The Theater as a Didactic Strategy to Develop the Oral Production Skill in ~~the~~ Students of

José Rafael Faría Bermúdez High School

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University of Pamplona

Faculty of Education

Foreign Languages Department

Degree in Foreign Languages English- French

Practicum Process

Pamplona

2019-2

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Acceptance note

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Principal of the foreign languages department

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Mayeini Katherine García Parada

Mentor

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Sandra Lucía Castellanos

Cooperating Teacher

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General presentation of the proposal

The theater from an educational perspective helps the student to present an approach to literature, oral production and body expression, through the reading and analysis of a work in which he has the possibility to express his ideas, thoughts and represent a character according to Novoa (2014). This project aims to implement the theater as a pedagogical, playful and motivational tool to improve the oral production of students and encourage them to learn English.

Therefore it is important to mention that this proposal is divided into four chapters, pedagogic, research, outreach and administrative components.

Firstly, the pedagogical component presents in detail the problem identified at the institution that need to be treaty, focusing mainly on the theater as a didactic strategy to develop the oral production skill in the students of the José Rafael Faría Bermudez high school in Pamplona Norte de Santander.

In the second chapter, the research component, the pre-service teacher developed the reflection process that takes place while implementing a project in the pedagogical component, in which he takes the role of participant and analyzes his own process and how he applies and transmits his knowledge.

The next chapter, the outreach component, that is carried out as the strategy for improving English on students presents a particular case in this institution and it will not be developed in primary school, on the contrary, workshops and tutorials will be developed in order to help students overcome the problems and correct errors they claim to have regarding English.

Finally, the last chapter is the administrative component; it encompasses the participation and emersion of the teacher in the multiple activities carried out by the institution.

Introduction

Language is considered our first communication resource; we use it to share our ideas, feelings and thoughts with others. Today, there are many factors that make English an essential language for communication in the 21st century. According to the Ministry of Education MEN (2005) being bilingual is essential in a globalized world, the handling of a second language means being able to communicate better, to open borders, to understand other contexts, to appropriate knowledge and to circulate, understand and make us understand, enrich and play a decisive role in the development of the country. To be bilingual is to have more knowledge and opportunities to be more competent and competitive, and to improve the quality of life of all citizens.

Part of the training process as a graduate in foreign languages at the University of Pamplona includes the stage of integral practice, where the student must fulfill the role of teacher in an educational institution of the sector, there he identifies a specific need which must be treated through a pedagogical project in order to improve and contribute to the educational process of the students. In this case it is the José Rafael Faría Bermúdez high school, where after an observation it was detected that there is a lack of activities that help or motivate students to improve their oral production. Consequently, they find difficult to express their ideas, give an opinion or actively participate in a class, perhaps due to lack of vocabulary, shyness and lack of confidence. For this reason, this proposal seeks to develop the oral production of tenth grade

students through theater as a didactic strategy, since it is a creative tool that can encourage young people to acquire vocabulary and thus improve their fluency to communicate in a more effective way.

Justification

Including the theatre in class means breaking the schemes of traditional methods of teaching a foreign language and involves students learning English in an interesting and motivating manner that develop a set of linguistics and communicative skills in students.

In fact, working with plays covers a complex set of mental processes that activate linguistic and extra-linguistic knowledge that facilitate the students' learning process and the development of the four skills: reading, writing, listening and speaking. Thus, the purpose implementing theatre in the English classroom is learning a foreign language and contributing to the student's integral development in oral production.

The implementation of this proposal benefits the educational community of the Jose Rafael Faría Bermudez high school, specifically the tenth grade students and the teacher in charge of these courses, in the same way to the teacher in training since it allows her to innovate, learn and put in practice everything learned during the career.

Students participating in this project benefit directly as they improve their linguistic skills through theater workshops where they can create and interpret works exploring creativity and imagination. On the other hand, the teacher in training benefits from this practice since it is a method to gain experience and have a real and direct contact with the educational field.

Finally, the teacher in charge of the courses receives help in this process; in a certain way there is an exchange of knowledge since she guides and corrects the undergraduate and she presents the importance of innovating when teaching a foreign language.

Objectives

General objective.

- To implement the theater as a didactic strategy to develop oral production in tenth grade students of José Rafael Faría Bermúdez

Specific objectives.

- To improve the pre-service teaching process by using narratives as a reflection tool.

- To provide students with tutoring attention during their training process, with the objective of clarifying doubts that may affect their academic performance.

- To participate in the different activities proposed by the institution

Institutional observation

The pre-service teachers are obliged to know the institution where they carry out their work, this implies the location of the educational center, their respective authorities, the fundamental

aspects of the Institutional Educational Project (IEP); on the other hand it is necessary to know fully the coexistence manual to comply with all standards. It is equally necessary to fully know the physical plant, the organizational chart and the institutional calendar. For a complete organization and communication between teachers, the pre-service teacher must have a clear idea of the supervisor's schedules and the methodological aspects that he manages.

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

Topographical location of the school

José Rafael Faría Bermúdez School is located at 8 # 6-71 in Pamplona, Norte de Santander where an A calendar is followed, the headquarters has three floors where provides education to students that are splited into 16 classrooms from 6th to 11th grade. It contains chemistry and English laboratories, teacher's room, library and restrooms, all available to provide a complete education to students of the highest quality

School Authorities

The general authorities are organized as it follows:

Table 1 **School Authorities**

PRINCIPAL	Hernando Ibarra Campos
DISCIPLINE COORDINATOR	Eufemia Carrillo Vera
SUPERVISOR	Sandra Lucia Castellanos

Institutional Educational project (PEI)

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

Mission.

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

Vision.

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

Institution philosophy

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

Objectives

General objective.

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

Specific objectives.

- To provide solid academic training, that allows students to enter to higher education and their effective incorporation into society as an agent of change.

- To encourage respect and promotion of values, stimulating the development of socio - affective processes.

- To develop communicative skills and the appropriate use of new technologies and investigative practices.

- To promote the investigative practice in the different fields of knowledge as a pedagogical strategy that contributes to the construction of the knowledge supported in the ICT (information and communication technology).

Pedagogical model

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

Community Handbook

The community handbook is the set of rules and regulations established by the Provincial San Jose High School as the headquarters that allows the achievement of the purposes of the education stimulates the interpersonal relations among all members and makes possible an optimal level of school the interpersonal relations among all members and makes possible an optimal level of school life. Therefore, it contains the clear commitment of all members of

the educational community (students, teachers, parents, authorities and administrative staff) based on the right to education as a right-duty

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

Physical distribution

José Rafael Faría Bermúdez School offers a physical distribution in the following way: Offices such as the multiple classroom and grades 8-5, 9-5, 10-4,10-5, 11-3 and the children's restrooms area work on the first floor. On the second floor the classrooms of grades 7-4, 7-5, 7-6, 8-4, 8-6, 9-4 and 11-4 are located, in addition to the computer room, the Bilingual classroom, the reading room, the teacher's room and the girls' bathroom area. On the third floor the four sixth other bathrooms, the games room, the chemistry lab and the computer lab.

Figure 1 school

Figure 2 inside the school

Table 2 **Supervisor's schedule**

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	PLANNING TIME	TENTH 04	ELEVENTH 03	ELEVENTH 04	TENTH 05
2	PLANNING TIME	NINTH 05	TENTH 05	TENTH 04	ELEVENTH 03
3	ELEVENTH 03	-	ELEVENTH 04	-	NINTH 05
-	**B**	**R**	**E**	**A**	**K**
4	NINTH 05	NINTH 04	-	ELEVENTH 03	-
5	ELEVENTH 04	TENTH 05	NINTH 05	NINTH 04	NINTH 04
6	TENTH 04	ELEVENTH 04	NINTH 04	TENTH 05	TENTH 04

Table 3 **Pre-service teacher's schedule**

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	PLANNING TIME		ELEVENTH 03	ELEVENTH 04	TENTH 05

2	**PLANNING TIME**		**TENTH 05**		**ELEVENTH 03**
3	**ELEVENTH 03**		**ELEVENTH 04**		
-	**B**	**R**	**E**	**A**	**K**
4				**ELEVENTH 03**	
5	**ELEVENTH 04**	**TENTH 05**			
6		**ELEVENTH 04**		**TENTH 05**	

Pedagogical approaches

Teaching approach.

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

The José Rafael Faría High School has assumed an active teaching approach that is used on every single activity developed institutionally regarding to the parameters. This approach is

focused on the student's ideas, interests and activities. Nevertheless, this teaching approach is based on the tendencies in which the students show an appropriate context, therefore, it allows adding the knowledge they need to their personal improvement and the development of competences.

To carry out each class, the teacher works with the book "English please!" The structure of the book reflects the organization of the year by the official educational institutions, working a module of three units per period with an intensity of 5 hours per week. On the other hand, the syllabus of the series focuses on macro themes, which allow interdisciplinary work with cross-cutting areas and projects related to health, education for sexuality, human rights, sustainability, democracy and peace. In addition, each of the plans are guided and created in the format of the British Council

Methodological approach.

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

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

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

Chapter I
Pedagogical Component

The Theater as a Didactic Strategy to Develop the Oral Production Skill in Students of José Rafael Faría Bermúdez High School

Introduction

Learning English as a language today more than ever is essential. Knowledge of the English language has become the main vehicle of the process of universalization of knowledge and has become an essential factor in academic training and professional development since it is used in almost all areas of knowledge and human development. Nowadays, it is necessary to improve students' performance as workers in facing future labor challenges. One of those challenges is the development of communicative competence in a foreign language, to be able to interact on equal footing with the rest of the world.

