	Greeting, prayer and review of the topic (20 minutes)
Developed activities	Vocabulary group translation (10 min), vocabulary translation quiz (10 min) and vocabulary workshop (1 hour).
Class closure	Pick up the notebooks and ask students to complete the workshop at home for the next class. Organization of the room to end the day.
Discipline	Corrects bad behaviors instantly, keeps a notebook to make reports and keeps students busy with jobs.
Teacher	He followed the class plan as stipulated, the teacher used a variety of teaching materials but the focus of the class remained on him.
Interaction	The interaction is established through questions and answers (Teacher-Student), gives precise instructions and corrects immediately the errors of the students.
Teacher's communicative competences	Dominates the contents worked in class, the teacher used the foreign language appropriately and alternated the mother tongue and the foreign language in the classroom (60% mother tongue - 40% foreign language)
Materials	Dictionaries, T.V, video beam and printed material.

Participant Observation

A participant observation "is a qualitative method that aims at supporting researchers in the process of learning from different perspectives, about any given community, through the study of a population" Wayland (1998). Therefore, three participant observations were carried out during the implementation of the study in order to

analyze the effects of the implementation of role-plays to enhance 7th graders' speaking skills.

Example of participant observation

Date: 14 de mayo	Observation N°: 1
Grade: 7-01	Objective: Implementación de la primera etapa del proyecto
Topic: Vocabulario de comida y uso de cuantificadores. (Engage stage)	
Description of the activity:	Comments:
<p>1. Durante la explicación de las generalidades de mi Proyecto, los estudiantes se mostraron interesados. Incluso, realizaron preguntas para comprender mejor.</p> <p>2. Una vez iniciada la clase, implementé la primera etapa (engage stage) en la cual expliqué a los estudiantes el tema (food and quantifiers) y practicamos pronunciación.</p> <p>3. Los estudiantes consideran la repetición una herramienta muy útil para aprender la pronunciación de las palabras del dialogo. Por lo tanto, cada que tienen alguna duda de pronunciación recurren a preguntarme o al diccionario.</p> <p>4. En dos ocasiones los estudiantes se mostraban un poco perdidos, ya que afirmaban que mi manera de trabajar era diferente a la de la supervisora. Se les hacía extraño ver a un profesor diferente.</p> <p>5. En algunos momentos, la disciplina se vio afectada por interrupciones causadas por estudiantes de otros cursos.</p>	<p>1. Fue muy grato ver el interes de los estudiantes por mi Proyecto. A pesar de que no comprendían porque había un profesor nuevo en el salon, ellos prestaron atención a las indicaciones acerca de lo que se iba a desarrollar y como se iba a desarrollar mi proyecto.</p> <p>2. En la implementación de la primera etapa, los estudiantes pudieron comprender el proposito de aprender vocabulario, ya que con este, ellos serán capaces de expresarse tanto oralmente como por escrito.</p> <p>3. La repetición fue una estrategia clave para los estudiantes, ellos afirmaron sentirse a gusto ya que se les hacia facil memorizar las palabras de esta manera. También, fueron recursivos cuando no lograban recordar la pronunciación de alguna palabra, por ejemplo, la palabra Hamburger.</p> <p>4. La implementación de una estrategia a la cual ellos no estan acostumbrados generó que los estudiantes se desorientaran, ya que la supervisora tenia una rutina diferente a la que yo estaba implementando.</p> <p>5. Las interrupciones causaban que mis estudiantes se desenfocaran debido a que todos volteaban a mirar al estudiante por fuera del salon y dejaban de prestart atención a las explicaciones.</p>

Journal

According to Harmer (2002) journals “are powerful reflective devices which allow us to use introspection to make sense of what is going on around us” meaning that all teacher’s perceptions, thoughts and ideas are written down in order to reflect about class management. This instrument was implemented three times in order to help the pre-service teacher to identify the aspects that should be improved along the teaching experience.

Example of Journal

Journal N° 1

Durante mi vida entera, cada experiencia nueva que afronto me ha generado fuertes desafíos, miedos, dudas y emociones que debo controlar para que mi desempeño no se vea afectado. Como docente practicante y futuro profesional sé que siempre debo estar a la altura de las circunstancias y saber dar cara a cada situación que se presente. Durante esta semana, pude experimentar muchas emociones tanto positivas como negativas.

En el primer día, llegué con altas expectativas al colegio. Siempre trato de ser puntual y estar disponible para cualquier cosa que pueda necesitar mi supervisora. También trato de tener organizadas mis cosas, repaso el planeador, y tengo listos los trabajos a desarrollar en clase. De modo que, una vez ingresé al salón, la supervisora me presentó a los estudiantes como el docente de inglés que la va a apoyar durante las siguientes 8 semanas de clase. En mi opinión, fue muy satisfactorio oír que soy el docente que va a estar a cargo. Pude sentir que puedo lograr cualquier cosa que me proponga y que mis conocimientos están listos para ser compartidos con mis estudiantes. Durante la clase, logré conectarme con los estudiantes y traté de disfrutar al máximo el momento.

En el segundo día, todo fue más tranquilo, aunque tenía más intensidad horaria, pude sentir más tranquilidad y poco a poco fui adaptándome a mi entorno. Quiero resaltar a través de esta narrativa, el respeto y el trabajo en equipo de la planta docente de la institución, el ambiente de trabajo es muy agradable y académico. En lo que concierne a las

clases, pude desenvolverme más fácilmente y pude expresarme sin la timidez del primer día. También, logré concentrarme mejor y pude seguir el plan de clase más organizadamente, respetando los tiempos de cada actividad planeada.

Finalmente, en cuanto a los aspectos por mejorar, considero que hay tres aspectos que requieren ser enmendados para poder optimizar mi desempeño en el aula. El primero de ellos es el manejo del tablero, en algunos momentos ocupaba más espacio del necesario y escribía muy grande. De igual modo, al final de la clase hablé con mi supervisora y ella me aconsejó utilizar diferentes colores de marcadores y que escribiera con letra un poco más pequeña de modo que el espacio del tablero pueda rendir mucho más. Por otra parte, la profesora me aconsejó hablar un poco más fuerte para que los estudiantes puedan oírme más claramente. En algunos momentos, yo tendía a bajar la voz, lo cual impedía a los estudiantes comprender asertivamente lo que intentaba enseñar, siendo este el segundo aspecto a mejorar. Finalmente, el tercer aspecto es mi timidez, creo que este aspecto influye fuertemente en mi desempeño. Muchas veces siento que puedo llegar a equivocarme y que esto pueda conllevar a las burlas. Sin embargo, a medida que han pasado las clases he conseguido ir sobrellevando esta falencia.

Para concluir, creo que han sido más los aspectos positivos que los negativos. Esta experiencia es invaluable en nuestro campo de enseñanza. Muchos de nosotros tenemos el conocimiento de la lengua, pero, al momento de enfrentarnos a un aula en la cual hay una gran cantidad de estudiantes, con diferentes pensamientos y caracteres, se complica un poco todo. No obstante, en esta semana busqué mantener una buena actitud, actuar con motivación y buenas energías.

Questionnaire

According to Creswell (2007) a questionnaire is " a list of written questions to be answered by respondents of a particular study". (p.115). This instrument allowed the researcher to collect accurate information through questions that should be clearly stated in order to ease the participants' understanding. The questionnaire was implemented twice during the eight weeks of the practicum.

Example of questionnaire

Questionnaire N°1

13 de junio de 2019

Objetivo: Conocer su punto de vista acerca del primer taller donde se realizó la primera presentación en el restaurante.

Participante n°:



Pregunta	Respuesta
1. ¿Cómo se sintió mientras realizaba la primera presentación?	Tuve muchos nervios, nunca había hablado en ingles en una presentación. Pero trate de dar lo mejor ya que había practicado mucho.
2. ¿Qué estrategias utilizó para mejorar la pronunciación y poder realizar la primera presentación?	Buscaba por internet y <u>repetia</u> muchas veces para aprender <u>como se dicen</u> las palabras en inglés.
3. ¿Cuál cree usted que fue su mayor destreza durante la presentación en el restaurante?	Creo que fui organizado. Pude recordar mi texto a pesar de los nervios. Con mis compañeros nos reunimos y repetimos muchas veces el dialogo.
4. ¿Cuál cree usted que fue su mayor debilidad durante la primera presentación en el restaurante?	Mi mayor debilidad fue mis nervios. El nunca haber hecho algo <u>asi</u> . pero creo que para la próxima vez lo hare mejor.
5. ¿Considera usted que a través de estas presentaciones sus habilidades orales en inglés pueden mejorar?	Si es muy bueno aprender a hablar y no simplemente repetir. Yo me <u>se</u> el padrenuestro pero de memoria. Con esta actividad logro hablar libremente.



Table 5. Data collection and analysis' schedule

Activity	Non-participant observation	Journal	Participant observations	Questionnaire	Data analysis
Weeks					
2 nd May	X				
#1 13 th – 17 th May			x		
#2 20 th – 24 th May		x	x		
#3 27 th – 31 st May		x	x		
#4 4 th – 7 th June		x			
#5 10 th – 14 th June				x	
17 th – 21 st June					
25 th – 28 th June					
2 nd – 5 th June					
#6 8 th - 12 th July					x
#7 15 th – 19 th July				x	x
#8 22 nd – 26 th July					x

Data analysis

The inductive analysis was selected in order to ease the interpretation of the data collected from the students. According to Hatch (2002) "To argue inductively is to begin with particular pieces of evidence, then pull them together into a meaningful whole" (p. 161). Hence, to do so, Hatch (2002) suggests nine steps to carry out an inductive analysis.

