

IMPLEMENTING INTERACTIVE SPEAKING ACTIVITIES TO IMPROVE
ORAL

SKILLS IN EFL STUDENTS AT NORMAL SUPERIOR FRANCISCO DE
PAULA SANTANDER

ACTION RESEARCH

JUDY ANDREA ESTEBAN CARREÑO

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES DEPARTMENT

DEGREE IN FOREIGN LANGUAGES ENGLISH- FRENCH

PRACTICUM PROCESS

PAMPLONA

2019

ACTION RESEARCH

IMPLEMENTING INTERACTIVE SPEAKING ACTIVITIES TO IMPROVE
ORAL

SKILLS IN EFL STUDENTS AT NORMAL SUPERIOR FRANCISCO DE
PAULA SANTANDER

ACTION RESEARCH

JUDY ANDREA ESTEBAN CARREÑO

TUTOR:

GONZALO VARGAS JAUREGUI

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES DEPARTMENT

DEGREE IN FOREIGN LANGUAGES ENGLISH- FRENCH

PRACTICUM PROCESS

PAMPLONA

2019

Table of Contents

Presentation	7
Introduction	8
Justification.....	10
General Objective	11
Specific Objectives	11
Location.....	12
Important aspects about the institutional educative project (PEI).....	14
Mission	14
Vision	15
Summary of the rulebook	16
Some students' rights and duties	17
Some parents' rights and duties.....	18
Some teachers' rights and duties	19
Some administrative worker rights and duties	19
Physical plant distribution of the school	20
English teacher weekly schedule.....	22
CHAPTER I.....	23
Introduction	23
Statement of the Problem	25

Justification.....	26
General Objective	27
Specific Objectives	27
Theoretical Framework	28
Literature Review	29
Population.....	34
Instruments	35
Recommendations	43
CHAPTER II	44
Justification.....	44
Statement of the problem.....	45
General Objectives	46
Specific Objectives	47
Theoretical Framework	47
Teaching profession.....	48
Reflection	48
Reflection as the theme	49
The reflective practice	49
Pedagogical practicum.....	51
Academic Practicum.....	51

Social Efficiency Practicum	51
Developmental.....	51
Social reconstruction	52
Generic	52
Activators of reflection.....	52
Critical element of reflective thinking.....	52
Methodology.....	53
Reflective workshops	54
Self-observation card.....	54
Narrative	54
Class records.....	55
Context	55
Socializing Function	56
Instructional Function.....	56
Educational Function.....	57
Population.....	57
Institutional units linked to the Project.....	57
Proposed places and scenarios for the project’s activities in the second semester conducted in 2019	59
CHAPTER III.....	61

Presentation	61
Introduction	61
Justification.....	63
General objectives	64
Specific objectives.....	64
Typology of the project	65
Methodology.....	65
Administrative Component	68
General Objective	68
Specifics Objectives	68
Methodology.....	69
Conclusion.....	69
References	71

Presentation

This study is divided into four components, each one highlights the purpose of research itself and the methodology used in this work. The first one is the pedagogical component; it is an action research that is carried out in a high school in Malaga, Santander implementing the interactive speaking activities in EFL classroom. The second one is the research component; which consisted of an investigation inquiring pre-service teachers' pedagogical reflections. The third component is an outreach project designed by the university in which the pre-service teacher extends her services to other parts of the community, more specifically in primary school groups since they have a notable lack of knowledge in English, and finally, the fourth component is an administrative recollection of data about all the extracurricular events that the school develops as well as reunions and important meetings. Each one of those components refers to different aspects that work in function to the professional practice of the Degree in Foreign Languages.

Introduction

The training of future teachers is a task in which we improve and learn every day, it is a process that without a doubt has no end, since, as the society is constantly changing, it is for this reason that the last stage of the foreign language program is the practicum process, which consists of a period of time in which the teacher in training experiences a real contact with his profession and strengthens the teaching principles by putting into practice the knowledge acquired during his training.

The observations that were made during the week of observation showed as a result the identification of serious problems regarding the teaching and learning process of English as a foreign language, especially in the skills of oral comprehension and oral production, this was evidenced in the little or almost null participation of students in activities that required this type of competences, as well as in the imperious need of the teacher to speak in Spanish so that students participated fairly.

On the other hand, and based on the observation carried out, the main objective of the institution regarding the teaching of English is focused on the performance of the “Pruebas Saber” test since, the main strategies implemented are related to exercises proposed by this test, which leaves aside competencies such as oral production and oral comprehension.

In relation to this, it is necessary to implement new strategies that allow students to develop and improve their oral production and oral comprehension skills to achieve in the student the ability to communicate in a second language; this is why this action

research will implement interactive activities in tenth grade students of Normal Superior

Francisco de Paula Santander

(FPS) in order to improve their speaking skills.

Justification

In our condition as social beings, we have the necessity to communicate.

Communication allows to transmit information and exchange or share ideas, which enriches the human experience. Mastering other languages besides the mother tongue is essential today, especially English, it is essential for professional and work development. Besides, it is useful when you travel, when you surf on the internet, when you want to have new friends from other countries that do not speak your language. All this allows many methodologies to teach and to learn a foreign language and take us to search for different strategies to implement in the classroom. They may be striking strategies for the students, not only to improve skills but to promote the acquisition of linguistic and cultural knowledge in order to incorporate the social and affective competences in the different dimensions of the human being.

These interactive speaking activities are a setting of speaking exercises in which students can practice some knowledge they have learnt before. It is focused on developing the oral production through classroom activities.

The main objective of this project is to motivate the tenth grade students of the Normal Superior FPS high school in Malaga-Santander to improve their ability in oral skills in a second language through interactive speaking activities developed in class and presented to all students through a radio program broadcasted in the institution at the moment of the recess, in this way the resources available in the institution are used and an indirect approach to English will be made to the entire student and administrative community of the institution.

Objectives

General Objective

- To improve tenth grade student's speaking skills throughout interactive speaking activities.

Specific Objectives

- To know the impact to implement interactive activities in tenth grade students to improve their oral production skills.
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.
- To serve the needs of English formation of children in primary schools in Pamplona.
- Integrating the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Málaga.
- To participate in all the extra activities proposed by the high school and to integrate all these events to the experience of being a teacher.

Institutional Observation.

The first step when a teacher begins his work as a teacher is to know the space in which he/she will be, its infrastructure, organization, administrators, students, cafeteria, security and cleaning staff. Knowing and valuing their works will help to create a pleasant work environment.

On the other hand, knowing the parameters and regulations of the institution will allow the new teacher to adapt and collaborate in the correct development of the fundamental pillars of the educational center, to know the rules imposed for good behavior, to know the rights and duties of each member of the school and what are the penalties imposed for failing, it will allow its work as a teacher to be more significant.

Location

Normal Superior Francisco de Paula Santander High School is located in Malaga – Santander, Colombia; it is on the North East of the town, on the 10th street # 10- 39. This institution is one of the biggest educative center in the town.

