

**Enhancing the speaking skill in 9th grade learners at San Miguel rural school to increase vocabulary through the implementation of physical sport activities instructions**

**Kharen Jorley Mantilla Gamboa**

**University of Pamplona  
Education Faculty  
Foreign Languages Program  
Practicum  
2019**

**Enhancing oral production and vocabulary acquisition in 9th grade learners at San Miguel rural school through sport**

**Kharen Jorley Mantilla Gamboa**

**Mentor:**

**Antonio Recuero Rodríguez**

**University of Pamplona**

**Faculty of Education**

**Foreign languages program English-French**

**Practicum**

**Pamplona**

**2019**

APPROVAL NOTE

---

---

---

---

---

---

Practicum Committee Signature

---

Cooperative Teacher Signature

## **General presentation of the Project**

This project is split into four chapters; the first one is related to the Pedagogical Component, in which the researcher seeks to implement sport activities as the main tool to help students to enhance their speaking skill. In that way, the students can improve the competence while having fun and practice sport. The second chapter refers to the Research Component, and it is focused in how the reflection during the teaching process plays an important role in understanding the worries of the profession, the actions themselves and in the learning of the different approaches and models in order to address a challenging situation and create an analytical view of the fact. In other words, this component presents pre-service teacher's reflection regarding the teaching and the development of a pedagogical proposal throughout the process of being teacher-student.

The third chapter manages the Outreach component, which describes how pre-service teachers can engage the learning of English in primary school students through original, colorful, innovative and interesting material and pedagogical strategies regarding the student's needs and interests. At last, the Administrative Component, is about the level of the pre-service teacher's involvement and engagement has as a member of the institution during the practicum period. Meaning that, she/ he is not only conforms of the teaching-learning process but also, of a community.

## Introduction

In today's society characterized by globalization, learning a foreign language is essential, although the path is not a simple task. The learning of a foreign language is inescapable since society requires it; this is necessary at different levels (professional and personal). However, unlike the acquisition of the mother tongue, internalizing the knowledge of another language is not simple since it does not occur naturally.

The advantages of learning a foreign language in this case English are numerous since it allows the reinforcement of the cognitive and sociocultural competence. The first one because improves concentration, attention, memory, understanding, creativity, the use of nonverbal information and spatial vision and the second one, because promotes social inclusion, the ability to socialize and helps overcome shy. It is quite important to point out that not only the cognitive and sociocultural are advantages in the learning of English but also the economic and professional aspect because it allows to have more opportunities when finding the desired job and to be more informed of international jobs where benefits and work conditions are better.

However, in order to benefit from learning that is lasting and effective, it must be borne in mind that many factors are involved in the process. According to | Bernaus (2001) there are biological and psychological factors which are linked to age and personality, cognitive factors that are based on the intelligence, language skills, learning styles and strategies of each student and finally the affective factors that are focused on attitudes and motivation around training.

On the other hand, we can appreciate that these factors are beyond our reach but, in others we can intercede in order to facilitate learning to be meaningful. For this reason, a key element is to influence the way of teaching that is to say we need as teachers try to find a good strategy that

can be focused on experiential learning in which, through experiences, knowledge, perception and behavior can be integrated.

In order to make that possible, this proposal pretends to use the movement as a basis for enhancing the oral production to increase the vocabulary acquisition in English that is to say, to take advantage of the transversally and interdisciplinary that represents the sport domain through the implementation of motor games and recreational activities to develop the communicative competence and in that way to teach all vocabulary that can be related to the sport. In that way, the students can improve their skill while have fun.

### **Justification**

As mentioned above, some problems may appear among students when learning a foreign language such as the improvement of the oral skill, because most of the learning process in schools is focused in the written understanding and written production and the students ‘unwillingness to speak in English during the class since most of the time they don’t feel comfortable when talking or they see it as unnecessary. Hence, we as pre-service teachers can be a guide to help the school to overcome those problems through the elaboration and implementation of pedagogical projects focused in identifying the best way of doing it.

Even though, learning English has been a very crucial aspect; in Colombia, Hurtado (2016) indicated that

Only one in ten Colombians speaks this language, because of the fact that English has been considered a differentiating element in the education of the middle and upper classes, meaning that, most of Colombians do not have access to a bilingual education

and the state's rules are very breakable to a transformation in the next years and that is because, in Colombia, English is considered a cultured language and not franca (p.56).

The significance of the oral production competence, is huge for students of any language. That is the reason why the population benefited in this project aimed at enhancing the oral production and vocabulary acquisition through sport are the learners since they will change their perceptions about the English learning process and they will feel motivated when learning it, thanks to, the different exercises and activities focused on the student's interest and amusement.

Additionally, this project will help students to talk in the target language as well as to become aware of the different contexts and situations they can face when using the language in real field; as they will be prepared to have a better future in which opportunities of success are major.

## **Objectives**

### **General Objective:**

- To enhance the oral production through the implementation of sport activities.

### **Specific Objectives:**

- To implement reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- To promote the development of a critical spirit in Students-pre-service teachers that allows them to analyze their pedagogical work.
- To integrate the role of the foreign languages degree English students with the real educational context of teaching English in primary school "Centro Educativo Rural San Miguel".

- To participate enthusiastically in the academic and administrative activities projected by “Centro Educativo Rural San Miguel”.
- To teach English to the students in primary school at “Centro Educativo Rural San Miguel”.

### **Institutional observation**

In order to carry out the integral practical project in the educational institution, it was required to collect previous information, concerning some aspects of the chosen field, such as, the main elements that conforms the school. To get informed of these elements the pre-service teachers took into account the following aspects : topographical school’s location, educative authorities, essential aspects of the Institutional Educational Project (P.E.I), rule-book, physical facilities, institutional organization, institutional calendar, teacher schedule and the pedagogical aspects observed during the classes carried out by the English teacher.

### **Topographical school’s location**

San Miguel Rural Educational Center of the municipality of Pamplona, is located west of the urban area, in the village settlement Laureano Gómez, where converge all the communities formed by the educational centers San Miguel, Cimitarigua, Chilagaula, Iscaligua, Llano Castro, converge Peñas, Santa Ana, Sabaguá, Chinchipa and Zarzal (high) who are currently operating, are also assigned the offices of El Palchal, Zarzal Bajo, and Alizal, which are not working due to lack of coverage.





Figure 1. *Centro Educativo Rural San Miguel*

The San Miguel Rural Educational Center takes up the principles of Colombian Education enshrined in the Political Constitution of 1991, to be developed comprehensively in all administrative, pedagogical and community processes and its philosophy is based on the General Law of Education which points out that "education is a process of permanent, personal, cultural and social construction that is focused on the integral perception of the person, their self-possession, their rights and their duties " (Law 115 of 1994). And its main goal is expressed in Article 5 of Law 115 of 1994, in accordance with Article 67 of the Political Constitution.

### **Institutional authorities**

The institutional authorities at "Centro Educativo Rural San Miguel" are aimed at controlling and directing the academic and disciplinary necessities being aware of its educational role to guarantee and protect students' rights .It is composed by the principal's office, the

teachers' office, the parent association, the parent council, the student council, the alumni association and the productive sector, whose names are presented in the data table below:

*Table 1. Institutional authorities*

<b>Charge</b>	<b>Name</b>
<b>Principal</b>	Parada Jaimes Danilson
<b>Teacher</b>	Rangel Vera Nelly Esperanza
<b>Teacher</b>	Pabon Mendoza Olga Patricia
<b>Teacher</b>	Villamizar Blanca Miryam
<b>Teacher</b>	Pabon Gamboa Adriana Milena
<b>Teacher</b>	Lizarazo Jaimes Miguel Angel
<b>Teacher</b>	Camacho Cortes Esthella
<b>Teacher</b>	Bautista Rico Victor Omar
<b>Teacher</b>	Gamboa Cabeza Oscar
<b>Teacher</b>	Rueda Carrillo Viviana Katherine

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

The institutional educational project (P.E.I). It is a continuous process of human and institutional development assumed as a depth exploration and collective creation of the well-being and the duty of the educational community. The institutional educational project, P.E.I. seeks to respond to situations and requirements of the educational community to make it more

efficient and competitive, appropriating concepts such as the development of science, technology, environmental conservation, comprehensive management of health and sexuality, citizens' rights and duties, the values and especially the responsibility in the collective decision making so that a better education is reflected in the improvement of the quality of life.

The Institutional Educational Project is organized by four components: directive component, administrative and financial component, academic component and community component which were vital during the adjustment process of the P.E.I.

### **Mission**

Train integral people, through educational programs, that privilege meaningful learning, with the use of ICT`S, taking into account the inclusion criteria, in such a way, that the change for the improvement of quality of life in the rural sector occurs.

### **Vision**

The San Miguel Rural Educational Center, by 2025, will be recognized at the Municipal and departmental level, as a rural educational institution permanently committed to excellence as a result of the explicit criteria in its mission and its institutional educational project.

## Symbols of the institution

### School shield



Figure 1. *Shield of the institution*

### Institutional principles

The educational process responds to the needs of the student and the community is oriented towards its integral formation, it is based on the following principles:

- To Train in respect and good treatment achieving a healthy coexistence, accepting differences to facilitate relationships with others.
- To develop responsible attitudes in the students that make possible the construction of a just society and of authentic promotion of the human being.
- Provide each student with the option of becoming aware of their role as an active member of a new society, based on respect for themselves and others, taking into account the differences and promoting tolerance.

### Institutional Objectives

The objectives that are intended to be achieved in the project establish the expected achievements in terms of learning processes, coexistence, management and administration, institutional development and social impact. In the same way, the educational models adapted by our Centro Educativo Rural (CER) which are pre-school, new school, rural post-primary and MEMA are also taken into account for the formulation of these objectives.

To apply the criteria established in our PEI seeking to respond to situations and needs of the educational community to make it more efficient and competitive, appropriating concepts such as the development of science, technology, environmental conservation, comprehensive health management and sexuality, citizens' rights and duties, values and especially responsibility in collective decision making so that a better education is reflected in the improvement of the quality of life.

- To guide the student to become aware of their value as a person, as an agent of their own learning, as a social, active, singular, autonomous, analytical and transcendent being prepared to be able to give new answers in a constantly changing world.
- To ensure that the learners assumes with responsibility his role as a civic and political citizen, that he is the promoter of the development of a good social coexistence, taking into account justice, solidarity attitude, in front of the different situations that affect his environment.
- To promote quality in their teaching processes, efficiently managing human talent, their physical, technological and financial resources, with the support of local, departmental educational authorities and with the participation of the community in their area of influence, thus achieving a social impact.

- To apply appropriate theories, methods, techniques and procedures to plan, develop and evaluate all institutional processes in such a way that the San Miguel Rural Educational Center manages to adapt to the needs of its environment and becomes an axis of community development.
- To provide the necessary tools for the digital natives to achieve a change in their thinking, attitude, expectations, allowing them to establish a life project to improve the needs of their environment.

### **Coexistente handbook**

The Coexistence Manual involves schoolboys, parents, teachers to allow ethical, moral training and create spaces for democratic participation, where internal conciliation mechanisms are developed for present conflicts, in order to build a grounded discipline in the ability to decide and act freely but responsibly, seeking the balance between individual and collective satisfaction.

The Coexistence Manual is defined as the set of values, principles, rights and duties that regulate the behavior of the CER San Miguel educational community. The norms established in it are mechanisms for school organization and become the tool of action for the development, promotion and defense of the rights and duties of students and other members of the educational community .Part 3, Title 5. Decree 1075. National School Coexistence System and training for the exercise of human rights, education for sexuality and prevention and mitigation of school violence.

Furthermore,, this coexistence manual is distributed into ten chapters which present an in depth exploration of the different guidelines that each one of the adherents conforming the educational institution must follow with the objective of maintaining the discipline and

organization at school, the chapters show some data concerning the students' profiles, teachers and parents, the democratic participation, the rights, duties and prohibitions, the scholar coexistence committee, the situations that disturb the scholar coexistence, the rating scale, incentives and appreciations and besides about the uniform, school day and absence.

### **Physical distribution**

The physical plants are distributed according to the number of students to favor the application of the new post-primary and mema school models. In San Miguel headquarters there are the following spaces: a classroom for kindergarten, first and second, a classroom for third, fourth and fifth, and from sixth to eleventh a classroom for each grade. . There is a library classroom, a classroom for the computer room, there is a court but it is in poor condition, also in this headquarters there is the infrastructure for the operation of the school restaurant and land dedicated to productive pedagogical projects. Unfortunately, there are not enough areas for recreation, especially for children. The construction of classrooms dedicated to the laboratories of natural, physical and chemical sciences is also required for the development of academic activities.

### **Institutional Organigram**

Organization is a sequential function of planning that refers to the optimal combination of a set of strategic, operational, administrative activities, in correlation with the potential of the actors of the educational community and the technical resources required for the achievement of the objectives.





### Supervisor's academic schedule

Table 3. Supervisor's academic schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	English 8th	English 11th	Computing 9th	English 7th	Computing 7th
2	English 8th	English 11th	Computing 9th	English 7th	Computing 7th
3	English 6 <sup>th</sup>	PPP 6th	Computing 8th	English 9th	Computing 10th
<b>D</b>	<b>E</b>	<b>S</b>	<b>CAN</b>	<b>S</b>	<b>O</b>
4	English 10th	PPP 6th	Computing 8th	English 6th	English 8th
5	English 10th	English 9th	Computing 10th	English 6th	Computing 6th
6	English 7th	English 9th	Computing 10th	Computing 11th	Computing 6th

### Pre-service teacher schedule

Table 4. Pre-service teacher schedule

Hour	Monday	Tuesday	Wednesday	Thursday
1	English 8 <sup>th</sup>	English 11 <sup>th</sup>	Primary 3, 4,5 <sup>th</sup>	English 7 <sup>th</sup>
2	English 8 <sup>th</sup>	English 11 <sup>th</sup>	Primary 3, 4,5 <sup>th</sup>	English 7 <sup>th</sup>
3			Primary 3, 4,5 <sup>th</sup>	English 9 <sup>th</sup>
<b>D</b>	<b>E</b>	<b>CAN</b>	<b>S</b>	<b>O</b>
4	English 10 <sup>th</sup>		Primary 3, 4,5 <sup>th</sup>	
5	English 10 <sup>th</sup>	English 9 <sup>th</sup>		
6	English 7 <sup>th</sup>	English 9 <sup>th</sup>		

## **Pedagogical aspects**

Regarding the week in which the pre-service teachers carried out the classroom observation in the chosen school; it was possible to identify, detect, gather and analyze some meaningful aspects for the design and well development of this project. Talking about, all the data that was gathered, some pedagogical aspects were evinced during the teaching and learning process of English in the classroom; some of the aspects were the following: the classroom environment, the use of the second language and the material used to teach English.

San Miguel School's classroom environment in general was really good in terms of discipline and behavior since most of the students are kind and respectful with their classmates and their teachers what allows to build a comfortable classroom atmosphere in which there is a close teacher-student's relationship, what is amazing because students can work effectively during the activities and the tasks proposed by the teacher without problem and the teacher can be a good guide in the students' learning process, that closeness allows that both of them can be a support for each other, not only, in academic situation but also in personal situation .

In general, the observed courses handled a low use of the second language, in most cases they could not understand phrases or simple commands, they show unwillingness to learn English because they see it as unnecessary and difficult, at the moment of developing the oral activities they don't talk and some of them tend to do other things. Finally, for conducting the classes, the teacher implemented their own material through workshops and worksheets that were done inside the classroom, occasionally, the teacher tried to implement different activities to catch students' attention such as: games, artistic activities and competitions among the students. It is important to say that those activities were already planned and are focused on the students' interest and needs.

## **Chapter I Pedagogical Component**

### **Enhancing the speaking skill in 9th grade learners at San Miguel rural school to increase vocabulary through the implementation of physical sport activities instructions.**

#### **Introduction**

In today's world, one of the most demanded offers is the learning of English as a second language; being bilingual has become something fundamental for every single society due to globalization. Although Colombia has not accomplished the aimed academic goals related to Bilingualism it is vital to bear in mind that this country is working on designing new programs to pilot English learning based on international languages updated researches (Cañas, 2013). Likewise, we can appreciate that one of the requirements to get a job is speaking in English which most of people are concerned because the lack of reliable pedagogy and dynamism alive by the schools side.

Regarding globalization influence and based on competitive professional fields it is necessary natives get immersion in the target language to get better life styles impacting positively in the academic, employment and social context. However, in the educational context natives 'involvement in the learning of a foreign language is unimportant and has gone to the background because the use of traditional and non-pedagogical methods still prevails; as stated by the authors Rubio & Garcia (2013) "conventional methods in teaching English as a foreign language, such as boring explanation or mechanical exercises, are unpleasant and can be very monotonous for students" (p.169). Therefore, this will inexorably affect and obstruct learners

learning since for the learning the second language in this case English, it is necessary to catch students' attention and to keep in mind that it requires not only the teaching of contents but also the use of didactic strategies that encourage students to fulfill the national bilingualism projects expectations.

For many students, the process of learning a foreign language at school is an unnatural and demotivating process. Society considers that the traditional learning process is boring and it is not based on dynamism. In addition, based on local schoolboys' experiences, teachers don't apply suitable pedagogical strategies to encourage students to get involved in the academic social context. It causes that scholars perceive English as a useless language due to the lack of interaction with overseas speakers.

On the other hand, through several observations that were held in different English courses from 7th to 11th grade at "Centro Educativo Rural San Miguel" it was identified that teenagers could understand simple phrases and commands through total physical response (TPR), additionally, they could express their ideas by implementing the writing skill. Nevertheless, it was observed, that the majority of them do not enjoy to interact in English because they feel afraid of making mistakes, they are embarrassed by their peers who make terrible comments when someone speaks, they perceived themselves as ridiculous when talking and they see that speaking in English it is difficult, bored and unnecessary. Something to highlight from the observations is the evident lack of students' interest at the moment of interacting in the target language because most of the time they are not actively engaged in the respective classes what affects directly the teaching-learning process of the foreign language.