Table 6. Hatch (2002) suggested steps to conduct inductive analysis

1. Read the data and identify frames of analysis
2. Create domains based on semantic relationships discovered within frames of analysis
3. Identify salient domains, assign them a code, and put others aside
4. Reread data, refining salient domains and keeping a record of where relationships are found in the data
5. Decide if your domains are supported by the data and search data for examples that do not fit with or run counter to the relationships in your domains
6. Complete an analysis within domains
7. Search for themes across domains
8. Create a master outline expressing relationships within and among domains
9. Select data excerpts to support the elements of your outline

Consequently, when starting the analysis of the data, Hatch (2002), first of all, highlighted the importance of reading the data repeatedly in order to be able to focus on the elements that suit with the aim of the study. Then, he suggested assigning a code to the identified domains and discarding the ones that do not fit. In the fourth step, the author

recommended to reread the data aiming at refining the codes. Thereafter, the categories were deeply analyzed in order to find relationships (similarities or differences) within and among them to, subsequently, emerge with themes that should be supported by data excerpts. These themes will be unveiled in detail in the results section.

Matrices used to analyze the data collected

Categories	Sub-categories	Description
Roleplays as a strategy for the improvement of the speaking skills	Teaching speaking	Planning
	Oral assessment	Pronunciation
		Vocabulary
		Grammar
The importance of motivation when working with role-plays	Motivation	Confidence
		Autonomy
		Creatvity
Students' weaknesses that emerged during the implementation of role-plays.	Weaknesses	Students' perceptions
		Mispronunciation

Categories	Sub-categories	Description	Data Collection Instruments
Roleplays implementation	Teaching speaking	Planning	<p>Journal</p> <p>J2: <i>“Poco a poco fui comprendiendo la importancia de la planeación, aún más cuando solo poseo ocho semanas para implementar mi proyecto, debo aprovechar cada espacio que tengo con mis estudiantes y tratar de reponer el tiempo que se ha perdido a causa de las actividades del colegio.”</i></p> <p>J3: <i>“Debido al corto tiempo que poseo tuve que adaptar las actividades del planeador que conciernen con la etapa de estudio de mi proyecto. Lo anterior con el objetivo de que mis estudiantes puedan practicar el conocimiento que se les va a evaluar y que puedan asimilarlo más rápidamente.”</i></p>
		Pronunciation	Participant observation

	<p>Oral assessment</p>		<p>PO1: <i>“Los estudiantes consideran la repetición una herramienta muy útil para aprender la pronunciación de las palabras del dialogo. Por lo tanto, cada que tienen alguna duda de pronunciación recurren a preguntarme o al diccionario.”</i></p> <p>PO3: <i>“Durante la presentación del primer producto, los estudiantes lograban en cierto grado corregirse a si mismos cuando cometían un error en la pronunciación, por ejemplo, de los auxiliaries del presente. Algunas veces olvidaban con cual auxiliar debía decirse la frase y luego recordaban y corregían su propio error.”</i></p> <p style="text-align: center;">Questionnaire</p> <p>Q1-P4: <i>“La repetición me ha ayudado mucho para aprender a pronunciar las palabras y expresiones. Al principio fue difícil pero con la práctica he mejorado.”</i></p> <p>Q1-P6: <i>“Me ha costado demasiado, el ingles es una lengua muy diferente al español. Pero con los tips que he aprendido he podido pronunciar mejor. Creo que es muy importante tener un guía ya que al escuchar la palabra puedo recordar más facilmente su pronunciación.”</i></p>
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		<p>Vocabulary</p>	<p>Questionnaire Q2-P1: <i>“Al escribir los dialogos se me facilitó mucho la parte de las comidas, con la otra profesora practicamos bastante el vocabulario de los alimentos y las bebidas. Por eso me sentí cómodo eligiendo la comida en la presentación en el restaurant.”</i></p> <p>Journal J2: <i>“Me sentí muy contento durante el roleplay del restaurante, los estudiantes utilizaron correctamente el vocabulario de los alimentos. En sus menús pidieron scrambled eggs, grilled pork, fruit salads, orange juice, water, entre otros. Realmente pudieron pedir de forma oral sus alimentos preferidos.”</i></p>
		<p>Grammar</p>	<p>Questionnaire Q2-P4: <i>“Me parece muy bien el poder utilizar lo que aprendemos a diario en una actividad que implica otras cosas a parte de las reglas de gramática. Me gusta poder expresarme y no solo hacer frases siguiendo una regla o un tiempo específico.</i></p> <p>Q2-P5: <i>“La actividad de los dialogos es una muy buena manera para ayudarnos a ir soltando la lengua. Me pasó que luego de haber hecho mi presentación, no podia creer que habia hablado en ingles, utilicé la gramática que aprendi y el vocabulario.”</i></p>
<p>English learning process</p>	<p>Students’ motivation</p>	<p>Confidence</p>	<p>Journal J4: <i>“En ambas presentaciones los estudiantes han mostrado gran interés y confianza en lo que hacen. Tanto en el roleplay en el restaurante como con el roleplay de las profesiones la mayoría ha sabido desenvolverse adecuadamente.”</i></p> <p>Questionnaire Q2-P5: <i>“Ya que el professor nos permitio elegir la profesion que</i></p>

			<i>quisieramos, me sentí muy motivado y seguro representando al ingeniero. Mi papa también es ingeniero."</i>
		Autonomy	<p style="text-align: center;">Questionnaire</p> <p>Q2-P4: <i>"Con mis compañeros nos reunimos para practicar varias veces para las presentaciones."</i></p> <p style="text-align: center;">Journal</p> <p>J3: <i>"Despues de la presentación del restaurant tres estudiantes me revelaron que para practicar la pronunciación cuando estaban en casa, utilizaban el traductor de Google y escuchaban como esta pronunciaba y repetían"</i></p>
		Creativity	<p style="text-align: center;">Participant observation</p> <p>PO3: <i>"Durante la presentación del primer roleplay pude evidenciar el compromiso de los estudiantes para con mi proyecto, la mayoría utilizaron realia en sus presentaciones para enriquecerlas creativamente."</i></p>
	Weaknesses	Students' perceptions	<p style="text-align: center;">Questionnaire</p> <p>Q1-P5: <i>"Mis mayores debilidades creo que son la pronunciación y los nervios. En la presentación del restaurante, los nervios hacían que me riera y me equivocara frecuentemente."</i></p> <p>Q1-P6: <i>"soy consciente de que tengo poco manejo del inglés y me cuesta mucho expresarme, para la presentación del restaurante tuve que practicar muchas veces."</i></p>
		Mispronunciación	<p style="text-align: center;">Journal</p> <p>J3: <i>"Durante ambas presentaciones tuve que interrumpir varias veces la presentación de algunos estudiantes debido a que hablaban con voz muy baja y no lograba comprenderse lo que decían."</i></p>

Results of the study

The data collected from the journals, participant observations and the questionnaires administered to the six participants allowed the researcher to analyze the impact of the implementation of role-plays in a seventh grade English class. Consequently, the results section was divided into three main categories.

The first category corresponds to the general objective and the first specific objective of the study, this category encompasses *the implementation of role-plays as a strategy to improve students' speaking skills*, within this category there are two sub-categories that deal with the planning of the workshops and how speaking was assessed in the classroom. The second category is correlated to the second specific objective of this study, hence, it includes one sub-category. This sub-category describes *the importance of motivation when learning English through the implementation of role-plays as a strategy*. Finally, the third category identifies the *weaknesses of the students that emerged during the implementation of role-plays*. This last category addresses the third and fourth specific objective of the study.

Role-plays as a strategy to improve seventh graders speaking skills

The main objective of the implementation of role-plays in the classroom was to ameliorate the oral skills of seventh graders. Consequently, the researcher attempted not only to teach grammar rules and vocabulary, but to find a perfect situation in which students could implement that knowledge. At the beginning of this process during the observation week, it was possible to evidence the lack of interaction and oral participation of the students in the class. Therefore, role-plays were considered as the appropriate strategy to overcome these difficulties that seventh grade students had.

On the other hand, even though the population selected was supposed to have an A2 level of English proficiency according to the Common European Framework of References for the Languages (CEFRL), the reality is that the students' from public schools do not attain this level. Moreover, the lack of monitoring and continuity of the English learning process devitalizes the opportunity of surmounting this problematic.

However, after considering these aspects it is possible to manifest the struggle of the planning stage. For that reason, activities had to be adapted to the real level of the students, contemplating always the objectives of the study as stated in the following excerpt from the journal:

J3: "Debido al corto tiempo que poseo tuve que adaptar las actividades del planeador que conciernen con la etapa de estudio de mi proyecto. Lo anterior con el objetivo de que mis estudiantes puedan practicar el conocimiento que se les va a evaluar y que puedan asimilarlo más rápidamente."

Consequently, through this excerpt it is evidenced that lesson planning is a solid utensil that implies considering unexpected situations. Despite that lesson planning demands time, it "can help teachers to achieve the goals and objectives appropriately as well as help them have great self-confidence and get rid of problems." (Ali and Mina, 2014, p.30). Therefore, contemplating that in order to be able to talk, to express ideas in front of others it is vital to transmit reliability, in this case, to the students. Accordingly, the lesson planning allows having that self-confidence that the students should perceive.