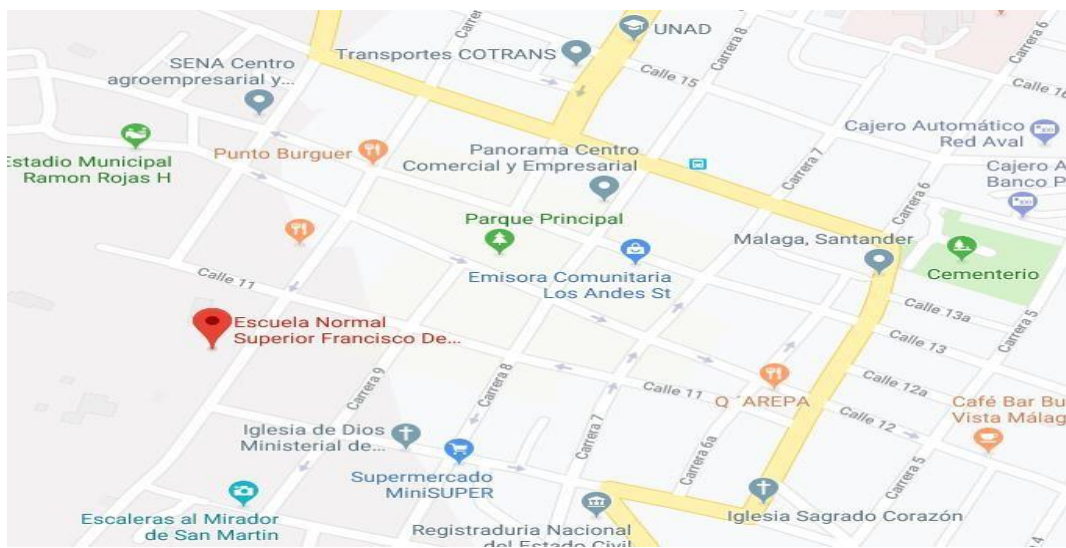


Figure 1. Location, image generated by google maps



Figure 2. Principal entry of Normal Superior High School, administrative headquarter.

Identification of the authorities.

Table 1. Identification of the school authorities.

Principal	Teresa Moreno Torres
Academic Coordinator	Carol Jimena Jaimes
Coexistence Coordinator	Luz Helena Quiroz

Table N°1: Identification of the school authorities.

Important aspects about the institutional educative project (PEI)

Philosophy of the Institution.

The Normal Superior FDPS high school of Málaga, structures its proposal for Initial Teacher training in the principles of Human Integral Development, creating environments conducive for people, both individually and collectively, to develop critical, autonomous and pedagogical thinking skills to from the analysis of urban and rural school contexts that allow them to build knowledge of pedagogy and the disciplines, necessary and indispensable to develop their professional life project as teachers of the Preschool and Primary Basic Levels and have a reasonable opportunity to take a productive and creative existence, according to their dignity.

To achieve this purpose, the Superior Normal School bases its work on principles of Humanism, the Constructivist approach, participatory democracy and the Social function of the School.

Mission

The Normal Superior FDPS high school is an official educational institution committed to the Integral Training of Bachelors with deepening in Education and Superior Normalists of High ethical, personal and professional quality.

Our work is based on principles of humanism, inclusive education, the constructivist approach, sustainable development and democratic participation.

Vision

The Normal Superior FDPS high school will be an official pilot institution for training, updating and pedagogical research towards the sustainable human development of the different populations.

To achieve this, human talent with professional training of the higher level is needed, also the institutional, regional and national management and finally, the resources and time for teachers to systematize research and the educational institution promotes pedagogical and didactic innovation in institutions Educational of the Province.

Institutional Principles.

- The human being with diverse characteristics, its integral formation, center of all institutional actions.
- Curriculum integration around the development of scientific, autonomous and critical thinking skills according to different levels of performance, according to the characteristics of the populations.
- Appropriation of research as a basic tool for improvement and innovation.
- -Democratic participation in the government of the Institution.
- - Permanent contribution to the pedagogical development of the Region.

Summary of the rulebook

The rulebook is a document that is part of the Institutional Educational Project of a school and contains the set of principles, norms, procedures, agreements, and other aspects that regulate and make possible the coexistence of the members of an educational institution. It can also be defined as a tool in which the agreements of the educational community are consigned to facilitate and guarantee harmony in the students' daily life.

For a good coexistence the directors of the institution stipulate that the educational, administrative community and parents must follow and respect the following duties and rights.

Some students' rights and duties

Table 2. Students rights and duties.

Rights	Duties
<ul style="list-style-type: none"> ✓ To receive quality education in 000000 make possible the development of their intellectual, social, communicational and pedagogical capabilities. ✓ To receive guidance and training for physical, mental, moral, spiritual and social health. ✓ Receive special treatment and due process when circumstances warrant it. ✓ Receive a good example from parents, teachers and society in general. ✓ To be protected from situations of war, abandonment and displacement. ✓ Have access to reports that describe both academic and behavioural performance levels. ✓ To receive recognition and be promoted in accordance with the of the evaluation and promotion commissions. 	<ul style="list-style-type: none"> ✓ To follow the Colombian constitution, norms and laws. ✓ To respect yourself, others and the environment in all circumstances, without regard to any discrimination. ✓ To take care of public and institution assets. ✓ To use the uniform for the development of educational activities of the institution and public events ✓ To accomplish with established schedules. ✓ To carry the student card as an identity document. ✓ To assume punctuality and discipline as an indispensable requirement in personal training

In addition, the coexistence manual establishes in the same way the rights and duties of the parents and teachers of the institution

Some parents' rights and duties

Table 3. Parents rights and duties

Rights	Duties
<ul style="list-style-type: none"> ✓ To know the institutional educational project, the rulebook, the plans and goals of institutional development. ✓ To be heard and attended with due respect and consideration when you go to school for support or guidance ✓ To suggest and make improvement proposals according to the principles suggested by the PEI ✓ To ensure that your children receive a quality education ✓ To know decisions made during the treatment of difficulties of their children 	<ul style="list-style-type: none"> ✓ To commit with the education process of their children, keeping themselves informed about their school performance ✓ To comply with commitments and agreements made in the training of their children and in the provision of materials of their children. ✓ To inform in a personal and timely manner to the coordinator, excuses for absence of their children ✓ To attend meetings, sessions and working days established by the institution. ✓ To treat their children with affection, be willing to dialogue for clear doubt and solve difficulties

Some teachers' rights and duties

Table 4. Teachers rights and duties

Rights	Duties
<ul style="list-style-type: none"> ✓ To pursue the profession in accordance with the established on the National Constitution, teaching status. 	<ul style="list-style-type: none"> ✓ To promote ethical and moral education in the institution through the curriculum and relevant academic content
<ul style="list-style-type: none"> ✓ To participate in equal conditions in the qualification and teacher update processes. ✓ To participate in trade associations and trade unions activities. ✓ To have permits when circumstances warrant. 	<ul style="list-style-type: none"> ✓ To contribute ideas and suggestions through the directors and academics to permanently improve the educational process. ✓ To work on the diagnosis, planning, execution and evaluation of student training processes ✓ To assist students, parents when academic and behavioral difficulties arise

Some administrative worker rights and duties

Table 5. Administrative rights and duties

Rights	Duties
<ul style="list-style-type: none"> ✓ To enjoy the guarantees contemplated in the labor legislation. ✓ To participate in induction and qualification processes for the performance of their positions. ✓ To be evaluated under the principles of honesty and justice. ✓ To receive good treatment from all the people that make the educational community 	<ul style="list-style-type: none"> ✓ To perform his position with honesty, responsibility, loyalty and sense of institutional belonging ✓ To be loyal to the values and principles of the institution ✓ To justify absences from their jobs when circumstances require ✓ To be diligent and timely in providing the service