Based on the local need of changing the way in which classes are taught and to encourage students to talk in English this project aims at boosting speaking interaction through the use of sport activities instructions in order to gain students' understanding while they have fun. In other words, the speaking skill will be enhanced through the use of sport activities instructions in which teenagers feel encouraged so that they are able to speak effortlessly and they can overcome struggling when talking.

### **Statement of the problem**

Regarding the classroom observations at "Centro Educativo Rural San Miguel" most of the English classes give priority to vocabulary acquisition and the improvement of the writing skill which allows the teenagers to have success in the reading comprehension and the writing skill due to the high vocabulary acquisition they manage. Nevertheless, there is no great application of the communicative method which is a great disadvantage for the students' future and profession since most of the higher education institutions and jobs require to have a good English level to be able to communicate with others and to have more opportunities of traveling, studying and even being up to date with international news. In other words, speaking English opens the doors to get new chances even to know people. As Juan & Garcia (2013) claims everyone knows the importance of learning a foreign language but there are difficulties in the retention of content since there are many factors involved in the process, such as motivation, learning strategies, age, fitness and attitude.

The lack of involvement in improving the speaking skill causes that most of the students lose the interest for speaking because they will see it as needless and ridiculous. Furthermore, scholars tend to not participate actively during the speaking activities because they feel uncomfortable when talking, they see it as a very difficult task that is impossible, they consider they are not able

to accomplish the academic goals and the most important, they are unwilling to talk because during their early education they were not formed to do it , teachers did not push them to improve, to do their best effort to interact with their classmates what now causes that learners do not enjoy when speaking and they feel ashamed, frustrated and demotivated during the development of the classes. Thus, it is essential to carry out activities in which the communicative function is present and the students feel motivated and joyful.

Consequently, it is significant to change the look and take into account a perspective in which both the context and the use of the language are valued and so that the knowledge is put into practice and not only the final note is important in a test (Universia,2013). In this way, to give more priority to communicative competence during the learning process of a foreign language through activities that include the students ‘amusement and participation so that students who are the future obtain more benefits in all areas and have a good professional and comprehensive training.

### **Research Questions**

From the research three questions emerged in order to have a better understanding of the topic under study. In accordance with the data collected through the classroom observation, it was found necessary to conduct a pedagogical proposal with the purpose of enhancing the speaking skill and vocabulary acquisition through sport. The research questions are the following

#### **The grant tour question:**

How does the implementation of physical sport activities enhance the oral production in a EFL classroom of 9<sup>th</sup> grade students?

#### **The sub-questions are:**

What are the students' perceptions about the implementation of physical sport activities to teach English?

Are the teachers aware of their role to enhance the speaking skill in their students?

### **Justification**

As mentioned above the lack of developing the students' speaking skill provokes the low students' level when interacting with their classmates in the target language. Likewise, it causes that most of the learners lost the interest for speaking in English as it can be seen as challenging or uninteresting this is because students are not pushed by the teachers to practice it and get actively involved during the speaking activities . Thus, this project aims to enhance the speaking skill through physical sport activities instructions in order to change students' mind regarding the speaking skill because physical sport activities are considered as the basis of performing tasks of any nature specially in the teaching of a foreign language since the different activities that are based on sport activities that include the movement of the body allows to attend aspects that are as important for the child's cognitive development as the following: class participation, creativity and originality, sociability, and the creation of a pattern of behavior in class. In that way, scholars will be practicing their speaking skill while they practice different physical sport activities that allow them to be more engaged, motivated and interesting during the development of the oral activities.

Moreover, this project will be useful because students will enhance their speaking skill in dynamic and fun way where they feel comfortable and encouraged to do their best effort. At the same time, the implementation of this project will help teachers to find a guide to teach and reinforce this skill in a way that students feel happy and interested by learning .As it was stated

by McGill University, Genesee (1994) “using sport in the foreign language classroom is an essential element in the teaching-learning process of a language, especially in its early stages since it introduces us to certain skills necessary for today's society from a didactic prism” (p.264). Likewise, Finger Mann (1970) stated that “sport is a factor of social development in the individual. Through sports activities, not only social trends are executed but the cohesion and solidarity of the group is maintained” (p.38).

It is important to highlight from the authors mentioned above that children enjoy constructive games. Not only are they motivating and fun, but they can also provide excellent practice to improve pronunciation, grammar, and hence the four language skills. The sport games help make children feel safe and confident.

However, there are other grounds to focus the development of this pedagogical project, above all, it is significant to mention the problem manifested at (Centro Educativo Rural San Miguel) in 9<sup>th</sup> grade classroom thus, with the execution of this project students will be actively engaged in each one of the activities to learn English moreover, learners will feel more confident, secure comfortable and encouraged about speaking since they will do it while they practice sport, another reason is because the students will learn with a different, dynamic and enjoyable methodology which will drive them to be more interested on the development of the teaching-learning process.

In general terms, this project will help students to talk in the target language as well as to become aware of the different contexts and situations they can face when using the language in real field; as they will be prepared to have a better future in which opportunities of success are major. It is because the students will be encouraged to improve the speaking skill through the development of physical activities that allow them to be more active and engaged in their own



learning process. This physical activities will be implemented in order to catch the student's attention because they will be using the L2 while they have fun and share with their classmates what will allow likewise to create a warm environment in which the teacher- students feel comfortable, happy and entertained.

## **Objectives**

### **General Objective**

To enhance learners' speaking skill increasing vocabulary through the implementation of physical sport activities instructions.

### **Specific Objectives**

To encourage students' participation during the development of the class through physical sport activities.

To conduct sport activities and didactic materials as a motivational tool in the students' speaking skill in indoor and outdoor areas concurrently.

## **Theoretical Framework**

In order to have a better understanding of this project a word definition bank is provided. The key words of the study are: sport, speaking skill and vocabulary and physical activities.

### **Sport**

A sporting activity is a vital opportunity to develop attitudes and behaviors that can be applied in any other context of life. For example, companionship, willpower, concentration, training, perseverance, adequate disposition. In short, those same values applied to learning English lead to positive results. Additionally, when a student enjoys the exercise of his favorite

sport, he feels so happy at that moment, from this perspective, he also has a higher level of involvement and commitment in learning English. This means that sport as a pedagogy integrates leisure and entertainment in the challenge of learning this second language. And, in this way, linguistic competence becomes a pleasure.

Practicing sport has many advantages when learning a foreign language for that reason in this project is important understand and know the meaning of it.

According to The Spanish Language of the Royal Spanish Academy (1992) there are two meanings for sport. The first one is "recreation, hobby, pleasure, fun or physical exercise, usually outdoors." While in its second meaning it refers to "physical activity, exercised as a game or competition, whose practice involves training and compliance with standards." As we can see, the term sport is characterized by the following aspects: physical and mental activity, rules or regulations, competition, fun, play. All these aspects will facilitate a first approach to the concept of sport.

### **Speaking skill**

Speaking is considered in this study as an interactive process with the purpose of allowing students to express their opinions, perceptions, suggestions of a specific topic through the use of the language and the communicative competence.

Speaking is a capacity that human beings draw on almost as easily and unconsciously as we breathe (Hughes, 2015). Speaking is used for many different purposes; to make contact with people, to express opinions, to persuade someone about something, to give instructions and so on. Each of these purposes implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs (Renadya &, Richards 2012, p. 201). In

this way, Speaking is an interactive process of getting and evaluation of information in order to produce meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney, 1998, p.13).

### **Vocabulary**

Vocabulary is indispensable for successful second language use because without an extensive list of words, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that the key to success in communication, is the power of words. According to Richards (2002) “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255).

### **Physical activity**

Performing physical activity on a regular basis will help to improve overall health and fitness, as well as having a better school performance since the neurotransmitter remains active when practicing any kind of physical activity, what allows that students have more retention and get involved during the teaching process. Kansas University (2017) stated that “Physical activity can be defined as any movement of the body that requires energy expenditure. This includes any motion you do through the day excluding sitting still or lying down” (p.12)

### **Literature Review**

This section shows the notions of the oral skill and a general overview of studies in the field of the improvement of the oral production through sport.

Revising previous studies that seek to afford a definition of speaking skill, it was evinced that all the languages has two types of skills, one of them are about to the receptive skill in which it can be find the listening and the reading skill, the other one is fitting in the productive skill where the writing and speaking play their role. Burns & Joyce (1997) and Luoma (2004) “defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information” (p.2).

Rubio & Garcia (2014) carried out a study entitled “the use of games in teaching English in primary education” regarding the findings of this research it was found that at the moment of presenting a foreign language to young children, it is important to use materials that, on the one hand, capture their enthusiasm for learning, and that also offer them a cultural flavor of that country on the other. And the games offer this educational resource so helpful. The games provide a good perspective on English culture. The use of sport games in English introduces children to English and their surroundings. Similarly, Christopher, Dzakiri & Mohamed (2015) conducted a inquiry called “Teaching English through sports: a case study” in which they found that learners were found to be more expressive in using the English Language after the sports activity. They were more confident and motivated than when they were in the classroom. There was also better social interaction and a sense of sharing among their classmates, not to mention an improvement in their use of the English Language.

Additionally, Garcia (2017) conducted a research named “Teaching-learning of physical education in English for the primary education stage” in which set up that thanks to physical education we can facilitate the teaching-learning of English through activities and games, since children learn unconsciously and in a fun way. In addition, the use of a playful and participatory

methodology in which children feel protagonists of their learning allows them to obtain meaningful and lasting learning.

On the other hand, Hernández (2015) developed a study named “The learning of a foreign language through the physical education” in this research the findings revealed that the game is a resource and a great method that favors the harmonious development of the person using as a base the game and the movement to enhance the development of language skills and the approach to the culture of the country in a playful, natural and contextualized way.

Finally, Tejera & Merino (2017) carried out a project entitled “Teaching apps for the learning of languages through sports: Technology and sports in the English and Spanish as a L2/FL” in which they found important that classroom teachers have to include their use as part of the program and requirements, not only as supplementary material, but as a fundamental part to understand the relevance of sports in the target society and as a rich source of real language for the students. This way, students will act in the same way as native speakers, by using sports and incorporating technologies into their daily lives.

## **Research Methodology**

This inquiry is framed under a social constructivist worldview because it attempts to enhance the speaking skill and vocabulary acquisition through physical sport activities instructions, which represents “the world and the context in which individuals live and work.” (Creswell, 2007). Besides, this paradigm is also focused on the participants’ view point, that is to say, the researchers have to be willing to listen carefully to their participants’ experiences and interact with them. That is why the inquirer adopted the action design to put into practice everything that is proposed and in this way analyze all the factors and aspects that are related to the topic under

study. This method is linked to this study because, through it, the researcher can identify students' needs and interests and that is when teachers become committed to change that problem by implementing a brand new strategy. Furthermore, action research promotes professional growth and improve practice to improve in this case student's learning of a foreign language.

### **Participants**

In order to explore the influence of physical sport activities in the enhancement of the speaking skill to increase vocabulary , participants will be selected through the classroom observations in order to identify the course appropriated to apply the project also they will be selected through a purposeful sampling process that starts by inviting fourth students who are able to take part of this project .They will be 9<sup>th</sup> grade students on their 15 years old from the “Centro Educativo Rural San Miguel”. The participants will be informed about the research project in detail. Moreover, the participants selected will receive a pseudonym and a permission letter signed by their parents in order to be recorded by video.

### **Instruments to gather data**

The purpose of this action research is to enhance 9<sup>th</sup> graders speaking skill through the development of physical sport activities instructions; then, to achieve this purpose the researcher has to collect relevant data in order to give final results for this study. Therefore, the researcher will implement three data collection techniques: participant observation, workshops and questionnaires.

#### **Participant observations:**

According to Hatch (2002), “the main goal of observations is to understand the culture, setting or social phenomenon being studied from the perspective of the participants” (p. 72). Although, there are two types of observation (participant and non-participant observation) when doing research, the inquirer decided to adopt the participant observation because it is necessary to be immerse during the development of the classes that are being observed. Moreover, it allows to have a better understanding of the context in which the phenomenon occurs and the social behavior of participants. When conducting this kind of observation there will be positive factors that will allow the achievement of the classroom observation objective because the researcher will be participating in the class.

### **Questionnaires**

Questionnaires are used extensively together data on current conditions, practices, opinions and attitudes quickly and in a precise way (Orodho, 2008). That is the reason why the questionnaires will be conducted and will be structured based on the objectives of the study. The questionnaires will contain open-ended questions in order to gather more specific and detailed information from the participants in a way it can be a help to answer the research questions of the project.

### **Reflective Journals**

Wiegerová (2013) stated that “a journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events” (p.239). There are three phase in which journals are used:

- In the first phase the teachers recorded freely their feelings from school and teacher work.

- In the second phase, after initial analysis of teacher statements, categories were extracted, which were the subject of further writing of teachers, this time in a clear and closed structure.
- The third phase of the phase is still open. It should be focused on summary reflection of each teacher (Wiegerová, 2013, p. 243)

### **Data Collection**

Data will be gathered through four participant classroom observations, three workshops and three questionnaires which will consist of open-ended questions and these will be focused on the objectives of the study.

During the data gathering process, the researcher will take as a sample four 9th grade students who will develop the questionnaires throughout the development of the period. Those questionnaires will consist of open-ended questions and they will be applied in Spanish in order for the students to have a good understanding of the main objective of them. Besides, they will be applied during three sessions: the first one will be applied before implementing the proposal, the second one will be conducted during the implementation of the project and the third one will be carried out at the end of the implementation of the project. It is important to highlight that the questionnaires will contain different questions during each session in order to have different perspectives and perceptions about the topic under study.

In this research project, the researcher will conduct four classroom observations with their respective objectives during the period devoted to collect data. In order to gather valuable information from the classes conducted since they will provide meaningful aspects which will help to answer the research questions and to achieve the objectives of the project. Besides, the



participant classroom observations will be based on the development of the different workshops proposed in the project to analyze the validity and trustworthiness of the research.

As a final instrument to gather data, the researcher will conduct three and each on them with specific objectives. Those workshops will be carried out in order to analyze and to gather information about the processes and aspects that occur during the course of the project.

### Schedule of instruments implementation

Table 5. Implementation of the instruments

WEEK	Institutional observation		1	2	3	4	5
INSTRUMENTS							
-participant observation	✓		✓				✓
Workshops		✓				✓	
Questionnaires		✓		✓			✓

## Methodology of the implementation of the pedagogical proposal

The pedagogical methodology used for the implementation of this project will be centered on the procedure offer by Task-based language teaching or task –based approach when creating lesson plans. For the development of this approach students will be required to do some tasks based on the speaking skill. Task-based language teaching has a number of purposes.

Willis (1996) identifies eight purposes:

1. To give learners’ confidence in trying out whatever language they know
2. To give learners experience of spontaneous interaction;
3. To give learners the chance to benefit from noticing how others express similar meanings
4. To give learners chances for negotiating turns to speak
5. To engage learners in using language purposefully and cooperatively
6. To make learners participate in a complete interaction, not just one-off sentences
7. To give learners chances to try out communication strategies
8. To develop learners’ confidence that they can achieve communicative goals. (p.36).

*Table 5. Planning protocol*

Group	Level	Date
Linguistic Objective	Communicative Objective	Socio-cultural objective
Task	Tools	Topic

Stages / Description Of The Activity	Pedagogical Objective Of The Research	Time
1.Pre-speaking stage		
2.While-speaking stage		
3.Post-speaking stage		

**Time Table**

In order to organize the activities and tasks proposed for the implementation of the project the researcher decided to design a time table taking into her schedule and the participants’ schedule. This time table is divided into the planning dates, execution and feedback of each workshop.

*Table 6. Development of the workshops*

1 <sup>st</sup> week	2 <sup>nd</sup> week	3 <sup>th</sup> week	4 <sup>th</sup> week	5 <sup>th</sup> week	6 <sup>th</sup> week	7 <sup>th</sup> week	8 <sup>th</sup> week
Planning the first workshop.	Introduction to the project.	Implementation of the 1st workshop.	Planning the 2 <sup>nd</sup> workshop.	Feedback Implementation of the 2 <sup>nd</sup> workshop.	Feedback Planning the 3rd Workshop.	Implementation of the 3rd workshop. Feedback. Planning the final product.	Presentation of the Final product Feedback.

## **Implementation of the research proposal**

Regarding the time table to collect data, the research would implement four participant observations and three questionnaires. Nevertheless, it is important to highlight that the activities were not conducted during the stipulated time due the development of several extracurricular events in the educational center then, it caused that those activities were rescheduled. Due to the lack of time to gather data the researcher decided to reduce the number of participant observations and workshops it means that it will be implemented only two workshops and three participant observations.

Before conducting the three workshops, it was essential to talk with the students in order to get them well informed about the project in detail. Thus, in the first week of conducting classes the pre service teacher decided to take some minutes to let them known in general terms the main objectives of the project and what it was about, additionally, the pre-serviced teacher asked who were willing to participate in this project since no one answered the teacher decided to take into account the students who had an active and little participation during the development of the class. Afterwards, the teacher explained some concepts immerged in the project and answered different doubts students had related to it.

Besides, the teacher informed students that for the implementation of the workshops they had to be recorded by video, then, a letter of permission was sent in order to be signed by the parents of the students. This letter was sent to get parent's approval for recording their son for academic purposes also, in this letter the parents get informed about the main purpose of the project and what is was about.

On the other hand, it is important to bear in mind that each planning comprises each one of the activities that they conducted during the workshop; they also contain different annexes and

evidences that prove their execution. Furthermore, each sailplane contains the researcher's reflection.