Thus, once the workshop was planned, it was the time to communicate to the students the elements that integrate it. During the workshops, students were supposed to,

first of all, understand the topic and internalize it (engage stage). Once, the explanation of it concluded it was the time for them to continue to the next phase, which led them to the practice (study stage). In this phase, the pre-service teacher displayed a video concerning the main topic of the lesson. Then, with the help of the students and the video, the teacher explained the steps to follow with the purpose of guiding the students facilitating their performance. Moreover, a sheet full of expressions was delivered to ensure they could write a cohesive and coherent dialogue to perform in the final stage (activate stage). In the last phase, the students were demanded to give the dialogue to the pre-service teacher to, subsequently, begin with the performance of the role-play. Once the presentation ended, the teacher provided a feedback both oral and written in the evaluation rubric.

Heretofore, two of the three workshops previously established in the first report were conducted. During these two workshops emerged two final products that served to assess orally the students, taking into account three elements, pronunciation, vocabulary and grammar. These three elements were analyzed considering the other instruments in order to have a better understanding of the impact of the implementation of role-plays in an EFL classroom.

Regarding to the first element, which is pronunciation, the results have shown a positive impact in the selected population. However, in spite of the low English level of the students the pre-service teacher implemented repetition as a technique that served to mitigate that difficulty. This technique enabled the students to remind easily the pronunciation of the words. As stated in the questionnaire number two by the participant four:

Q1-P4: *“La repetición me ha ayudado mucho para aprender a pronunciar las palabras y expresiones. Al principio fue difícil pero con la práctica he mejorado.”*

Similarly, in the participant observation number one the pre-service teacher declares that:

PO1: *“Los estudiantes consideran la repetición una herramienta muy útil para aprender la pronunciación de las palabras del dialogo. Por lo tanto, cada que tienen alguna duda de pronunciación recurren a preguntarme o al diccionario.”*

Thereby, it is evidenced through these fragments of data the positive impact of the implementation of role-plays and the repetition technique on the students speaking skills. Likewise, Lufti (2017) confirms in the results section of his study that “ the repetition drill technique make the students were more active and cooperative during the speaking class. They were interested in the material given. Their enthusiasm and motivation to learn English especially improving speaking skill increased.” (p.72). At this point, the capacity of the human being to learn from his own experience and from the experience of others was vital as the pre-service teacher described in the participant observation number three:

PO3: *“Durante la presentación del primer producto, los estudiantes lograban en cierto grado corregirse a sí mismos cuando cometían un error en la pronunciación, por ejemplo, de los auxiliares del presente. Algunas veces olvidaban con cual auxiliar debía decirse la frase y luego recordaban y corregían su propio error.”*

On the other hand, with regards to the second element which is **vocabulary**, it was possible to evidence the improvement of the participants. By this point, the implementation of the engage stage at the beginning of the workshop constitutes an essential role in the

learning process. In this phase, the students not only learn the vocabulary but also they understand what they can do with that knowledge, the purpose of it. In the following excerpt from the journal number two, the practitioner narrates that:

J2: "Me sentí muy contento durante el roleplay del restaurante, los estudiantes utilizaron correctamente el vocabulario de los alimentos. En sus menús pidieron scrambled eggs, grilled pork, fruit salads, orange juice, water, entre otros. Realmente pudieron pedir de forma oral sus alimentos preferidos."

As a result, the internalization of that specific vocabulary became more practical as they knew where they could use it. However, it occurred not only with vocabulary but also with grammar. After analyzing the data, the results showed that most of the time students performed correctly during the oral production using the grammar structures learned in the study stage. Despite that the explanation of the topic did not consume the class time substantially, the participants were capable of following the grammatical rules of the simple present appropriately. Likewise, in Gongora's (2016) the author stated in the findings section of her study that role-plays "can also help develop indirectly all four macro skills (reading, writing, listening and of course speaking) and some micro skills; vocabulary and pronunciation." (p.5).

The importance of motivation when learning English through role-plays

Generally, motivation represents a crucial aspect when learning a foreign language. However, motivation can be understood in two different ways, whether intrinsically or extrinsically. Hence, to be motivated intrinsically according to Oletić and Ilić (2014) "is related to an internal wish to do something" (p.3). Consequently, this sort of stimulation

emerges from within the person; on the other hand, extrinsic motivation operates inversely. As reported by Harmer (2001) "extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel." (p.51). As a result, either if the impulse of the motivation is internal or external, its impact affects the teaching and learning process.

Accordingly, in the results of this subcategory, three aspects were supported by **motivation (confidence, autonomy and creativity)**. The first element was **confidence**; during the presentation of the role-plays the pre-service teacher was impressed because of the maturity and respect with which the participants performed the scene. The above was mainly caused by the freedom provided by the teacher, students were able to select who to work with, additionally, when writing the scripts of the role-play students had the freedom of choosing their favorite food in the first one, and their favorite profession in the second one. Evidently, the results have shown that even though it was not simple to provide students with freedom due to the possibilities of leading the workshop to discipline decrease, the 90% of the students behaved as they were expected to. As stated by the pre-service teacher, in the journal number four:

J4: *"En ambas presentaciones los estudiantes han mostrado gran interés y confianza en lo que hacen. Tanto en el roleplay en el restaurante como con el roleplay de las profesiones la mayoría ha sabido desenvolverse adecuadamente."*

Alikely, in the questionnaire number two it was possible to evidence the confidence and the motivation that helped the performance of the participant number five:

Q2-P5: *“Ya que el profesor nos permitio elegir la profesion que quisieramos, me sentí muy motivado y seguro representando al ingeniero. Mi papa también es ingeniero.”*

Continuing with the second element improved by motivation which is **autonomy** on the learning process, this aspect is, in the same way, relevant to the fulfillment of the objectives proposed. Therefore, autonomy allows students to forge progress, deeming that the pre-service teacher cannot be a constant guide. Consequently, the data collected evidenced the impact of the motivation on autonomous work as described by the pre-service teacher in the journal number three and by the participant number four in the questionnaire number two:

J3: *“Despues de la presentación del restaurant tres estudiantes me revelaron que para practicar la pronunciación cuando estaban en casa, utilizaban el traductor de Google y escuchaban como esta pronunciaba y repetían”*

Q2-P4: *“Con mis compañeros nos reunimos para practicar varias veces para las presentaciones.”*

As a conclusion, despite that the practitioner did not order to conduct these extracurricular activities, students autonomously implemented other strategies to improve their performances on the role-plays.

To conclude with the second subcategory, the last aspect shaped by the extrinsic motivation was creativity. Hence, even though the scripts of the role-plays were framed by three or four steps that students should follow, they were able to freely decide how to perform the role-plays. The results showed that in both oral productions the students implemented objects and material from everyday life as teaching and learning aids in their

oral presentations. This stimulation arose from the need of a high final grade as reported by the pre-service teacher in the participant observation number three:

PO3: *“Durante la presentación del primer roleplay pude evidenciar el compromiso de los estudiantes para con mi proyecto, la mayoría utilizaron realia en sus presentaciones para enriquecerlas creativamente.”*

This fragment of data reveals the commitment of the students and the positive influence that encourages students to enrich their performance. For instance, in the first role-play brought real food, spoons, forks, dishes, glasses, the menu and in the second role-play they were able to wear customs for the oral presentation. These details embellished the act and confirmed the positive impact of the implementation of role-plays.

Weaknesses detected when learning through the implementation of role-plays

In this last result, the researcher identified two weaknesses that impeded the appropriate performance of the participants. Even though few participants described openly the negative feelings they experienced, the other ones focused on implementing techniques to overcome that feebleness. Therefore, Rahman and Maarof (2018) suggest in their conclusions that “the ESL classroom should not be a place causing a lot of uneasiness and anxiety.” (p.8). However, during the data analysis it was possible to evidence that some students experienced *nervousness* during the presentation of the role-play. Accordingly, to support these statements participants five and six stated in the questionnaire number one that:

Q1-P5: *“Mis mayores debilidades creo que son la pronunciación y los nervios. En la presentación del restaurante, los nervios hacían que me riera y me equivocara frecuentemente.”*

Q1-P6: *“soy consciente de que tengo poco manejo del inglés y me cuesta mucho expresarme, para la presentación del restaurante tuve que practicar muchas veces.”*

As a result, the testimony provided by the participants number five and six revealed the origin of the obstacle that interfered in the performance of the participants. Consequently, nervousness was merely the product of the lack of preparation and the low level of English proficiency.

Similarly, in the second weakness which was mispronunciation, the researcher found that the lack of self-confidence when performing the role-play emerged from the lack of preparation. The pre-service teacher provided to the students enough time (a week) to prepare the presentation and the performance, however, the minority of the group performed poorly the oral product. Despite that the instructions were clearly exposed, some students used to ignore them as reported in the journal number three by the pre-service teacher:

J3: *“Durante ambas presentaciones tuve que interrumpir varias veces la presentación de algunos estudiantes debido a que hablaban con voz muy baja y no lograba comprenderse lo que decían.”*

As a conclusion, the researcher found that it is vital to clarify since the beginning of the process the rules of the game, because interrupting the performance of the participants

defocus the smooth transition of the activity itself. Oppositely, during the activate stage, the pre-service teacher was supposed to be a passive agent in the classroom.