Timetable of the educational institution

Table 6. School Calendar

ESCUELA NORMAL SUPERIOR FRANCISCO DE PAULA SANTANDER. MALAGA
Calendario Académico 2019

ACTIVIDADES	PRIMER PERIODO	SEGUNDO PERIODO	TERCER PERIODO	CUARTO PERIODO
INICIACIÓN	Enero 21 – marzo 22	Marzo 25 – junio 14	Juli 8 – sep 6	Sep 9 – nov 29
TERMINACION	Marzo 22	Junio 14	Septiembre 6	Noviembre 29
CIERRE DE NOTAS PERIODO	Marzo 14	Mayo 30	Agosto 29	Octubre 30
SUBIR DESEMPEÑOS PLATAFORMA	Febrero 28	Mayo 15	Agosto 14	Octubre 15
PRUEBAS SABER	Marzo 15 al 22	Mayo 31 a junio 7	Agosto 30 a sep. 6	Octubre 31 a nov. 8
VACACIONES ESTUDIANTES		Abril 15 al 19 Junio 17 a julio 7		Octubre 5 al 14 Nov 30 a enero 19/20
REUNION COMITES DE APOYO	Abril 1	Julio 8	Septiembre 16	
ENTREGA BOLETINES A FAMILIAS	Abril 2	Julio 9	Septiembre 17	Diciembre 5
DESARROLLO INSTITUCIONAL	Enero 14 al 18	Abril 15 al 19 Junio 17 al 21		Octubre 7 al 11 Diciembre 2 al 6
NIVELACIONES PARCIALES	Publicac. Planes	Junio 7		Noviembre 8
	Socializaciones	Junio 10 al 14		Noviembre 12 al 14
	Evaluaciones	Junio 10 al 14		Noviembre 12 al 14
NIVELACIONES DE AÑO	1,2,3,4, AREAS			Noviembre 18 al 21
	1,2 3 AREAS			Noviembre 25 al 27
GRADOS	Preescolar			Noviembre 21
	Media y FC			Noviembre 29
CELEBRACIONES ESPECIALES				
Día de la mujer	Marzo 8			
Cumpleaños Málaga	Marzo 11			
Día del hombre	Marzo 22			
Día de la secretaria		Abril 26		
Día del idioma		Abril 23		
Aniversario de la Normal		Mayo 6 al 10		
Día del estudiante		Mayo 8, 9		
Día de la bibliotecaria		Abril 23		

Día del vigilante y servicios generales		Junio 14		
Día del docente		Mayo 15		
Convivencia docentes y administrativos		Junio 17 Comité Religioso		Septiembre 20 Comité social
Día de la familia			Agosto	
Amor y amistad				Septiembre 19
Día Mariano		Mayo 30		
Miércoles de ceniza	Marzo 6			
Noche de la Luz				Diciembre 4
Despedida est. 11 y PFC				Noviembre 15
OLIMPIADAS MUSICALES				Octubre 3
ATENCION A PADRES Y MADRES DE FAMILIA	Febrero 19 Marzo 12	Mayo 28	Julio 30 Agosto 27	Octubre 22
REUNIONES DIRECTIVO CONSEJO	Enero 31 Febrero 21 Marzo 21	Abril 18 Mayo 24	Julio 19 Agosto 22	Septiembre 19 Octubre 24 Noviembre 21
REUNIONES ACADEMICO CONSEJO	Enero 21	Marzo 26	Julio 16	Septiembre 10
CLAUSURA				Diciembre 4
MATRÍCULAS 2020				Diciembre 5
INTERCLASES		Primer semestre los jueves	Segundo semestre los miércoles	
INTEGRACIÓN DOCENTES MÁLAGA		Junio 19		
NOVENA DE NAVIDAD				Noviembre 25 a dic 3

English teacher weekly schedule

Table 7. Teacher School Calendar

Profesor YANETH CECILIA PINTO PINTO

ESCUELA NORMAL SUPERIOR FRANCISCO DE PAULA SANTANDER, CI 10-10-29-80049

	0 <small>08-09h</small>	1 <small>09-12h</small>	2 <small>13-02h</small>	3 <small>03-05h</small>	4 <small>06-11h</small>	5 <small>12h-13h</small>	6 <small>13h-18h</small>
Mo		REC. Aula 28 10.01	REC. Aula 29 10.02	REC. Aula 1 8.01		REC. Aula 10 10.03	
Tu			REC. Aula 12 8.02	DINAMIC. Autoconciencia 13.02		REC. Aula 23 10.01	DINAMIC. Aula 27 13.01
We		REC. Aula 28 10.01	DINAMIC. Aula 27 13.01	DINAMIC. Autoconciencia 13.02	REC. Aula 12 8.02	REC. Aula 1 8.01	REC. Aula 29 10.02
Th		DINAMIC. Aula 27 13.01		REC. Aula 30 10.03		REC. Aula 1 8.01	DINAMIC. Aula Intermedio 13.02
Fr		DINAMIC. Aula 27 13.01	REC. Aula 21 10.03	DINAMIC. Autoconciencia 13.02	REC. Aula 12 8.02		REC. Aula 23 10.02

Validada: 25/03/2019 alic. Harriet en línea

CHAPTER I

Pedagogical Component: *Implementing interactive speaking activities to improve oral skills in EFL students at normal superior Francisco de Paula Santander an action research.*

Introduction

Foreign language teaching and learning is a process in which teacher and student are involved in a collaborative environment and influenced by the strategies used for foreign languages acquisition. In Colombia language learning has experienced several changes during the last 20 years. Such is the case of “*Programa Nacional de Bilingüismo*” (PNB) that “supports the use of new information and communication technologies for the teaching of English (FL)” (Usma, 2009, pag. 6). The implementation of PNB for technological teaching in Colombia, using Information and Communications Technologies (ICTs) have been more remarkable in English second language courses because of its dominion on economical and scientific fields (Bedoya et al, 2015, pag. 59). This creates a stereotype of benefits when learning English instead of other languages. According to EF (Education First) within the analysis of 70 countries, Colombia occupied the 57th position meaning that the country has deficient levels of English language in general schools and enterprises (Granja, 2016). Taking into account the important problem the government faces to improve the learning of foreign languages at a national level, it is a real need to design and develop new strategies and projects that can help to solve the difficulties presented in students of public schools by giving them more opportunities in active activities in which they play

an important role making an impact on the educative community in which they live in, and also on the entire society where they will be involved the rest of their social and laboring lives.

One of the key factors in learning a foreign language is motivation. If people learn English with a clear purpose for their life and look to the future what they want to achieve with this learning, they will clearly reach a good command of the language thanks to this motivation. Many young people have no idea what English can do for their lives; English will be necessary to work, to travel and endless activities, so it is important to speak it, if you go to any country with English you will communicate without any problem.

Statement of the Problem

During the observation process carried out in the institution it was evidenced that the main objective of the English classes was the "Pruebas Saber", these exercises allow the student to develop a good level in skills such as written production and written comprehension, since these are the skills that this test focuses. However, this strategy implemented in the institution ignores the communicative competences (oral production and oral comprehension) which represents a problem for students when communicating. Therefore, during the observation made in a week, the incorrect pronunciation of the words was evident which did not allow the student to correctly speak in the foreign language.