Báez (2009) states that theater as an educational medium stimulates the development of intellect, also cultivates emotional intelligence and creativity. In addition, dramatic techniques cause the active participation of the student in such a way that learning becomes more flashy and fun. García, (2015) mentions in his study "Dramatization and emotional education" that theater

in the classroom is a tool to explore any subject of the curriculum, from a language, to mathematics, history or social sciences.

The teacher can bring to life any event taken from the pages of a book in order to improve a specific skill. These types of strategies are useful to captivate the student and encourage him to improve his communication skills, in this case his oral production since he will be forced to interpret a character, participate in a scene and work as a team.

Statement of the problem

English language proficiency in Colombia does not improve. According to the global ranking on the level of proficiency of this second language made by EF Education First of 2018, the country went from occupying the 51st position in 2017 to 60 in 2018.

In addition to this, the study revealed that in Colombia, men predominate in the use of language with a score of 49.24 compared to 48.65 points for women. It is worth mentioning that worldwide, it is women who lead with a score of 54.57. English teaching in schools is limited to transmitting knowledge in a traditional and monotonous way, most teachers are based only on carrying out the work book activities, the curriculum and even those they have put into practice for many years, creating in the students a lack of interest and motivation. It is for this fact that it is necessary to implement strategies that involve the removal of students from the comfort zone, where there is movement, expression, dynamism, activities that inspire them to participate and go beyond.

Theater has an appealing and innovative character, so that students are willing to participate and learn from this experience, it is also an opportunity to work in a group, the work

of oral language through the dramatization of specific situations or the representation of a theatrical work offers many possibilities to address aspects of linguistic and discursive competence.

To discover how theater as a didactic strategy develops the oral production of tenth grade students at José Rafael Faría Bermúdez High School, two questions arose:

- How to gradually improve the speaking skills of tenth grade students?

- How accurate is the implementation of theater in teaching English?

Justification

The use of theater for teaching and learning a language is useful for innovating a class because it focuses on books with a communicative approach that includes role plays or dialogues; this is not enough for a complete development of the student. According to Flores (2016) the application of theater in the language classroom can be seen from different perspectives: First, the theater is one more resource, which is common in a school or at a university. Secondly, it is necessary to organize theater workshops to learn in a more orderly way and finally, theater as a means to learn literature and talk from abroad.

Whatever the reason for applying the theater in the language classroom, it is necessary to motivate not only the student, but also the teacher, without emotion, everything is boring and the student loses all interest in learning. At the academic level, the student exploits his potential and improves his vocabulary, intonation, pronunciation, memorization, concentration, and grammar, as these are necessary for the student's development: "the

necessary skills and aptitudes who are present in all acts of communication of each of the languages in order to be competent" (Casas, 2015). In addition, it includes nonverbal communication, useful for learning gestures from other cultures. On the other hand, to academic benefits, theater has an influence on the student's social dimension, which promotes responsibility, tolerance, leadership, self-esteem, teamwork and friendship.

Objectives

General objective.

- To implement the theater as a didactic strategy to develop oral production in tenth grade students of José Rafael Faría Bermúdez.

Specific objectives.

- To apply theater workshops that motivate students to perform and participate in the classroom

- To improve oral expression, enrich vocabulary through theater.

- To explore creativity and imagination through body and voice work.

Theoretical Framework

The conceptual foundations of this project established around four main concepts: theater, communicative competence, oral production and lexical competence.

Theater

Sosa (2017) defines that theater is a scenic art that had its origin in ancient magical rituals, and that evolved to take on the form and complexity it has today. The word theater finds its origin in the Greek word theatron which means "space for contemplation." This gives us a pattern of its nature but it is not the only meaning.

The theater is timeless but the plays always show us characteristics of the time in which one lives, common ideas in society or widely accepted concepts are visible in the plays of all historical moments. Also the most controversial taboos or themes are found in theatrical constructions.

According to Porto, Gardey (2008) The term theater comes from the Greek theatron, which can be translated as the space or the site for contemplation.

The theater is part of the performing arts group. Its development is linked to actors who represent a story before an audience. This art, therefore, combines various elements, such as gestures, speech, music, sounds and scenery. On the other hand, the concept is used to name the genre of literature that encompasses those texts intended for stage performance.

Communicative competence.

Communicative competence is the ability of a person to behave effectively and adequately in a given speech community; this implies respecting a set of rules that includes both grammar and other levels of linguistic description (lexicon, phonetics, and semantics) and the rules of language use, related to the socio-historical and cultural context in which communication takes place. In the words of D. Hymes (1967) communicative competence is related to knowing "when to speak, when not, and what to talk to, with whom, when, where, in what form"; that is, it is the ability to form sentences that are not only grammatically correct but also socially appropriate. It is this author who formulates the first definition of the concept, in the 70s of the 20th century, in his studies of sociolinguistics and ethnography of communication in the USA.

Oral production.

According to Brown and Yule (1983), which considers that oral production is an interactive process where meaning is built that includes producing and receiving, as well as processing information. The form and meaning depend on the context where the interaction occurs, including the participants, their experiences, the environment and the purpose of communicating. It is often spontaneous, has beginnings and endings, and has a development. For the interaction to take place, knowledge of language functions (or patterns) is needed, which tend to recur in certain situations and contexts. And in addition Bygates (1991) establishes that the oral production requires knowledge of language tools, which are grammar, pronunciation and vocabulary.

Lexical competence

Lexical competence is considering one of the most important aspects in language. According to the Council of Europe (2002) it is the knowledge of the vocabulary of a language and the ability to use it, is composed of lexical elements and grammatical elements. On the other hand, Cassany (1998) ensures that the mastery of vocabulary consists both in the knowledge of the words and the concepts to which they refer, and in the various strategies to use them effectively and adequately.

Literature Review

It is important to take into account different studies concerning the theater in order to illustrate a little bit since it is necessary to have sufficient knowledge of the subject to carry out a project that really benefits the population. In this way, some articles were considered that deal with theater as an educational resource, such as speaking and theater as a teaching resource.

In relation to theater as an educational resource, Martínez, Sanmamed (2015) conducted a study in the autonomous community of Galicia and, more specifically, in a municipality in the province of A Coruña in Spain. The purpose of this study was to know and describe the perspective of a group of students on theater as an educational resource. The results showed that the theater had an appealing and innovative character, so that students were willing to participate and learn from this experience, it was also an opportunity to work in a group, as communication between the teacher and the group was fluid, the willingness to work was the basis of advice,

guidance and evaluation. This project was an opportunity for students to learn from a positive motivation perspective.

All this allowed to recognize that theater can be a tool for learning subjects that may at first sight be arid, such as theoretical premises, concepts, spelling rules, pronunciation or adaptation of a narrative text and that, on the contrary, these aspects will be preserved in the long term.

In the same way, taking into account theater as an oral expression, Fulla (2013) recognizes that theater is one of the most studied and used resources in foreign language teaching. The results showed that the work of oral language through the dramatization of specific situations or the representation of a theatrical work offers many possibilities to address aspects of linguistic and discursive competence. On the other hand, the systematization and integration of grammar, lexicon, pronunciation and intonation always in harmony with the body are some of the most visible benefits. In addition, the motivation that this practice can create in students, the work done to overcome inhibition and the improvisation exercises can help remove the emotional barriers that also arise in learning a foreign language.

In order to know more about strategies to teach English, Avila (2015) argues that "English teachers can use their creativity to make classes much more original, and go outside the formal bonds of teaching" p.102. In his study he establishes that there are many more methods, exercises, and activities to explore and teach. For this reason, teachers need to expand their horizons in an EFL context to see what will probably be efficient for future generations. He implemented some teaching strategies with the instructional use of creativity in the English class that helped him to observe that pupils experienced new learning techniques to tell more about

themselves. Participants at first were reluctant to participate, but later responded positively to the methods. The classes and the students' contributions provided for a vivid and imaginative experience. They also were a challenge, confronting students with the need to follow English language rules.

To achieve the objectives and contents of the curricular areas of education in stages such as primary or secondary. In this perspective Marauri (2014) aimed to observe and analyze the educational possibilities of theater and dramatization in the training of students. In his study she found that this way of working within formal education gives the option of developing the skills necessary to convert students into competent citizens, like any other methodology, more active and innovative than following a manual, such as it can be the design of teaching units, project work, cooperative groups, etc., since all of them are active methodologies that give the student the possibility of being the protagonist of his own learning, as defended by constructivist theories. She defends that the theater can be a type of project that combines all of them so that the student learns cumulative contents, procedures and attitudinal, intertwining a common project, carried out together with their peers, to the common thread of a didactic unit or the achievement of an ultimate goal

Finally, a study carried out by Agudelo Gómez, Pabón, D., & Parra Vega, (2017) aimed to analyze academic experience in law professors and students and implement a new teaching strategy from the theater, as an effective and effective method in the formation of the legal communicative competence of the good lawyer, especially in the context of argumentative capacity and orality. In addition, he showed that in any area this strategy can be implemented to improve communication skills, the author states that theater is an exercise in interpretation, criticality, understanding and representation of knowledge. Regarding the opinion of teachers

about theater, it has to be considered as an accessory discipline to education, which is not necessarily linked to sentimentality, and that contributes to the appropriation of knowledge and the development of orality, but Only 25% of teachers surveyed have used the theater. They consider that this performing art encourages teamwork, interpretation of their own concepts, orality, reading habits, argumentative ability, -and creativity, among others.

Methodology

This was focused on implementing the theater as a strategy to improve the oral production of tenth grade students with an A2 level, in which students had to write, create, correct errors, study and interpret a play based on the topics developed and learned according to the curriculum of the school and the teacher's work book "English, Please!" For the proper development of this project, the guidance and accompaniment of the supervisor of the school José Rafael Faría Bermúdez was necessary, which monitored and helped the pre-service teacher to carry out a quality work, in the same way had the Teacher tutor advice from the University of Pamplona.