Conclusion

The implementation of role-plays as a pedagogical strategy represented a tremendous challenge for the pre-service teacher. Considering that being a novice teacher produces a high amount of pressure caused by a lack of experience. However, even though this teaching and learning process was complex, the results overtook the expectations.

Once the workshops were carried out, it was possible to note that the selected population met the objectives appropriately. Hence, concerning the first category, role-plays were implemented aiming at enhancing students' oral skills. As a result, oral production improved as evidenced in the results of the study.

On the other hand, considering the second category, the use of contextualized grammar allowed the students to remain motivated by the fact of knowing how they could use that knowledge in real life.

Finally, it was possible to identify students' weaknesses when speaking in English through the role-plays. At this point, students stated that nervousness affected their performance. Nervousness led students to speak quietly and to forget their lines while presenting the role-plays.

To conclude, the researcher considers important to continue this process in the classroom so that students are able to maintain and improve the English speaking level they achieved during the implementation of this project.

Recommendations

When contemplating the number of aspects that affected directly the implementation of role-plays as a strategy, three of them emerged. The very first of these aspects is the lack of audiovisual resources, when developing the workshops it was crucial to provide inputs about what students were supposed to do. However, the institution had limited availability of those resources and most of the time they were lent. Hence, it is recommended for future pre-service teachers, to consider the availability of audiovisual resources when implementing this sort of strategies in their projects.

On the other hand, another aspect that affected the development of the project was time. Evidently, the pre-service teacher arrived at the institution when most of the activities developed there are conducted. This aspect caused the delay of the implementation of the workshops. As a result, it was possible to carry out two of the three workshops planned at the beginning of the process. Therefore, the future pre-service teachers should be advised about the importance of being realistic, deeming the side effects of pressuring students and the anxiousness that produces the idea of not achieving the objectives.

Chapter II

Research Component

Introduction

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

Although there is a clear interest in the evident need to understand and transform the pedagogical practice, it is also true that a large part of local studies focuses especially on the problem of learning rather than teaching.

It has been considered pertinent to formulate a project that establishes a reflexive approach on the practice as a way to objectify knowledge, behaviors and attitudes that guide the teaching work; also as an exercise of internalization, of immersion and conscious exploration of the teacher's own subjectivity, through the formulation of questions and search of information for the solution of problems and for self-recognition.

Justification

The formulation of this project in the context of the Integral Practice of Language Students, is part of the professionalizing conception of practice as a spearhead to improve the educational processes in the application centers where the teaching practice is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions and the interest in the knowledge of the models and approaches to address a problematic situation and establish an analytical view about the fact.

In accordance with the statement by the philosopher of education Jhon Dewey, a forerunner in the field of reflective thinking applied to teaching, we justify the need for this project to provide students with tools of analysis and self-observation that allow them to distinguish between the Routine action and reflexive action. We consider that a reflexive approach protects agents from the traditional context of inertia, and authority that permeate the school.

Statement of the problem

At the school, fundamental aspects of the constitution of the subjects, of the institutional life without questioning are assumed, they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of settling in a logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not encourage the emergence of problematic situations; those realities are ignored, they are invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier to the emergence of emerging practices tending to generate transformations of thought and knowledge, to meet the needs social.

Due to this situation, which affects teachers to a greater or lesser extent, it is required that the process of teacher training, encourage the teacher in training, in the future teacher, a critical spirit and reflection that contributes to the improvement of their practices pedagogical, so that these in turn are essential elements that impact and transform their work and their future professional performance.

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

How 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 objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To analyze own beliefs about the work of teachers and students.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of the present study. In order to have a better grade of clarity on the concepts covered in this research project, we present an approximation to each one of them.

The Teaching Profession

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

The teaching profession requires a series of competence, which currently establish a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must act in accordance with some competence in the discipline that allow him to master a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity. As well, every teacher should have abilities in the organization of content that is to say that the pedagogical practice not only requires ordering its components to be learned by the students, but to predict the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or to anticipate the practice of teaching.

The Reflection

To talk about reflection, it is necessary to talk about different conceptions of notion. For that reason, to deepen its definition, two aspects will be taken into account: reflection as process, and reflection as thematic. (Correa Molina et al., 2010)

The Reflection as process

The reflection is made from a series of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al., (2010), reflecting on experience implies “a type of reflexive dialogue with the situation, where language would favor access to the experiences of the individual, which would allow a new structuring of the situation”²

The stages of the process of reflection as process are evidenced in the following scheme:

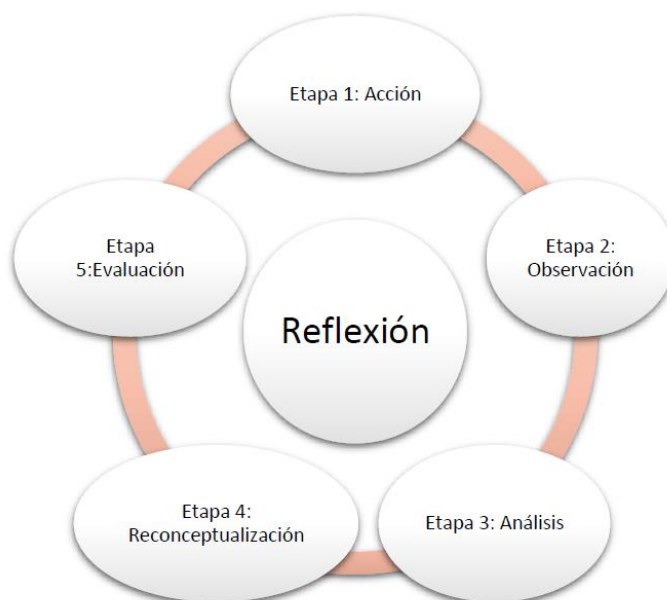


Figure 1: Process of reflection

Reflection as a theme

The concept of reflection is based on a subject that is related to this concept. For this and taking as reference to Grimmet et al., (1999) cited by Correa Molina et al., (2010), the reflection is based on three perspectives: the reflection as instrumental mediation of action, the reflection as a deliberation and the reflection as a reconstruction of experience. Being for the first two perspectives, the external aspects, and the source of knowledge that allows reflection; and the contextual aspects which allows to make the exercise of reflection in the third perspective. At the same time, these perspectives have mediators so that this process is executed; in the first instance is the action, the context, the colleagues and the person who reflects.

The reflexive practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teacher examines its own practice and the repercussion that it has generated; that is capable of objectifying their behavior, and of assuming the different roles in the pedagogical relation.

The teacher plays a central role in the current educational world; acts in a complex space subject to a constant change determined by the interaction of various factors and conditions. The teaching profession requires that “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt & Elliot: 1986). In this context the problems of practice and of the class spaces request a particular treatment oriented to the understanding and to the social interaction.

The need of articulating the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and to look for ways to attend to these phenomena to make school work effective.

This study served the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999)

According to Van Manen (1997), there are different levels of reflexivity, in a very first level in the classroom is given the effective application of skills and technical knowledge; reflection applies to the proper selection and use of strategies that the teacher will use.

In a second level, reflection carries on the implicit suppositions in the specific practices of the classroom. Then we analyze the consequences of the strategies adopted, the curricula, and the practices are then chosen for the application of educational criteria to the practice of teaching to make educational decisions adapted to the institutional reality and to the contexts.

On a third level Van Manen establishes an exercise in critical reflection; at this level he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

The pedagogical practice

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classifying the practice; Zeichner suggests several modalities of practice:

- **The academic practice**

It is aimed at preparing teachers who are able to reflect on the courses they teach, so that they are transformed into understandable structures for the students.

- **Social Efficiency Practice**

The aim is to achieve an effective teaching through the application of didactic techniques that are inferred from general principles that have arrived from the pedagogical research. In this case, reflection is a strategic decision: “to select among the range of available techniques what is considered most effective”

This is the way of proceeding from technical rationality.

- **Developmental**

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

- **Social reconstruction**

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

- **Generic**

The plans refer to reflection in a generic way, but without specifying the pretensions of the plans or the contents on which to reflect nor the strategies to encourage reflective learning.

- Reflection Activators

According to Schulman (1987), these triggers are the cognitive foundations of the teacher about 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 of Reflective Thinking

This element of reflective thinking relates to “the moral and ethical aspects of compassion and social justice” as suggested by Sparks-Langer and Colton (1991: 39). The interest in social justice and ethics in education. These authors established classification categories of knowledge.

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

According to Georgea Spark-Langer and Amy Colton, the narrative element is another component of reflective thinking that is included in the present study as an instrument. This is related to the teacher’s narratives, to encourage the stories of their experiences in the classroom and to fulfill diverse functions in subjectivity,

and in the constitution of subjectivity. In this component are located the teachers' journals in which writing unleash the elaboration of the reflective thought of the teacher, about their experiences of practice, objective and subjective and intersubjective.

Methodology

The methodological strategy proposed has as its central axis the continuous reflection that contemplates the realization of meetings for the strengthening of the collective of practice as an initial space of approach of the educational problematic and labor. The principles of organization are autonomy, planning and self-observation.

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

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

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

Reflective workshops

The purpose of the reflective workshops' was to guide the pre-service teachers' reflection, but at the same time to socialize and share experiences of each teaching process to enrich their training and to insert new tools that allow them to transform their pedagogical practices. This instrument was implemented three times.

