Theater and Poetry Workshops to reinforce Oral Production in High School Students (7th Grade) at Bethlemitas Brighton School

Carlos Alberto Vargas Ramirez

1.100.972.337

University of Pamplona

Faculty of education

Foreign Language Program

Integral Practicum

Pamplona

2020

Theater and Poetry Workshops to e Oral Production in High School Students (11th Grade) At Bethlemitas Brighton School

Carlos Alberto Vargas Ramírez

1.100.972.337

Mentor

Daniel Ricardo Pedraza Ramirez

Master of Arts in Multilingual Communication and Knowledge Management.

University of Pamplona

Faculty of education

Foreign Language Program

Integral Practicum

Pamplona 2020

Acknowledgements

First of all, I want to thank my parents who are the pillar of my life, who were always with me and are the reason for my being, who despite adversities have always accompanied me and encouraged me to continue.

Secondly, I want to thank my teachers, who with their effort and dedication in each class I was able to learn from them, not only academically, but also in their way of seeing life and understanding everything that surrounds us.

Finally, to my friends who as a team were able to reach the end of this process, that despite being so different we supported each other, accepted and advanced in that dream we had in common; I am eternally grateful to God and life for giving me the opportunity to meet them and share this part of my life with them.

APPROVAL NOTE

_____

_____

_____

_____

_____

_____

_____

Teaching Practicum Committee

_____

Daniel Ricardo Pedraza Ramirez

Table of Content

Table of Figures

Table of Charts

Chapter I: General Presentation

This only one project is composed of four components that are part of the practicum process of foreign students at the University of Pamplona, these are: Pedagogical, Research, Outreach and Administrative. All of them aim to develop and encourage the last learning step of foreign language pre-service teacher; this whole process was developed in Bethlemitas Brighton, Pamplona, North of Santander, Colombia.

At first, the pedagogical component is related to the creation of a project, which carried out in the high school, it aims to improve the oral production of students throughout theater and poetry workshops, these workshops carried out using virtual platforms and based on the theatrical workshop guides created by Ipushima et al. 2015 in their study entitle "Learning by acting".

Secondly, the research component concerns to a research project in which the pre-service teachers are part and have to implement the reflection in order to make a self-assessment of their work and experiences and each thing that was learnt while the practicum process.

The third component is the outreach work, in which the pre-service teacher will carry out his teaching work in a primary school, helping and supporting the students in their learning process, because in many institutions there are not a good teaching of English methodology in the lower grades.

Finally, the administrative component aims to link the pre-service teacher in the institutional environment itself, that is, not only in the teaching work but also, the pre-service teacher will participate in each of the extracurricular activities, teacher meetings, flag raising ceremonies, among others. or any other activity or event established by the institution.

Introduction

English language is a universal language and one of the simplest and easiest languages in the world. It is the official language in a large number of countries, it is estimated that the number of people in the world that use English to communicate on a regular basis is two billion. English language is the dominant business language, and it has become almost necessity for people to spoken English, because there are many motivations to learn this language, such as: the modern world language of media, international economic, tourism, technology and scientific articles, and the Internet that demands a good knowledge of English especially of spoken English, (Zaremba, 2006). Beside this many Colombia people cannot speak English as a target language. That is why the foreign languages' program at the University of Pamplona establishes in its "program educative project (PEP)" a space for all the pre-service teacher in an academic institutions, so that they can put into practice the knowledge they acquired throughout the training process, being their main purpose to educate and implementing a project which is composed of four components: pedagogical component, research component, outreach component and administrative component that provides to pre-service teachers a real context as teachers.

For the implementation of this project, the practitioner must do a series of observations in two weeks in the institution where he was assigned, then so to be able to identify a specific problem in the classroom of the corresponding grade and apply the pedagogical project.

Finally, it is meaningful to mention, because of the pandemic caused by the corona-virus (COVID-19), the teaching methodology has radically changed and the pre-service teacher must adapt to the new teaching trends and find an adequate way to implement their final proposal.

Justification

For learning English as a foreign language, it is very important to have an appropriate command of communication skills, which according to CEFR are the following: Speaking, writing, listening and reading, these components allowing the learner to deal with any situation of daily life without problems. However, there are many difficulties to acquire this high level in the foreign language such as lack of motivation to go over, or to stay in her/him comfortable spa of knowledge, even lack of time to keep on learning. If there is not an adequate education or if it is not given the importance required, or in other cases, people can develop a skill more than the others.

Therefore, throughout this teaching process began in the sixth semester in the "Peer-tutoring" project, the pre-service teacher was able to realize that "speaking" is one of the most difficult skills for elementary English students, by doing some activities that involved the skills known and developed in the bachelor (Speaking, listening, writing, grammar and reading) the tutees answered the grammar´s workshops correctly and he wrote well, nevertheless in the speaking exercises, they expressed that they felt uncomfortable at speaking in another language, equally, they were afraid to mispronounce some unknown words.

That is why the proposed pedagogical project is focused on improving the oral production of 7th grade students, implementing theatrical and poetry workshops which will be adapted to a basic level A2 allowing the students to explore different ways of projecting their voice aiding the correct intonation in drama arts allowing the mouth's modulation and articulation of words, improving their pronunciation while having fun doing what they like, which is the theater.

Objectives

General Objetive

- To reinforce oral production in high school students throughout theater and poetry workshops

Specific Objectives

- To implement reflection as a transforming tool in the own pedagogical processes of the integral practice.

- To integrate pre-service teachers to the opportunity of teaching English in the real educational context at primary school level.

- To engage pre-service teacher actively in the academic and administrative activities organized by the educational institution during the practicum.