For this period of the year, the institution established the development of communicative competence of the student to be able to interact in scenarios of personal and professional development, In addition, the Ministry of Education has as a priority the construction and consolidation of strategies that offer young people the capacity for dialogue and communication in their environment, all this is reflected in the themes proposed in the workbook. Since the objective of this project was to implement the theater as a didactic tool, it was necessary to take a few steps to use these plays.

According to Laferrière, G. (1997) when analyzing a theatrical text, two basic approaches can be followed: psychological analysis and structural analysis. The first aims to establish a repertoire of the feelings, emotions, and intentions of the issuer; but also of the receiver; determine the main topic and the secondary topics; work on the intentions of the issuer. The structural analysis, for its part, aims to establish a repertoire of verbal, gestural and iconic signs and languages; determine the effects of repetition, reinforcement, interpret and deduce the sender's messages; Work on receiver impressions. To achieve all of the above, Laferrière, G. (1997) offers an analysis model which includes:

1. **Organization of the text:** start, knot and descend

2. **Constants:** keywords, key phrases, gesture (s), songs, sounds

3. **Characters:** protagonists and antagonists

4. **Verbal language:** monologues and conversations

5. **Space and time:** time and place

6. **Theme:** plot or conflict

7. **Personal opinión**

Listening comprehension.

Wipf in the article "Strategies for Teaching Second Language Listening Comprehension" defined listening as: an invisible mental process, which makes it difficult to describe. People who listen should discriminate between different sounds, understand vocabulary and grammatical structures, interpret emphasis and intention, and retain and interpret all this both in the immediate context and in a broader socio-cultural context. (Wipf, 1984, p. 345)

Listening comprehension is one of the most complex parts for English learners since it is very difficult to understand a native speaker in a real context. Students are accustomed to listening to some auditory materials that have been adapted to their level and they are difficult to understand a conversation, for example. For this reason, it is very important that the listening comprehension activities presented to the students are well planned according to a structure and the topic being learned at that time.

Listening comprehension is one of the most complex skills since it works on four different levels:

- The listener must distinguish and recognize the sounds correctly in order to identify the words used by the speaker. This is why having a good base in English phonetics.

- Grammar and vocabulary: that is, understanding the meaning of individual pieces of information in a text, including the meaning transmitted by grammatical structures and vocabulary

- Context: words and expressions have different meanings depending on the context in which they are used. A simple sentence may change depending on the intention of the speaker.

- Global message: the combination of the three previous aspects will lead the listener to make sense of what has been said.

This class will be carried out with the steps that it establishes Tandazo (2015) the structure of an auditory comprehension activity should have three stages:

Pre-listening:

Preparatory stage, through this stage, students activate their knowledge about the topic of the activity and the vocabulary they will need. This preparatory stage will help students make sense of what they will hear next. Some of the activities we can do at this stage of listening are:

- Give the student, orally, some information about the topic of listening.

- Reading comprehension activity of some topic related to listening.

- Description of images to illustrate an event or situation.

- Discussion about the topics or the listening situation.

- A question and answer session

- Presentation of vocabulary related to the topic.

While - listening:

These are the activities that students should do while they are listening to the text, the song… etc. The tasks of this stage of listening should be as simple as possible since it is very difficult to listen and write at the same time, especially in a language that is not your mother tongue. The exercises in which students have to choose between several possibilities, surrounding the correct, true or false answer are the best for this stage. Some of the activities we can do at this stage of listening are:

- Sort groups of images

- Complete drawing

- Draw images of what they are hearing

- Follow a route or map

- Complete a chart

- True or false

- Fill the gaps

- Underline or correct errors in a text

- Questions in which the student has to choose between several possibilities.

Post-listening:

Stage in which the activities done during the listening are corrected and the students reflect on what they have learned through the activity. Some of the activities we can do at this stage of listening are projects in pairs, small representations, debates, writing activities ... etc.

In the same way, a sequence of activities was established since this is an important task to organize learning situations developed in the work with the students. One work was carried out following this sequence and this format with a specific theme (fairy tales) which was carried out including the themes proposed by the supervisor's workbook. This sequence was designed and planned to teach zero conditional, through an interactive theme known to students which was fairy tales. It has set objectives for achieving oral production. To introduce the vocabulary the teacher made use of educational images and a video to work a listening activity divided in the

above mentioned steps, after writing and correcting the script he worked on the final product

"Cinderella with alternate ending"*Appendix A* planning

Planning N° 1: Fairy Tales

Group: 10th grade

Level: A2

Teacher: Nathalia Franco

Topic: Fairy tales

Objectives

Linguistic	• The student could create sentences with the zero conditional.
Communicative	• The student was able to speak about general truths through the representation of a character in a play
Sociocultural	• To know the world's most popular fairytale authors

Steps for oral production

https://www.youtube.com/watch?v=UkqXKFh4Aik&feature=youtu.be

Pre_listening	*Step 1:* **Vocabulary introduction**
	The teacher showed the students some images concerning the vocabulary related to the topic
	Vocabulary :

- ➤ **Stepmother**
- ➤ **Stepsisters**
- ➤ **King**
- ➤ **Gowns**
- ➤ **Kingdom**
- ➤ **Ball**
- ➤ **Fairy**
- ➤ **Coachmen**
- ➤ **Pumpkin**
- ➤ **Carriage**
- ➤ **Midnight**
- ➤ **Slippers**

Step 2: A question and answer session

The teacher asks students a series of questions in order to identify the topic after seeing the images.

- ➤ What do you think the subject is?
- ➤ What do you imagine seeing these images?
- ➤ Do you like these topics?

Once students identify the story, the teacher presented the author's name and some characteristics of his work and the play.

While-listening   The teacher played the video for the first time and asks some questions

- ➤ Who is the main character of the video?
- ➤ Who did Cinderella live with?
- ➤ What was her main problem?
- ➤ What event changed her life?

The teacher played the video a second time.

This time she gave to the students the lyrics or transcript of the video, also she gave to the students five minutes to read that worksheet. Then, students had to fill the gaps only listen the video.

Lyrics:

Once there lived a beautiful girl named Cinderella.

Her ***step mother*** and ***step sisters*** made her do all the house work.

One day, the ***king*** announced a ball to select a wife for the prince.

All the girls of the ***kingdom*** were invited to the ball.

The stepsisters dressed in their best ***gowns*** and went for the ball.

Cinderella, who was left behind, started crying as she also wanted to go to the ball.

Just then a Fairy Godmother appeared.

The ***fairy Godmother*** changed six mice into horses and coachmen and a big pumpkin into a ***carriage***.

She then touched Cinderella and magically she was dressed in the most beautiful gown ever seen.

 The Fairy Godmother then gave Cinderella a pair of glass ***slippers*** and told

her that she should be back by ***<u>midnight</u>*** as the magic would end after that. The teacher played the video one more time in order to check the answer to the whole class.

Post-listening Students should create sentences related to the topic; the teacher gave them examples so they can do the activity.

> ➤ I can go to the ball if I have a beautiful dress.
> ➤ She can dance with the prince if she knows the song.

Final product   Students should form groups of five people, create a short script and once it has been reviewed and corrected by the teacher they will record a video about the play.

To evaluate the plays and the performance of the students, the pre-service teacher created an evaluation grid with aspects established by the Common European Framework of Reference for Languages, which evaluates both quantitatively and qualitatively. To each group was given that grid with the respective grade and analysis of each aspect so that the students could analyze what they should improve but also highlight the work done.

https://youtu.be/tSsPTRsY6j0

Video Showed

Students' Video

Students' script

GUION

- Juan Sebastian Benavidez
- Manu Angel Ubina
- Brandon Santiago Rodriguez
- Ayana Ríveros
- Frisgter Joicode.

Zero Conditional?

Cinderella and her cozy Family.

Narrador: In the kingdom of n̄varland a Young princess is headed along with her stepmother and her two cozy stepsisters towards the castle which was her home.

Princesa Cindirella: where the hell are these crazy people taking me? we have been walking for half an hour.

Stepmother: hurry up cinditella you don't want me to kick you a chamuco?

Stepsister(1): JaJaJa your organs are still fresh mother. ( )

cindirella: what?

stepmother:(shut up the stepsister(1);)

Cindirella: what's going on here. if i keep doing I will die.

Evaluation grid

Colegio Provincial San José

Sede José Rafael Faria Bermúdez

English Class Pamplona, 2019

Names: Juan Sebastian Benavidez

Maria Angel Urbina

Brandon Restrepo

Dayana Rojas

Freyder Zarate

Production and fluidity

Makes use of simple sentences, which he creates previously, using pauses to look for expressions, articulate words and correct communication.

Its pronunciation and articulation are only correct in memorized words and phrases.

8/ 10

The students previously created a script, which they studied and learned and that is evidenced in the video so that their fluency is not interrupted, their pronunciation is good since in class they worked mostly with some students. It was an autonomous work since the time in the classroom was not extensive, but with these bases the students studied to interpret their role well.

Coherence and cohesion

The discourse is coherent and cohesive, with an appropriate but limited use of organizational structures, connectors and other cohesion mechanisms. If the intervention is prolonged, it may show some loss of control over the speech.

7/ 10

The goal was for students to use conditional zero in their dialogues, but this was a bit complicated for them since they got confused, however in the corrections the students understood the subject and their speech had a little more logic and was more consistent to the goal.

Vocabulary

It makes use of very basic words that are sufficient to transmit the required information and for communication to occur. Demonstrate the use of vocabulary previously taught by the teacher.