To emphasize the aforementioned, during the observation the lack of interactive speech activities that include learning strategies to improve the English speaking skills of tenth grade students was demonstrated. Through this project, it is hoped to find valuable information that helps solving the different problems students face when speaking the target language in the classroom.

The statement of this problem helped to emerge some question and set the guidelines to this research. The driving questions that appeared are:

- a. How can English oral skills be improved in tenth grade students at Normal Superior high school?
- b. How do English students improve their oral skill through interactive speaking activities?
- c. What is the role of interactive activities in students' oral production?

Justification

Actually, to learn a foreign language as English is fundamental for people who look for other perspectives of the world. However, in Colombia the knowledge of this language is still precarious, according to the figures of the last Index of the English Proficiency 2018 that the international education company Education First (EF) annually prepares and in which the results of 1,3 million English tests performed by students are analyzed.

For two consecutive years, Colombia appears in the 'ranking' in the 60th position, this proof the low level of profency. A setback of nine positions in relation to last year's results. For that reason, it is dispensable to find new methods which include different components to learn a language.

In this way, the researcher proposed to implement interactive speaking activities as a key component for improving oral skills among tenth-grade students at the Normal Superior FDPS. The main purpose of implementing this project was to generate some benefits to the learners; hence, they could increase their communicative competence and at the same time, they would develop their English level by doing several activities.

Objectives

General Objective

- To implement interactive oral activities in tenth grade students to improve their speaking skills

Specific Objectives

- To learn new vocabulary and grammatical structures discussing through work groups.
- To improve students' speaking skills through role plays or games in the classroom.
- To promote student's interaction by implementing real situation activities.

Theoretical Framework

Basic Learning Rights. Defined as the set of basic rules to fulfill in the English classroom. In the area of English, they are a useful tool to protect the education quality for children from 6th to 11th grade of secondary school. These rights are aligned with the suggested curriculum structure and the pedagogical principles for English teaching in Colombia that draws the path for the English teacher to follow depending on the level of proficiency of the grade and the competences required for the students in that grade.

Foreign language learning and teaching. According to Moller and Catalano (2015) foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between ‘foreign’ and ‘second’ language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired

Interactive activities. These activities present the contents in a dynamic way, allowing to interact with the information presented. The actions that students perform with the contents can be accompanied by a feedback that can be customized. In this way the student will be able to strengthen and evaluate their own understanding of the exposed contents.

Oral production it is present in any oral communication event in which two speakers are involved. Bilash (2009) states that “students often value speaking more than

the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production” being the speaking the most resourceful aspects of the language to raise interest in student and this is reflected in the known benefits as of speaking fluently a language.

Literature Review

Over the years, the process of teaching and learning a foreign language has shown important changes in order to improve, create or find the appropriate strategies that guarantee the acquisition of the necessary skills for effective communication between individuals who do not share the same mother tongue.

The following studies briefly summarize some research carried out in the area of study and are used as background of this work. For the description of the documents, the following criteria are taken into account: Research title, author, year, purpose and results.

Improving English Language Speaking Skills of Ajloun National University

(ANU) Students Al-Eiadeh, A., Al-Sobh, M., Al-Zoubi, S., & Al-Khasawneh, F. (2016) conducted a study aimed at enhance the oral communication skills (conversations) of ANU students, the findings of this study revealed that the students of ANU face many problems related to speaking skill, such as confusion and embarrassment; students did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. The findings also showed that the most frequent problems were the limited

amount of vocabulary among students, while the least frequent problems were the difficulty in understanding questions.

Developing EFL learners' speaking skills through dynamic assessment: A case of a beginner and an advanced learner. Saman Ebadil & Ahmad Asakereh, (2017) carried out a study with the purpose to explore the impact of dynamic assessment (DA) on the development of speaking skills, the researchers found that over time it was a significant positive impact on the participants' learning process using DA. The frequency of errors, mediations provided by the mediator, the participants' responsiveness to the mediation and the types of their private speech were regarded as an index for assessing their progress in speaking skills. They also suggest that English language teachers and material developers need to take students' language needs into account and avoid one-size-fits-all approach to language teaching and learning.

Enhancing ESL students' pronunciation through interactive activities Carranza, Vallejo, De Jesús & Cuayahuitl, 2016 conducted a study aimed at identify interactive activities that help improve pronunciation of ESL students of the Benémerita Universidad Autonoma de Puebla, the analysis of the information collected evidenced that , repetition, imitation, correction and explanation of mispronunciation are some of the most used activities that the language teachers use to enhance pronunciation in the classroom. In the same way, another significant activity was the use of tongue twisters. Some researchers agree that they bring benefits for the tongue and the brain of the learner. Tongue twisters are considered useful tools for mastering English language pronunciation, especially those aspects in which students find more cumbersome sounds and some others are imitating native-like pronunciation, mirror technique, reading aloud,

singing, drama and kinesthetic reinforcement, among others. Reading aloud was also one of the most frequent activities conducted by language teachers.

Developing Oral Skills through Communicative and Interactive Tasks Gutierrez, D (2005) conducted a research with the purpose to implement a research activity which includes the application of some communicative and interactive tasks directed to improve oral skills. The findings evidenced that the oral production of the students improved significantly, since at the end of the process the students pronounced complete sentences and not isolated words without any grammar order or structure, on the other hand the participation in the classes increased with the interactive activities that were developed in the classroom.

Developing Speaking Skills Using Three Communicative Activities (Discussion, ProblemSolving, and Role-Playing) Oradee, T (2012). This study focuses on establishing the impact of the implementation of three communicative activities (Discussion, problem-solving, and roleplaying) so as to develop speaking skills from a sample of 49 students. Since Oradee (2012) stated that “In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill” (p. 1). The sample was taken from different levels of academic performance (high, medium and low).

There were other outstanding facts in this research, for instance the student’s attitude towards the implementation of those communicative activities. Departing from the information of data collection, it was found by Oradee (2012), that “the students’ attitude towards teaching

English speaking using the three communicative activities was rated as good” (p. 2).

Furthermore, there were produced important results, referring to the posterior level of the students’ speaking skill and the posttest level of proficiency. It was evidenced an improvement after employing the three communicative activities (Oradee, 2012). During this process of teaching and learning the students were comfortable working in groups of four that they established their motivation to learn the language.

Methodology.

The design that the researcher conducted was an action research design; Mills (2011) in Creswell (2012) affirms that:

this design is related to systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyse data, and implement changes based on their findings. In some cases, researchers address a local, practical problem, such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination (p.577).

The project was carried out during eight weeks of the practicum stage of the foreign language program. The pre-service teacher assigned to the school will divide the interactive activities and workshops in different weeks where English oral production

may be enhanced. The first week the pre-service teacher introduced the project and asked for the necessary permission to carry out. In third week, the first workshop was developed, in this opportunity the teacher did a role play activity which had a setup hour and one or two days after the role play was presented and assessed by the teacher. The second workshop was carried out in fifth week, the objective of this activity was to do a debate in which students enhance the spontaneous speaking skills, this time the students did not have time to prepare their interventions, they watched a video and read a text related to the topic and then they did one or two speeches. The third workshop was an interview, in which they talked about their social strengths, they had time to prepare the dialogue and then they presented them to the class. The last workshop was a jigsaw; a jigsaw is a collaborative learning activity in which students teach other with the teacher's guidance. The topic for this activity was social issues, in this case the whole group would be divided into small groups and each of them would do an oral presentation, the main objective was to find the relationship between each social issue worked. A total of 4 workshops were development, working on songs, videos, readings, grammar and culture always focusing on the oral production of the students.