Example of reflective workshop

PRIMER TALLER DE REFLEXIÓN

NOMBRE DEL ESTUDIANTE: Jesús David Peña Maldonado

INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Julio Perez Ferrero
Sede 1

CIUDAD: Cúcuta

DEPARTAMENTO: Norte de Santander

1. Responda las siguientes preguntas:

OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN:

a. ¿Qué aprendió durante la semana de la observación institucional?

Durante la semana de observación institucional aprendí acerca de los aspectos que rigen a la institución como por ejemplo, las características que debe poseer un miembro de la institución en cuanto a comportamiento y sus valores, también aprendí acerca de los lineamientos que presiden a la institución, las autoridades a cargo de ella, el tipo de enfoque que implementan durante el proceso de enseñanza y las estrategias para desenvolverme en el aula.

b. ¿Por qué considera importante el desarrollo de la semana de observación institucional?

Considero importante el desarrollo de la semana de observación institucional porque esta nos brinda la oportunidad de conocer que pasos sigue el docente dentro del aula, como implementa las actividades y que tipo de estrategias usa para el manejo de un grupo de estudiantes. Por lo tanto, el poder conocer estos aspectos antes de enfrentarme a esta realidad es vital para poder desenvolverme con más facilidad.

c. ¿Por qué considera importante el hecho de socializar la observación institucional con los demás compañeros?

El socializar la observación institucional con los demás compañeros permite que podamos aprender acerca de cómo se rigen otras instituciones, a qué realidades tendré que enfrentarme posiblemente en un futuro cuando ya sea docente.

d. ¿Qué se puede aprender mediante dicha socialización?

De la socialización de la observación institucional podemos aprender a reconocer los diferentes enfoques y estrategias de enseñanza implementadas en otras instituciones.

Podemos ver desde diferentes perspectivas las habilidades que privilegian algunas instituciones.

PRÁCTICA PEDAGÓGICA EN EL AULA:

a. ¿Cómo se sintió en la primera clase que desarrolló?

Honestamente, sentí muchos nervios. Fue una experiencia muy diferente a cualquier otra que haya tenido en el pasado. Presentarse frente a un curso por primera vez como el docente encargado requiere de mucha fortaleza y confianza. Sin embargo, la seguridad en mí mismo volvió a medida que pasaron los minutos y fui entendiendo que estoy hecho para esto, que soy capaz y es lo que siempre soñé ser.

b. ¿Cuál cree usted que han sido los obstáculos que han impedido el desarrollo de la práctica pedagógica? ¿Cómo los ha enfrentado?

El principal obstáculo al que me he enfrentado es el tiempo. Desde mi llegada a la institución se han desarrollado cinco actividades que han impedido el desarrollo normal de las clases. Este aspecto ha perjudicado de cierta forma mi práctica integral ya que no podré cumplir al 100 por ciento con el cronograma establecido en la propuesta de práctica. Para tratar de enmendar el tiempo perdido, tuve que hablar con un docente para que me regalara al menos una hora (45 minutos) de su clase para poder trabajar con los estudiantes que elegí como muestra para mi proyecto, ya que de lo contrario no tendría el tiempo suficiente.

c. ¿Qué aspectos ha sentido que ha mejorado en su práctica pedagógica?

Principalmente, siento que ha mejorado mi confianza. El hecho de saber que estoy dando lo mejor de mí para cultivar el conocimiento que poseo en los estudiantes hace que me tranquilice. También he sentido una mejoría en cuanto a mi metodología de enseñanza, he logrado establecer los tiempos adecuados para implementar actividades evitando caer en simplemente explicar el tema. Además

d. ¿Qué aspectos usted considera que debe seguir mejorando?

Considero que debo seguir mejorando en cuanto al manejo de grupo en momentos de indisciplina. Suele ser muy desgastante y desalentador cuando vez que no todos prestan

atención y no todos desean aprender. En cierto modo es frustrante no encontrar la forma de llegar a esos estudiantes.

PROCESO DE PRÁCTICA INTEGRAL:

a. ¿Qué aspectos positivos considera usted, el hecho de desarrollar la práctica en este contexto?

Los aspectos positivos son innumerables, el estar en contacto con esta realidad antes de ser profesional logra abrirte los ojos. Estar en los pies de un docente y saber a qué me voy a enfrentar en un futuro me ayuda a estar preparado para ello. Tener la oportunidad de aprender acerca de cómo manejar un grupo, qué tipo de actividades se desarrollan en una institución, el poder conocer por completo cual va a ser mi rol no solo en el aula sino como agente activo de la institución.

b. ¿Qué aspectos le inquietan de la práctica?

Honestamente, me inquieta el hecho de no saber cómo estoy haciendo las cosas, el no saber si voy por buen camino y el no saber si lograré los objetivos que me propuse debido al tiempo que la institución ha dedicado a actividades administrativas.

c. ¿Qué aspecto de mejora propone para la práctica integral?

Considero que este tipo de espacios de práctica en instituciones deberían implementarse antes del décimo semestre.

ROL DE SUPEVISORES:

a. ¿Qué rol ha tenido el supervisor en mi práctica pedagógica?

Mi supervisora de práctica ha sido una herramienta muy útil la cual me ha permitido mejorar en aspectos tanto actitudinales como metodológicos. Ella ha sabido guiarme apropiadamente y me ha sabido dar a conocer mis debilidades y como sobreponerme. Siempre ha estado muy atenta cuando ve que las cosas se me están saliendo de las manos.

b. ¿Qué rol ha tenido el tutor en el desarrollo del proyecto?

Mi tutora ha sido también un gran apoyo en lo concerniente al desarrollo de mi proyecto. Me ha ayudado con ideas y me ha sugerido opciones que pueden permitirme cumplir de forma más precisa mis objetivos.

GRADO DE AVANCE DEL COMPONENTE PEDAGÓGICO:

a. ¿Cuántas intervenciones he podido realizar, aplicando el proyecto? Ventajas o desventajas encontradas.

Mi proyecto está basado en la implementación de los *roleplays* como estrategia para promover la producción oral. Para cumplir con esta meta, establecí tres etapas. La primera, consiste en el abordaje del tema, aquí presento a los estudiantes el tema y les explico lo que ellos pueden lograr con la implementación del mismo en un contexto particular. La segunda etapa, es la etapa de estudio, en ella los estudiantes podrán poner en práctica el conocimiento adquirido durante la primera etapa. Finalmente, la etapa de activación, la cual consiste en realizar la producción oral a través del *roleplay*. Inicialmente, se estableció que este ciclo se realizaría tres veces durante las ocho semanas de práctica. Sin embargo, debido al corto tiempo que queda a causa de las numerosas actividades realizadas en la institución, solo podrán realizarse dos ciclos. Hasta el momento ya se ha completado un ciclo.

VIDEOS:

Visualice el video del link y escriba una conclusión.

Personalmente, me he sentido muy identificado con el video. Es cierto que es muy desgastante el preparar una clase para más de 30 estudiantes que solo una minoría de verdad valore ese esfuerzo. En cierto modo, llega a ser desafiante y deprimente. Sin embargo, es por ese 5%, como lo describe el video, por quienes debemos seguir avanzando. Considero que nuestro rol en el aula, también consiste en tratar de incrementar ese porcentaje. También, considero que nunca debemos perder esa llama, por más difíciles o desafiantes que se tornen las cosas. Al final, la gratitud del deber cumplido se refleja en ese 5% que logra avanzar, ese 5% que sabes que podrá enfrentarse a la realidad para la cual los preparaste.

Self-observation sheet

The main objective of the self-observation form was to guide the student-practitioner towards a view of his / her practice as a teacher and of his role in the classroom and in the environment of the educational community of which he was a part. This instrument was implemented four times.

-Motivación a lo largo de todo el proceso:

no, solo a veces los motivo a que continúen aprendiendo

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

1 2 3 4

Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1 2 3 4

Narrative

The reflection exercise allowed the student to express their work from the narrative of their experience as a way to give meaning to the daily life of the teacher. This instrument was implemented eight times.

Example of narrative

JESÚS DAVID PEÑA MALDONADO

1094274535

NARRATIVA N° 2

El objetivo de la siguiente narrativa es enunciar los aspectos relevantes ocurridos durante la semana número dos de mi práctica integral. La semana número dos trajo consigo nuevas experiencias, algunas un poco desafiantes y otras muy gratificantes. Además, esta semana se vio afectada por una actividad que impidió la continuación de las clases durante el día miércoles y jueves al igual que la semana pasada.

Desde el inicio de la semana, siempre trato de enfocarme positivamente para poder transmitir eso a mis estudiantes. Considero que una buena actitud en el aula representa un aspecto clave a la hora de enseñar. Como resultado, mis estudiantes se ven contagiados de esa energía y verdaderamente participan más en clase. Sin embargo, debido a que durante esta semana tuve que grabar un video de mi clase, debo admitir que pasé por momentos donde tuve que desafiarme a mí mismo, para no mostrarme muy estresado o nervioso. Esta semana fue bastante desafiante, ya que estuve en contacto con cursos que no tienen un buen comportamiento, y de hecho tuve que grabar mi video con uno de esos cursos, ya que hasta ese día pude conseguir una cámara para grabar la clase. No obstante, a pesar de haber desarrollado el video con ese curso, considero que todo salió muy bien. En ese día ellos participaron activamente y fue muy gratificante ver que pude "controlar" la clase adecuadamente.