7/ 10

The vocabulary to be treated was actually very easy, simply that he was not very well known to them, so in input he created some slides to show them and teach them the vocabulary related to fairy tales. I realized that almost 70% of the vocabulary learned it but the other 30%

used synonymous with what I had taught them is to say they searched and researched on their behalf.

Interaction		
Maintains the conversation properly, collaborating with his interlocutor.	**9/ 10**	This part amazed me because I saw the students very involved and I think this was the success of their great work, because it shows the teamwork, the collaboration and the interaction, that is to say, the communication is not cut off, nobody is silent and there is a frequent rhythm
Creativity		
Good use of spaces, scenery, costumes, makeup, dances and video editing	**10/ 10**	The creativity of the boys is incredible, the spontaneity that they handle both in their attitude and in their body language, some children had to characterize women and they did it without any problem and with the best attitude, in the video it is evident that they learned and They had fun in this activity.
TOTAL		
	4.1/ 50	

Schedule of data collection.

Table 4 **Schedule of data collection.**

Date	Activity
21st October	Flash cards (vocabulary introduction)
22nd October	Video (vocabulary introduction) Listening activity
23rd October	Script writing
24th October	Script correction
25th October	Pronunciation work
26th and 27th October	Recording of plays
28th October	Reproduction of plays

Table 5 **Research methodology schedule**

Date	Activity
24th to 28th September	Non- participant observation
21st to 28th October	Participant observation
30th October	Journals
20th November	Interview
21st to 28th November	Data analysis

Research methodology

This study was focused on the ***qualitative approach*** that is defined by Creswell (2007) as "The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes different patterns or themes." p, 37.

Type of Research.

According to Creswell (2012) ***action research*** designs are often utilize both quantitative and qualitative data, but they focus more on procedures useful in addressing practical problems in schools and the classrooms. Action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students.

Population.

The population selected in this study were 29 students of the José Rafael Faría Bermúdez from 10th grade (10-05) with an A2 level, the students are not at the level established by the Ministry of Education since the pace of work is slower, the hourly intensity is not adequate to reach a higher level and they do not have autonomous work that is vital when acquiring a language. From which the participants selected were 5 students whose ages range from 15 to 17 years old. The participants were selected based on the criteria of the English teacher.

Instruments

Participant observation

   Observation methods are useful to researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities. According to Marshall and Rossman (1989) observation is "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study. In the same way SCHENSUL, and LeCOMPTE (1999) define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting" (p.91). [2]

   In recent years, the field of education has seen an increase in the number of qualitative studies that include participant observation as a way to collect information. Qualitative methods of data collection, such as interviewing, observation, and document analysis, have been included under the umbrella term of "ethnographic methods".

   Two observations of participants were made, the objective was to see the reaction and the impact that listening activities had on the participants, such as their acceptance or rejection, in the end a field diary of this process was obtained.

Non-Participant observation.

According to Liu & Maitlis (2010) it involves observing participants without actively participating. This option is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed. Non-participant observation is often used in tangent with other data collection methods, and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods.

A non-participant observation was made at the beginning of the integral practice with the objective of knowing how the class environment, the behavior of the students, the rhythm of work and even the methodologies used by the teacher to draw the attention of the students. It was essential to implement this instrument because it provided an idea of how class work could be.

Journals

Based on Wiegerová, A. (2013) a journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events. It is exactly the subjective experience of teachers and all events at school that they consider important, what they think may affect them that may point to new circumstances, which are tied with how teacher's beginners experience situations at school. In pedagogic research teacher journal is used mainly as an instrument to investigate student practices.

Of the last two techniques, a reflective journal was obtained that served to analyze the results obtained **Appendix C** *journal*

Interview

Interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. According to Easwaramoorthy, M., &

Zarinpoush, F. (2006) an interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing. The researcher has to implement interview as the instruments in order to support the document analysis to collect the data about the first research problem and to point out the second research problem. The main objective of this interview was to know the perspectives of the students and how they thought to create and interpret a play to study a subject in English. For this, an interview was created according to previously established categories, once the interview was conducted, it was analyzed through a rubric. **Appendix B** *interview*

   Type of analysis.

   To analyze the information, the pre-service teacher will work with a type of analysis, namely, typological analysis. According to Hatch (2002) "the typological analysis is about dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study" (p.257). In other words the data analysis starts by dividing the overall data set into categories or groups based on predetermined typologies. In addition, it is necessary to follow some steps based on Hatch, J (2002) with the aim that the analysis of the information would be as accurate as possible. The first step is to identify typologies to be analyzed; these typologies are generated from a theory, common sense or research objectives. The second step is read the data, marking entries related with those typologies, afterwards it is necessary to look for patterns or relationships within typologies and decide if those patterns are supported by the data, then it is important to write the patterns in one

sentence generalization and finally to select data excepts that support those generalizations; from this exercise came out our first codes and themgm es.

Data analysis

Hatch (2002) confirms that the process of analyzing data consists of "Organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories". Thanks to this process, the researcher is capable to understand if the students" problems improved to the implemented strategy, by organizing and comprehending the information.

Typological analysis

To analyze the information, the pre-service teacher worked with a type of analysis, namely, typological analysis. According to Hatch (2002) "the typological analysis is about dividing everything observed into groups or categories on the basis of some canon for disaggregating the whole phenomenon under study" (p.257).

Table 6 Base categories of the project

BASE CATEGORIES OF THE PROJECT
General objective. • **To implement the theater as a didactic strategy to develop oral production in tenth grade students of José Rafael Faría Bermúdez.**

Specific objectives.

•   **To apply theater workshops that motivate students to perform and participate in the classroom**

•   **To improve oral expression, enrich vocabulary through theater.**

•   **To explore creativity and imagination through body and voice work**

General category	Subcategories	Theoretical description	Other comments
Input	**Listening activity**	An invisible mental process, which makes it difficult to describe. People who listen should discriminate between different sounds, understand vocabulary and grammatical structures, interpret emphasis and intention, and retain and interpret all this both in the immediate context and in a broader socio-cultural context. (Wipf, 1984, p. 345)	A video lesson or lecture is a video which presents educational material for a topic which is to be learned. The format may vary these can be animated, real, documentary among others. Such lectures are a key part of flip teaching in which the initial work of communicating the essentials of the topic is done by the video. Videos just like animation tell

			story about how a particular process occurs or a history. There is no reading, it is all watching and listening. Input refers to the exposure learners have to authentic language in use. The most important and accessible input for learners is that of the teacher. When teachers are talking in classes they are providing opportunities for learners to develop their comprehension.
	Fairy tales	Learning the main structures of the target language through the use of fairy tales. Also students can learn vocabulary	Fairy tales provide a great opportunity for students to listen to a familiar story in English in an imaginative context. It involves the students in the story-telling by getting them to join in with repetitive phrases or words that they already

		know.	
Oral production	**Interaction**	Maintains the conversation properly, collaborating with his interlocutor.	Group interaction refers to the dynamics of the team and the way individuals in the group interact with one another. Positive interactions increase good feelings, increase morale and improve work satisfaction.
	Grammar	A sentence's "structure" is the way its words are arranged. In English, we have four main sentence structures: the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence.	Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language.
	Vocabulary	Also the vocabulary is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge. It makes use of very basic words that	Vocabulary knowledge helps students retain what they listen. Vocabulary is required for students to achieve cognitive academic language proficiency. Vocabulary knowledge

		are sufficient to transmit the required information and for communication to occur. Demonstrate the use of vocabulary previously taught by the teacher.	enhances our ability to function in a complex world. Vocabulary is the foundation for comprehension.
	Pronunciation and fluency	Makes use of simple sentences, which he creates previously, using pauses to look for expressions, articulate words and correct communication. Its pronunciation and articulation are only correct in memorized words and phrases.	Correct pronunciation is a basis for efficient communication in English, as in any other language. Pronunciation is important because it makes your first impression.
	Coherence and cohesion	The discourse is coherent and cohesive, with an appropriate but limited use of organizational structures, connectors and other cohesion mechanisms. If the intervention is prolonged, it	Cohesion and coherence are important aspects of the structure of academic aspects as they have an influence on the readability and logical flow of the argument of the information.

		may show some loss of control over the speech.	
Theatre	**Interpretation**	Interpretation is the act of explaining, reframing, or otherwise showing your own understanding of something. A person who translates one language into another is called an interpreter because they are explaining what a person is saying to someone who doesn't understand. The term theater comes from the Greek theatron, which can be translated as the space or the site for contemplation. The theater is part of the performing arts group. Its development is linked to actors who represent a story before an audience. This art, therefore, combines various elements, such as gestures,	Theater had an appealing and innovative character, so that students were willing to participate and learn from this experience, it was also an opportunity to work in a group, as communication between the teacher and the group was fluid, the willingness to work was the basis of advice, guidance and evaluation. This project was an opportunity for students to learn from a positive motivation perspective.

		speech, music, sounds and scenery.	
	Body language	Body language is a type of a nonverbal communication in which physical behaviors, as opposed to words, are used to express or convey the information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space.	It plays a decisive part in the communication. Unlike words or even facial expressions, the body always tells the truth. So it is essential for an actor not only to know their own body language, but to be able to use it consciously, deliberately and in various ways.
	Motivation	Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or a work. Represents the willingness of an individual to put his efforts in a particular direction so as to achieve his goals.	