### **First Workshop “Let’s shake our body”**

The first workshop was carried out on October 24, it was about the correct use of the descriptive adjectives to make physical descriptions by using the vocabulary related to body parts too. This workshop was proposed to be carried out during two sessions, however, it took one more. At the same, it is relevant to say that the researcher taught some specific instructions before implementing the workshop in order to familiarize the students with the vocabulary that they will be using during the development of each workshop. The instructions were the following:

#### **INSTRUCTIONS/ INSTRUCCIONES**

- Vamos a empezar la sesión (We’re going to start our lesson)
- Guardad silencio, por favor (Be quiet, please!)
- Pon atención y Escucha la explicación (Pay attention and listen to the explanation).
- Stand in the middle. (Permanece en el centro)
- Don’t cross the line. (No pasar de la línea)
- Stay behind the line. (Detrás de la línea)
- Sit on the ground. (Sentaos en el suelo)
- Make a line/ circle. (Hacer una cola/círculo)
- One behind the other. (Uno detrás de otro)
- Stand face to face. (En parejas cara a cara)
- Skip // Jump (Salta)

- You're in / out. (Sigues jugando o estás eliminado)
- Cheat! // Don't cheat! (¡Trampa!) (¡No haga trampa!
- The winner is (El ganador es...)
- ¡Preparados, listos, ya! (Ready, steady, go!)
- Contar el número de alumnos en inglés (One, two, three,...)
- Contar el los segundos que faltan en voz alta en inglés (Three, two, one,...)
- Salgamos al patio (Let's go out to the playground)
- Ve a la esquina (Go to the corner)
- ¡Vamos, vamos, vamos! (Go, go, go)
- Vamos a hacer dos grupos (We're going to divide the class into two groups)
- Vayamos al gimnasio (Let's go to the gym)

*Table 7. First Workshop*

GROUP: 9 <sup>th</sup>	LEVEL: A1	DATE: October 15 <sup>th</sup>
<b>LINGUISTIC OBJECTIVE:</b>  To know the vocabulary concerned to the body parts  To learn how to use the descriptive adjectives	<b>COMMUNICATIVE OBJECTIVE</b>  To make a physical description of a person by using the human body parts	<b>SOCIO-CULTURAL OBJECTIVE</b>  To identify the differences and similarities between the Colombian song and the American song about the body parts
WEEKS:	<b>MATERIALS:</b>  Flash cards, video, worksheets and board, playground.	<b>TOPIC</b>  Descriptive adjectives and human body parts

STAGES / DESCRIPTION OF THE ACTIVITY	PEDAGOGICAL OBJECTIVE OF THE RESEARCH	TIME
<p><b>A) Pre-speaking stage</b></p> <p>Step 1: Good morning!</p> <p>Step 2: Warm up activity (Simon says). The class will start with a warm-up activity in which students will try to remember the last topic with the help of the teacher, through the activity called "Simon says" in which the students have to perform what Simon says in this case the teacher will be Simon. Then, the students have to listen what Simon says but if the student is wrong he/she must answer a question about the topics already seen.</p> <p>Step 3: Trough a video called: Head, Shoulders, and Knees &amp; Toes (Annex 1) new vocabulary is introduced the video will be reproduced two times. The first time, the students will watch the video and the teacher will ask them the following questions: *What is the video about?</p>	<p>To present to students the use of physical sport activities to enhance their speaking skill and listening comprehension in English and starting to conduct the first activity in order to encourage students to participate actively during the development of the class.</p>	<p>4hours</p>

<p>*Which were the body parts mentioned?</p> <p>* Do you know any other body parts in English?</p> <p>The second time, the students will perform and sign the song with the help of the teacher.</p> <p>After that, the teacher will ask the students for the meaning of the descriptive adjectives if they don't know the teacher will explain them Once the explanation done, the teacher will ask them: Do you know the descriptive adjectives in English? Taking into account the students' answers the teacher will make a brainstorm on the board. Afterwards, the teacher will present the descriptive pronouns through some examples and the students will repeat after teacher each descriptive adjective.</p>		
<p><b>B) While-speaking stage</b></p> <p>Step 5: Once the activity has been completed, a new list of vocabulary is learned through the use of some flash cards projected (Annex 2). Students are shown some human body parts in their respective English names, such as: arm, head, hair, nose, eyes, legs, feet, shoulders etc.</p>	<p>To teach students vocabulary related to the body parts in English through the</p>	



<p>Once the flash cards are shown, the respective pronunciation of each body part is done, after that, the students must repeat what the teacher says. To learn the pronunciation of the exposed vocabulary, a matching game is proposed, this game consists in</p> <ol style="list-style-type: none"> <li>1. The teacher will place some body parts with its respective name in English</li> <li>2. The teacher will ask the students to make two groups, then, each group will have the opportunity to match the body part with the name in English while the students play they have to say the pronunciation of the body part they have.</li> <li>3. Next, if the student don't say the correct pronunciation of the body part the other group have the opportunity to say it and the group that get more points will be the winner</li> </ol> <p>Step 6: After that, the descriptive adjectives are illustrated and an explanation of their respective use is done. Besides, some examples are created for a better understanding of how and why they</p>	<p>development of the activities proposed.</p> <p>To Foster students speaking skill by using enjoyable activities in which all of them have an active participation in the process.</p>	
--	---	--

are used.

Step 7: In order to verify the understanding, each students must say a sentence using the descriptive adjective

For example: My hair is black and long

Step 8: Next, a workshop is implemented (Annex 3) which is divided into two points: the first point consists of the completion of a word search, in the second point the students must write some sentences which contains the vocabulary and the descriptive adjectives learned

Step 9: In order to establish the clarity of the vocabulary learned, an activity is done in which the students must spell some human body parts. For this activity the students will be divided into two groups, the first student of each group have to run and to take a word card and he/she have to spell it , the student who spell the word correctly will get a point if the student is wrong the other group have the opportunity to spell it. The group who spell more body parts will win.

<p>For the well development of the activity , it will be carried out at the court</p> <p>Step 10: Next, an activity named “We are looking for our partner is presented in this activity the students will be outside the classroom; it consists of dividing the group in pairs once they are done they will run around the playground, each one to a different place, to the voice of “already”, the teacher will say a part of the body in English, the scholars will have to look for their partner running and approach the area of the body part said, so that they remain stuck. But ... they have to hurry up! The last couple formed will be eliminated and the couples who make a mistake on the part of the body will also be eliminated.</p>	<p>To motivate students to speak in English by using other physical activity in which the only way to participate and win was by the movement of the body.</p>	
<p><b>C) Post-speaking stage</b></p> <p>Step 11: An evaluation is done in order to validate if the students understood the topic. In order to assess the students ‘learning the students will work in pairs to do an oral activity in which each pair must do physical description</p>	<p>To assess students’ knowledge about topic worked on class.</p>	

of their partner by using the descriptive adjectives and the vocabulary related to the human body parts.

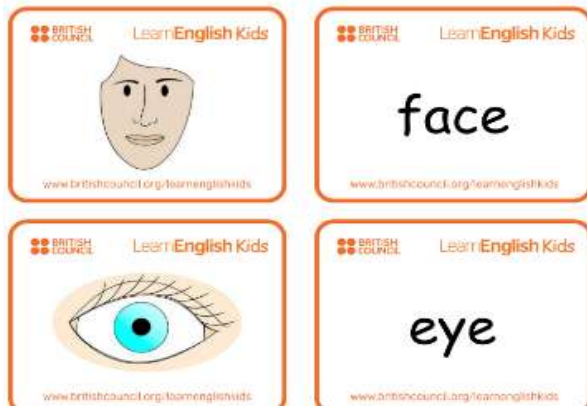
**Annexes:**

**Annex 1: Video**



<https://www.youtube.com/watch?v=QA48wTGbU7A>

**Annex 2: Flashcards; Body Parts**



## Annex 3: Workshop



Centro Educativo San Miguel

2. WRITE FIVE SENTENCES USING THE COMPARATIVE ADJECTIVES  
SEEN IN CLASS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

E R A T H U M B D S O T H R E Q  
G R I A H I D N A H T N T C G

ankle    finger    shoulder  
arm      foot      skin  
back    forehead    spine





WhatsApp Video 2019-11-25 at 1:05:32 PM.mp4 - Reproductor multimedia VLC  
Medio Reproducción Audio Video Subtítulo Herramientas Ver Ayuda



## Second workshop: “It’s food time”

This workshop was conducted into two sessions on October 29<sup>th</sup> and October 31<sup>st</sup>. It was about how to express likes and dislikes by using the vocabulary related to food. During this workshop scholars practiced and learnt through the use of different activities that included the movement of the body vocabulary related to food. Likewise, this physical sport activities allow them to easily acquire the rules to express what they like or dislike orally. This workshop allowed students to show their improvement in their speaking skill in terms of pronunciation, fluency and intonation while they developed the different activities proposed by the teacher.

*Table 8. Second workshop*

GROUP: 9 <sup>th</sup>	LEVEL: A1	DATE: October 22 <sup>nd</sup>
LINGUISTIC OBJECTIVE: To learn the lexicon about food and meals	PRAGMATIC OBJECTIVE To use the vocabulary related to food and meals to express likes and dislikes	SOCIO-CULTURAL OBJECTIVE To identify the variety of American typical food
WEEKS:	MATERIALS: Ball, images, worksheet, boxes and bricks.	TOPIC Food and meals / how to express likes and dislikes.
STAGES / DESCRIPTION OF THE ACTIVITY	PEDAGOGICAL OBJECTIVE OF THE RESEARCH	TIME
<b>D) Pre-speaking stage</b>		Total 5 hours

<p>Step 1: welcome!</p> <p>Step 2: The class begins with a warm-up activity called “hot potato” in which students must pass a ball from one student to the other while the leader of the activity repeats "hot potato" in this case the teacher once finished repeating, the student who stays with the ball must answer a question about the topic taught in the previous class.</p> <p>Step 3: The teacher will explain through the use of flash-cards the different classifications that can be found in food: meat, fish, vegetables and fruits. After that, the teacher will do a drilling activity taking into account the flashcards.</p> <p>While the flashcard is projected the teacher and the students will repeat the name of it.</p> <p>(Annex1)</p> <p>Step 4: The teacher is going to show some slides containing a list of vocabulary about fruits, vegetables, drinks, fast food and other typical dishes from the U.SA. After that, students will repeat each word in order to learn their correct pronunciation.(Annex 2)</p>	<p>Introducing to students the use of physical activities to improve their speaking skill and listening comprehension in English and starting to work on the first activity to encourage students.</p> <p>Knowing the differences between Colombian food and American food.</p>	
--	---	--



<p><b>E) While-speaking stage</b></p> <p>Step 5: The teacher will explain how to ask someone for his/her favorite dish and how must he/she to answer.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>* What is your favorite dish?</li> <li>* My favorite food is <u>rice</u>.</li> <li>* What is the vegetable you dislike?</li> <li>* I dislike <u>broccoli</u>.</li> </ul> <p>Step 6: Once this process is finished, the teacher is going to show a presentation in order to explain the students how to express their likes and dislikes, emphasizing in the grammatical rules and exceptions, the slides will contain some didactic examples that will be repeated by the students in order to verify what they learnt.(Annex 3)</p> <p>Step 7: Next, an activity named: “We demolished castles”. To begin with the activity, the teacher will divide the class into two groups, they will be selected randomly, once divided and placed the groups. Behind a line,</p>	<p>Using the grammar topic to express what students like or dislike with regards to the vocabulary acquired.</p> <p>Fostering students speaking production by using likable physical activities in which all the students are involved.</p> <p>Encouraging students to speak in English by implementing activities that requires the movement of the body and in</p>	
--	--	--

<p>the first group will start and one by one will throw a ball trying to knock down the boxes, if they fail or they make a mistake in a word, they will pass the turn to the group two. The boxes will have the word written in English. The team that knocks down all the bricks before wins.</p> <p>Variation: A member of each group may be placed in front of the castle, making it difficult for the opposing group to shoot.</p> <p>Fact: the teacher will say one of the four types of food that must be knocked down, the students will throw the ball, the brick that falls and it is not named will subtract points from the group.(Annex 4)</p> <p>Step 8: Another activity will be implemented in order to reinforce students' learning. This activity is called: "We are", for this activity the teacher will distribute to some students a word card whether it be a type of fish, fruits, or meat, the word cards will be written in English, and to others the teacher will distribute the image and when the teacher counts to three they will</p>	<p>which the only way to participate and win is saying the sentences.</p>	
---	---	--

<p>have to run in search of their group. The first food group to be formed will win. (Annex 5)</p> <p>Fact: among them they will have to ask “Are you a fruit?” Or “Are you a banana?” Are you a vegetable? Or are you meat? So to form the group.</p>		
<p><b>F) Post-speaking stage</b></p> <p>Step 9: An oral presentation activity is conducted, in which all students will be on the floor forming a circle and they will remember what the previous classmate said, the first one will start saying, always in English, I am a tomato and I like strawberries (I am a tomato and I like strawberries), the Second member must repeat it and think another new phrase, and so on.</p> <p><b>Annexes</b></p> <p><b>Annex 1: Flash cards</b></p>	<p>Assessing students’ knowledge about last grammar topic worked on class.</p>	



**Annex 2 : Flashcards**



**Annex 3:Slides**





**Annex 4: Boxes and Balls**



- FRUITS
- VEGETABLES
- FISH
- MEALS

**Annex 5: Word cards and images**





## **Final Product**

The final product was divided into two sessions, the students were recorded by video. In the first session, students were required to make an oral presentation in which they had to describe a classmate taking into account the topic learnt during the first workshop and in the second session, students developed an oral activity that included a sequence of food vocabulary that students had to memorize and repeat while the student participated. In this presentation, the

students made use of their speaking skill and the different themes worked in the workshops and during the classes.



*Figure 4. Final product*

## **Findings**

The data collected from each participant was analyzed separately following Hatch (2012) interpretive data analysis which suggested that “using interpretive technique will make studies richer and findings more convincing when interpretive analyses process are used along with this”. (p.181). first of all, all the recorded workshops, participant’s observations and questionnaires were analyzed through a matrix to better organize the participants’ responses and the main aspects observed during the classes and workshops. Additionally, this matrix allowed to code, analyze and visualize all the information gathered in a better way.

Finally, through the interpretation of the analytic memos, the codes were collapsed into four themes and six subthemes. Then, the themes were reduced into three categories: students’ speaking skill enhancement, vocabulary acquisition, students’ motivation. These three categories

present some subcategories that are supported in the information taken from the journals, oral productions and participant observations.

**Table 9. Data Analysis Matrix**

MATRIX PARTICIPANT OBSERVATION		
Classroom observation objective	Research Questions	Reflection of the Activities carried out in the class
Researcher will be able to identify students' behavior with regards to physical sport activities	<p><b>The grant tour question:</b> How does the implementation of physical sport activities enhance the oral production in a EFL classroom of 9<sup>th</sup> grade students?</p> <p><b>The sub-questions are:</b> What are the students' perceptions about the implementation of physical sport activities to teach English? Are the teachers aware of their role to enhance the speaking skill in their students?</p>	<p>During the development of that class two main activities were conducted by the teacher let us to achieve our classroom observation activity.</p> <p>The first one was about assessing a narrative research entitled: Chan (2004). In this activity, the teacher required students to answer a question concerning Chan's research. Once, the students answered the question, the teacher commanded students to pass their</p>

### Students' speaking skill enhancement

According to the students' answers, speaking skill is unnecessary during the learning of a foreign language in this case English due to the level of difficulty it comprises when practicing



it. From 4 participants, three of them states that: speaking in English is difficult and boring because they do not understand it because of the complicated pronunciation of words:

“Hablar inglés no tiene sentido y es muy difícil porque la pronunciación de la mayoría de las palabras es complicada y no se entiende. Además, aprender hablar en Inglés requiere de mucha practica y tiempo lo cual lo hace aburrido y desmotivante” (first questionnaire, P1). At the same time, the second and third participant consider that: “Poder hablar Inglés es complicado porque requiere de aprenderse la pronunciación de las palabras y eso es muy difícil de lograrlo” (first questionnaire, P2 and P3).

However, one of the participants pronounces that the speaking skill is extremely important for the learning of a foreign language since it allows the interaction between people from other places and allow to get inform about culture, politics, education and customs from other places:

“Considero que hablar en Inglés no abre muchas puertas ya que nos permite conocer otro tipo de personas y conocer aspectos culturales importantes sobre otros lugares” (first questionnaire, P.4)

Regarding the enhancement of the speaking skill the four participants came upon that there are four influencing factors: accuracy, fluency, practice and pronunciation:

“Para el mejoramiento en el habla del Inglés se necesitan muchas cosas que se complementan el uno al otro para poder hablarlo bien ya que cuando vamos hablar en Inglés debemos tener en cuenta que la forma en que se pronuncian las palabras para que la comunicación con otra persona de otro lugar entendible” (first questionnaire, P1).

Additionally, the second participant states that accuracy is the vital importance during the enhancement of the speaking skill since it allows to convey the message with coherence and gives veracity to what people want to communicate “Yo opino que para mejorar en el habla del Inglés es necesario darse a entender para poder explicar lo que uno quiere decir” (first questionnaire, P2).

Further, the third participant explains that one the best way to enhance the speaking skill is through verbal fluency since it allows to elaborate a message with spontaneity, creativity and naturalness: “Cuando hablamos con rapidez en Inglés damos a entender el mensaje que queremos transmitir y eso demuestra que la persona es segura cuando está hablando y es bien visto por los demás”.

Finally, the fourth participant declares that putting into practice what was learnt reinforce the ability to speak in English: “Yo creo que si uno quiere mejorar en Inglés debe practicar todo el tiempo pues como dice el dicho la práctica hace el maestro” (first questionnaire,P4).

According to the participant classroom observations the researcher found that, the third observation is linked to this category since it aimed at identifying the students’ behavior when developing oral activities. From this observation, the researcher identifies three types of students’ personalities when developing an activity.

Tesolclass page states that there are four types of students’ personalities: shy, mischievous, the boss and unmotivated. Nevertheless, the inquirer identified three of them: shy the boss and the unmotivated.

The first one, shy personality, defined by tesolclass page as the students who have problems when participating because of their lack of confidence. This personality was observed

during the whole class because the researcher noticed there are 15 students in the classroom but only five of them show interest and engagement during the class, when the teacher asks to develop an activity that includes speaking. Moreover, it was identified that there are 10 students who only take part of the class; when the teacher asks them to give their opinions and when the teacher puts a grade.