Tenth grade students at Normal Superior FDPS High School have three hours per week but not in all of those hours this pedagogical intervention took place. The implementation of these activities conformed two hours per week each fifteen days, those hours they practiced the strategies including in the interactive activity. Once done the mentioned before, some students auto-evaluated their performance responding to an instrument, the information was analyzed, and finally, the mini-cycles finished with the reflection about the results to take into account for the next activity

For the organization of the workshops, a schedule containing the topics and activities to be developed was presented:

Table 8. workshop organization.

Workshop	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Introduction about the workshops	X									
Role play What is the relevance of the Internet today?			X							
Debate Why is globalization important?					X					
Interview What are my social strengths?							X			
Jigsaw Let's talk about social issues.									X	

Population

The target population in which the research will be carry out is the tenth-grade students at the Normal Superior FDPS in the municipality of Málaga, in Santander,

Colombia. This population take three English hours per week, the students come from Malaga and its surroundings where this college is located. Their age is between 14 and 17 years old.

Instruments

The instruments that the research used are: non participant observation, participative observation, interviews and students' productions; these instruments served to get the triangulation process giving the opportunity to the researcher to have data saturation.

Table 9. instruments schedule.

Instruments	W 1	W 2	W 3	W 4	W 5	W 6	W 7	W 8	W 9	W10
Non-participant observation										
Participant observation										
Interviews										
Oral Production activities										

Findings.

Related to data analysis, the researcher followed the guidelines of the typological analysis making the categorization of hypothesis and codes an important aspect in which could provide a substantial product of the analysis of data. It is important to consider the type of data; in this case, it is qualitative. According to Hatch (2002), it consists of dividing the overall data set into groups or categories based on

predetermined typologies that are generated from a theory, common sense, and/or research objectives.

The researcher made the triangulation of the instruments in which she analysed each instrument finding some results according to the implementation of interactives speaking activities for the growth of the oral skills among tenth-grade students at the Escuela Normal Francisco de Paula Santander.

In the non-participant observation, it was observable how the classes were emphasized on grammar topics like conditionals or translate texts about vocabulary such as the environment, culture or health, but it was noticed that the oral skill was put aside of the main objective of the class, even though, the students paid attention to the teacher and made all the exercises, it seemed they were not motivated at all (Appendix 5).

During the participant observation, I could notice that with eight grade the another course I worked with, I continue with the methodology that they were accustomed to doing, the students made all the activities and tried to participate when I demanded but without motivation; however with the students of tenth grade, they were amused every day that I had to develop the project; because they used to listen to the teacher talking in English and they had the opportunity to talk in the target language too. They always came to the class with motivation and all the homework I assigned to them done, they always paid attention to all the videos, recordings, readings used to develop each workshop.

With tenth grade students, all the activities I proposed to them was successfully, they were motivated, they participated and paid attention all the time, something that is important to highlight is that with these courses it was not necessary to speak in the

mother language, they were always disposed to learn and listen English all the time, the Spanish interventions were almost zero or for special times when the comprehension was difficult. The only thing I had overcome was the participation of some students, who were unwilling, due to the low level they had, in those cases I had to look for strategies that allowed me to integrate them to all the activities in a way they felt comfortable and they could to overcome the anxiety they felt each time they wanted to talk. This is evidenced in the reflection journal developed during the practicum process (Appendix 8).

The participants affirmed that interactive speaking activities helped them to improve their speaking skills. They stated that with these activities they have a real contact with the target language and they are closer to the main objective to learn a foreign language to communicate with others. However, they emphasized that the teachers did not use the Target language in the classes even though when they are in an English Class, furthermore, they expressed that the lack to implement speaking activities on the part of the teacher showed that in the high school the most important thing is to learn the grammar rules and for them this methodology is bored and outdated. On the other hand, the participants were motivated with the use of interactive speaking activities, they enjoyed those classes instead of the traditional method used in the previous academic periods; in addition, they expressed that they could learn new knowledge about other countries by using other skills like speaking, and writing with the implementation of this project (Appendix 7).

With the productions that the students made during the sessions it was observable their motivation taking into account they were not interested to learn English and their low level of the language. For that reason, the researcher tried to work with the four basic

skills by implementing interactive speaking activities working with topics already raised in the curriculum of the institution with activities they like to do such as draw, talk, color, make word searches, watching videos and listen to music (Appendix 10).

Categories.

According to the analysis of each instrument used during the practicum process, the researcher made the triangulation of each instruments (Appendix 7). By using this method, he could observe three important categories for this study, they were: the perception of students about interactives speaking activities, collaborative work as a strategy to enhance oral production skill and the limitations of using interactives speaking activities in the classroom.

The perception of students about interactive speaking activities

According to this category, the participants affirmed in the interviews that interactive speaking activities is an appropriate strategy that enhance their English knowledge process. Taking into account that the students did not have a real contact with the target language is important to mention that these activities were the very first time talking in English for the most of the participants. These activities allowed to participants to learn new knowledge in given contexts and using real communication between them. According to Low, 2018 the focus of these activities is on authentic unscripted communication. A brief incidental explanation of needed language structures may be included once the situation has been established, but only to support communication, which is paramount. Participation in these activities improves students' fluency and communicative ability and also contributes to improvement in the use of language forms.

In relation to this category, some of the participants declared that they improve her oral skill thanks to these activities or spontaneous interventions and how they felt motivated in each class:

“Para mi, estas actividades eran efectivas, porque como le decía, cuando se tenía que participar, tenía que participar con las cosas que él había hecho o investigado y a partir de esto plantear el argumento en el caso cuando debíamos debatir y el hecho de hacer todo eso va a repercutir en como yo o el estudiante iba a hablar o aprender” (Part. N° 2)

These interactive speaking activities help the students to have a continuous interaction between them using the language to communicate with their classmates.

Moreover, the perception that students have regarding to English teaching process is one of the factors which for them cause the lack of motivation to learn a second language. Some of the participants expressed that:

“En ocasiones los profesores se enfocan en escribir simplemente y tal vez es por eso que mis compañeros nunca se animan a hablar, porque no estan acostumbrados y ese es el problema, que los profesores no implementan este tipo de actividades, para eso un ejemplo, yo terminé decimo y fue la primera vez que me pusieron a hablar en todos estos años” (Part. N° 3) Thanks to the participant observation, narratives and interviews it was observable how those interactive speaking activities during the sessions, made an incensement of students’ motivation, the tenth-grade students were enthusiastic to learn more and to talk more.

Collaborative learning as a strategy to enhance oral production skill

Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

“creo que se debe implementar grupos de manera en que yo sepa seleccionar las personas de una manera en que yo tenga una persona buena con una persona que tal vez sea regular y no dejar que solo las personas buenas se hagan aparte y dejen que las otras personas aprendan por su lado porque eso los desmotiva más”

Taking into account the non-participant observation, and the interviews, I could observe how the traditional method was the basis of the English classes. The students stated in the interviews that they did not feel motivation to make the English activities; moreover, the participants stated that the teachers did not use any speaking activity in groups and they always worked in grammar in an individual way. Following the statement of Richards and Schmidt

(2002) states that using activities such as vocabulary contests and collaborative tasks can increase participation among students that normally do not tend to participate orally in the EFL classroom.