	Participation	Participating means "being part", "taking part" and / or "taking part" in something. It is the right of every person to say his word and decide his own destiny	Participation is a process, it implies taking part in decisions and always participating with a clearly defined and desired purpose by those who are involved.
	Creativity	Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions.	Creativity is synonymous with "original thinking," "constructive imagination," "divergent thinking," or "creative thinking." Creative education is when students are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and flexible. Instead of being taught to reiterate what was learned, students learn to develop their ability to find various solutions to a problem

Findings

Students learn vocabulary through creative activities

Creativity makes students become participatory and active in class, but above all it is the ability to generate new didactics that helps to learn new words in a fun way. According to Bernheim, C. T. (2011), it provides internalization and assimilation of concepts in a more realistic way so the student will have a meaningful learning on the other hand helps the teacher so that his classes are not monotonous but interactive. There are many activities that can be carried out to acquire vocabulary in this case students said the use of flashcards caught their attention *"Yes, I found that interesting because you try to guess the word, it's like giving us an idea of the relationship between images with what we think things are"P2*. Theatre as the main classroom activity for teaching a topic was a very useful tool because it aroused the interest, attention and learning of students *"It seems to me that it is a very didactic way to learn vocabulary in this case we use Cinderella's play, because the play is super dramatic and the theme can be adapted to a real plot, they are situations that really happen today" P1..*

Students want to participate in activities that bring them something meaningful, that is new and that make part of their daily context but above all that entertains them *"Well, as I said before, the work allowed me to discover new things such as vocabulary that was not known to me and it is also a creative way of using time and changing the way one learns English" P3.*

Creativity in the theatre makes the imagination fly and arouse curiosity, this gets the student to investigate on his own everything he needs to play a role in the play.

The theatre helps to improve the pronunciation of students in English

Based on Alvarez et al (2015) Theatre, by helping students develop from a social and intellectual perspective, is shown as an interactive tool that can foster the development of linguistic skills, as dialogues are created to convey or express a message. The students expressed that their goal was to present a well-done work, so they had to practice and study pronunciation a lot in order that the public understand the message, they achieved it through three activities, the first was the listening activity worked in class through a video with which the students stated that: *"It helped us on the vocal side because you could hear how it is heard and the words related to fairy tales are really spoken" P3.*

The second was the accompaniment in class by the teachers, that is, the listening and correction of pronunciation errors, and the orientation in the tone that each sentence should carry, for example *".... it was important when creating the script in the classroom and practicing the pronunciation especially because the teacher was there to help us and clarify the doubts ..." P3.*

The autonomous work is a key for the development and presentation of the plays

It demonstrated the commitment that the students felt and their desire to speak correctly as they were aware that their works would be presented in front of an audience and were afraid, so they worked at home their pronunciation , as demonstrated by a student *"It gave me panic, to make a fool of myself and for my classmates to make fun of me or for the teachers to tell me that it was wrong, and what was done in a group outside the school, we investigated on our own on the Internet as some words said"*

The fact that the students were clear that the plays would be seen by their classmates and the teachers were motivated to practice their pronunciation using all the tools at their disposal to achieve a good job.

Students improve their expression and body language through interpretation

According to Perez (2013) the theatre integrates multiple intelligences such as linguistic, spatial, musical, body kinesthetic, interpersonal and interpersonal, hardly any other activity will allow educators to work as many multiple intelligences as this. A positive point is that it allows us to convey a message not only with words but with gestures and movements. With this experience the students improved their body communication through the interpretation of a character as it induced them to use expressions that in their daily lives they did not use, allowed them to feel free and transmit emotions as the student says *"Well, the truth was interesting because obviously we had to get into the character then we had to perform the actions that the character performed in the dialogues we had to learn everything then it was cool but also somewhat complicated" P2.*

Having the attitude helps a lot, and the plays contribute to intensify these spontaneous attitudes as assured by participant number two *"Well, the truth was interesting because obviously we had to get into the character then we had to perform the actions that the character performed in the dialogues we had to learn everything then it was cool but also somewhat complicated" P2.*

Most of the students are very shy with introverted personality and these kinds of activities help them to explore and show all the talent, charisma and spontaneity that they have inside. It was amazing to see how they change by being on a stage and all the energy they can transmit.

Extracurricular activities and grades motivate students

Within the classroom and by the very dynamics and nature of the classroom it is often difficult to carry out very large activities such as projects or pedagogical outings to induce students in another context. However, these are useful to show that you are able to plan, structure and execute ideas but above all that motivate the student to work and participate, in this case the theatre was a project that showed the students that they can learn in a different way in the classroom and not just with the use of the board and the book. When asked if students were motivated to enhance this project their response was positive *"Yes, because in the school they almost never put us to carry out these activities and of course when doing new activities one tries to do it as with encouragement, first because of the note and second because it is an activity that is not commonly carried out"* P1.

Which brings us to the next point, students are conditioned if they don't get a grade for their work, their effort is not the same and this is perhaps due to the same teachers in their eagerness to work better or advance further with the students, each one of the participants stated that one of their motivations was to get a note for the last period and thus pass the matter for example participant number three said *"Also a motivation was that it was a note of the period"* P3.

Activities that attract students' attention in the company of a grade are the perfect combination to get a quality job and get the student involved in the class, for them feel that their effort deserves to be restarted.

Conclusions

       The implementation of theatre in the classroom helps to captivate students as it is an activity out of the ordinary for them in the school environment, so it helps the teacher to create teaching and creative material and content. On the other hand, the theatre helps to improve not only the students' body expression but also their oral production, pronunciation and fluency, as demonstrated in the analysis of the work done by the students through the evaluation grid, since it is a work involving presentation in front of an audience, it forces the participant to strive to do it well in order to transmit a message, It is important that the teacher accompanies the preparation of the work and, above all, motivate or encourage the students.

Suggestions

       In order to develop theatre plays it is important to take into account the target population, in order to design material that allows the in-depth exploration of a subject, so that there is a regression and in this way students can understand what they are facing. It is also important to make a correct input and resolve doubts before starting a production of scripts or the work itself. It becomes necessary to find the right time and space to work on these projects, to be aware that they can be involved with the topics that they want to teach and thus put aside traditionalism and bring creativity to the classroom.

Chapter II

Research Component

The training of reflective spirit in PLEX practitioners, Training tool to qualify pedagogical practice

Introduction

In the context of training in PLEX, the novice teachers' pedagogical practicums are recognized as one of the relevant aspects and updating to document in order to improve the teaching-learning processes and the education assessment.

Even though, there is a manifested interest regarding the necessity of comprehending and transform the pedagogical practice also it is certain that the majority of local studies focus mainly on learning than teaching issues.

It has been considered relevant to formulate a project that encompass a reflective approach about the professional practicum as a way to achieve knowledge, behaviors and attitudes that guide the teacher practice; also as an exercise of internalization, immersion and a consistent exploration of the teacher's own subjectivity. Through the formulation of questions and searching of information in order to solve problems and self-recognition.

Statement of the problem

At the school it is assumed some medullar aspects of the individuals, the constitutional life without questioning, they are seen as a stamps, permanent and invariable features that are part of the school's identity and culture. When the events are developed without major alteration, the teacher takes a risk of getting used to a regular action that does not allow the pedagogical evolution and the renovation of the academic culture.A practice lacking of reflection does not encourage the emergence of problematic situations; those realities are ignored, they are invisible. Taking that into account, the pedagogical practicum is assumed since repetitive codes that place the teachers in a traditional task, of cultural reproduction, becoming a barrier to the emerging of practices that tend to transform thoughts and knowledge, in order to solve social needs.

As a solution to that situation, it is necessary that the process of forming educators encourage the teachers' reflective spirit that contributes to improve their pedagogical practices that at the same time might be essential elements that transform their job and professional life.

Regards to the bachelor in foreign languages of the University of Pamplona, the reflection is seen as a fundamental exercise to students develop their practicum, self-assessing and being critics about their teaching practices.

Justification

The formulation of this project in the context of the Integral professional practicum of foreign language students, is part of the professional conception of practice as a spearhead to improve

educational processes in the application centers where the professional practicum 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 own actions and to be interested in the knowledge of the models and approaches to attend a problematic situation and to establish an analytical look on the fact. According to the postulation of the educational philosopher Jhon Dewey, pioneer of the reflective thought field applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflective action. We believe that a reflexive approach protects agents from the traditional context of inertia, and authority that permeate the school.

Objectives

       General Objectives.

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.

       Specific Objectives.

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the current problems in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.

- To identify and analyze the strategies that the student uses in their pedagogical practice.

- To implement reflection workshops and development of teaching units that guide the reflection of Student-Practitioners.

- To analyze one's own beliefs about teaching work and about students.

Theoretical Framework

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

   The teaching profession.

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

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

The reflection.

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

The Reflection as a Process.

The reflection is made based on a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow extracting a new structure of the situation". The stages of the process of reflection as a process are evidenced in the following scheme:
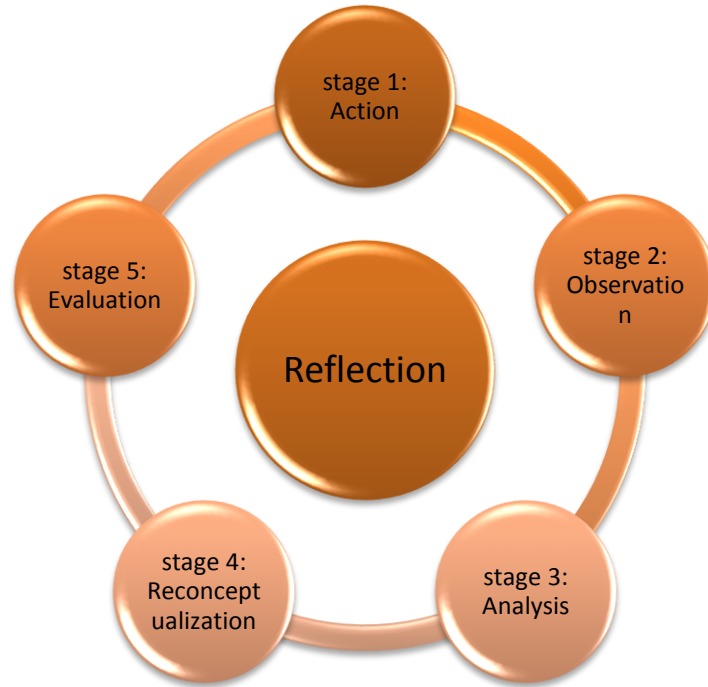
Figure 3 **Reflection process**

The reflection as a theme.