Therefore, the researcher realized that those students only talk and participate during the activities for two main reasons: firstly, when they feel under the teacher's pressure, that is to say, in the sharing activities, in which the main purpose is to make all the students participate whether giving their opinions about the topic already taught or explaining it. For example, in that class, a group of seven students was required to give an opinion about a video called "Main traffic rules signs".

During this activity, the students had to introduce: the main purpose of the video and what they had understood of it and the other group had to make general comments taking into account what they had watched in the video. Nevertheless, when giving the comments, only five students participated and they were the same. Secondly, when the students know they would receive a grade, that is to say, the students are only worried about the grades and not just, because they want to participate freely. It was evidenced this type of students' personality in almost all the classroom observations.

The second one, the boss personality, defined by Tesolclass page as the student who likes to answer every question and is very happy when can answer. It was noticed this type of personality in five students because they are always actively engaged in all the classes, when the teacher asks the students to give their opinions, those students always raise their hands to take part of the activity or to add something. It seems that they always answer correctly to teacher's

questions, what allows us to understand that they are always worried about their learning process. Besides, through the development of the oral activities, teacher noticed that those kind of students are autonomous and are aware of their teacher hard work. For example, in this class, from 11:00 to 11:30, where the students were giving comments and suggestions on their classmates' oral report, the five students were the only who did it.

The last one, unmotivated personality, defined by Tesolclass page as the students who have no desire to learn or study. This personality was observed in four students who are always talking among themselves and doing other assignments during the class. Most of the time, these students are unmotivated because they do not see the relevancy of what is being studied not interested in the topics, or the material used in the class. During the data gathering process, it was observed that those students do not pay attention to the teacher's explanations, their classmates' opinions and they are always making physical expressions, such as: rolling their eyes, putting their hands on their face, sleeping on their desk and looking everywhere instead of the people talking. These aspects cause that they are always distracted and do not know what their classmates are saying.

The implementation of the workshops that included physical sport activities facilitated that the speaking skill could advance in a moderate way because, students were practicing physical activities and having fun almost all the time. Then, it allowed that when students had to speak or pronounce they were able and willing to say some sentences or words in English, so they participated without realizing they were learning at the same time they were developing the activities. In general terms, students' speaking skill enhanced in a significant way thanks to the implementation of physical sport activities because they were learning while they were actively participating. In other words, speaking skill was improved considering the analyzed instruments;

thanks to the implementation of the physical sport activities that was the core strategy that helped to have a spread in this specific skill.

### **Vocabulary acquisition**

Acquiring vocabulary means learning new words through a complex process that requires some specific steps as: reading, definition, pronunciation and use since when learning new lexicon people needs to take into account the meaning and the context in which words are find in order to know how they can be used correctly to give sense to message people want to convey. In addition, adequate vocabulary is necessary to develop communication because vocabulary mastery allows knowledge of the words and concepts they refer to, such as the various strategies to use them effectively and adequately during the communication process. Then, using physical sport activities when teaching new vocabulary was an excellent strategy; Versi school (2016) states that games which involve physical development activities are an important resource in the process of learning English in the classroom, because add variants to a class and increase motivation, providing a great incentive to learn and use it better.

As it was evinced during the first workshop, the students tried to answer to the question: Which body parts in English do you know? But they were really confused. When answering to the question, it was observed that most of the students repeat the body part said by the classmate because they did not know the vocabulary related to it and they did not remember it. Nonetheless, when a new physical sport activity was presented to the students in which they work in pairs and they had to run around the court to find his/her classmates to touch the body part said by the teacher with the purpose of identifying the vocabulary previously seen; the students easily recognized all the related vocabulary and they were able to use it during the whole activity.

For instance: participant number three and four showed interest and happiness during the development of the sportive activities since they were performing the movements correctly with the aim of conducting the activities as the teacher required , moreover, they were worried of pronouncing the words correctly to get points as soon as possible to win.

During the second workshop, the third participant got confused with this words, he had to say chicken but, he said kitchen the rest of it was good. But, he was immediately corrected by his partner then, he learnt the correct pronunciation of that word and the difference between them. At the same time, it was identified that introducing new lexicon through the implementation of activities that required competition, jump, run or throw kept the students engaged during the learning process.

For example: The first and second participant were paying attention to the teacher when she was giving the instructions for the activities as well as they were all the time participating in the activities, trying to say the words in English and remembering the taught vocabulary and helping other students with the activities and unknown words. In general terms, it could be said that the vocabulary was used in an excellent way, the students tried to use almost all the words learned in the class for competing against their partners.

With regards to the participant classroom observations the inquirer found that the second classroom observation is related to this category since it aimed at identifying the main teaching strategies to instruct vocabulary. According to Cox (2019) there are five strategies to teach vocabulary in English; word detective, semantic maps, word wizard, concept cube and word connect, nevertheless, in that classroom observation the teacher used two of them: semantic maps and word wizard.

Cox (2019) defined semantic maps as “a graphic organizer that helps students visually organize the relationship between pieces of information” (p.1). This strategy was used at the beginning of the class, then, the teacher decided to present vocabulary related to animals by writing a key word on the board that represented one kind animal that exists the word was farm so, students read the key word and are asked to think about other words that come to mind when they read the word. After that, the teacher asked them to make a list of all of the words and to share the words recorded in order to categorize the words once the words were categorizing the teacher was designing with students’ help the map when the map was created the asked them: Now, who want to tell me what is the topic for today? And students answered: los animals de la granja. Next, teacher asked the students to give opinions about the topic taking into account what they had written in the map, one student said: there are different types of animals that we can find in a farm: rabbit, dog and duck teacher congratulated student for his participation and continue with the topic.

Likewise, the teacher made use of word wizard strategy which is defined by Cox (2019) as an effective way for students to learn and process information. It was observed during the development of the class. For example: To well develop the activity the teacher divided students into four groups and the teacher told them that each student in the group was responsible for learning three new animals different from the other students then , teacher asked each group to come to the front and to explain the words they had written without saying the name so, they could draw, use their body to explain them or give a meaning of them and the other group had to guess what were the words and the group that guess more words was the winner. In this activity was observed that all the students worked cooperatively to explain the words and were actively involved in what their classmates were doing.

In that participant classroom observation was identified that the use of different strategies to teach vocabulary are really important and help students to be encouraged in learning new words what allows that the class tends to be more active and students acquire a huge list of vocabulary while they participate during the activities and work with their classmates to help to learn from each other and .In this way not only a cooperative learning is generated but also a comfortable and warm class environment.

On the other hand, from students' perception lexicon acquisition is an important aspect for communication since good command of vocabulary allows us to speak more clearly and safely, that is, having adequate vocabulary management helps define the scope and depth of our understanding. From four participants two of them indicated that learning new words allows to speak with fluency and accuracy since having a huge list of words allows to speak in sophisticated way and to transmit the message clearly:

“Yo pienso que cuando uno tiene mayor vocabulario habla más rápido y de manera correcta lo que permite que las personas entiendan lo que uno está diciendo y pueda uno hablar más a gusto. Además aprender palabras nuevas facilita la manera en que nos expresamos cuando vamos hablar” (second questionnaire, P3). Likewise, first participant argued that: “Creo que tener una buena lista de vocabulario me permite hablar de manera más elegante y adornar las palabras para darles un mejor estilo y de esa manera hablar de diferentes temas con más seguridad” (second questionnaire, P1)

Otherwise, second participant stated that a broad and precise vocabulary is a good recipe for daily life because it is the great communication tool for dealing with life: “cuando nosotros tenemos más vocabulario podemos hablar de cualquier tema de la vida cotidiana sin ningún tipo de problema y podemos expresarnos más fácil sin importar la situación en la que estemos”



(second questionnaire, p2). Notwithstanding, fourth participant argued that acquiring new lexicon allow the understanding and comprehension of English since language skill that is being learned is acquired: “adquirir vocabulario facilita nuestra comprensión del dioma que se está aprendiendo en este caso el inglés de acuerdo a las situaciones que se presente, además, poco a poco se va adquiriendo una agilidad con el idioma” (second questionnaire, P4).

Hence, from students’ opinions lexicon acquisition is perceived as an important and necessary tool for English communication since it allows to have accuracy and fluency when talking and in this way, building relationships with people from another culture, knowing the world and handle the different situations in which language is immersed.

### **Physical sport activities to foster students’ motivation**

Sports activities are always amusing for the learners so they play the role of entertainment to catch students’ interest unlike the traditional classes and ordinary lessons. It is seen that sportive activities help apprentices to learn a foreign language differently since they get involve in classes where they can learn and have fun, it means that they are acquiring knowledge unconsciously because they are developing the activities but they are learning too through activities and dynamics that involve body movement. Even shy and reluctant children react positively to them because sports activities do not distinguish student personalities. Motivation is one of the most important factors during the teaching-learning process in any school subject and even more when people faces the process of second language acquisition. Though, achieving student motivation has always been a difficult task for teachers in education. The lack of motivation from students is one of the crucial challenges that teachers face in teaching (Edmunds & Bauserman; Gambrell, 1996).

That is the reason why this project is implemented for analyzing the increase of students' motivation through sports activities in the English learning. During the implementation of the two workshops, teacher always focused her attention on the interaction, language used and learning interest due the importance they have on the students' motivation increase.

When starting the English classes, it was observed that lesson and the activities were well understood and developed by students, however, there was not interaction between teacher-student. For example, scholars kept silent when the teacher asked them some to make comments or to give opinions about the topic, they never uttered their opinions or their own ideas in English. That provoked many inconvenient when starting the workshops because students felt ashamed, they didn't have self-confidence and they felt afraid of making mistakes at the moment of speaking in English, hence it was judicious process in which throughout the employment of physical sport activities as an active strategy, the pre-service teacher could little by little achieve students' confidence.

For instance, in the first workshop the second participant was really anxious but in spite this, he well developed the activity proposed and in the second workshop second participant was able to answer one of the question that a partner asked him. So, as it could be noticed the participant had an significant advance in terms of interaction with his classmates and when speaking in English; in the case of participant number one the interaction was amazing because she showed self-confidence in the two workshop in her participation was enormous in both but in the second one, her interaction was incredible because she was able to answer the questions asked by her classmates and her teacher and participated during all the activities proposed in the workshops even, she helped her classmates when they did not understand something, thus, it could be said that the participant's interaction was improved because she wasn't afraid of

committing mistakes when speaking and she showed confidence when conducting the activities. In this way, participant number three and four revealed interest by learning what was presented during the workshops both of them always tried to speak in English when the activities demanded and participated in each one of them by asking questions, performing the activities and talking with their classmates when it was necessary.

On the other hand, in the third questionnaire the fourth participants affirmed that thanks to the implementation of the workshop they had a significant advance in English specifically when speaking since they acquired the bases for do it correctly and adequately. Furthermore, they argued that they had learnt a lot because they were learning while they have fun during the activities:

“La verdad yo pienso que cuando hicimos las actividades deportivas me sentí muy bien porque me divertí mucho y a la vez aprendí cosas muy importantes en inglés” (third questionnaire, P1).

Also participant 2 stated: “Gracias a estas actividades siento que perdí mi miedo hablar en Inglés y a confiar en lo que se porque yo siento que estas actividades me permitieron dejar el miedo y divertirme mientras ponía en práctica lo que estaba aprendiendo” (third questionnaire, P2).

At the same time participant 3 said: “Las actividades deportivas que desarrollamos en Inglés además de que fueron muy divertidas e interesantes me permitieron mejorar mi nivel de inglés sobre todo al momento de hablar ya que me veía obligado hacerlo si quería ganar en las actividades o participar de manera positiva” (third questionnaire, P3).

Finally, participant 4 argued “ Yo opino que las competencias y dinámicas que hacíamos durante las clases de Inglés al aire libre me permitieron dejar de ser tímido y me animaron aprender Inglés y sobre todo a verlo como algo muy importante si queremos tener un buen futuro porque hablar en inglés nos brinda muchas oportunidades”.

At short, this finding was significant because it revealed that the implementation of physical sports activities serves as a strategic for encouraging students to improve their speaking skill in a fun way different to traditional.

## **Conclusion**

The purpose of this pedagogical project was to enhance learners’ speaking skill increasing vocabulary through the implementation of physical sport activities instructions, when developing the first objective: “to encourage students’ participation during the development of the class through physical sport activities., this objective was achieved since it was one of the main axes to be able to implement the project and as it can be perceived, physical sports activities and the materials used for the development of the workshops were attractive, different and colorful to students’ eyes what allowed to create a continuous motivation in the students while they developed them. Teaching English through physical sports activities was an excellent strategy since it allowed teaching in an enjoyable way in which the learners felt interested in learning the English language and arise the students’ encouragement for speaking in English.

With regards to the enhancement of speaking skill in 9th grade students by conducting physical sports activities, this aspect was developed thanks to the activities that were implemented, the interaction environment that was created when the students were performing the activities since they always tried to speak in English to have an active participation during the activities and to get involves in the different competences, it was excellent since all the students

participated actively and most of times the students seemed to be excited in the development of the workshops , that were evinced in the students' facial expressions and body movements.

Additionally, the digital natives were encouraged to participate actively during the development of the class because they enjoyed every single implemented sport activity, then, it was shown that the implementation of the sports activities was an essential tool that helped to encourage pupils to speak, improve and interact in English.

### **Recommendations**

The present work is useful for future teachers because it allows getting another perception of students learning since the use of sports activities is a good strategy to improve the learning of English in a dynamic and fun way. Additionally, it is important to highlight that giving an adequate and complete feedback to learners, maintaining a positive attitude in all the classes and assessing differently the students are aspects that need to be take in to account when teaching English in order to change students' perception of English classes and learning However, it is important to do it in an extended period to get complete and better results for an entire group.

## **Chapter II: Research component**

### **The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.**

#### **Introduction**

In the context of training in the PLEX, the pedagogical practices of teachers in training are emerging as one of the focal points of interest and updating to study and document for the improvement of teaching-learning processes, for the qualification of education. While there is a clear interest in the obvious need to understand and transform pedagogical practice, it is also that

a good part of local studies focus especially on the problem of learning rather than that of teaching.

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

### **Justification**

The formulation of this project in the context of the Comprehensive Practice of the students of Languages, is part of the professionalizing conception of the practice as a spearhead to improve the educational processes in the application centers where the PRADO is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and to be interested in the knowledge of the models and approaches to address a problematic situation and establish a look Analytical about the fact.

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

### **Statement of the problem**

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

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

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

How does the implementation of reflection contribute to the transformation of the pedagogical processes of the development of integral practice?

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

## **Objectives**

### **General objectives**

- Implement reflection as a transformative tool of the pedagogical processes of integral practice.
- Promote in the Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

### **Specific objectives**

- Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively into the institution.
- Identify and analyze the strategies that the student uses in his pedagogical practice.
- Implement workshops for reflection and development of teaching units that guide the reflection of Student-Practitioners.
- Analyze their own beliefs about teaching work and about students.

## **Theoretical Framework**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitute the conceptual framework of the present study. To have a greater degree of clarity on the concepts covered, in close relation to this research project, we present an approach to each of them.

### **The Teaching Profession**



One of the fundamental members of every 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 demands 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 competences 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 at which he develops his activity. In the same way, every teacher must have competences in the organization of the contents, that is, the pedagogical practice does not only require ordering its components to be learned by the students, but also providing for the teaching conditions in the educational context or outside it. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

## **Reflection**

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

### **Reflection as a process**

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

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



*Figure 5. Reflection as a process*

### **Reflection as thematic**

The conception of reflection is based on a theme that is related to that concept. To do this and taking as reference to Grommet et al (1999) cited by Correa Molina et al (2010), 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, and the source of knowledge that allows reflection; and contextual aspects, which allows 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.

### **Reflective Practice**

Updating and qualifying academic proposals at the University and orienting students towards new ways of relating to the world, it is necessary for teachers to question their own practice and the impact it has generated; that is able to objectify their behaviors, and to assume the different roles in the pedagogical relationship.

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

The need to articulate the changing social reality to our pedagogical work, is evidenced 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 knowledge technicians.; The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use.

On a second level, reflection reflects on the budgets implicit in the specific classroom practices. The consequences of the adopted strategies, of the curricula, the practices are then

analyzed. SE then opts 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 an exercise of critical reflection; At this level, it 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 practice it is considered appropriate to use methodologically a conceptual operation of classification of the practice; To this end, the proposal of Zeichner is assumed, who has established several Modalities of practice as follows:

#### **Academic Practice**

It is aimed at preparing teachers capable of reflecting on the courses they teach, so that they transform them into understandable structures for students.

#### **Social Efficiency Practice.**

It is about achieving effective teaching through the application of teaching techniques that are deduced from general principles that have reached the pedagogical research in this case, the reflection consists of a strategic decision: “select from the range of available techniques the one considered most effective”. This is the way of proceeding from technical rationality.

#### **Development**

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

#### **Social reconstruction**

The purpose of the reflection is the social, economic and political context, to promote really democratic relations in the classroom, and egalitarian and fair in the social field.

### **Generic**

The programs refer to reflection in a generic way, but without specifying the affirmations of the programs or the contents on which to reflect or the strategies to encourage reflexive learning.

### **Reflection triggers**

According to Schulman (1987), these activators are the teacher's cognitive foundations about the life of the classroom; they are essential because they constitute the element of reflective thinking that contributes to the process of self-knowledge that a good teacher needs to make decisions in the classroom.

### **Critical element of reflective thinking.**

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

### **Methodology**

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the holding of meetings for the strengthening of the practice group as an initial space for addressing the educational and labor problems. The principles of organization are autonomy, planning and self-observation. To review the incidence of the proposed reflection

on this practice process, a process of socialization and systematization of the same will take place.

This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself. For the collection of data in this project, the application of the following instruments is proposed:

### **Reflection workshops**

The reflection workshops have the fundamental purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.

### **Goals**

- Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problem of their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- Qualify, facilitate and effectively insert the educational center.