This is evidenced in one of the interviews:

“Cuando empezamos a hacer estas actividades sentí como... Por fin en realidad estoy aprendiendo a hablar inglés, y sentí como con cada actividad yo hablaba más y lo

más chévere era ver como estudiantes como Juan Felipe que nunca hablaba se esforzaba por participar” (Part. N° 3)

Collaborative learning can provide opportunities as well as time and practice among the students, during the speaking activities taking place in the EFL classroom and help to motivate students to talk and battle their fears thanks to the confidence that their classmates give in each intervention. Thanks to the participant observation, I observed how the students were more confident when they were working in groups

The limitations of using interactives speaking activities in the classroom.

Nevertheless, there are some limitations at the moment to implement interactive speaking activities in the classroom, the first one was the time, this type of activities require a lot of time to its development, the sessions in this term at the Escuela Normal Superior High School in most the cases were of 50 minutes, this period of time is not enough to carry out a workshop with more of 30 students, although the workshop was divided in two hour, one for give context to the activity and the another one for evaluate the interactive activity (Appendix 2) this represented a problem because listened to and evaluated them took more than one hour and the time disposed for each workshop was limited. The second one is most of the students did not pay attention to their partners. That made the communicative intention got lost. And the last one, they had to focus in pronunciation and intonation, what led the students to repeat several times words even complete sentences, because of they were concentrated in pronounce correctly, sometimes they forgot what they had to say. The students need to have a better and complete process during a longer period of time. In that way, they can develop their oral skills and learn deeply about the English language

Conclusion.

Implementing interactive speaking activities had a positive impact in tenth grade students at Normal Superior Francisco de Paula Santander High School in Malaga, throughout this project, students carried out three activities which had different objectives such as spontaneous and prepare speaking activities that helped to improve the level of proficiency. The project was developed in tenth-grade with a population of ninety- three students and the sample of three students who received a letter to their parents in order to have their consent. (Appendix 10) During the sessions, the students could work the fourth basic skill, however the project was focused on the speaking skills.

After implementing this project, I analysed three categories presented in this study, they were: the perception of students about interactive speaking activities, collaborative work as a strategy to enhance oral production skill and the limitations of using interactive speaking activities in the classroom, these categories created a new perspective of how important was the use of interactive speaking activities in English classes in an elementary school and how the students saw these activities as a tool in the learning process of the foreign language. Moreover, I analyzed how the learners improve their four basic skills in English, how they were motivated to learn to talk by using the foreign language in the different activities proposed by the teacher and how the students can learn easier English by using an interesting topic for them role plays, debates or interviews than in the traditional classes in which they practiced the grammar structures of phrases and how to translate a text.

Something really important that it is necessary to highlight in this component is that initially it was intended to broadcast the oral productions of the students in a radio

program of the institution, however at the time of doing so, the students did not authorize using their productions in said program, so It was impossible to carried it out.

Recommendations

As recommendation for further research, it is important to mention that in the Normal Superior High School exists a discussion club, this is an advantage because most of the students are used to talk in public, this facilitates the learning process and the speaking activities. Besides, the students know how to organize an idea and express it to their classmates or public. They have worked a lot interesting topics as culture, health, social issues and so on. These topics becoming a strategy to motivate and develop easily the workshops and in this way enhance the fourth-basic skills.

CHAPTER II

Research Component: *The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice. normal superior Francisco de Paula Santander an action research.*

Introduction.

In the context of training in PLEX, the pedagogical professional practicums 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 education.

Even though, there is a clear interest in the evident need to understand and to transform the pedagogical professional practicums, so is it a fact that a good part of the local studies focus especially on the problematic of learning more than teaching.

It has been considered pertinent to formulate a project that establishes a reflexive approach about professional practicums as a way to objectify knowledge, behaviors and attitudes over guiding the teaching work; also, as an internalization exercise 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 the foreign languages students, fixes in the professional conception of the practice as spearhead to

improve the educational processes in the application centers where the PRADO is executed. It is considered that giving importance to the reflection role in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and for being interested in the knowledge of the models and the approaches to understand a problematic situation setting up on an analytic look on the fact.

According to the philosopher of education John Dewey, precursor in the field of reflective thinking applied to teaching, it is justified the necessity of this project to endow the students with tools of analysis and self-observation in order to let them distinguish between the routine action and the reflective action. It is considered that a reflective approach protects the agents of the traditional context of inertia, and authority inside 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 is at 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 of 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 for the emergence of emerging practices tending to generate transformations of thought and knowledge, to meet the needs social. 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 take care of the social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the process of teacher training, encourage in the teacher in training, in the future teacher, a critical spirit and reflection that contributes to the improvement of their pedagogical practicum, for 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, reflection is conceived as a fundamental exercise for students who perform their integral practice, to self-assess and to install a critical and constructive view of their work in the teacher role. To start this study, the following guiding questions are formulated:

- 1. How does the implementation of reflection contribute to the transformation of the proper pedagogical processes of the development of integral practicum?*
- 2. How does the exercise of reflection influence the development of the critical spirit of the students-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.

Specific Objectives

- To promote in Students-Practitioners the development of a critical spirit that allows them to analyse their pedagogical work.
- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To analyse the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.

Theoretical Framework

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

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

Teaching profession

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

Reflection

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa et al, 2010).

Reflection as a process.

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

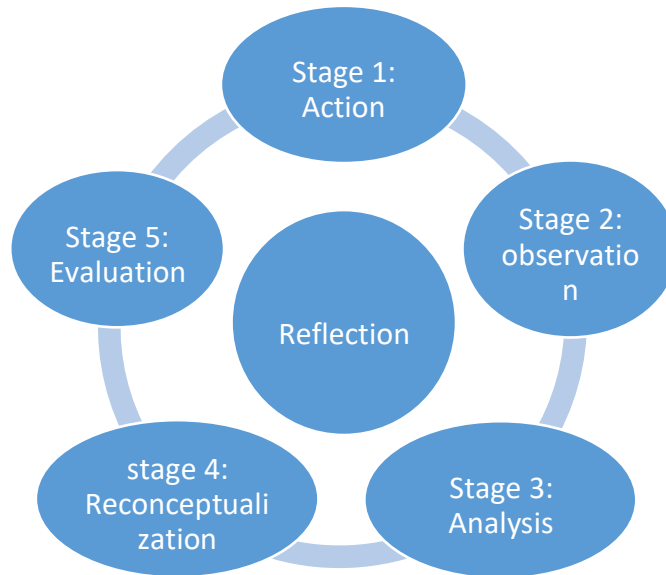


Figure 4. Reflection Process

Reflection as the theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

The reflective 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

teachers question about their own practice and the repercussion it has generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession requires that " los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes" (Ebutt and Elliot, 1986). In this context the problems of practice, of the class space demand a particular treatment oriented to the understanding and the social interaction.

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

This study will serve the participating pre-service 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, at the first level in the classroom gives effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the

teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

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

Pedagogical practicum

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

Academic Practicum

It is aimed at preparing professors capable of reflecting on the courses they teach, so that they become structures understandable to students.

Social Efficiency Practicum

The aim is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, the reflection consists of a strategic decision: "select among the range of available techniques which 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 the reflection is the social, economic and political context, so as to promote truly democratic relations in the classroom, and fair and just in the social sphere.