En cuanto a los aspectos positivos quiero resaltar que he ido mejorando mi tono de voz, he logrado expresarme de forma más asertiva con mis estudiantes tratando siempre de hacerme entender más claramente. En cuanto al manejo del tablero, creo que aún hay aspectos por mejorar por ejemplo, el tamaño de la letra. Al contrario de la primera semana, esta vez pude ser más organizado facilitando así la fácil comprensión del tema y la escritura en el cuaderno. También quiero resaltar que la confianza en mí mismo se ha fortalecido, todo ese nerviosismo que existió en la primera semana ha ido desapareciendo, en cuanto al

manejo de los temas en clase también me he sentido más seguro. Ese miedo a equivocarme aún se encuentra presente, pero he sabido controlarlo al preparar la clase y repasarla nuevamente antes de entrar al salón.

En resumen, considero que los aspectos positivos han predominado sobre los negativos nuevamente. A medida de que el tiempo pasa y continúo en contacto con los estudiantes voy dándome cuenta que si tengo la madera para hacerle frente a esta profesión. Especialmente quiero destacar mi experiencia con primaria, es muy satisfactorio ver la sonrisa de los estudiantes al aprender nuevas palabras y al desarrollar las actividades propuestas para la clase. Acepto que aún debo mejorar en muchos aspectos, pero pienso que cada día puedo ser mejor.

Class records

Having evidence of the actions of student-practitioners in the classroom, allowed reflection on different aspects of the teaching / learning process of foreign languages that may have been taken into account or not by the teacher in training in their exercise of reflection. These registers will allow an external and constructive view of their pedagogical practices. This instrument were implemented only once.

Class record



Schedule of data collection instruments

Table 7. General schedule of the project

Activity Weeks	Narratives	Self-observation sheets	Class register	Reflective workshops	Class observations (tutors)
6 th May					
#1 13 th – 17 th May	x				
#2 20 th – 24 th May	x	x			x
#3 27 th – 31 st May	x			X 29 th May 5:15	
#4 4 th – 7 th June	x	x			
#5 10 th – 14 th June	x		x		x
17 th – 21 st June				X 19 th June 5:15 pm	
25 th – 28 th June					
2 nd – 5 th June					
#6 8 th - 12 th July	x	x			
#7 15 th – 19 th July	x			X 17 th July	x
#8 22 nd – 26 th July	x	x			

Conclusion

After analyzing the information from the narratives (8), self-observations (4), reflective workshops (2) and the classroom observations carried out by the teacher (2) and one by a classmate (See appendix 2), it was possible to evidence the importance of having a critic spirit and being reflective in the practicum process. Reflection allows a pre-service teacher not only to improve his performance in the classroom but also to transform his teaching methodology. Consequently, it is easier to identify and correct sequential mistakes through reflection; otherwise, they would simply pass unnoticed.

Evidently, in spite of the preparation that a teacher has, there are aspects that are not considered, each class is a totally different reality. Hence, the teacher and the students are not the same before the class than after the class. Consequently, the role of a reflective teacher is to ignore as less as possible, because each situation whether positive or negative allows a better understanding of the setting. In my personal case, every experience was unexpected within the classroom, and this caused a huge augmentation of my insecurities, doubts, anxiousness and nervousness.

However, it was through reflection that I realized how prepared I was and that there was nothing to fear, even though I was a novice teacher, I was there for learning how to teach. Additionally, with the help of the narratives, reflective workshops, classroom observations and the feedbacks received I could understand, for instance, that it was not only me who was experiencing those feelings. It helped me a lot to be more confident when teaching.

On the other hand, reflecting on the class planning allows a better development of the class itself and a better performance regarding the students' participation and motivation. Once the weaknesses and strengths of the students are unveiled, the teacher can adapt the activities so that the students are capable of understanding what they are supposed to do. Similarly, it also helps to perceive which activities expose the best from the students and which others lead to indiscipline or demotivation.

Thus, reflection opens the door to several solutions to common teaching and learning obstacles. For instance, there are in the classroom students that learn differently, meaning that, some students can understand a particular topic quicker than the others. Hence, the pre-service teacher should be aware of the diversity of intelligences that co-exist in the classroom. In this case, it is necessary to reflect on the activities to implement in order to include all the students and to avoid disinterest and low participation.

To summarize, the implementation of reflection represents a fundamental part in the teaching-learning process. Its contribution permits the continuous progress and improvement by understanding the obstacles and finding a possible solution for them. As a result, the reflective individual takes advantage of every situation, even in problematic moments.

Chapter III

Outreach component

Introduction

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

With a view of promoting the learning of the English language in Colombia and making Colombians more competitive citizens, in 2004 the Ministry of National Education launched its policy of bilingualism whose main objective is “To have citizens capable of communicating in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in cultural openness” (p. 14). This is how this Ministry has been implementing a wide variety of strategies at different levels of education with a view to achieve this goal, a clear example of which is the creation of English quality standards for basic and secondary education.

This program has been developed throughout the country and has integrated the work done by the secretaries of education, public and private universities and language centers, however, the results obtained so far have not been very encouraging since many educational institutions have not yet been impacted by it.

As far as primary school is concerned, the National Government favors the extension of the coverage of English language teaching to children, since many of these

educational establishments sometimes do not have an English teacher who guides teaching-learning and thus the results of the national-level evaluations are not very encouraging.

The University of Pamplona in Colombia, in its capacity as a public institution that trains teachers and, more specifically, the Bachelor Program in Foreign Languages English-French, has approached the reality that faces the primary schools of the city of Pamplona with regards to the National Policy on Bilingualism; many of the educational institutions in this city do not have an English teacher to attend to the training needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal of social projection seeks to meet the needs of English education of the primary school children in the city of Pamplona, and integrate the training in foreign languages of students of the English-French Foreign Language Program to the educational reality of this sector in order to reduce the gap between public and private schools in the area of foreign language.

Government policies identify the problem, but their attention is not filled with regulations, effective support is needed, in this case, trainers in the area of foreign languages, so that the results of examinations and tests of our students will be in accordance with the proposals.

Justification

Nowadays, learning and acquiring a foreign language allows us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aimed at raising consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector.

The implementation of this project favors both the institutions and the student population of the city of Pamplona, as well as the Program of Foreign Languages and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

Objectives

General objectives

- To meet the educational needs in English of the primary school children in the city of Pamplona.
- To integrate the foreign language training of students of the English-French Foreign Language Program into the educational reality of English teaching at the primary school in the city of Pamplona.

Specific objectives

- To meet the educational needs in English of the primary school in the city of Cucuta.
- To integrate the foreign language training of students of the English-French Foreign Language Program into the educational reality of English teaching at the primary school in the city of Cucuta.
- Articulate the formation of students of the Bachelor Program in Foreign Languages English-French with the programs of social projection offered by the Office of Social Interaction of the University of Pamplona.

Methodology

FOSTERING COOPERATIVE WORK IN 1ST AND 2ND GRADERS AS A STRATEGY TO IMPROVE THE LEARNING OF FOREIGN LANGUAGES (ENGLISH)

School context

This project was implemented at the second headquarters of the Julio Perez Ferrero School which is located in San Miguel neighborhood. The population was students from 1st and 2nd grades, their ages range from six to eight years old.

General objective

To promote cooperative work in students from grades 1 and 2 as a strategy to promote and improve the process of learning the foreign language (English).

Specific objectives

- Encourage a supportive environment that allows students to feel comfortable working cooperatively with their peers.
- Plan activities that promote group work in order to improve student interaction.
- Implement activities with didactic materials adapted to the level of the students.
- Promote the learning of the target language in conjunction with its culture of origin

Pre-service teacher schedule for primary school

Table 8. Pre-service teacher schedule for primary school

Days of the week	Wednesday	Friday
Grade	1-02	2-02
Time	2 hours 1:15 to 3:15 p.m.	2 hours 1:15 to 3:15 p.m.

Schedule of activities for primary school

Table 9. Schedule of activities for primary school

Week	Topic	Materials
1	Greetings	<ul style="list-style-type: none">• Song about Greetings in English.• Form groups and write
2	Days and months.	<ul style="list-style-type: none">• Game• Flashcards
3	Family members and the verb to be	<ul style="list-style-type: none">• Song• Color the drawing
4	Hobbies and professions	<ul style="list-style-type: none">• Worksheet• Flashcards
5	Weather	<ul style="list-style-type: none">• Color the drawing• Game
6	Clothes	<ul style="list-style-type: none">• Color the drawing• Game
7	Food	<ul style="list-style-type: none">• Worksheet• Color the drawing
8	Likes and dislikes	<ul style="list-style-type: none">• Game• Worksheet

Example of a primary lesson plan

<p>GROUP: 2-02</p>	<p>LEVEL: A1</p>	<p>CLASS N: 7 DATE: May 24th 2019</p>
<p>TEACHER: Jesús David Peña Maldonado</p>		
<p>TOPICS: Greetings.</p>		
<p>COMPETENCES: Communicative, Linguistic</p>	<p>Time: 2 hours (13:15 – 15:15)</p>	
<p>COMMUNICATIVE OBJECTIVE: At the end of the class, students were able to greet correctly</p>	<p>LINGUISTIC OBJECTIVE: At the end of the class, students were able to identify the correct use of the greetings depending on the time.</p>	

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	<ul style="list-style-type: none"> The teacher greeted students and introduced himself to the class. The printed behavior rules (Appendix 1) were established by the teacher, they were stuck on the wall around the classroom while teachers read and explain each one of them. 	10 mins	<ul style="list-style-type: none"> Speaking. 	<ul style="list-style-type: none"> Printed behavior rules
Warm-up	<ul style="list-style-type: none"> Simon Says The students were asked to follow the commands of Simon. For example, "Simon says, jump". "Simon says, sit down". "Simon says, stand up". This activity helped students to be more attentive to the class and t also helped them to easily understand the commands of the behavior rules 	10 mins	<ul style="list-style-type: none"> Speaking, listening. 	
Explanation of the topic	<p>Then. The teacher started the explanation of the topic on the board.</p> <p>He wrote them in English, in order to associate the expression in English with the expression in Spanish, Once the teacher has explained the topic he chekced the pronunciation</p>	<p>15 mins</p> <p>5 mins</p>	<ul style="list-style-type: none"> Speaking, listening. 	<ul style="list-style-type: none"> Markers, board.