As regards the teaching / learning process of foreign languages, it may or may not have been taken into account by the teacher in training in his reflection exercise. These records will allow an external and constructive look at their pedagogical practices. Self-observation tab

The goal of self-observation has as its main objective to guide the student-practitioner towards an own look of his practice as a teacher and his role in the classroom and in the environment of the educational community of which he is a part.

## **Narrative**

The reflection exercise will allow the student to express themselves about their work from the narrative of their experience as a way to make sense of the daily life of the teacher's life.

## **Class records**

To have evidences of the practitioners' actions in the classrooms, it is necessary to reflect about different aspects related the teaching-learning processes in the Foreign Languages context that are taken into account by the training teacher in his/her reflection exercise. Those records allowed teachers to have an external and constructive look to the teaching practice. Class recordings were carried out once during the ten weeks' period in which practicum was done.

## **Chronogram**

*Table 10. Chronogram for data collection*

<b>DESCRIPTION</b>	<b>DATE</b>	
<b>Classroom observation</b>	<b>4<sup>th</sup> September</b>	
<b>Narratives</b>	<b>23<sup>th</sup>-27<sup>th</sup> September 30<sup>th</sup> September- 4<sup>th</sup> October 7<sup>th</sup>-11<sup>th</sup> October 21<sup>st</sup>-25<sup>th</sup> October 28<sup>th</sup> October-1<sup>st</sup> November</b>	<b>5<sup>th</sup>-8<sup>th</sup> November 12<sup>th</sup>-15<sup>th</sup> November 18<sup>th</sup>-22<sup>nd</sup> November 25<sup>nd</sup>-29<sup>th</sup> November</b>
<b>Reflective workshops</b>	<b>7<sup>th</sup> -11<sup>th</sup> October 5<sup>th</sup> -8<sup>th</sup> November 2<sup>nd</sup> – 6<sup>th</sup> December</b>	

<b>Self-observation card</b>	<b>23<sup>rd</sup>-27<sup>th</sup> September</b> <b>30<sup>th</sup> September-4<sup>th</sup> October</b> <b>5<sup>th</sup> November-8<sup>th</sup> November</b> <b>18<sup>th</sup> November-22<sup>th</sup> November</b>
------------------------------	---

## **Conclusion**

During the professional practice process four instruments: class records, narratives, self-observation and reflective workshops were taken into account in order to carry out a reflective process about teachers' role in all academic and non-academic situations. These instruments are a fundamental tool for the improvement of some professional aspects such as, lesson planning, classroom management and teaching methodology.

Regarding teaching methodology, it is extremely important to say that it was one of the most important aspects when teaching since, it helped in the well development of a class and in the students' academic success. At the moment of conducting a class it was required to analyze the context and the population in order to implement an adequate methodology in which all the proposed objectives for the achievement of learning could be improved.

On the other hand, for conducting a structured and well organized lesson planning, some aspects such as; population, activities and students' interests and needs were required since for planning most of the activities needed to be focused on what learner liked and needed to learn in order to catch their attention and to arise students' motivation for learning, also, it was relevant to take into account the population to which the activities were addressed was significant so that these were adequate and understandable to the students.



In the last aspect, the management of the group was a topic in which reflection played a very vital role since it helped to improve with the strategies that were implemented to fulfill this objective.

Conversely, little by little pre- service teacher learned how to do it correctly and properly.

Finally, it is essential to highlight that a good reflection and critical analysis of our process as pre-service teachers will allow us to change or improve the negative aspects to have a positive impact not only, on the students' learning process, but also, in the process of being future teachers.

### **Chapter III: Outreach component**

#### **Enhancing vocabulary acquisition through the learning of health nutrition habits in primary school**

##### **Presentation**

The reader will find when reading this proposal, a double objective: to organize in a project the social impact of the Language Program from the implementation of the extension component to the Integral practice community, and to sensitize elementary school students to the fundamental's Basic foreign language, English. In the first instance, the justification, the objectives of the project, its characterization and the lines of contribution to which it contributes are presented. Following is the theoretical framework that guides the proposal, the population that will be benefited, the schedule and the budget estimate table that will be filled out by each participant.

## **Introduction**

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

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

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

With regard to primary school, the National Government tends to extend the coverage of English language education to children, since many of these educational establishments

sometimes do not have an English teacher to guide processes of teaching-learning and therefore the results of the evaluations applied at the national level are not very encouraging.

The University of Pamplona of Colombia, in its capacity as a public training institution for trainers and more specifically the Bachelor Program in English-French Foreign Languages, has approached the reality faced by the primary school of the city of Pamplona in regards to the National Bilingualism Policy; Many of the educational institutions in this city do not have an English teacher to meet the training needs of the primary sector.

In recognition of this reality and the problem it generates, this proposal for social projection seeks to meet the training needs in English of the primary school children's population in the city of Pamplona and integrate the students' foreign language training from the Bachelor Program in English-French Foreign Languages to the educational reality of this sector to try to reduce the gap that is generated between public and private schools in the foreign language area.

Government policies identify the problem, however, their attention is not filled with regulations, effective support is needed, for the specific case, trainers in the area of foreign languages, so that the results of the exams, tests and the results of our students are in accordance with the proposals of Colombia the most educated

### **Justification**

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

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

The realization of this project favors both the institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility that elementary school children have to have contact with the foreign language and in turn to students who finish their university training process so that they know the realities and educational needs of the environment and thus can help, intervening in processes that impact on the improvement of these needs.

## **Objectives**

### **General objectives of the proposal**

The implementation of this social extension project, by the Bachelor Program in English-French Foreign Languages of the University of Pamplona, is moving towards the following purposes:

- Address the training needs in English of the children of primary school in the city of Pamplona.
- Integrate the training in foreign languages of the students of the Degree Program in Foreign Languages English-French to the educational reality of teaching English in the primary school of the city of Pamplona.

### **Specific objectives.**

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

- Familiarize the child of the Pamplona primary school with fundamental knowledge of English.
- Involve the students of the Bachelor Program in English-French Foreign Languages in the processes of teaching English in the primary school of the city of Pamplona.
- Articulate the training of the students of the Bachelor Program in Foreign Languages English-French with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

### **Research Design**

This is a formative project, to discipline in the area of curriculum; open to the institutions in which the Integral practice is carried out and offer primary basic training in the city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX Degree to the Pamplona community.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the University community and the degree.

### **Contribution lines**

- Contribución a la formación académica en el área de las Lenguas Extranjeras.

- Formación ciudadana (atención a problemas del entorno educativo tendiente a disminuir la inequidad del sistema educativo)
- Proyección a la Comunidad escolar a nivel de Universidad y de Programa

### **Theoretical framework**

“UNESCO has been concerned for several years about the role of languages in the global context. In its 1999 general conference, it adopted the term "multilingual education" to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the attention of the particular needs of culturally and linguistically different communities, can only be met through multilingual education. Cruz M, Loyo G,

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that offer access to global communication and the exchange of information. To achieve the above, UNESCO suggests fostering multilingualism and intercultural dialogue, as well as developing policies for the translation, in all possible means, of written and visual materials in order to promote the circulation of ideas and artistic works. ”

According to Lima M, (2006), “The learning of foreign languages is currently an unavoidable necessity, but so is the learning of the cultures they represent. Languages constitute the spirit and conscience of the peoples, says the poet; they are the best instrument for access to

other cultures, to other stories, to other ways of seeing and understanding the world; they erase distances and also bring us closer to science and technology”. All types of learning are of vital importance for the sociability of the human being as it allows it to function properly in different contexts; learning a foreign language or several languages focuses on both the professional and personal life of an individual, allowing him to be successful and fruitful in his doing and knowing how to do.

### **National bilingual program**

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at disseminating the English language as a foreign language, through the national bilingual program launched in 2004 with three specific lines of work: primary basic education institutions, secondary, higher education, work education and human development programs; ethno-education; and flexible education models. This program aims at the formation of competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

The following table shows the levels aspired by the national bilingual program to the year 2019:

### **Bilingualism**

Bilingualism refers to the different degree of mastery by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual is. Therefore, according to how another language is used, other than the native one, these languages are considered second languages or foreign languages. MEN (2006).

## **Teaching English in primary**

According to Yasser A, & Chacón C, (2011) “The acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual are involved, as well as factors of the sociocultural and educational context such as the curriculum, the methodology used and the training and updating of the Foreign Language teacher, among others”. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language makes it necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) or LE and how it relates this process with the mother tongue”. From what was written above, Krashen (1991) cited by Yasser A & Chacon C, (2011) differentiates between the terms acquisition and learning in relation to LE. "The acquisition of language is done naturally and unconsciously in the form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language"

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996).” The authors raise their point of view regarding the issue and differ “that for the purposes of this dissertation, the terms learn and acquire indistinctly because the LE can be acquired through recreational activities in an inductive and natural way that also involves learning processes”. “It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach to language are relevant to the process of acquisition of LE in children and support the proposed Total Physical Response (TPR) method by Asher (1976). According to Krashen and Terrel (1983), the child acquires language in three stages:



Preproduction. It is the stage in which the child develops the ability to listen and understand language through gestures and actions, it is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production. Early Production It begins to produce one or two words and / or phrases. It is recommended to focus on meaning by avoiding grammatical errors.

Extended Speech In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child improve fluency in the foreign language.” To support the aforementioned about the process of acquiring an LE, it can be said that according to Berko and Bernstein (1999), Quoted by Yesser A & Chacon C, (2011) “The ability of children to learn, understand, discover and formulating communicative forms in a foreign language mainly underlies the need to establish new social approaches ”(p. 467).

Consequently, children build through the language meanings of the world around them and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, the learning of the LE must start from the previous knowledge and the schemes of the mother tongue since the representations developed in previous learnings and previous experiences constitute the scaffolding to build by means of the LE, new mental schemes or expand the already existing”.

Yesser A & Chacon C, (2011), cite Ausubel (1986) who states that “from the point of view of cognitive psychology, it explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are far from the adult, who, in general, is more prone to affective blockage at the time of expressing

themselves in another language. ” “From the previous approaches, it follows that age is a factor that affects the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the greater the probability of the boy or girl to develop the pronunciation of a native”.

### **Why learn LE in elementary school?**

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm “that there are different types of reasons that justify learning a foreign language in school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying foreign language in school tend to achieve a more positive performance than others.
- Children show not only a special capacity to imitate colloquial sounds and expressions but also a great flexibility, spontaneity and daring that surpasses those of young people and adults.
- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages.”

By way of synthesis it is confirmed that the learning process of the human being is based on experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of

childhood, where from an infinity of theories from the psychological field, sociological it is argued that learning is given through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from mental processes directs and brings to fruition significant learning in children who are at the beginning of learning especially of an LE.

### **The context of Pamplona**

The city of Pamplona has basic and secondary education institutions, being mainly of a public nature. Most of them are grouped by General Colleges as follows:

In this context where the students of the Bachelor of Foreign Languages of the University of Pamplona carry out their integral practice, and doing social projection in primary schools.

### **Enhancing vocabulary acquisition through the learning of health nutrition habits in primary school**

#### **Introduction**

Today is extremely important to incorporate daily food products rich in minerals and vitamins since healthy nutrition is the pillar of children's growth and good development. Maintaining a healthy diet during childhood is one of the most important factors to contribute to an adequate growth and development of children. The adoption of healthy eating habits in children helps prevent overweight and obesity; chronic malnutrition, growth retardation, anemia,

among others. A well-nourished child has more energy for better school performance and physical activity.

The benefits that bring health nutrition habits are numerous; notwithstanding, one of the most relevant is that it facilitates the psychomotor development and keeps children's brain active when they are in an academic environment. This allows likewise that children be actively engaged in their learning process even they can learn a foreign language because their psychomotor skills are being stimulated for the acquisition and learning process. Therefore, a balanced diet guarantees the increase of glucose levels in the bloodstream, which allows acetylcholine, a brain transmitter, to be activated and children to have better memory capacities.

Although, the diverse advantages of healthy food is important to highlight that feeding healthy children is a big challenge because parents do not always have the right information to do it well and sometimes they get carried away by habits that are not necessarily correct. Furthermore, eating an unbalanced diet can have a negative impact on the intellectual abilities of school-age children because when the acetylcholine transmitter is affected the ability to retain novel information is diminished what causes that children feel tired and unmotivated in their classes, even in the learning of a foreign language.

### **Justification**

On the other hand, I became interested in this topic because of the excessive consumption of sugar not only provokes health problems such as: overweight, diabetes and cavities but also, affects the ability to retain important information and the student's academic achievement what really catch our attention since we want to promote healthy nutrition habits in children because

at this stage the children's brain catch more information and the learning skills are more activate allowing that they can easily acquire the learning of a foreign language in this case English.

## **Objectives**

### **General Objective**

- To enhance the oral production and the vocabulary acquisition in English trough the learning of health nutrition habits in Primary at “Centro Educativo Rural San Miguel” children.

### **Specific objectives**

To make students aware of the importance of having a proper nutrition and how it can impact in the personal health.

To value our traditional food culture, to consume fruits, vegetables and meats as a source of health and general welfare.

To conduct different activities in English focused on the bases for a healthy life style to reinforce the oral production and vocabulary acquisition related to food

## **Location of the community**

This project will be implemented at “Centro Educativo Rural San Miguel”.

## **Benefited population**

The project will be developed at “Centro Educativo Rural San Miguel” taking s a sample students from primary school

## **Identification of the need**

As students that we are and future professionals that we will be, we are aware of the problem of inadequate health nutrition habits that have been presented for years in most educational institutions, due to the lack of awareness that exists on this subject. At the same time, the education faculty of Pamplona's university, as a trainer of integral professionals and change agents and development in the educational sector, is aware of the needs that the students have in the city, in terms of learning a foreign language (English) so they can develop themselves and have better future opportunities either academically or professionally.

With regards to the problem mentioned above it is necessary to implement an initiative to motivate students to learn English as a second language, hence, this work will be developed to enhance vocabulary acquisition through the learning of health nutrition habits.

In Colombia the results of the national nutritional situation survey (ENSIN, 2010), evidence in younger generations that the prevalence of overweight or obesity has increased by 25.9% in the last five years, where 1 in 6 children and adolescents, is overweight or obese; This relationship increases as the level of SISBEN and the educational level of the mother increase (9.4% in mothers without education vs 26.8% in mothers with higher education, likewise, one in 10 children and adolescents in 5-17 years present growth retardation.

### **Data collection**

Regarding the process to collect data, it was decided to make a time table to better organize the time and to know when and where the classroom observation and workshops were carried out because it was necessary to take into account the participants' schedule. This time table was divided into three sections: the date, the activity and the objective.

*Table 11. Time table*

Date	Activity	Objective
	First Workshop	Students will be able to understand the importance of acquiring healthy food habits through the preparation of a fruit salad
	Second Workshop	to teach the participants vocabulary related to food by preparing a smoothie
	Third Workshop	Students will be able to carry out an oral presentation related to the food students like and dislike.

### Implementation of the proposal

As mentioned above, three workshops were implemented in order to achieve the objectives that seek to incorporate healthy nutrition habits through innovative and dynamic activities to enhance the speaking skill and vocabulary acquisition. Also, it was important to mention that for the implementation of each workshop a planning protocol was taken into account.

#### First Workshop

This workshop was about vocabulary related to fruits, vegetables and meals and how they will be eaten during the week. As a final activity it was taught vocabulary related to the ingredients and utensils to prepare a fruit salad.

*Table 12. First workshop*

<b><u>GROUP</u></b>	<b><u>LEVEL</u></b>	<b><u>CLASS N°</u></b>
CHILDREN	A1	
<b><u>TEACHERS</u></b>		<b><u>DATE/DAY</u></b>
<ul style="list-style-type: none"> <li>• Kharen Jorley</li> </ul>		

Mantilla		October, 08th 2018	
<p><b><u>LINGUISTIC OBJECTIVE</u></b></p> <ul style="list-style-type: none"> <li>To learn the necessary vocabulary.</li> </ul>	<p><b><u>COMUNICATIVE OBJECTIVE</u></b></p> <ul style="list-style-type: none"> <li>To be able to choose and use the vocabulary regarding the correct ingredients and utensils to prepare a salad.</li> </ul>	<p><b><u>SOCIO-CULTURAL OBJECTIVE</u></b></p> <ul style="list-style-type: none"> <li>To be able to make the right decisions taking into account other opinions and its own in order to prepare a salad.</li> <li>To work curatively preparing a salas</li> </ul>	
<p><b><u>GENERAL COMPETENCE</u></b></p> <ul style="list-style-type: none"> <li>Communicative competence</li> <li>Linguistic competence</li> <li>Sociocultural competence</li> <li>Lexical competence.</li> </ul>	<p><b><u>PREVIOUS SEQUENCE</u></b></p>	<p><b><u>TOPIC</u></b></p> <ul style="list-style-type: none"> <li>TYPES OF FOOD</li> <li>FRUITS</li> </ul>	
<b>STAGES</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>TIME (MIN)</b>	<b>SKILLS</b>
<b>Opening</b>	<input type="checkbox"/> The guiders will start the class greeting the students, and asking them to introduce themselves to the class by means of a simple game where the first student will say his or her name and the second one		Speaking Listening  Listening Speaking



	<p>will repeat his or her previous classmate name and later to continue with his or her in order to memorize every student name.</p> <p>When finishing the game, the guides will introduce to the students the agenda of the day.</p>		
<b>Warm up</b>	<p><input type="checkbox"/> The guiders will ask the students to form four teams that will remain together during the whole project. When the teams are already formed, the guiders will ask the students to choose a type of salad (avocado salad, summer salad and Russian salad) by choosing an image that will be posted on the board.</p> <p><input type="checkbox"/> Later, the guides will show and give to the students, different shopping lists which contain the ingredients with the right quantities and the utensils they need to prepare each salad.</p> <p>Afterwards, the guiders will give each team a flashcard with the process to prepare the salad chosen, this flashcard is</p>	<p>5</p> <p>10</p>	<p>Speaking</p> <p>Speaking</p> <p>Listening Speaking</p>

	<p>divided into three parts: 1, preparation of the ingredients (shop, slice, peel) 2. Put everything together 3. Mix and add the seasoning.</p>	10	
<b>Explanation of the topic</b>	<p>✓ To explain the process of preparing the salad the guiders will make an example by identifying the type of cuts needed to prepare a salad such as: Dice, Brunoise, julienne, batonnet, pitted, chop and chiffonade, and then, after the words have been identified one of the guiders will show the process of each type of cut. After each type of cut is explain an image of it will be posted on the board to remember it.</p>	10	Speaking
		10	Speaking

	<ul style="list-style-type: none"> <li>□ Then, to explain the quantities the guiders will identify the quantities explained in each recipe by using the vegetables and fruit used in the previous explanation, then they will show the students the quantities by means of utensils such as: a measuring cup (for cups and liters , tea spoon, table spoon)</li> <li>□ After, the guides will ask student by student of the three groups to go to the already established mini supermarket divided in three stations: 1. VEGETABLES 2. FRUIT and 3. SEASONINGS to choose the needed ingredients and utensils to prepare each recipe.</li> <li>□ Once the shopping list is completely checked, the members of each team should explain what they got from the mini supermarket and if they</li> </ul>		
--	--	--	--

	<p>have everything they need.</p> <p><input type="checkbox"/> The guiders will show the process of the preparation of the recipe by means of flashcards with images of the process, they will watch and analyze them once and the guiders will explain any doubts and make sure the process was understood by asking each team the steps of the recipe.</p> <p><input type="checkbox"/> The guides will give the students 20 minutes to prepare the salad and 10 more minutes to prepare themselves to describe orally how they felt when preparing it, each guiders will help the teams with terms and pronunciation.</p>		
<p><b>Closure</b></p>	<p>✓ When finishing the preparation of the recipe team by team will show to their classmates the final product and will express how they felt when preparing it and what new knowledge they learned.</p>	<p>5</p>	<p>Speaking</p>

	<p>✓ Finally, the guides will give a general feedback to the students concerning the recipes ingredients, utensils and preparation vocabulary, the guides will also tell the students about the next recipe and date for the next encounter and will close the session by asking the students if they enjoyed the activity.</p>		
--	---	--	--

## Second workshop

During the implementation of this workshop some vocabulary to the ingredients to prepare a healthy smoothie and the steps to prepare it were presented to the students. In this workshop students have to differentiate the elements of a healthy smoothie from a non- healthy smoothie.