Generic

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

Activators of reflection

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

Critical element of reflective thinking

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

Interest in what concerns social justice and ethics in education.

These authors established classification categories of knowledge:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and proper professional configuration
5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts

7. Knowledge of fundamentals: philosophical, historical, and axiological

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

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, it is considered the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic.

The organization principals are autonomy, planning and self-observation.

To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum.

For data collection in this project, there were implemented the following instruments:

Reflective workshops

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. These reflective workshops aim at first, to consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum; second, to socialize criteria, share ideas and directives to assume their pedagogical practicum; third, to qualify, facilitate and be set in an effective way to the school. There was not opportunity to meet and to socialize the teacher's experiences during this process.

Self-observation card

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

Narrative

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life. During the whole process the pre-service teacher wrote down ten narratives that help him to make a feedback of his own process and to take into account the things he did well and also in which he had to work to make them better.

Class records

To have evidence of what teacher students do in the classroom, will allow to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. Those recordings allowed to have an external and constructive view of their pedagogical practices. The pre-service teacher decided to record two classes, more specifically, those in which he developed his pedagogical proposal.

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the Valley of the Holy Spirit, in the Colombian Andes. Founder of cities during colonial times, it has been a center of confluences and religious influences throughout its history; It welcomed a large number of religious communities among which we can mention: the community was Franciscans, the Clarisas sisters; the Brothers of San Juan de Dios, the Society of Jesus, the Community of the Sallista, likewise, female religious communities: Sisters of the Presentation, Bethlemite Sisters, among others; The presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, that this study is located, that the school has as an agency in which the school actors develop: PLEX Practitioners.

The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered.

At present, the school is considered as the way of life of the community, that is, the school transmits those learning and values that are considered necessary in the community and that leads the students to use and improve their abilities for the benefit of both society as its own.

At school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is an organ dependent on society, a social institution intended, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfills specific functions, among which are:

Socializing Function

It deals with the learning of young people, values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context they belong. This function covers all socialization processes, in which the members of the school participate.

Instructional Function

The instructive function uses two functions, the improvement of spontaneous processes of socialization, to guarantee the formation of human capital, which requires the functioning of the labor market. Tries a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational Function

The educational function requires a community of life, of democratic participation, of an intellectual search for dialogue and learning. An educational community that breaks the ratifcal barriers between the school and the society, a space of culture where the concepts, technical tools and codes of the culture of the humanity are learned. As a result of active participation in the exchange of meanings, desires and behaviors with peers and adults (Vizcaino, 2010).

Population

The total population of this study is constituted by thirty-eight students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

The direct beneficiary population:

Teachers in formation, teachers' supervisors, and student community of the centers of implementation of the Integral Practicum.

Indirect beneficiary population:

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

Institutional units linked to the Project

- Foreign Language Program
- Department of Languages and Communication

- Education Faculty

External institutions linked to the Project:

- Colegio José Antonio Galán
- Colegio Bethlemitas Brighton
- Colegio Técnico La Presentación
- Colegio Provincial San José
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey
- Institución Educativa Águeda Gallardo
- Institución Educativa Manuela Beltran (San José del Guaviare) •

Instituto técnico Patios Centro N° 2 (Los Patios)
- Institución Educativa Colegio Integrado Juan Atalaya (Cúcuta)
- Institución Educativa San Francisco de Sales (Cúcuta)
- Institución Educativa Colegio Municipal Gremios Unidos (Cúcuta)
- Institución Educativa Colegio Ortún Velazco (Cácuta)
- Instituto Técnico Mercedes Abrego (Cúcuta)
- Institución Educativa técnico Industrial Rafael Pombo (Saravena, Arauca)
- Institución Educativa Colegio Puerto Santander (Puerto Santander)
- Institución Educativa El Castillo (Barrancabermeja)
- Institución Educativa Colegio San Bartolomé (Cúcuta)

- Institución Educativa Emiliano Restrepo Echavarría (Restrepo, Meta)
- Colegio José Aquilino Durán (Cúcuta)
- Instituto técnico Agrícola (Carcasí, Santander)
- Escuela Normal Superior Francisco de Paula Santander (Málaga, Santander)

Proposed places and scenarios for the project's activities in the second semester conducted in 2019

All the educative institutes that the student-teachers are implying their practicum process.

Conclusion.

Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. It can be both a private process as well as one that you discuss with colleagues. When you collect information regarding what went on in your classroom and take the time to analyze it from a distance, you can identify more than just what worked and what didn't. Moreover, this process helped the pre-service teacher to judge her process in the practicum stage and gave her a clear idea what she has to work in the following experiences.

During this stage the pre-service teacher took part of several activities that allowed to reflect about her process of being teacher. Two reflective workshops were developed in which is reflected about the observation week which was carried out the first week of practice and in which the practitioner did not intervene in the development of the classes, she analyzed the methodology of the supervisor and at the same time looked for a problem with which he could work in a research project. Likewise, the operation and

managers of the institution were observed. The second reflection workshop focused on the perception of practitioners regarding the developed classes, this time it was sought to identify the obstacles presented in the teaching process and how they faced them to overcome them.

Related to the implementation of reflection and critic analysis in the practicum process, I could notice how important is to analysed the current classes with a research perspective, because I could observe and apply other techniques or activities if there were some issues during the classes and in this way, overcome them. In addition, those processes of auto-reflexion allowed thinking of how we as practitioners could improve our methodology in the classes about teaching a foreign language in the practicum. These reflections allowed to deepen analysed the processes that were developed in the classroom and how to improve every day the teaching process taking into account the situations and special needs that were presented in each class.

Finally, this is a continuous process in which the pre-service teacher has to evaluate her own process of teaching. It is true that a student learns from a teacher, and in this case, the pre-service teacher has learnt strategies from her supervisor. In order to improve her pedagogical practice, the pre-service teacher has to propose a set of strategies to reach the objectives of every class

CHAPTER III

Outreach component: *“Using short Tales as Tool to acquire English Vocabulary in at the*

Normal Superior primary school in Málaga, Santander, Colombia”

Presentation

When reading this proposal, readers will have two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools' students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and the estimated budget will be presented as well.

Introduction

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

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is how the National Ministry of Education has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of different towns with

regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Málaga city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquiring a foreign language allow us to be at the vanguard of our own needs. For this reason, 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 aims to raise consciousness of the English teaching process in primary schools in the city of Málaga, 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 suit both the institutions and the student population of Málaga, as well as the Foreign Languages Program 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 implement short fairy tales in order to enhance the English knowledge process in the primary school at the Normal Superior Francisco de Paula Santander.

Specific objectives

- To reinforce vocabulary of students at the Normal Superior High School in Málaga-Santander.
- To involve students of the Bachelor Degree Program in Foreign Languages English French to respond to the low academic performance in English of students of a public high school in Málaga city.

- To motivate students to learn English by enjoying fairy tales.

Typology of the project

This is a formative project, disciplinary in the area of the curriculum; opened to the institutions where the practicum is developed and offers training in basic elementary in Málaga. It makes part of the project in training of the program in foreign languages of the University of Pamplona.

This proposal is linked to the social projection, going beyond the institutional space and enables the articulation of PLEX Bachelor to the community of Málaga.