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

The teaching reflection.

Updating and qualifying the academic proposals in the University and orienting the learners towards new ways of relating to the world, it is necessary that the teacher questions himself about his own practice and about the repercussion that it has generated; that it is able to objectify his behaviors, and to assume the different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; acts in a complex space subjected to a constant change determined by the interaction of various factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT: 1986). In this context, the problem of practice and class space demands a particular treatment oriented towards understanding and social interaction.

The need of articulating the changing social reality to our pedagogical work, is evident in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.

This study will serve the participating professors to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge. The reflection is applied to the selection and appropriate use of the teaching strategies that the teacher will use.

On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. It is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts. In a third Van Manen establishes a critical reflection exercise; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical practice.

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.

Critic element of the 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

Based on Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present study as an instrument. This relates to the teacher's narratives, to encourage stories of their experiences in the classroom. They persist in many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component 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 a central axis the continuous reflection that additionally contains some meetings to strength the practicum as an initial space to aboard the teaching and labor problematic. The principles of organization are the autonomy, planning and self-observation.

This study was developed under a qualitative approach, from the reflective perspective as a professional space that will contribute widely to the description, identification and analysis of the own pedagogical didactic. This concept is back up by Cottrel 2011, who states that the reflective perspective refers to "the active, persistent and careful consideration of any belief form of knowledge in the light of the grounds that support it"

To collect the data in this study, some instruments will be applied.

Reflective workshops.

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

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

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.

- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation checklist.

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

Narrative.

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

Class recordings.

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

Each narrative was sending every Monday weekly.

Context

Located in the department of Norte de Santander, it is founder of the cities during the colonial period, has been a center of confluences and religious influences throughout its history; Pamplona is a Colombian municipality, known as the capital of the Province of Pamplona and its economy is based on education, gastronomy, agriculture and tourism (especially religious tourism). It is known as the "Mitrada City", because it is the seat of the Archdiocese of Pamplona, the first Catholic diocese in the region. The University of Pamplona stands out, public university that provides its services to many Colombians It is in this great city where this project is carried out, in which the actors of the University of Pamplona develop: PLEX Practitioners.

The main function of the university is to make that the teaching, the research, the creation and the cultural development, are integrated and strengthened seeking to produce, simultaneously, higher education, scientific research and cultural development, all processed together in a common area, enabling the training of high-level personnel, thanks to the information provided to them, as a product of the intellectual creation of academic research, so claimed by a country that aspires to modernize.

In the new context of post-industrial society, they appear as a key factor in the competitive capacity of cities, regions and countries, as well as an undoubted factor of quality of life in each of these environments.

The university fulfils many essential functions for life in society. It educates in the arts and sciences; produces professionals; prepares for the labor market; trains citizens. It generates knowledge and technology; and it is the repository of the country's knowledge. The university is,

finally, the critical consciousness of a society, the space where the life of the intellect is cultivated.

Population

The total population of the present study is constituted by thirty-eight students of tenth semester, teachers in training of the Program of Foreign Languages French of the University of Pamplona.

The direct beneficiary population:

Teachers in training

Supervising Teacher**s**

Student community of the Integral Practice implementation centers.

The indirect population benefited:

It is composed of the educational community of the Foreign Languages Program; the results will feedback the vision of the agents of the Program on their collective practices of Integral Practicum

Institutional dependencies linked to the Project

➢ Foreign Language Program Department of Languages and Communication Faculty of Education

- ➢ External institutions linked to the Project

- ➢ José Antonio Galán School

- ➢ Brighton School

- ➢ La Presentation High school of Pamplona

- ➢ José Rafael Faría School

- ➢ Águeda Gallardo school

- ➢ Junior seminary school

- ➢ San Jose Provincial School

- ➢ Cristo Rey Educational Institution

Data collection time table

Table 7 **Data collection time table**

Description of the activity	Date
Classroom observation	18th -22nd September
Narratives	30th September 7th October 15th October 22nd October

	29th October
	4th November
	11th November
	17th November
	25th November
Self-observation card	29th September
	9th November
	26th November
Analysis of the video	22nd November

Conclusion

Critical thinking

This reflexive practice allows for both internal and external analysis of the work done daily as a teacher in the classroom, it is important because one thinks deeply about attitudes, actions, thoughts and above all reactions to a situation. Through reflection we achieve greater knowledge and personal development in a critical but also in a constructive way. Every week I reached a conclusion in an objective and realistic way that allowed me to know my most important qualities and the defects that weaken me as a teacher.

Control management of the classroom

To have control and management of a public requires demonstrating authority, but without showing fear on the contrary it is necessary for the student to feel empathy for his teacher and more respect, this was what taught me this dynamic of analysis, I must give my students the respect they deserve and they will show me the same. In this order of ideas, students are able to respect the class and so it is easier to manage the group.

Interaction with students

Interaction, relationship or reciprocal influence between the teacher and the student is a very important factor in learning, because it is the image or mutual perception that exists between the pedagogical symbiosis-student who marks educational success or failure. It is very important to show the student that in the teacher finds a support to resolve his doubts, but if to exceed the confidence, it is necessary to establish limits.

Methodologies

It should be noted that thanks to the reflections I could improve the innovation and the way to teach a topic at every opportunity. Innovative and orderly methodologies allow us to carry out our tasks in a rational and efficient way, contributing to the accomplishment of the tasks with less time and effort. The methods organize the tasks to be performed and prevent us from performing them in an improvised way.

Class planning

There is a need to organize and structure in a coherent way what you want to achieve with the students in the classroom to have a control and a clear idea of the step by step according

to the needs of the students. I learned this in this activity I reflected as it involved making pre-practice decisions about what would be learned, what would be done and how it could be achieved in the best way.

Attention to diversity

Being aware that all students have a different way of learning and that they do not have the same physical and intellectual abilities is essential for the good work of a teacher since in this way he is forced to look for alternatives to include them in the class, it is super It is important to make them participate but actively not only give them material but dedicate time and attention.

The implementation of the reflection contributes to the development and improvement of the integral practice since it allows an analysis of everything that is carried out, this allowed me to realize that every day I could reinvent myself, go further and not settle for the basic work, since there is always something to improve. These types of activities are useful for thinking that I should do better, how I can do it and how it contributes to my professional life.

Chapter III

Outreach component

Tutorials to improve the difficulties of the communication skills of the students of José Rafael Faría Bermúdez School

Introduction

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

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

The University of Pamplona in Colombia, as a public institution trainer of trainers, and more specifically the Foreign Languages program has approximated to the reality that elementary schools in Pamplona face regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers who can address the training needs in elementary schools. In recognition of this reality and the problems it generates, the present proposal for social outreach seeks to meet training needs in English, that in this case it is the students of the school José Rafael Faría Bermudez who present problems with the English language and need a reinforcement from a teacher who in this opportunity will be the pre-service teacher, the objective of this project is that the student can overcome these obstacles successfully.

Justification

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

The aim of this project is to raise awareness of English teaching in secondary schools in Pamplona city, contributing to the basic foreign language training that becomes necessary and paramount at these levels. For this reason, it is carried out as part of the community outreach component of the integral practice developed by students of last semester of the Degree in Foreign Languages at the University of Pamplona, as a way to contribute to the strengthening of English education in the secondary basic sector.

The implementation of this project relevantly help both sides, not only the institutions and the educational population in Pamplona, but also the foreign language program and its students who developed their pre-service teaching process this was an opportunity where those students who presented some difficulties in this area could be helped and their knowledge could be reinforced regarding their English learning process and in the same way, it helped tenth semester students to conclude their scholar process in the university by facing the educational realities and needs around them, they thereby contributed by being part of the process that impacts the improvement of these needs.

Objectives

The implementation of this outreach project by the Foreign Languages Program English-French of the University of Pamplona is aimed at the following objectives:

General objective.

• Meet the training needs in English of the students of José Rafael Faría Bermúdez through tutorials.

With a view to a greater understanding of the aspects outlined above, this proposal will seek:

Specific objectives.

• To familiarize the student of José Rafael Faría Bermúdez school with fundamental knowledge of English.

Methodology

This proposal was carried out by the teacher in service in order to guide and support the integral development of the students as well as to contribute to reduce the problems of disapproval and lag in English. Carrying out these processes brings benefits for both parties (teacher-student), since it is important to have the necessary support to obtain better results that were reflected in the achievement and school performance of the students. This project had a space of four hours per week in the afternoon, where the teacher had to create workshops and

develop them with the students to finally discuss the doubts, problems or themes that students want to address and share. Some of the themes to be reinforced in this space are: conditional, verbs, comparatives and superlatives and vocabulary acquisition. **Appendix D** *attendance list*

Schedule of activities

Table 8 **schedule of activities**

HOUR	DAY
FROM 9:00 to 10:00	**MONDAY to FRIDAY**

Table 9 **schedule of activities**

DATE	ACTIVITY
30th September	Comparatives and superlatives
2nd October	Comparatives and superlatives
3rd October	Evaluation about comparatives and superlatives
7th October	Role plays
8th October	Numbers
15th October	Quiz about numbers
16th October	Verbs
17th October	Quiz about verbs
23rd October	Quiz about verbs
30th October	Script

5th November	Practice of an oral production
15th November	Zero conditional
18th November	First conditional

Figure 4 Quiz cmparatives and superlatives

Figure 5 material

Figure 6 Attendance list

Conclusions

The sole purpose of tutoring is to provide support and guidance to students in the educational field in order to resolve their doubts and thus improve their skills, this practice is directed by the teacher and gives him the opportunity to have an approach with his students in a certain way because it allows the student to express himself freely as he does not feel the pressure of his classmates, this exercise helped me to know more about my students and I learned to better identify their needs, I realized that in class there are many doubts and they are afraid to ask because they expressed it to me in an opportunity.