*Table 13. Second workshop*

<u>GROUP</u>	<u>LEVEL</u>	<u>CLASS N°</u>
CHILDREN	A1	

<p><b><u>TEACHERS</u></b></p> <ul style="list-style-type: none"> <li>• Kharen Jorley Mantilla</li> </ul>		<p><b><u>DATE/DAY</u></b></p> <p>October, 16th 2018</p>
<p><b><u>LINGUISTIC OBJECTIVE</u></b></p> <ul style="list-style-type: none"> <li>• To learn the necessary vocabulary concerning the preparation of a smoothie (fruits, utensils, measurements) through the practical process that its preparation entails.</li> </ul>	<p><b><u>COMUNICATIVE OBJECTIVE</u></b></p> <ul style="list-style-type: none"> <li>• To be able to choose and use the vocabulary regarding the correct ingredients and utensils to prepare a smoothie.</li> <li>• To describe what a Smoothie is composed of.</li> </ul>	<p><b><u>SOCIO-CULTURAL OBJECTIVE</u></b></p> <ul style="list-style-type: none"> <li>• To work collaboratively by respecting the others opinion and operational processes during the preparation of a smoothie.</li> </ul>
<p><b><u>GENERAL COMPETENCE</u></b></p>	<p><b><u>PREVIOUS SEQUENCE</u></b></p>	<p><b><u>TOPIC</u></b></p> <ul style="list-style-type: none"> <li>• FRUITS</li> </ul>

<ul style="list-style-type: none"> <li>• Communicative competence</li> </ul> <p>Linguistic competence</p> <p>Sociocultural competence</p> <p>Lexical competence.</p>		<ul style="list-style-type: none"> <li>• VEGETABLES</li> </ul>	
<b>STAGES</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>TIME (MIN)</b>	<b>SKILLS</b>
<b>Opening</b>	<p>The facilitators will start the class greeting the students, Then they are going to ask students if they remember the topic worked the previous class and will ask two students to identify some utensils and processes implemented during a salad preparation.</p> <p>When finishing the feedback, the facilitators will introduce to the students the agenda of the day.</p>		<p>Speaking</p> <p>Listening</p> <p>Listening</p> <p>Speaking</p>





		10	Listening Speaking
<b>Explanation of the topic</b>	<p>To explain the process of preparing the smoothie the guiders will divide it into four practical steps:</p> <p>1Choose and wash the necessary ingredients to prepare a healthy smoothie (oranges, blueberries, bananas, strawberries etc)</p> <p>2Prepare the ingredients by peeling and measuring them by using the measuring tools (An ounce cup, ½ coup, a ¼ coup etc),</p> <p>. Put all the ingredients into the blender and blend until smooth during 5 minutes approximately.</p> <p>4Add to the final product it corresponding seasoning,( a teaspoon of sugar, two blackberrys, a cup of greek yogurt, a half</p>	10	Speaking
		10	Speaking

	<p>Orange etc), put it into the glasses and enjoy.</p> <p>After, the guiders will ask students to go to the mini supermarket stations divided in three: 1. FRUIT 2. UTENSILS AND MEASURING TOOLS (SPOONS, GLASSES ETC). 3. THE MIXING PROCESS BY USING THE BLENDER, each team will chose the ingredients and necessary utensils to prepare each smoothie.</p> <p>Once the shopping list is completely checked, the members of each team should explain what they got from the mini supermarket and if they have everything they need.</p> <p>Finally, the guiders will give the students 10 minutes to prepare the smoothie and 10 more minutes to prepare themselves to</p>		
--	--	--	--

	<p>express orally by using adjectives how was the cooking process Ex:</p> <p>It was amazing, boring, incredible etc.</p> <p>Each guider will help the teams with terms and pronunciation.</p>		
<b>Closure</b>	<p>When finishing the preparation of the recipe team by team will show and share to their classmates the final product and will express how they felt when preparing it, which words in English they learned and what general abilities such as motor skills, critical and selective thinking they boost.</p> <p>Finally, the guides will give a general feedback to the students concerning the recipes ingredients, utensils and preparation vocabulary, the guiders will also tell the students about the next recipe and date for the next encounter and will close the session</p>	5	Speaking

	by asking the students if they enjoyed the activity.		
--	--	--	--

### Third workshop

In this workshop was presented the vocabulary related to American and Colombian food to express what students like or dislike. During the development of the workshop some activities were implemented for the better understanding of the topic.

Table 14. Third workshop

<b><u>GROUP</u></b> CHILDREN	<b><u>LEVEL</u></b> A1	<b><u>CLASS N°</u></b>
<b><u>TEACHERS</u></b> • Kharen Jorley Mantilla	<b><u>OBSERVERS</u></b> •	<b><u>DATE/DAY</u></b> October 30th 2019
<b><u>LINGUISTIC OBJECTIVE</u></b> -Students will learn how to express their likes and dislikes.	<b><u>COMMUNICATIVE OBJECTIVE</u></b> -Students will be able to say their favourite food.	<b><u>SOCIO-CULTURAL OBJECTIVE</u></b> -Students will be able to identify the variety of American typical food
<b><u>GENERAL COMPETENCE</u></b> Communicative competence Linguistic competence	<b><u>PREVIOUS SEQUENCE</u></b>	<b><u>TOPIC</u></b> Food and typical meals, how to express likes and dislikes.

Socio-cultural competence Listening comprehension Reading comprehension			
<b>STAGES</b>	<b>DESCRIPTION OF THE ACTIVITY</b>	<b>TIME (MIN)</b>	<b>SKILLS</b>
<b>OPENING</b>	<p>The teacher is going to start the class greeting the students. Then, he is going to ask students if they remember the topic they worked on the previous class and will ask two students to identify some geometric figures and to tell orally some numbers.</p> <p><a href="#">Appendix 0</a></p>	<b>8</b>	Listening Speaking
<b>WARM UP</b>	<p>After that, the teacher will show the students some fruits and dishes in a big image, and will ask them to say how the fruits are named in English. In the same way, teacher is going to ask them about what they like to eat and to do.</p> <p><a href="#">Appendix A</a></p> <p>In order to continue with the development of the course, the teacher will tell the students that they are going to learn some</p>	<b>6</b>	Listening Speaking

	vocabulary related to food.		
<b>EXPLANATION OF THE TOPIC</b>	<p>In this step, the teacher is going to show some slides containing a list of vocabulary about fruits, vegetables, drinks, fast food and other typical dishes from the U.S.A. After that, students will repeat each word in order to learn their correct pronunciation.</p> <p>As last step, teacher will explain how to ask someone for his/her favorite dish and how must he/she to answer. For example:</p> <ul style="list-style-type: none"> <li>* What is your favorite dish?</li> <li>* My favorite food is <u>rice</u>.</li> <li>* What is the vegetable you dislike?</li> <li>* I dislike <u>broccoli</u>.</li> </ul>	20	<p>Listening Speaking Reading</p> <p>Speaking Listening</p>

	<p>After that, the teacher is going to show a presentation in order to explain the students how to express their likes and dislikes, emphasizing in the grammatical rules and exceptions, the slides will contain some didactic examples that will be repeated by the students in order to verify what they learnt.</p>	15	Reading
<b>PRODUCTION ACTIVITIES</b>	<p>The students will receive a worksheet with a list of food in which they will fill the words with the missing letters. After that, they will match the numbers of the words with the pictures.</p> <p>Finally, teachers will socialize the answers of the worksheet with the student's group.</p>	20	<p>Reading</p> <p>Listening</p> <p>Writing</p>

<p><b>EVALUATION</b></p> <p><b>ACTIVITY</b></p>	<p>The teacher will give to the students a worksheet in which they have to write and draw their favorite dish in a creative way, then the teacher is going to ask the students to work in pairs. Each student will interview their classmates in order to know their tastes in food.</p> <p>Teachers will correct students' mistakes while doing the activity.</p>	<p>25</p>	<p>Writing</p> <p>Speaking</p> <p>Reading</p> <p>Listening</p>
<p><b>CLOSURE</b></p>	<p>Finally, the teachers will thank students' participation and attention in the class and will request them to do the following homework which consists of searching and describing the American typical food or dish that they like the most.</p>	<p>6</p>	<p>Listening</p> <p>Speaking</p>





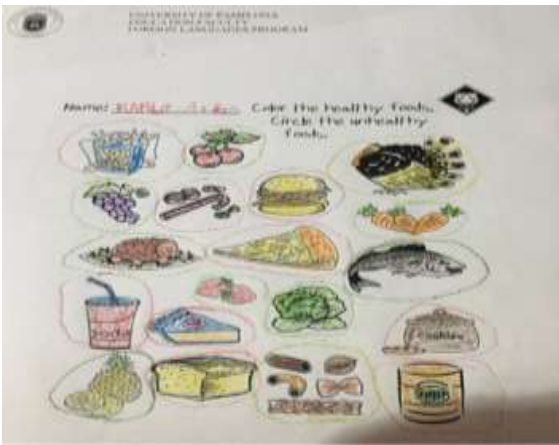
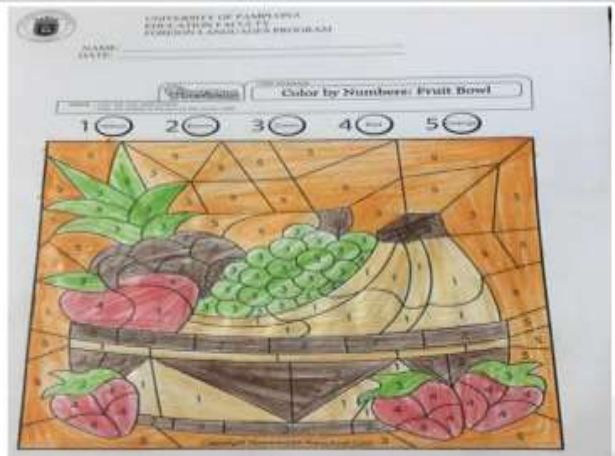
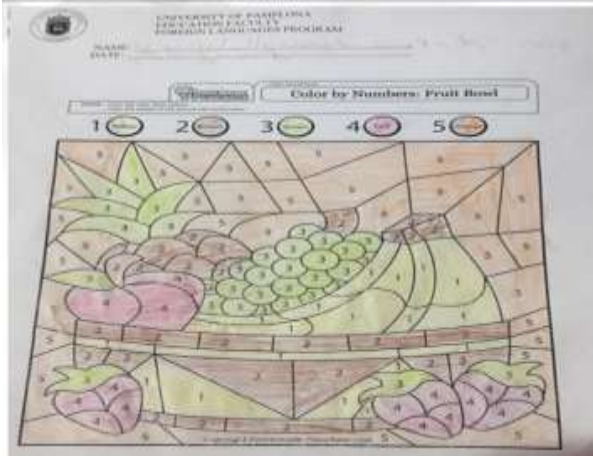


Figure 6. Final Product

## Conclusion

The general objective of this study was to establish activities aimed at different agents to promote healthy eating in Early Childhood Education, through a Pedagogical Project. This objective has been accomplished throughout this empirical framework, specifically in the design of the project, which describes in detail the activities that were focused on an improvement in knowledge about food and its implementation by all agents of the teaching-learning process (teachers-students). With this general objective as a basis, four specific objectives were raised, the first of which was to develop critical thinking in students through recreational activities. It is concluded that students through these activities learn that their health depends largely on the eating habits they follow. The second objective was to teach vocabulary related to the terminology of good habits, it is concluded that students' knowledge was effective and can be confirmed in activities number 1 and 2. The third and final objective was to conduct practical workshops focused on the educational community that allow the development of communicative competence in English and encourage good eating habits, It is confirmed that this objective is achieved through activities 1,2,3,4,5 and 6, where students learnt firsthand how to eat properly and also how to prepare salads, milkshakes and healthy desserts.

In addition, a starting hypothesis was raised, which pointed out that children who in their daily diet include an excess of sugar have a higher risk of developing caries, obesity and type II diabetes in the future. This hypothesis is verified since Ensin(2010) affirms “Younger generations that the prevalence of overweight or obesity has increased by 25.9% in the last five years, where 1 in 6 children and adolescents, is overweight or obese; this relationship increases as the level of SISBEN and the educational level of the mother increase (9.4% in mothers without education vs 26.8% in mothers with higher education, likewise, one in 10 children and

adolescents in 5-17 years present growth retardation”. Taking into account everything mentioned before, it can be concluded that creating good eating habits since childhood influences physical and mental health during adulthood and also preventing diseases such as cancer, diabetes and sedentary lifestyle.

## **Chapter IV Administrative Component**

### **Introduction**

Educational institutions develop a variety of extracurricular activities in which the members of the institution have to participate: students, teachers, the principal, and administrative workers. Those activities are extracurricular activities such as: flag-raising, role plays, song festival, meetings, pedagogical journeys, others. Those activities aim to join all the educative community in a different setting outside of classrooms. This component is going to help the pre-service teacher because being teacher not only consist of transmitting knowledge also teacher has to be an active agent in all the institution. So, this is a great opportunity to know the management of an institution and all the activities that concerning organization, extracurricular, disciplinary activities among other in order to put them in practice in a real context.

### **Justification**

The pre-service teacher aims to have an active role participating in all the activities proposed by the institution in order to motivate students to speak in English as much as possible. It is important to know all the aspects concerning education because in that way teachers can be a great aid for students.

This component aims to offer administrative and organizational services to the institution as well as the teacher's knowledge. Another important aspect was the opportunity to be useful for the community and contribute with the growing of the Colombian educational system, implementing new ideas to facilitated and make the learning process more suitable and substantial for students and for teachers.

## **Objectives**

### **General**

- To have an active role in the institution participating in all the activities organized at “Centro Educativo Rural San Miguel”

### **Specific**

- To collaborate in extra-curricular activities organized by the institution.
- To get involved during the activities or events presented at “Centro Educativo Rural San Miguel”

## **Methodology**

According to “Centro Educativo Rural San Miguel” there are some the activities in the institution for each month which include Eucharist, meetings, exams, disaster training and others. Therefore, the pre-service teacher must have an active role in all the activities organized by the institution to get informed of each one of them and to be actively engaged in the activities in which her help be required .

*Table 15. Extracurricular activities*

<b>Event or activity attended</b>	<b>September</b>	<b>October</b>	<b>November</b>
Cultural Event “Fiestas San Miguel”	26		
Sporting event	29		
Meetings to assess social behavior of the third period		1	
Delivery of academic newsletters		3	
Flag-raising “tree day, race day and the discovery of America”		17	
Halloween Day		31	
Fourth period evaluations			4-8
Fourth period leveling			11-14

Eleventh grade farewell			15
----------------------------	--	--	----

### **Extracurricular activities and events development**

During the practicum the pre-service teacher have worked actively in all the activities proposed in the “Centro Educativo San Miguel” since the pre-service teacher had participate in most of the events. For example: On October 1<sup>st</sup> attended to the meeting aims at giving the academic and behavioral report of the students during the third. It took place in the staff room; on October 26<sup>th</sup> participated in decoration since it was required for the cultural event then, the chapel was decorated with images, accessories and messages related to music and art. On October 29<sup>th</sup> attended to the sportive game that took place in one of the educational center headquarters. On October 17<sup>th</sup> was in charge of the sound for the flag-raising that celebrated: tree day, race day and the discovery of America in this event the pre- service teacher was supervising the sound of the videos and that the dance music tracks could work. On October 31<sup>st</sup> the pre-service teacher helped primary teacher to organize the snack to students as a gift for Halloween day. At the same time, the pre-service teacher was in charge of discipline during the journey and students’ behavior during the event was excellent they kept silence and participated in an organized way in the competitions. From November 4<sup>th</sup> to September 8<sup>th</sup> the teacher was implementing fourth period evaluations she had designed and structured also, pre-service teacher implemented fourth period leveling from November 11<sup>th</sup> to November 14<sup>th</sup>, those leveling were created and structured by her. As final extracurricular event the pre-service teacher went to the walk that took place in Villa marina on November 15 in company of eleven and tenth students and the respective teaching staff of the educational center.