Conclusion

The third component was mainly focused on the labor carried out at primary school in my integral practicum. Regarding the objectives, throughout these eight weeks of pedagogical practicum it was possible to encourage students to feel comfortable working cooperatively with their peers. Primary students were more attentive and participative when they were asked to work in groups. Therefore, the activities were designed to stimulate students to be competitive and to support their team. Frequently, students did not even realize that they were using English to communicate in the classroom. It was very satisfying to feel the energy they emanate in the classroom.

Hence, when planning the classes I used to prepare worksheets in which the students had to color, cut, paste and write depending on the topic of the class, additionally, I always attempted to integrate students in different ways allowing them to interact with all their classmates. For example, I implemented activities like "girls vs boys" or I divided them by rows. Primary students were very active, consequently, I tried to use that energy in favor of the classes.

As a result, being able to contribute to the learning of a foreign language in children has restored my self-confidence. Teaching children is fascinating; I have noticed that there was something in me that radiate powerfully. I could feel that I was born for this. Additionally, the opportunity I had to teach children has improved my ability to organize activities adequately. Children learn very fast, nevertheless, I have realized that they need to activate that knowledge numerous times through different activities. Genuinely, I

expected to have more contact with this population. I surprisingly enjoyed my work with them, and this has rebuilt my fortitude, tenacity and determination.

Concluding with the outreach component, I have to mention that the objectives were accomplished, in spite of the vanished time. Collaborative activities were appropriately implemented in the classroom. Furthermore, the implementation of didactic material guided the learning process of the students as established in the general and specific objectives. Ultimately, the only aspect affected by the lack of time was the chronogram of activities proposed at the beginning of the practicum.

Chapter IV

Administrative component

Introduction

Julio Perez Ferrero School is an institution that carries out several activities during the scholar year with the purpose of integrating the complete educative community and to strengthen the good atmosphere between students and teachers. Consequently, the pre-service teacher will have the opportunity to cover many administrative tasks that will allow him to be part of the community, to analyze the way an institution works and to learn how to manage a real teaching context.

Objectives

General objective

- To participate in the administrative activities proposed by the Julio Perez Ferrero School.

Specific objectives

- To be an active participant in the administrative events proposed by the Institution in order to create an appropriate atmosphere.
- To motivate students to learn English through the different activities projected.

Methodology

During the scholar year, several activities are carried out in order to join all the members of the institution in a particular event. In these events, the members of the educative community can share and enjoy presentations, role-plays, folkloric dances, music, and songs, among others. The activities depend, mainly, on the type of celebration, some of them are cultural, religious, affective and commemorative. Therefore, the immersion in this context allows the pre-service teacher to get familiar with the reality of the educative environment.

Schedule of activities

Table 10. Schedule of activities

From May 13th to July 27th, 2019	
Event	Date
Mock earthquake	14/05/2019
National Philosophy Forum on Memory, Truth and Non-repetition	16 and 17/05/2019
Praying the rosary	From 1 st May to 31 st May
Flag raising of the teacher's day	31/05/2019
Intercollegiate competition	06/06/2019

Mock earthquake – 14/05/2019

During this event that lasted two hours, my role consisted on helping seventh grade students to remain calm during a possible high risk situation. Once the alarm rang, all the students became impatient they just wanted to go downstairs as fast as they could.

However, with the help of the supervisor we asked them to be organized. Once the students arrived to the first floor they were asked to go to the rest yard which is the safest place at the high school. There, some teachers explained to the students the importance of being

prepared for a possible earthquake. In this lecture, the teachers advised students about the risks they can experiment if they are not calmed down. At the end of this activity I learned to be prepared for a catastrophe, and how can I help students to keep calm and survive.







National Philosophy Forum on Memory, Truth and Non-repetition – 16 - 17/05/2019

During this event, I had the opportunity to work as a jury of the section called "Philosophical image". In this section, students from almost 20 different high schools around Cucuta had to present an image related to the topic "memory, truth and non-repetition". In this presentation, the students had to explain to us the meaning, the relation and a personal perspective of the subject. At the end of the event, those with the highest score would be qualified for the finals. In this event, I learned to manage big groups of students. I also learned the importance of the objectiveness in these events.







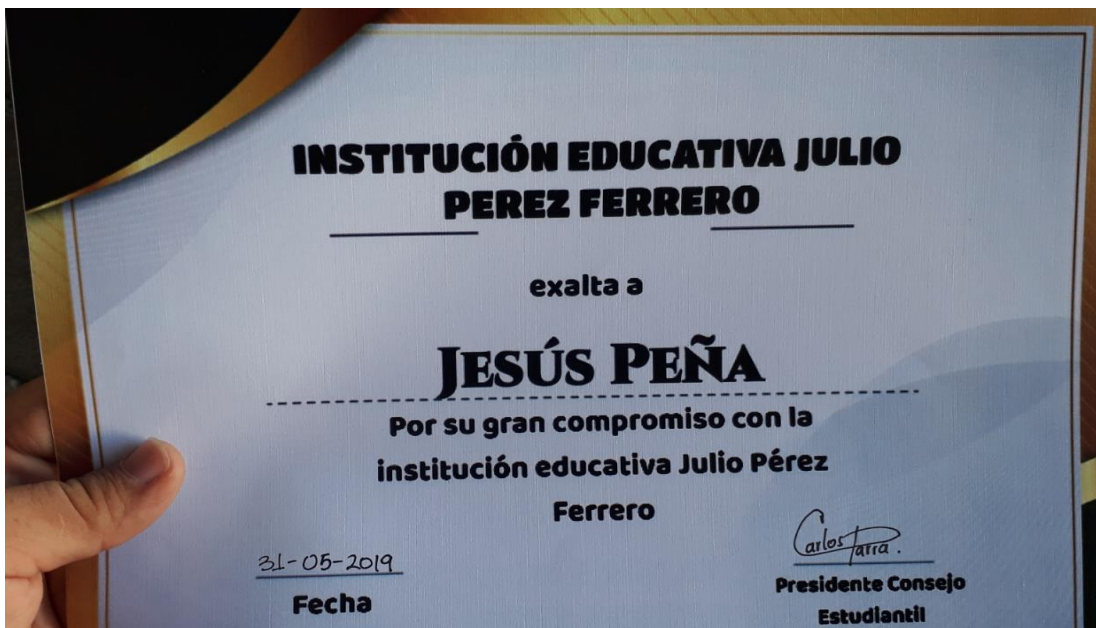
Praying the rosary

This celebration pays homage to the Virgin Mary, May is also known as the month of the Virgin Mary. This activity was held throughout the month of May. Consequently, the institution is characterized by its strong Catholicism. Therefore, this activity was conducted during the first hour of the class day. As a result, the time of the classes was reduced from 55 minutes to 45 minutes each session. My role during this activity consisted on organizing the students in the rest yard and helping with the discipline. This activity helped me to understand the importance of respect towards the beliefs of other individuals. It also served me to realize that I have to be prepared if I get to work in a Catholic high school in the future.



Flag raising of the teacher's day 31/05/2019

This event was conducted to honor the hard labor of the teachers. In this case, the students organized the celebration; it was divided into three phases. The first one was the flag raising, then the Eucharist and finally, the breakfast for the teachers with the guitar serenade. At the end of this event, I learned about the importance of the role of the teacher and how students value the effort to educate.





Intercollegiate competition 06/06/2019

The intercollegiate event was one of the most important celebrations of the year because all the headquarters meet at the same place. This event required dedication and sacrifice to success. Since the beginning of the school year, students were rehearsing and practicing for the intercollegiate. They also sacrificed many classes to be able to offer a fascinating show to their parents and the whole community of the Julio Perez Ferrero high school. My role during this event was as observer and here I learned the importance of being responsible of a group of students, and how my performance can affect whether positively or negatively the presentation of the students.







Conclusion

Taking into account my duties as pre-service teacher with the scholar community, I should say that I have accomplished the objectives related to this component. To conclude, it is important to mention that, since I arrived to the institution five different activities have been conducted. These activities have interfered with some of the classes impeding the normal progression on the chronogram established in the proposal. As a result, the most affected grades have been 7-01, 7-02, 7-03 and 1-02. Consequently, it has been complicated to take advantage of the poor time we have had during these four weeks.