On the other hand, very few students take advantage of these types of opportunities, in this case only five or maximum ten students attended at the time of tutoring and only during the first weeks this is evidenced in the attendance format, but even if these problems arise, these spaces must be available.

Chapter IV

Administrative Component

Introduction

As in any type of institution, whether public or private, in the José Rafael Faría Bermúdez School, different activities are carried out inside and outside the school, which aim at the cultural and moral enrichment of the students. As a pre-service teacher it is necessary to attend each of these activities whether they are flag-raising ceremonies, academic competitions, masses, week of interclasses, meetings among others, because this brings commitment to the

training process, also helps to create a sense of belonging by the institution in which we are working. These activities will have the support and participation of executives, teachers, students and parents, who integrate the educational community and ensure the welfare of the students, now it is my duty to be part of that group and contribute to this process.

Objectives

General objective.

- Be an active and participatory member of all activities carried out at the José Rafael Faría Bermúdez School

Specific objectives.

- To help in the organization of all the activities carried out in the school

- To respect each of the school activities

- To motivate students to actively participate

- in the activities carried out

Methodology

The supervisor and the entire faculty of the institution informed all the activities to be carried out during this last academic period of the year to the teacher in service. Therefore, you must be

aware of the precise moment at which you should attend these activities, participate in the organization of the event, logistics or support the teacher in charge. It is important to highlight that in this type of situations creativity and the willingness of all the people who want and must collaborate are always helpful, this is the attitude that the teacher in training should show.

Table 10 **Activities carried out**

DATE	ACTIVITY
9th October	Flag-raising
25th October	Movie morning (malefic)
28th October to 8th November	Efficacy test
12th November	French event (fashion week)
15th November	Symbol delivery

The extra-curricular activities that were carried out in the institution and in which I took part were raised from flags, training to communicate last-minute information, activities to collect money funds, Events related to the eleventh grade my work in those activities was of disciplinary control and accompaniment to other teachers, also in the French event I was organizer and coordinator of the same. **Appendix E** *events*

Conclusions

       The work of the teacher is not only to be in the classroom and to impart knowledge, but to be part of every activity carried out by the school, have a sense of belonging by the institution, always be willing to collaborate where necessary, show respect for beliefs and cultures and have a pleasant attitude.

Appendix

Appendix A planning

Group: 10th grade

Level: A2

Teacher: Nathalia Franco

Topic: Fairy tales

Objectives

Linguistic	• The student can create sentences with the zero conditional.
Communicative	• The student will be able to speak about general truths through the representation of a character in a play
Sociocultural	• To know the world's most popular fairytale authors

Steps for oral production

https://www.youtube.com/watch?v=UkqXKFh4Aik&feature=youtu.be

Pre_listening   *Step 1:* **Vocabulary introduction**

The teacher will show the students some images concerning the vocabulary related to the topic

Vocabulary :

- ➤ **Stepmother**
- ➤ **Stepsisters**
- ➤ **King**
- ➤ **Gowns**
- ➤ **Kingdom**
- ➤ **Ball**
- ➤ **Fairy**
- ➤ **Coachmen**
- ➤ **Pumpkin**
- ➤ **Carriage**
- ➤ **Midnight**
- ➤ **Slippers**

Step 2: A question and answer session

The teacher asks students a series of questions in order to identify the topic after seeing the images.

- ➤ What do you think the subject is?
- ➤ What do you imagine seeing these images?
- ➤ Do you like these topics?

Once students identify the story, the teacher presents the author's name and some characteristics of his work and the play.

While-listening The teacher plays the video for the first time and asks some questions

- ➤ Who is the main character of the video?
- ➤ Who did Cinderella live with?
- ➤ What was her main problem?
- ➤ What event changed her life?

The teacher plays the video a second time.

This time she gives to the students the lyrics or transcript of the video, also she gives to the students five minutes to read that worksheet.

Then, students have to fill the gaps only listen the video.

Lyrics:

Once there lived a beautiful girl named Cinderella.

Her _step mother_ and _step sisters_ made her do all the house work.

One day, the _king_ announced a ball to select a wife for the prince.

All the girls of the _kingdom_ were invited to the ball.

The stepsisters dressed in their best _gowns_ and went for the ball.

Cinderella, who was left behind, started crying as she also wanted to go to the ball.

Just then a Fairy Godmother appeared.

The _fairy Godmother_ changed six mice into horses and coachmen and a big pumpkin into a _carriage_.

She then touched Cinderella and magically she was dressed in the most beautiful gown ever seen.

The Fairy Godmother then gave Cinderella a pair of glass _slippers_ and told her that she should be back by _midnight_ as the magic would end after that.

The teacher will play the video one more time in order to check the answer to the whole class.

Post-listening	Students should create sentences related to the topic; the teacher will give them examples so they can do the activity.

> I can go to the ball if I have a beautiful dress.
> She can dance with the prince if she knows the song.

Final product	Students must form groups of five people, create a short script and once it has been reviewed and corrected by the teacher they will record a video about the play.

https://youtu.be/tSsPTRsY6j0

Image 1 (top)

GUIÓN

Juan Sebastian Benavides
Maria Angel Ubina
Briando Santiago Restrepo
Bryann Flores
Brigido Peñaloza

Cinderella and her Cozy
Family.   Zero Conditional?

Nanador: In the kingdom of nverland a Young
          princess is headed along, with her   (never)
          stepmother and her two Cozy stepsisters
          towards the castle which was her
          home.

Princesa : where the hell are these crazy
Cindirella   people taking me? we have been
             walking for half an hour.

stepmother: hurry up cinditella you don't
            want me to kick you a chamuco?

stepSister(1): Jajaja your organs are still
               fresh mother. (   )

cindirella: what?

stepmother:(shut up the stepsister (1);)

cindirella: what's going on here. if i keep doing
            I will die.

Image 2 (bottom left)

MARÍA ANGEL URBINA

Cinderella.

Once there lived a beautiful girl named
Cinderella.

Her __stepmother__ and __stepsista__ made
her do all the house work.

One day, the __king__ announced a ball
to select a wife for the prince.

All the girls of the __kingdon__ were invited to
the ball.

The stepsisters dressed in their best
__gown__ and went for the ball.

__Cendella__ who was left behind, started
crying as she also wanted to go to the ball.

Just then a Fairy Godmother appeared.

The __Fairy mother__ changed six mice into
horses and coachmen and a big pumpkin
into a __carrage.__

She then touched Cinderella and magically
she was dressed in the most beautiful gown
ever seen.

The Fairy Godmother then gave Cinderella
a pair of __glass slipper__ and told her that
she should be back by __midnight__ as the
magic would end after that.

Image 3 (bottom right)

Juan Sebastian Benavides P
10°5

Cinderella.

Once there lived a beautiful girl named
Cinderella.

Her __shep Mother__ and __sleep Sister__ made
her do all the house work.

One day, the __King__ announced a ball
to select a wife for the prince.

All the girls of the __Kingdom__ were invited to
the ball.

The stepsisters dressed in their best
__Gown__ and went for the ball.

__Cinderella__ who was left behind, started
crying as she also wanted to go to the ball.

Just then a Fairy Godmother appeared.

The __Fairy Mother__ changed six mice into
horses and coachmen and a big pumpkin
into a __Carriage__

She then touched Cinderella and magically
she was dressed in the most beautiful gown
ever seen.

The Fairy Godmother then gave Cinderella
a pair of __Glass slippers__ and told her that
she should be back by __midnight__ as the
magic would end after that.

Appendix B interview

PREGUNTA:	Categoría:
¿Cómo le pareció el uso de cuentos de hadas para la creación de una obra de teatro en inglés?	Input- fairy tales
¿Qué piensa usted de la realización de obras de teatro en la clase de inglés?	
¿Considera usted que el uso de flashcards (tarjetas educativas) en el aula de clase le sirvió para aprender vocabulario?	Input – vocabulary
¿En qué medida considera usted que visualizar un video le ayudó para crear un guión y posteriormente presentar una obra de teatro en inglés?	Input- listening activity
¿Cómo le pareció el trabajo en grupo en la preparación de la obra de teatro? ¿Le gustó? ¿no le gustó? ¿por qué?	Oral production – interaction
¿Considera usted que, a través de la realización de obras de teatro en inglés, pudo mejorar la	Oral production – grammar

gramática? ¿Sí? ¿No? ¿Por qué?	
¿Considera usted que mejoró su pronunciación a través de esta actividad? ¿si? ¿no? ¿por qué?	Oral production – pronunciation
¿Qué te pareció interpretar un personaje?	Theatre- interpretation
¿Qué tan complicado fue expresar una idea o sentimiento a través de su cuerpo?	Theatre- body languae
¿Se sentía usted motivado en el momento de interpretar la obra? ¿Qué lo motivó?	Theatre-motivation
¿Sí tuviera la oportunidad de participar de nuevo en una obra de teatro en inglés lo haría?	Theatre- participation
¿Considera usted que su obra fue original y diferente a las demás?	Theatre- creativity

Appendix C journal

Reflective Journal

According to Johnson, D.W (1992) to carry out an investigation with a coherent thread, first it is necessary to ask a series of questions: what are the necessary functions for the research process? And who are the actors in the research process and how do they relate to the research roles or functions? Once these positions and each of the roles in the project have been defined, it is necessary to be broadly interested in the topic to be researched, to be connected but above all motivated to want to know more and more.