*Figure 7. Cultural event: Fiestas San Miguel*



*Figure 8. Sporting event*





*Figure 9. Flag-raising*



*Figure 10. Halloween day*



*Figure 11. Eleventh grade farewell*

## **Conclusion**

Throughout this practicum integral process, the educational center conducted numerous events and activities with different purposes, such as, flag-raising, sporting event, cultural event among other. The pre-service teacher get involved in each of them and got an impression of what is behind being a teacher, because it was not only about getting in a school and teaching a given topic but also getting immersed in all the extracurricular events and activities that school develops. In this opportunity, I could evince how difficult being a teacher is, since I was always trying to help them with the preparation of events such as “El día de la raza y el árbol, evento cultural, evento deportivo, y entregas de notas” or being aware of students’ behavior during one of the events. It was wonderful to be part of these activities and to be taken into account as a

teacher in the educational center. All these activities help the pre-service teacher to get involved in the teaching environment and all the aspects around it.

## References

Asian EFL Journal. *Professional Teaching Articles* – CEBU Issue. Vol. 59 April 201

Bernaus, M. (2001). Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria. Madrid: Síntesis educación. Retrieved from <http://aidafh.wix.com/laclasedeaida>

Cañas, B. (2013). El bilingüismo en Colombia. *scielo*, (22), 14-19. Retrieved from: <http://www.scielo.org.co/pdf/rhel/v20n31/0122-7238-rhel-20-31-00125.pdf>

Cox, J. (2019). Teaching Strategies: 5 Ideas for Instructing Vocabulary. *Teachers Alliance*. Recovered from <https://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary>

Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K-8. Boston: Allyn and Bacon.

Christopher, Dzakiri & Mohamed. (2015). Teaching English through sports: a case study. *Asian EFL Journal. Professional Teaching Articles*, 59(7), 56-78.

Creswell, J.W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd ed.). Thousand Oaks, CA: Sage. Retrieved from [http://community.csusm.edu/pluginfile.php/21115/mod\\_resource/content/1/Creswell\\_J.W.\\_2007\\_-\\_Designing\\_a\\_Qualitative\\_Study\\_Qualitative\\_inquiry\\_and\\_research\\_design\\_-\\_Choosing\\_among\\_5\\_approaches\\_2nd\\_ed.\\_Thousand\\_Oaks\\_CA-\\_SAGE.pdf](http://community.csusm.edu/pluginfile.php/21115/mod_resource/content/1/Creswell_J.W._2007_-_Designing_a_Qualitative_Study_Qualitative_inquiry_and_research_design_-_Choosing_among_5_approaches_2nd_ed._Thousand_Oaks_CA-_SAGE.pdf).

Elliot, Jhon (1989). La investigación-acción en educación. Ediciones Morata.

Fingermann, J. G. (1970). *El Juego y sus Proyecciones Sociales*. Buenos Aires: Ateneo.

Genesee, F. (1994). *Educating Second Language Children*. Cambridge: Cambridge University Press.

García, Z. (2017). Teaching-learning of physical education in English for the primary education stage. Jaén University.

Hatch, J (2002). Doing Qualitative Research in Education Settings. *Journal Eric*, 78, (2) 58-150

Hernández, A. (2015). The learning of a foreign language through the physical education. *EmásF, Digital Journal of Physical Education*, 6, (36), 2-18.

Hughes, R. (2015). Researching speaking. *Research Methods in Applied Linguistics: A Practical Resource*, 283.

Juan, A. & García, I. (2013). The use of games in teaching English in primary education.

*University Education and Innovation Magazine*, 6, (3), 169-185. Recovered from

[http://webs.uvigo.es/refiedu/Refiedu/Vol6\\_3/REFIEDU\\_6\\_3\\_3.pdf](http://webs.uvigo.es/refiedu/Refiedu/Vol6_3/REFIEDU_6_3_3.pdf)

Kansas University (2017). Physical Activity. *Health and Human sciences*. Manhattan, Kansas state university. Recovered from <https://www.hhs.k-state.edu/kines/>

Mena, M. (2000). El enfoque crítico reflexivo en educación: Experiencias en el

aula. Obtenido en [http://www.micentroeducativo.pe/docente/fileproject/file\\_docentes/150bi\\_aa69ca.pdf](http://www.micentroeducativo.pe/docente/fileproject/file_docentes/150bi_aa69ca.pdf).

Ministerio de Educación Nacional (2005). *Diseñando una propuesta de currículo de Inglés para Colombia, Colombia bilingüe*.

David, DM, Kimiywe, JO, Waudu, JN y Orodho, JA (2008). Promoción de intervenciones de educación nutricional en escuelas primarias rurales y urbanas en el distrito de Machakos,

Kenia. *Revista de Biociencias Aplicadas*, 6, 130-139.

Renandya, W. A., & Richards, J. C. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice* (pp. 201-233). Cambridge University Press.

Richards, J. C. & Renandya, W. A. *Methodology in Language Teaching: an anthology of current practice*. New York: Cambridge, 2002.

Rubio, J & García, M. (2014). The use of games in teaching English in primary education.

*Magazine of Training and University Educational Innovation*, 6(3), 169-185

Tejera, M & Merino, M. (2017). Teaching apps for the learning of languages through sports: Technology and sports in the English and Spanish as a L2/FL. *Language Value*, 9, (1), 89-131

Turano, A. (2005). The impact of classroom environment on student learning. *Theses and Dissertations*. Retrieved from:

<https://rdw.rowan.edu/cgi/viewcontent.cgi?referer=https://www.google.com.co/&httpsredir=1&article=2089&context=etd>.

Universia (2013). The difficulty of language learning is common in Europe. University.

Recovered from <http://noticias.universia.es/vidauniversitaria/noticia/2013/03/26/1013096/difficulty-learning-languages-es-comuneuropa.html>

Versi (2016). La importancia del juego en inglés. Recovered from <https://versi.es/la-importancia-del-juego-en-el-aprendizaje-del-ingles/>

Wiegerová, A. (2013). Teacher journal as a research instrument (research—the first year in the life in primary school through the eyes of novice teachers).

Willis, J. (1996). *framework for task-based learning*. London: Longman.

## Appendixes

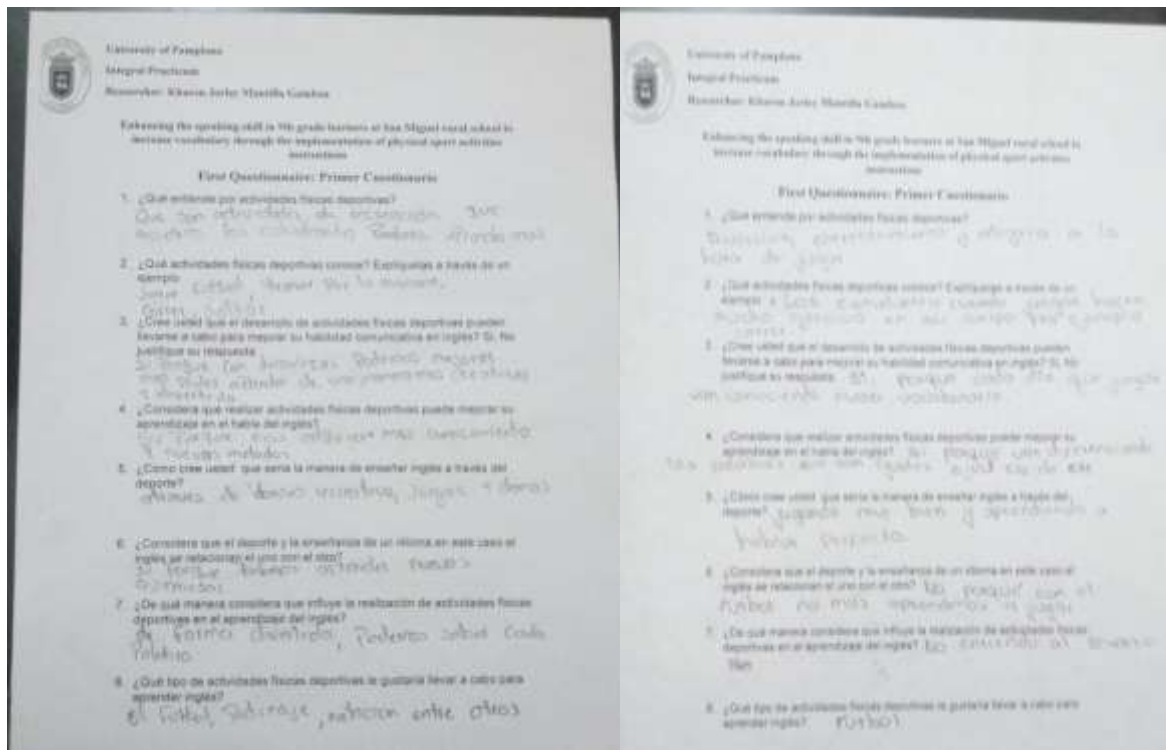
### Appendix 1. Classroom observations

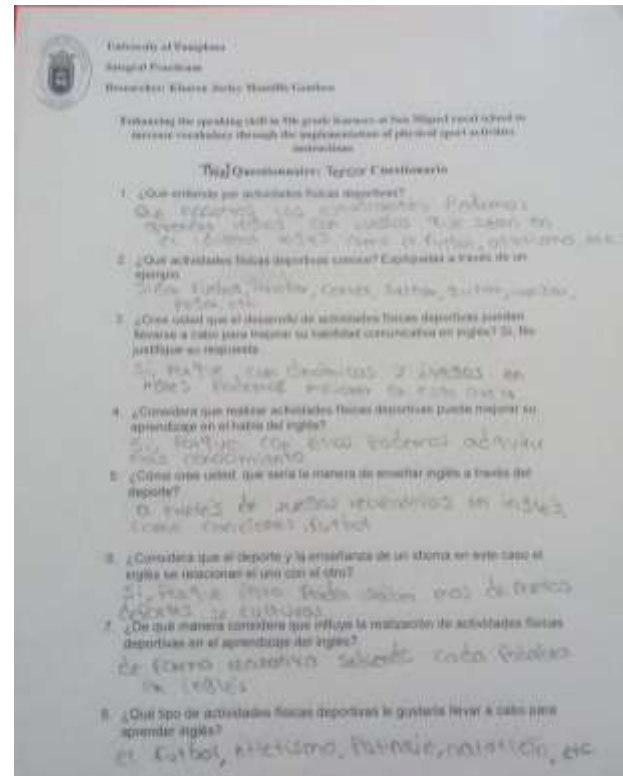
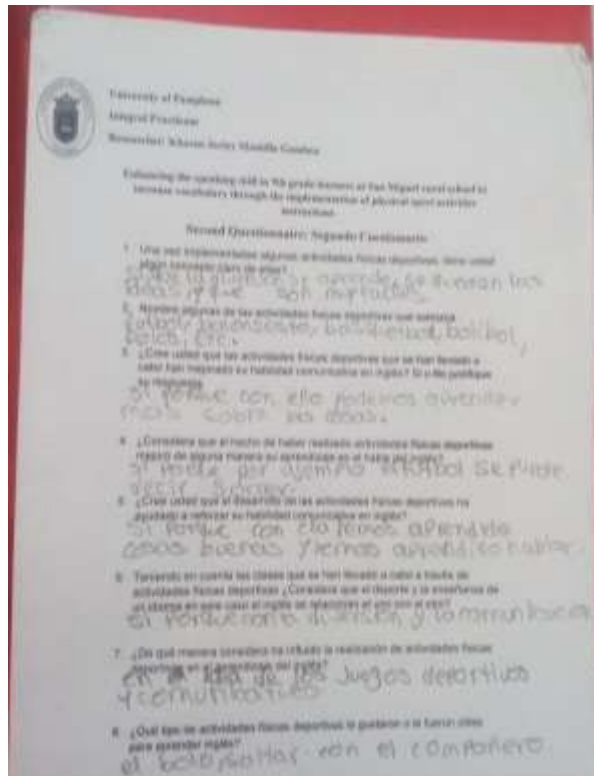
MATRIX PARTICIPANT OBSERVATION NUMBER ONE		
Classroom observation objective	Research Questions	Reflection of the Activities carried out in the class
<p>Researcher will be able to be acquainted with the context in which we will be observing in order to select the key participants who may be interested in taking part of the research.</p>	<p><b>The grant four question:</b> How does the implementation of physical sport activities enhance the oral production in an EFL classroom of 9<sup>th</sup> grade students? <b>The sub-questions are:</b> What are the students' perceptions about the implementation of physical sport activities to teach English? Are the teachers aware of their role to enhance the speaking skill in their students?</p>	<p>Once the classroom observation was done, the observer can say that the classroom observation objective was achieved since it was identified the main aspects of the context in which the class was carried out, it could be observed that this course was took in a classroom with some quality resources for the teaching and learning process where the teacher and the students worked comfortable. Furthermore, researcher became acquainted with the context in which the teacher-students worked, for instance: firstly, it was identified that there was a low level of students' participation which entailed to a tense teacher- student's interaction, secondly, the students were not actively involved in the class since some students were talking among themselves and others were chatting on their cellphones, finally, it was observed the students' unwillingness to answer to the teacher's questions because some of them were so shy or were afraid of saying something wrong or mispronounce. At the same time, it was noticed from the students' postures and</p>

MATRIX PARTICIPANT OBSERVATION NUMBER TWO		
Classroom observation objective	Research Questions	Reflection of the Activities carried out in the class
<p>Researcher will be able to identify the main teaching strategies to instruct vocabulary</p>	<p><b>The grant four question:</b> How does the implementation of physical sport activities enhance the oral production in a EFL classroom of 9<sup>th</sup> grade students? <b>The sub-questions are:</b> What are the students' perceptions about the implementation of physical sport activities to teach English? Are the teachers aware of their role to enhance the speaking skill in their students?</p>	<p>According to Cox (2019) there are five strategies to teach vocabulary in English; word detective, semantic maps, word wizard, concept cube and word connect, nevertheless, in that classroom observation the teacher used two of them: semantic maps and word wizard.</p> <p>Cox (2019) defined semantic maps as "a graphic organizer that helps students visually organize the relationship between pieces of information" (p.1). This strategy was used at the beginning of the class, then, the teacher decided to present vocabulary related to animals by writing a key word on the board that represented one kind animal that exists the word was farm so, students read the key word and are asked to think about other words that come to mind when they read the word. After that, the teacher asked them to make a list of all of the words and to share the words recorded in order to categorize the words once the words were categorizing the teacher was designing with students' help the map when the map was created the asked them: Now, who want to tell me what is the topic for today? And students answered: los animals de la granja. Next, teacher asked the students to give opinions about the topic taking into account what they had written in the map, one student said: there are different types of animals that we can find in a farm: rabbit, dog and duck teacher congratulated student for his participation and continue with the topic.</p> <p>Likewise, the teacher made use of word wizard strategy which is defined by C6v (2019) as an effective way for students to learn and process information. It was observed during the development of the class. For example. To well develop the activite the teacher divided</p>

MATRIX PARTICIPANT OBSERVATION NUMBER THREE		
Classroom observation objective	Research Questions	Reflection of the Activities carried out in the class
Researcher will be able to identify the students' behavior when developing oral activities	<p><b>The grant tour question:</b> How does the implementation of physical sport activities enhance the oral production in a EFL classroom of 9<sup>th</sup> grade students?</p> <p><b>The sub-questions are:</b> What are the students' perceptions about the implementation of physical sport activities to teach English? Are the teachers aware of their role to enhance the speaking skill in their students?</p>	<p>From this observation, the researcher identifies three types of students' personalities when developing an activity.</p> <p><u>Tesolclass</u> page states that there are four types of students' personalities: shy, mischievous, the boss and unmotivated. Nevertheless, the inquirer identified three of them: shy the boss and the unmotivated.</p> <p>The first one, shy personality, defined by <u>tesolclass</u> page as the students who have problems when participating because of their lack of confidence. This personality was observed during the whole class because the researcher noticed there are 15 students in the classroom but only five of them show interest and engagement during the class, when the teacher asks to develop an activity that includes speaking. Moreover, it was identified that there are 10 students who only take part of the class; when the teacher asks them to give their opinions and when the teacher puts a grade.</p> <p>Therefore, the researcher realized that those students only talk and participate during the activities for two main reasons: firstly, when they feel under the teacher's pressure, that is to say, in the sharing activities, in which the main purpose is to make all the students participate whether giving their opinions about the topic already taught or explaining it. For example, in</p>

## Appendix 2. Questionnaires





### Appendix 3.Videos





## Appendix 4. Letter of permission for recording students



## Appendix 5. Data analysis

	<p>activities for two main reasons: firstly, when they feel under the teacher's pressure, that is to say, in the sharing activities, in which the main purpose is to make all the students participate whether giving their opinions about the topic already taught or explaining it. For example, in that class, a group of seven students was required to give an opinion about a video called "Main traffic rules signs".</p> <p>During this activity, the students had to introduce: the main purpose of the video and what they had understood of it and the other group had to make general comments taking into account what they had watched in the video. Nevertheless, when giving the comments, only five students participated and they were the same. Secondly, when the students know they would receive a grade, that is to say, the students are only worried about the grades and not just, because they want to participate freely. It was evidenced this type of students' personality in almost all the classroom observations.</p> <p>The second one, the boss personality, defined by <a href="#">Tesolclass</a> page as the student who likes to answer every question and is very happy when can answer. It was noticed this type of personality in five students because they are always actively engaged in all the classes, when the teacher asks the students to give their opinions, those students always raise their hands to take part of the activity or to add something. It seems that they always answer correctly to teacher's questions, what allows us to understand that they are always worried about their learning process. Besides, through the development of the oral activities, teacher noticed that those kind of students are autonomous and are aware of their teacher hard work. For example, in this class, from 11:00 to 11:30, where the students were giving comments and suggestions on their classmates' oral report, the five students were the only who did it.</p> <p>The last one, unmotivated personality, defined by <a href="#">Tesolclass</a> page as the students who have no desire to learn or study. This personality was observed in four students who are always talking among themselves and doing other assignments during the class. Most of the time, these students are unmotivated because they do not see the relevancy of what is being studied not interested in the topics, or the material used in the class. During the data gathering process, it</p>
--	--