The main objective to a pedagogical and communicative level is related to the institutional guidelines of projection and outreach of the university and the Bachelor

Methodology

Implementing short tales with the aim of acquiring new vocabulary will help the students learn in a natural way, giving him the opportunity to see the words in contexts and remember them forever. To develop this proposal, the pre-serving teacher will work with fifth grade students one hour per week every fifteen days. Each workshop will be with a different tale and it will work in the same way, the vocabulary related to the theme of the story.

Table 10. Activity schedule

Date	Grades	Short tale
Week 3 16th Sept-20th Sept	5 th – 3 rd	George and the Dragon
Week 5 30th Sept-04th Oct	5 th – 3 rd	Nessie – the Loch Ness Monster
Week 7 14th Oct-18th Oct	5 th – 3 rd	Robin Hood

Week 9 28th Oct-01st Nov	5 th – 3 rd	Romeo and Juliet
Week 11th Nov-15th Nov	5 th – 3 rd	Little Red Riding Hood

Findings.

Implementing short stories in elementary school students to teach vocabulary had a good impact on fifth students, through these stories the children learned the vocabulary that was already established in the curriculum, although it was necessary to change some of the stories that were already proposed, it was always with the purpose that students learnt the vocabulary within a context and not just single words.

Although at the beginning of the activity the children were unwilling to participate due to the amount of instructions given in English, this attitude was changing according to the development of the activities and classes developed.

One of the advantages of working with short stories is that students not only work vocabulary, but also oral comprehension, since they were always watched a video in English of the stories worked and a small text that they should read aloud. Then, with the help of professors, the story was analyzed and some questions were answered. Finally, a written production activity was assigned by the teacher.

The strategy proposed by the pre- teacher responded to the need that was presented in the institute, since the institution does not have suitable teachers for teaching a foreign language and because of this the teaching was limited to writing and relating words to images. Although the time was short, a wide advance was observed in the

children who were part of this project, because in the last periodic exam, the children linked to the project remembered the vocabulary learned two or three weeks before.

Finally, I observed how the students started to enjoy the English classes and the subject because they wanted to participate in the activities, they made the activities more quickly, and they did not want that the English class were finished; this experience with the primary school allowed to expand my horizons and to analyse new ways of teaching and to be more dynamic with this population.

CHAPTER IV

Administrative Component

Introduction.

The Normal Superior FDPS high school carries out different types of activities during the year, all these activities allow to integrate the whole educative community in order to commemorate some educational days or national days. It is important to highlight that some high schools in Colombia follows a religious educative character which can be an interference to the teacher that is not a follower of this beliefs. However, it is a fundamental attitude for a teacher to be respectful of the different beliefs that people have. In this case, to attend to masses, and other religious ceremonies is a responsibility for the teacher and to demonstrate some respect for it. Taking into account this, a qualified and remarkable teacher is the one that shows interest for his work, for his profession and for his passion.

Objectives

General Objective

- To participate in all the extra activities, the high school propose and integrate all these events to the experience of being a teacher.

Specific Objectives

- To make aware the students of the importance of every event the school organizes.
- To organize performances and presentation for cultural acts in the school.

- To give aid and support to other teachers in order to create a suitable atmosphere and succeed in the events proposed by the institution.

Methodology

In order to commit to the work as a teacher, the pre-serving teacher will attend and collaborate in the different events programmed by the institution. During this period of time he will cooperate in all the events with the objective to get involved and to be immersed in the activities proposed such as cultural events, meetings, exams week, and so forth. what means that the practicum process is not focused only in the work as a teacher, but also as an integrant of the educative community.

Conclusion

The pre-service teacher's role in the institution requires an engagement with the administrative aspects not only with the English subject but with everything in general. This engagement is with the aim at enriching the pedagogical practicum in this training process. The active participation in the different events; the flag hosting, the meetings with parents and the extracurricular activities, it is an intrinsic part of a teacher's role in an institution.

The main objective of this component was to integrate the pre-service teacher into the different extracurricular activities that took place in the institution. During my practicum I had the opportunity to attend different activities such as: delivery of reports from the third period, Love and friendship day, Día de la Raza, Halloween, closing ceremony of fifth grade students, delivery of badges of the institution by eleventh grade students,

Prom night, organize the institution's area plan, masses and Christmas Novena. Although these were all the activities in which I was present only in three of them I had direct contact. Masses, Christmas Novenas and organization of English plan area. In those cases, I had to organize some reading and supervise the group that was in charge of the event. With this experience I had to put aside my religious beliefs and organize an event that was established in the institutional calendar which was a new experience, because I never had the opportunity to be part of all this process and stuffs that entails this religious act. On the other hand, during the last week at the institution I had the opportunity to help to adapt the English area plan according to the last parameters established by the Ministry of Education, that week was hard, due to the quantity of work that represented to do this activity. However, this new experience though me another type of activity or responsibility that teachers get by working as a teacher in Colombia.

Finally, I could analyse that to take part of those activities is really important because I had the opportunity to have a nearer relation with the educative community; it gave me the opportunity to learn about responsibility and organization and it gave me the recognition from students and other teachers as an important part of the Normal Superior High School. In addition, I noticed what kind of activities are developed in an educational institution and how those activities can be developed

References

- Usma Wilches, J.A. (2009). Education and Language Policy in Colombia: Exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform. *PROFILE Issues in Teachers' Professional Development*, 11(1), 123-141.
- Bedoya, A., Gordillo, L.H., Romero, L.E. & Stiglich, R. (2015) Colombian Cultural Identity in the Teaching of English as a Foreign Language, *Open. Writ. Doors. J.* Vol. 12, Number 1.
- Granja, M. S. (2016). Colombia está todavía muy lejos de ser bilingüe. *El tiempo*. Retrieved from <http://www.eltiempo.com/vida/educacion/bilingueismo-en-colombia-no-avanza-42776> on September 04th, 2019.
- Bilash, O. (2009) Improve Second Language Education. *Best of Bilash*. Retrieve from: <https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/writing.html> on september 1st, 2019.
- Al-Eiadeh, A. R., Al-Sobh, M. A., Al-Zoubi, S. M., & Al-Khasawneh, F. (2016). Improving English language speaking skills of Ajloun National University students. *International Journal of English and Education*, 5(3).
- Ebadi, S., & Asakereh, A. (2017). Developing EFL learners' speaking skills through dynamic assessment: A case of a beginner and an advanced learner. *Cogent Education*, 4(1), 1419796. <https://doi.org/10.1080/2331186X.2017.1419796>
- Carranza, C. P., Vallejo, S. L. V., De Jesús, V. L., & Cuayahuitl, E. R. (2016). *Enhancing ESL students' pronunciation through interactive activities*. *CIEX Journ@ 1*, 3(3).
- Gutiérrez Gutiérrez, D. (2005). Developing oral skills through communicative and interactive tasks. *Profile Issues in Teachers' Professional Development*, (6), 83-96.

Low, G. (2018). *Interactive Activities for Promoting Speaking*. The TESOL Encyclopedia Of English

Language Teaching, 1-8. doi:10.1002/9781118784235.eelt0248

Oradee, T. (2012). Developing speaking skills using three communicative activities (Discussion,

Problem-Solving, and Role-Playing). International Journal of Social Science and

Humanity, Vol. 2 (1-3) Taken from: <http://www.ijssh.org/papers/164-A10036.pdf>

Richards, J. & Schmidt, R. (2002). Dictionary of language teaching and applied linguistics. London:

Pearson Education.