This was applied in three classes of 45 minutes each, the most important thing was that it was carried out step by step as scheduled, the students demonstrated disposition, although it should be noted that for the students the most complicated part was listening comprehension because they are not accustomed to carrying out this type of activities even if they have previously introduced the vocabulary through flashcards and slides with images.

A positive aspect was that it is demonstrated that students are able to build knowledge, since through examples, images and phrases they identified the topic to be treated. The students created the scripts and the expectations were overcome because creativity was noticed, doubts about pronunciation were resolved in class and the students practiced the work once

The final product surprised me a lot in different ways since I didn't imagine that the students would try so hard to achieve that result. Oral production, although it is true, is always difficult for students because most teachers only focus on reading and writing but do not habitually to talk in English, this was a challenge above all because there was only one opportunity to work on such pronunciation the rest was autonomous work, the problems that were evidenced are the pronunciation of some verbs and past tenses, with regard to fluency it was better since the dialogue was learned more not improvised and this helped the dialogue to be understood and take a rhythm, although there are parts where the communication is cut a bit, but is very minimal for the level and the poor preparation by the teacher they had.

One of the objectives for students were to study, practice and implement zero conditional in their dialogues since it was the topic to be discussed during that week, this was the most difficult part for them because they confused the times, but through the correction they could improve this a little. The students created an alternative ending to the play but this allows us to understand the theme that they handled, from my point of view went a little beyond what they were asked in the instruction.

Talking about the presentation of the play, the commitment and creativity of the students was surprising because they assumed roles with a lot of attitude and spontaneity transmitted a message not only with words but with music, stage, special effects. Some students had to interpret characters of the opposite sex, older or with some specific gestures and they did it so well that it is possible to identify what type of character it is and its function within the work in

this way the interest in the play and the teamwork in my opinion is the most important for an activity to work.

After the video was delivered, a redouble table was made to share comments about the work done and the students said they were beaten because they had contact with the language outside of class and that the topic was fun to represent. For a following sequence I would like to have more time to carry it out because they are activities that motivate students and they say they would like to talk more and have someone to correct them.
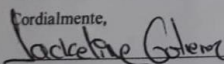
Pamplona, 31 de octubre de 2019

Estimados,
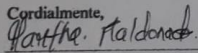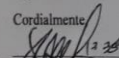
PADRES DE FAMILIA, décimo grado, Estudiantes décimo grado.

Cordial saludo,

Yo, Nathallia Franco Villarreal , identificado con C.C 1.101.208.268 de Sabana de Torres, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos décimo y undécimo , acompañado de la supervisión de la docente Sandra Lucia Castellanos. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado *"The Theater as a Didactic Strategy to Develop the Oral Production Skill in the Students of José Rafael Faría Bermúdez High School"*, esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto los estudiantes deberán grabar videos de obras de teatro. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

Marttha. Maldonado c.c.

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona
Pamplona, 31 de octubre de 2019

Appendix D *attendance list*

Colegio Provincial San José
Sede José Rafael Faria Bermúdez
TUTORIAS DE INGLÉS
Pamplona, 2019

FECHA	NOMBRE DEL ESTUDIANTE	ACTIVIDAD	FIRMA
Sep 30/19	Juan Esteban Rincón A.	Aclaración de	Juan Esteban.
	Jose Alejandro Gonzalez I	dudas sobre	
	Sebastián David Díaz Gómez	comparativos	Sebastián Díaz
	Daniel Villamizar Rincón	y superlativos.	Luis Daniel Villamizar
	Brayan Segura Coños		Brayan Segura C.
	Jhoan Sneider Contreras Daza		Sneider Contreras
	Eric Corrib Lopez Jaimes		Eric Lopez
	Daney Avellaneda Daza		Daney Daza
	Daniel Jose Montoy callejas		Daniel Montoy
	Jaider Jose Martinez		Jaider Martinez
Oct 2/19	Cristopher Sneider Silva	Ejercicios sobre	Cristopher Sneider Silva
	Daney Avellaneda Daza	comparativos y	Daney Daza
	Jose Alejandro Gonzalez	superlativos	
	Nicolas Esteban Gamboa	para preparar	Nicolas Gamboa
	Sebastian David Diaz Gómez	la recuperació	Sebastian Díaz
	Karen Andrea Garcia		Karen Garcia.
	Sara Catalina Contreras		Sara Contreras
	Valery Sabrina Gamboa R.		Brayan Segura C
	Brayan Esteban Segura C		Valery Gamboa
	Jhoan Sneider C		Sneider Contreras
	Joseth Uban Montañez A.		Joseth Uban
	Andres Felipe Vega Daza		Andres Daza
	Mariana Martinez Hernandi		Mariana Martinez
	Jyssen Vheyns Maldonado C.		
	Maria Fernanda Mendoza M.		Maria Fernanda
	Alix Adriana Rodrigue Gomez		
Oct 3/19		Reinforcement	
		test about	
		comparatives	
		and superlatives	

Colegio Provincial San José
Sede José Rafael Faria Bermúdez   CONTROL DE TUTORIAS
English Class Pamplona, 2019

FECHA	ACTIVIDAD	FIRMA
Oct 24	No se presentó nadie.	
Oct 28	No se presentó nadie	
Oct 2ª	No se presentó nadie.	

FECHA	NOMBRE DEL ESTUDIANTE	ACTIVIDAD	FIRMA
Oct /7/19	Mac. Gaspar.	Jau de Roles.	
	Na Fernanda Suescan		
	Carlos David Suarez.		
	Sebastían Villamizar		
	Cristian Villamizar		
	Andrés Cortez		
Oct/8/19	Jeison Robayo.	Actividad de completar	Jeison Duran R
	Brayan Romero.	en los cuadernos.	Brayan Romero.
	Naya A Rodriguez		Mara Rodriguez.
Oct 9/19	No se presentó ningún estudiante.		
Oct 10/19.	No se presentó ningún estudiante.		
Oct 15/19	Daniela Pabon Mora	Quiz de números.	·Daniela Pabon
Oct 16/19	Eduardo Peña	Quiz de verbos.	Daniel Peña
Oct 16/19	Daniel Villamizar Rincón	Quiz de verbos	Daniel Villamizar
Oct 16 1a	Maria Bernal fonseca	Quiz de verbos	Maria Bernal fonseca
oct 16/19	Juan Camilo Rojas	Quiz de verbos	Camilo Rojas.
oct 16/19	Juan David (Poro)parra		Juan Parra
Oct 16/19	Marlon Daniel Portillo A.	Quiz de verbos	Marlon Portilla
Oct 16/19	Mehily Zarayth Peñae	quiz de Verbos	Mehily Peña
	Ingrith Lorena Flórez Rincón	Quiz de verbos	Ingrith Flórez
Oct 17/19	Cristopher Silva	Quiz de verbos	Cristopher Silva.
	Mychael Castillo		Mychael Castillo.
Oct 21/19	No se presentaron		
Oct 22/19	No se presentaron		
Oct 23/19	No se presentaron.		
Oct 23/19	Brayan Romero	Quiz de Verbos.	Brayan Romero Diaz

Appendix E *events*
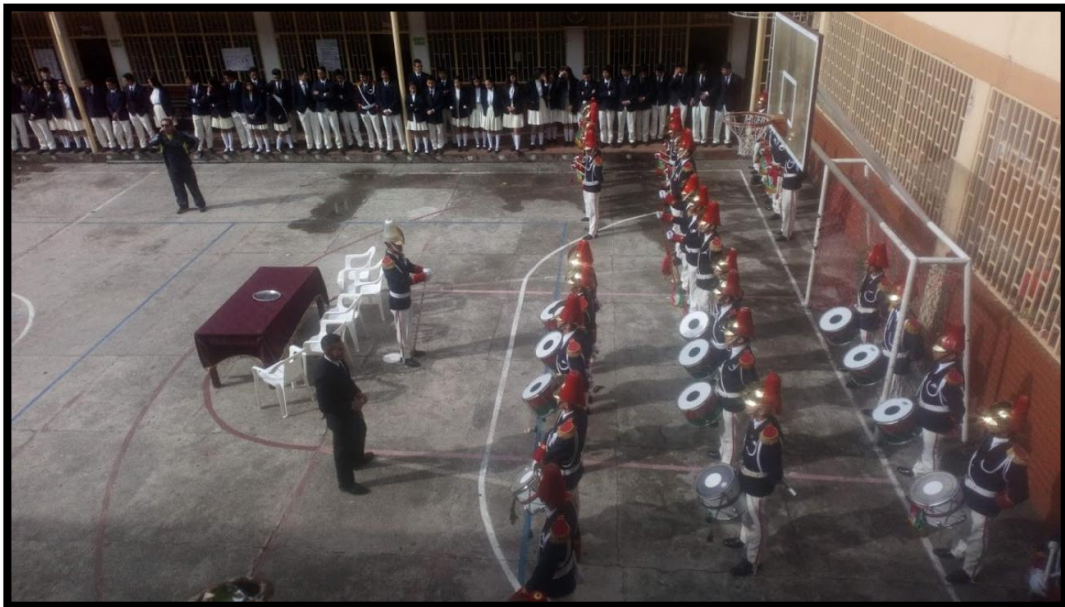
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