		<p>their cellphones, finally, it was observed the students' unwillingness to answer to the teacher's questions because some of them were so shy or were afraid of saying something wrong or inappropriate. At the same time, it was noticed from the students' postures and gestures that they were anxious and nervous when answering the questions demanded by the teacher.</p> <p>Concerning the teacher explanation, she was so clear when explaining a topic, when the students didn't understand her, she repeated it in a more detailed way or rephrased the questions. Even she used the board to explain what the students didn't understand. With regards to the instructions and the time for the activities carried out, the teacher always gave her students clear instructions and examples in order for them to complete the activity. Besides, she gave them enough time to develop the activity, even she gave more time than planned and asked them whether they needed more. Another important aspect to highlight from the teacher is related to students' participation, when students didn't participate, teacher gave priority to the collaborative work as it was one of the ways to make them participate. The other one to motivate them was by giving them a five for answering a question.</p> <p>Pink color refers to students' participation</p> <p>Brown color students' behavior</p> <p>Grey color refers to teachers' teaching strategies.]</p>	<p>Activar Windows Ver la Configuraci</p>
--	--	--	---

<p>Researcher will be able to identify the main teaching strategies to instruct vocabulary</p>	<p><b>The grant four question:</b> How does the implementation of physical sport activities enhance the oral production in a EFL classroom of 9<sup>th</sup> grade students? <b>The sub-questions are:</b> What are the students' perceptions about the implementation of physical sport activities to teach English? Are the teachers aware of their role to enhance the speaking skill in their students?</p>	<p>According to Cox (2019) there are five strategies to teach vocabulary in English; word detective, semantic maps, word wizard, concept cube and word connect, nevertheless, in that classroom observation the teacher used two of them: semantic maps and word wizard.</p> <p>Cox (2019) defined semantic maps as "a graphic organizer that helps students visually organize the relationship between pieces of information" (p.1). This strategy was used at the beginning of the class, then, the teacher decided to present vocabulary related to animals by writing a key word on the board that represented one kind animal that exists the word was farm so, students read the key word and are asked to think about other words that come to mind when they read the word. After that, the teacher asked them to make a list of all of the words and to share the words recorded in order to categorize the words once the words were categorizing the teacher was designing with students' help the map when the map was created the asked them: Now, who want to tell me what is the topic for today? And students answered: los animales de la granja. Next, teacher asked the students to give opinions about the topic taking into account what they had written in the map, one student said: there are different types of animals that we can find in a farm: rabbit, dog and duck teacher congratulated student for his participation and continue with the topic.</p> <p>Likewise, the teacher made use of word wizard strategy which is defined by Cox (2019) as an effective way for students to learn and process information. It was observed during the development of the class. For example: To well develop the activity the teacher divided students into four groups and the teacher told them that each student in the group was responsible for learning three new animals different from the other students then , teacher</p>
--	---	---

Análisis de datos: análisis documental (producciones de estudiantes) producción 1								
Categoría general	Subcategorías	Descripción teórica	PE Producción 1	PE Producción 2	PE Producción 3	PE Producción 4	PE Producción 5	PE Producción 6
Students' oral production improvement.	Pronunciation	Pronunciation of a very limited repertoire of heard words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	Some mistakes in pronunciation: "there" "garage" "table"	He showed some comprehensiveness such as: "used" "arkansas" "television"	He showed pronunciation and fluency: "doghouse" "warehouse" "picture"	The student is well organized but his answer often has, he comprehended some words: "bridge" "table" "water" "road"	Difficulty for words with the "g" sound: "big" word and the "g" sound.	The student was more effective with some pronunciation but its pronunciation it was good speech.
	Vocabulary	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	The vocabulary tried to read most of the words learned in the class.	The student got confused: Rabbit - chicken the rest of it was good	The vocabulary used was that seen in class.	He has an excellent range of vocabulary.	The vocabulary used was that seen in class.	The student used the words he got confused over, the student tried to use almost all the words learned in the class.
	Fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repeat communication.	The student tried to use connectors but being them.	The fluency is not so good even though some sentences had a suitable flow. The student stops too much and say word by word, which indicates that the student lacks of fluency. Moreover, this lack of fluency is evidenced when the student has to say a long sentence. He says the sentence by dividing it into words.	She stopped when pronouncing some words but in general it was better.	The fluency was difficult for him, in spite, he knows a lot of vocabulary, he comprehended a lot of words and he is not able to be fluent.	The fluency is not so good even though some sentences had a suitable flow. The student stops too much and say word by word, which indicates that the student lacks of fluency. Moreover, this lack of fluency is evidenced when the student has to say a long sentence. He says the sentence by dividing it into words.	The fluency is good if they don't use connectors.

## Appendix 6. Narratives

UNIVERSITY OF PAMPLONA  
REFLECTION NUMBER \_\_\_1  
STUDENT: Kharen Jorley Marilla Gamboa

Antes de llevar a cabo la jornada académica del día lunes me encontraba bastante ansiosa y nerviosa ya que era mi primer contacto con los estudiantes del centro educativo en torno a la enseñanza del inglés. Durante el inicio de la clase, se presentaron muchos inconvenientes logísticos como por ejemplo. El computador que se llevó para conectar al video **beat** no funcionó, cuando se solucionó el problema del computador para proyectar el video concerniente a las señales de tránsito, éste no funcionó a pesar de que se había revisado antes de presentarlo en la clase; por último, el audio que se había llevado para realizar la evaluación funcionaba perfectamente, sin embargo, el proyector se desconectaba en todo momento. Estos inconvenientes conllevaron a que se fomentara desorden entre los estudiantes, y se perdiera un poco la atención de los estudiantes en el tema que se estaba impartiendo. Del mismo modo, estos inconvenientes me hicieron sentir realmente frustrada y decepcionada ya que a pesar de que la mayoría de ellos fueron solucionados no me permitieron desarrollar la clase como se había planeado.

Respecto al manejo del grupo, durante la semana que impartí clases pude notar que son pocos los estudiantes que son inquietos y hablaban entre ellos aunque cabe mencionar que al momento en que se les llama la atención obedecen y hacen silencio y permiten continuar con la clase. Por tal motivo, considero que logré manejar los grupos de clase de manera organizada y estructurada. Tener un manejo adecuado de cada uno de los grupos me permitió desenvolverme de manera práctica y audaz durante la explicación de los temas gramaticales. Así como, permitió que se creara un ambiente de confianza y respeto en el aula de clase donde los estudiantes se sintieron a gusto desarrollando las actividades de clase.

UNIVERSITY OF PAMPLONA  
REFLECTION NUMBER \_\_\_3  
STUDENT: Kharen Jorley Marilla Gamboa

La semana que transcurrió fue un tanto agitada puesto que los profesores se encontraban realizando los logros de cada materia y socializando las notas de cada uno de los estudiantes para poder cerrar el periodo académico y llevar a cabo la entrega de boletines. Antes de realizar la entrega de boletines una reunión con el personal, docente de cada área y los representantes de familia de cada curso se llevó a cabo, reunión en la cual estuve presente observando y tomando apuntes de todo lo que se comentó, sugirió y opinó. La reunión se hizo con el objetivo de informar y dar a conocer a los diferentes padres de familia la situación académica de los estudiantes de manera general. Así mismo, se tocaron aspectos tales como: la inasistencia de gran parte de los aprendices, la falta de compromiso de algunos de ellos y el bajo rendimiento académico producto de la falta de interés que algunos demuestran durante el transcurso de las clases. Cabe resaltar que en el transcurso de la reunión cada uno de los docentes de área fueron a conocer el rendimiento académico de los aprendices es decir, los estudiantes que perdieron y los motivos del porque lo hicieron así como también se discutieron aspectos como: el trabajo social que los alumnos de once deben realizar, los estudiantes que se encuentran acogidos en el programa de inclusión y los que deberían incluirse. Una vez finalizada la reunión se realizó una formación para anunciar a los estudiantes que el día martes se llevaría a cabo la entrega de boletines.

Con respecto a las clases que impartí debo reconocer que me sentí realmente bien pues durante la semana pude notar que poco a poco voy perdiendo el temor al momento de iniciar las clases lo que es un gran ventaja pues me permite realizar las clases sin ningún tipo de inconveniente al igual que me facilita una mejor interacción con los estudiantes

UNIVERSITY OF PAMPLONA  
REFLECTION NUMBER \_\_\_5  
STUDENT: Kharen Jorley Marilla Gamboa

En el transcurso de esta semana que impartí clases me sentí realmente satisfecha ya que todas ellas se llevaron a cabo tal y como había planeado. Además realice la parte práctica del primer taller de mi proyecto investigativo y gracias a esta ejecución pude notar que los estudiantes estaban realmente felices y entusiasmados puesto que fue al aire libre para ser más específica en la cancha deportiva, pude observar que muchos de los estudiantes estaban involucrados en todas las actividades que se realizaron y participaron de manera activa en cada una de ellas demostrando interés por el tema que se estaba desarrollando. En relación a las demás clases considero que se desarrollaron de una manera adecuada y correcta en todos los aspectos debido que cada una de ellas estaba centrada en buscar un aprendizaje significativo en el estudiante a través de dinámicas, juegos y competencias donde los estudiantes pudieran desarrollar sus habilidades lingüísticas y cognitivas teniendo el tema que se quería aprender.

De igual manera, hay que destacar que la ejecución de cada una de las actividades y dinámicas se desarrollaron satisfactoriamente y esto lo puede evidenciar en la ejecución de cada una de ellas, un claro ejemplo de ello es que todos los estudiantes estuvieron muy pendientes durante cada una de ellas y su nivel de participación, interés y involucramiento fue alto. Asimismo, puede evidenciar que el aprendizaje de las temáticas se logró ya que en la etapa de evaluación los aprendices la desarrollaron correctamente incluso algunos de ellos decidieron de manera voluntaria ayudar a sus compañeros en lo que no entendían y durante la retroalimentación de la evaluación todos participaron y lo hicieron excelente, lo que me hizo sentir muy feliz y orgullosa porque pude notar que todos comprendieron los temas y están muy interesados en aprender por temas de su propia vida.

UNIVERSITY OF PAMPLONA  
REFLECTION NUMBER \_\_\_2  
STUDENT: Kharen Jorley Marilla Gamboa

Durante la semana que transcurrió lleve a cabo clase los días lunes martes y miércoles y todos los objetivos fueron presentados al momento de comenzar cada clase con el objetivo de que cada estudiante tuviera conocimiento de lo que se pretendía lograr con el desarrollo de la clase. Debo confesar que antes de realizar la clase del lunes me encontraba bastante nerviosa y ansiosa ya que todos los estudiantes me están observando y prestando atención a lo que realizaba. Sin embargo, me sentía feliz al saber que la mayoría de los estudiantes habían asistido a la clase y ya tenía todo preparado para realizarla. Al momento de revisar la tarea pude observar que los estudiantes no comprendieron muy bien el tema visto en la clase pasada, aunque dediqué más del tiempo estipulado en revisar la tarea y el tema anterior siento que fue muy necesario ya que me cercioré que todos los estudiantes entendieran. En cuanto al desarrollo de las clases pienso que estuve bien la forma en que introduje cada uno de los temas que iban a ser enseñados puesto que los estudiantes demostraron bastante entusiasmo en la explicación de estos. Del mismo modo, considero que los dos videos que se utilizaron para la adquisición del vocabulario concerniente a los temas que se vieron en cada grupo permitieron desarrollar el interés en los estudiantes por aprender debido a que éstos fueron acordes al nivel de inglés y a la edad de los alumnos.

Respecto al material utilizado en la clase creo que éste fue el adecuado en cuanto a color, imagen, letra y tamaño ya que se tuvo en cuenta el público al que está dirigido, al igual que, el contenido que podía ser atractivo a los ojos del estudiante. Gracias al material utilizado en la clase logré aprovechar las debilidades que tenían

UNIVERSITY OF PAMPLONA  
REFLECTION NUMBER \_\_\_4  
STUDENT: Kharen Jorley Marilla Gamboa

Esta semana que transcurrió se llevó a cabo la izada de bandera el día Jueves dicha actividad tenía como objetivo reconocer el día de la raza, el descubrimiento de América y el día del árbol, al igual que, condecorar a los estudiantes que se destacaron durante el periodo académico por su excelencia, disciplina, cumplimiento y disciplina. Respecto a la realización de la izada de bandera considero que está estuvo organizada, bien estructurada y las actividades estuvieron acordes a las fechas especiales que se debían destacar. Sin embargo, en lo que me concierne las actividades fueron un poco monótonas y pocas teniendo en cuenta que los acontecimientos a celebrar fueron de gran importancia. Por otro lado, en la realización de la izada de bandera estuve encargada del sonido y videos que se iban a proyectar todo. En relación a ello, considero que todo se llevó a cabo perfectamente y de manera adecuada pues estuve muy al pendiente de que todo estuviera en su lugar y se desarrollara en el tiempo esperado. En términos generales el desarrollo de la izada de bandera fue interesante y diferente a lo que se acostumbraba a ver en este tipo de eventos.

Las clases que impartí durante esta semana fueron bastante motivadoras e interesantes ya que me sentí realmente feliz pues pude evidenciar que la mayoría de los estudiantes demuestran satisfacción e interés ya sea participando en las actividades de clase o durante la explicación de un tema en específico esto lo puede evidenciar puesto que los estudiantes han cambiado su forma de expresarse o actuar cuando voy a realizar mi clase. Las expresiones faciales son de alegría además muchos de ellos comentan que se sienten muy bien durante las clases de inglés porque sienten que se divierten y se sienten en un ambiente más cómodo y cálido. Los comentarios positivos que hacen los aprendices respecto a la ejecución de mis clases y la manera en que las llevo a cabo me hacen sentir muy feliz

UNIVERSITY OF PAMPLONA  
REFLECTION NUMBER \_\_\_6  
STUDENT: Kharen Jorley Marilla Gamboa

La semana que transcurrió fue bastante ocupada y agitada puesto a que surgieron varios acontecimientos en el transcurso de los días. Uno de ellos fue el transporte escolar pues debido al mal estado y las malas condiciones en que se encuentra la carretera y al constante cambio climático al que se enfrenta la vereda; el paso por algunos lugares para llegar al colegio fue complicado y por lo tanto el bus se demoraba más de lo normal en llegar al centro educativo lo que provocó que el tiempo de las clases se hiciera aún más corto para que los estudiantes pudieran llegar temprano a sus hogares y no se pudieran realizar las actividades y dinámicas que había planeado para cada una de las clases. De modo que tuve que hacer unos pequeños ajustes en las ejecuciones de las clases para que así los estudiantes obtuvieran un aprendizaje significativo y vital de cada una de las temáticas enseñadas. Del mismo modo, esta situación provocó que muchos de los estudiantes del centro educativo no asistieran a clases ya que se les hacía más difícil la llegada a sus hogares y eso de algún u otra manera repercutió en la enseñanza de nuevas temáticas y dinámicas ya que no podía permitir que los estudiantes se atrasaran y perdieran la explicación de los temas así, que estipulé unos horarios en los que los estudiantes no tenían alguna hora de clase por algún motivo y los recreos para explicar los temas y aclarar dudas frente a ellos.

## Appendix 7. Self- observation cards

✉	<b>Auto-observación de clase, 2019-2</b> Formularios de Google	22 nov.
✉	<b>Auto-observación de clase, 2019-2</b> Formularios de Google	8 nov.
✉	<b>Auto-observación de clase, 2019-2</b> Formularios de Google	18 oct.
✉	<b>Auto-observación de clase, 2019-2</b> Formularios de Google	5 oct.
✉	<b>Auto-observación de clase, 2019-2</b> Formularios de Google	26 sept.

**I. PLANIFICACIÓN**

**Sin título**

Realiza la programación de su actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área \*

1 2 3 4 5 6 7 8 9

▶ ◀ ◻ ◻ ◻ ◻ ◻ ▶ Siempre

Plantea los objetivos didácticos de forma que expresen claramente las competencias que mis estudiantes deben desarrollar. \*

1 2 3 4

▶ ◀ ◻ ◻ ◻ ▶

---

**REALIZACIÓN:**

**-Motivación inicial de l@s estudiantes-**

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. \*

1 2 3 4

▶ ◀ ◻ ◻ ◻ ▶

Planteo situaciones introductorias previas al tema que se va a tratar. \*

1 2 3 4

▶ ◀ ◻ ◻ ◻ ▶

**-Motivación a lo largo de todo el proceso-**

Me voy a veces los motivos a que continúen aprendiendo.

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

1 2 3 4

▶ ◀ ◻ ◻ ◻ ▶

**-Actividades de aula**

Plantea actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. \*

1 2 3 4

0 0 0 0 0

---

Relaciona los contenidos y actividades con los conocimientos previos de mis estudiantes. \*

1 2 3 4

0 0 0 0 0

---

Estructura y organiza los contenidos dando una visión general de cada tema (Índice, mapas conceptuales, esquemas, etc.) \*

1 2 3 4

0 0 0 0 0

---

Facilita la adquisición de nuevos contenidos intercalando preguntas orientadoras, sintetizando, ejemplificando, etc. \*

1 2 3 4

0 0 0 0 0

---

Compara la fiabilidad de los aprendizajes, su importancia, funcionalidad y aplicación real. \*

1 2 3 4

0 0 0 0 0

---

Da información de los progresos conseguidos así como de las dificultades encontradas. \*

1 2 3 4

0 0 0 0 0

## Appendix 8. Class recording