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Appendices

Appendix A: Certification of practicum



REPÚBLICA DE COLOMBIA
MUNICIPIO SAN JOSÉ DE CÚCUTA
SECRETARÍA DE EDUCACIÓN
INSTITUCIÓN EDUCATIVA JULIO PÉREZ FERRERO
Resolución de Aprobación No. 2214 del 30 de agosto de 2018
DANE 154001002462 – NIT 807002171-8



EL SUSCRITO RECTOR;

CERTIFICA:

Que el estudiante de licenciatura de Lenguas Modernas Inglés-Francés de la Universidad de Pamplona, **JESUS DAVID PEÑA MALDONADO** identificado con CC. No. **1.094.274.535** de Pamplona, realizó la practica profesional durante la jornada de la mañana en los grados Septimos (701, 702, 703) y Octavos (801, 802) en esta Institución Educativa SEDE CUNDINAMARCA, bajo la supervisión de la docente de la asignatura de Inglés Herly Viviana Crisancho en el año lectivo de 2019, desde el día 29 de abril hasta el 26 de julio del presente año.

Se puede agregar que el estudiante cumplió con sus obligaciones, demostrando un alto nivel de iniciativa propia y dedicación, resultando evidente su integridad de carácter, compromiso con los objetivos marcados, alto grado de motivación y gran capacidad de trabajo en equipo.

Expedido en San José de Cúcuta a los 22 días de julio de 2019.


MG. OSCAR OMAR ALDAÑA MARTINEZ
Rector

75 Años educando con calidad

Avenida 19 #11-22 Cundinamarca - Teléfono: 5 831831 - Email: institutojulioferrero@gmail.com
San José de Cúcuta

Appendix B.1: Scripted role-play 1st workshop

Integrantes

Dickson (Waiter)

Brayan (Client 1)

Hansel (Client 2)

Script

Character	Dialogue	Translation
Waiter	Good morning. Welcome to the restaurant "Rich".	Buenos días, Bienvenidos al restaurante "Rico".
Client 1	We need a table for two, please.	Necesitamos una mesa para dos, por favor.
Waiter	Could you please follow me?	Podrían seguirme, por favor.
Client 2	Thank you	Gracias.
Waiter	This is the menu. You can choose what you want. If you need me just call me please.	Este es el menu. Pueden elegir lo que quieran. Si me necesitan solo llámenme, por favor.
Las clientes leen el menú, eligen que van a comer y llaman al mesero		
Client 2	Waiter, could you come, please.	Mesero, puede venir, por favor.
Waiter	Okay, are you ready to order?	Okay, estan listos para ordenar?
Client 1	Yes, sir. For starter, I want the vegetable salad.	Si, señor. Como entrada, yo quiero una ensalada de vegetales.
Client	And I want the scrambled eggs, please.	Y yo quiero unos huevos revueltos, por favor.
Waiter	What about the main course?	Y de plato fuerte?
Client 1	I would like the salmon with hot sauce, please.	Yo quisiera el salmon con salsa picante, por favor.
Client 2	And I want the chicken breast, please.	Y yo quiero la pechuga de pollo, por favor.
El mesero lleva el pedido a la cocina y luego vuelve a servirle la comida a los clientes.		
Waiter	Here is your order. Enjoy it	Aquí esta su orden. Disfrutenla.
Client 2	Wow, thank you very much. I am so hungry	Wow, muchas gracias. Tengo mucha hambre.
Client 1	Yeah, me too. Thank you sir.	Si, yo también. Gracias, señor.
Waiter	You are welcome, if you need something else, please let me know.	De nada, si necesitan algo mas, por favor haganmelo saber.
Los clientes se comen toda la comida		
Client 1	Waiter, could you please bring the bill?	Mesero, podria traernos la cuenta.
Waiter	Okay, this is the bill. It is fifty-two dollars.	Okay, esta es la cuenta. Son 52 dolares.
Client 1	Do you accept cash?	Ustedes aceptan efectivo
Waiter	Yes, we do.	Si, aceptamos efectivo.
Entregan el dinero		
Client 2	Thank you very much sir	Muchas gracias, señor.
Client 1	Thank you	Gracias
Waiter	You are welcome, I hope you enjoyed the food.	De nada, espero les haya gustado la comida.
End		

Appendix B.2: Scripted role-play 2nd workshop

Integrantes

Cristian Ortega – Policeman
 Dickson Contreras – Footballer
 Brayan Gomez - Cook

Script

Character	Dialogue	Translation
Cristian Ortega	Hello, gentlemen. I am Cristian. I am a policeman.	Hola, caballeros. Soy Cristian. Soy un policia
Dickson Contreras	Hello mister Cristian.	Hola señor Cristian.
Brayan Gomez	Hello, do you need something sir?	Hola, necesita algo señor?
Cristian	Yes, I do. I need to ask some questions.	Si, necesito hacerles algunas preguntas.
Brayan	Of course, there is no problem.	Por supuesto, no hay problema.
Dickson	Go ahead, I need to go to the stadium	Adelante, necesito irme al estadio
Cristian	Do you have a profession?	Ustedes tienen alguna profesión?
Brayan	I am Brayan, I am a cook. I can create several dishes with many ingredients.	Yo soy Brayan, soy un cocinero. Yo puedo crear muchos platillos con muchos ingredientes
Dickson	I am Dickson, I am a footballer, I play in the Colombian national team. I am a defender.	Yo soy Dickson, soy futbolista, yo juego para el equipo nacional Colombiano. Yo soy defensa.
Cristian	Where do you usually work?	¿Donde trabajan usualmente?
Dickson	Well, normally, I play and train at the stadium.	Bueno, normalmente yo juego y entreno en el estadio.
Brayan	In my case, I work in the kitchen of the "Fishers Fish and Chips" restaurant.	En mi caso, yo trabajo en la cocina del restaurant "Fishers fish and chips"
Cristian	As you can see, I wear a green uniform. Do you use uniform in your work?	Como pueden ver, yo so uniforme verde. Ustedes usan uniforme en sus trabajos?
Brayan	Of course, I wear a white hat and a white jacket at work.	Por supuesto, yo uso un sombrero blanco y una chaqueta blanca en mi trabajo.
Dickson	And I wear the jersey of my team, shorts, socks and football boots.	Y yo uso la camiseta de mi equipo, pantaloneta, medias y zapatillas de futbol.
Cristian	I appreciate your attention. Have a nice day guys you can go to work.	Aprecio su atencion. Que tengan un buen dia muchachos, pueden ir a trabajar.
Brayan	Have a great day officer, bye.	Tenga un buen dia oficial. Adios.
Dickson	Officer can you please take me to the stadium, I need to be there soon.	Oficial puede usted llevarme al estadio por favor, necesito estar alla pronto.
Cristian	There is no problem. Come with me, please.	No hay problema, venga conmigo por favor.

Appendix C.1: Oral evaluation rubric of the 1st workshop

	Assessment criteria	Number value					Comments
Fluency	The speaker expresses ideas slowly, looking for the expression in order to keep the main idea.	0	0.2	0.5	0.8	1.0	- The participant is able to keep the smooth transition of a conversation. Demonstrates maturity and preparation.
Pronunciation	The speaker can be mostly understood controlling intonation and word-phrase stress of known words.	0	0.2	0.5	0.8	1.0	- Although his pronunciation still needs improvements, there were positive advances because he can be understood. *The participant needs to speak louder.
Interaction	The speaker uses the expressions learned in classes, reacting appropriately to the setting.	0	0.2	0.5	0.8	1.0	- The expressions practiced in the study stage were implemented in the presentation. - The participant was able to ask and answer appropriately.
Script		0	0.2	0.5	0.8	1.0	The participant prepared his oral presentation appropriately and followed the order of the script.
Creativity	The students enriches the presentation with <u>realia</u> or other tools for the presentation	0	0.2	0.5	0.8	1.0	The participant implemented <u>realia</u> with his <u>group</u> , they enriched the presentation with real food and customs.
	Total					4.3	
Name	Participant 2						

Appendix C.2: Oral evaluation rubric of the 2nd workshop

	Assessment criteria	Number value					Comments
Fluency	The speaker expresses ideas slowly, looking for the expression in order to keep the main idea.	0	0.2	0.5	0.8	1.0	- The participant 2 can express ideas slowly, ensuring the normal transition of the conversation.
Pronunciation	The speaker can be mostly understood controlling intonation and word-phrase stress of known words.	0	0.2	0.5	0.8	1.0	- In comparison to the first workshop, the participant improved his self- <u>confidence</u> , consequently he speaks louder and cleared.
Interaction	The speaker uses the expressions learned in classes, reacting appropriately to the setting.	0	0.2	0.5	0.8	1.0	- The expressions practiced in the study stage were implemented in the presentation. - The participant was able to ask and answer appropriately.
Script		0	0.2	0.5	0.8	1.0	The participant prepared his oral presentation appropriately and followed the order of the script.
Creativity	The students enriches the presentation with <u>realia</u> or other tools for the presentation	0	0.2	0.5	0.8	1.0	The implementation of customs enriched the presentation. The student was able to play the role as a cook.
	Total					4.6	
Name	Participant 2 - Cook						

Appendix D: Photo gallery

Pedagogical component

Audiovisual activity



1st workshop

Reception



Ordering the food



Paying the bill



Outreach component



**ARRANGE THE
CLASSROOM**



**DON'T LEAVE
THE
CLASSROOM**



**GO TO THE
BATHROOM BEFORE
THE CLASS**



ARRIVE ON TIME



PARTICIPATE



**RAISE YOUR
HAND TO TALK**



**NO FOOD OR
DRINK**