General conclusion of the project

The learning of a second language (in this case English) has become a necessity in this technological era, due to the fact that this language is considered one of the most spoken language around the world, since it is implemented in different areas of knowledge such as business, science, education among others. In the same way, the learning of this language in the classrooms has been considered something monotonous and repetitive that lacks motivation and / or attraction by the learners, affecting considerably their language acquisition.

That is why the application of theater and poetry workshops was considered a unique and funny way in which students could learn and reinforce their language skills (communication

skills) while doing activities of their interest, such as role plays, warm-up activities, even improvisation.

On the other hand, one of the qualities required in a teacher must have is the ability to be a reflective being, thereby the implementation of weekly narratives allowed the pre-service teacher an opportunity to think and overhaul their ways of teaching, since with them the pre-service teacher made a series of detailed introspection of his abilities, strengths and shortcomings.

In the same way, the support given to the primary school was extremely important to the pre-service teacher and his practicum process, since with this he faced an environment that he was not used to (teaching children) being a great challenge to him, owing to the fact that the recreation of didactic and attractive materials to the infants' perception was needed and thus get out of the monotony; this support given was gratifying.

Finally, the Administrative component, in this component, it could be understood that being in an educational institution represents not only teaching, but creating spaces in which there is social interaction and the importance of understanding what is part of our past and is reflected in our present.

Chapter II: Institutional Observation

The institutional observations are the beginning of the practicum process which involves the pre-service teacher. This step helps to better understanding how the educational institution is organized, and to perceive the context and the functional procedure to as a temporary member of it. For this reason, an entire week was given to the pre-service teacher in order to be familiar with the institution.

Topographical Location of the School

The educational institution Bethlemitas Brighton is located at street 4 N°6-84 in downtown area in Pamplona, Norte de Santander. On April 13, 1896, the first Bethlemitas Sisters arrived in Pamplona, and on the 17th of the same month they settled down and took care of the Institution under the name of "*Asilo de la sagrada familia brighton*". The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. This institution belongs to the calendar A and its character is full-time for all its educational levels corresponding to Transition, Basic Primary, Basic Secondary and Intermediate Technical.

Currently the institution has the approval of the Ministry of Education as "Bethlemitas Brighton Educational Institution" with articulation with SENA, in the Technical education (middle-school education) (10th and 11th). Nowadays, a number of 1,011 students are part of this institution.

Institutional authorities

The institution's board of authorities is composed of three people.

Table 1 Institution Authorities

Charge	Name
Principal	Flor Elba Torres Miranda
Discipline Coordinator	Luz Dary Solano Villamizar
	Maria Socorro Jauregui Torres
Coordinator of conviviality	Gladys Parada

Main Aspects of the Institutional Educational Project (PEI)

The Betlemitas Brighton School is based on academic excellence, therefore its curriculum favors the proper course of reason and intelligence: right judgment, knowledge, conceptual rigor, research, artistic and cultural creation, as well as interaction between theory and practice projecting in actions that strengthen sensitivity, tenderness, affection, commitment and solidarity with those most in need.

Citizen education based on respect and love for the person and knowledge of the defense and encouragement of human rights, commits all members of the educational community to the formation of honest, fair, democratic, supportive citizens and peace builders.

Bethlehemite institutional culture is strengthened by the free, autonomous, reflexive, critical and democratic; human spiritual and professional quality; the sense of belonging and the interaction between the different members of the educational community.

General Objective

- To establish the route to invigorate the administrative, pedagogical processes of the Quality Management System of integral formation, based on the principles and values of

the Gospel, in accordance with the provisions of the MEN, the charisma and the

Bethlemitas spirituality and according to the Institutional Horizon to meet and guarantee

high levels of educational excellence.

Specific Objectives

- To strengthen the Pastoral of Human Development from the integrality of the person and

  achieve a harmonious development of each one of its dimensions (corporal,

  communicative, sociopolitical, cognitive, aesthetic, affective, spiritual and ethical) to

  train people committed to their personal development and the renewal and change of

  society according to the values of the Gospel.

- To strengthen the Quality Management system to guarantee continuous improvement in

  the educational service, thus fulfilling the expectations of the educational community.

- To invigorate the educational vision of the institution through the pedagogical model

  which allows students to achieve meaningful learning considering dimensions, processes,

  performances and competencies.

- To determine the guidelines for making rational use of human, physical and economic for

  the welfare of the Educational Community.

- To set the criteria for the adoption and implementation of the Holistic Pedagogical Model

  with the Collaborative, as well as the monitoring and evaluation of the impact of said

  model.

- To make the Institutional Improvement Plan a tool that allows improving the quality of

  education according to the educational needs and expectations of the students.

- To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and of others, handle conflicts appropriately, and participate in alternatives to solve the problems that affect the environment and the educational community.

- To promote the consolidation of an institutional culture that transforms the relationships between pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.

- To contribute to the construction of an inclusive, equitable, just and peaceful society.

- To form Bachelors Technicians in Informatics, in coordination with the SENA to offer a greater possibility for entry into the world of work.

Mission

The Bethlemitas philosophy seeks the participation, update and the service in evangelization. We contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles. We have the strength of God and the legacy of the Saint Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlemitas Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative, pedagogical and technical inclusive nature consolidated in its highly qualified training processes people.

School Shield

Figure 1 school shield

The coexistence handbook

The coexistence handbook is a tool for the institution to determine rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

I.   Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.

II. Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.

III.   Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.

IV.   Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1) Learn to take care of yourself.

2) Do not attack the other

3) Learn to communicate

4) Learn to interact

5) Learn to work in group

6) Learn to take care of the environment

7) Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

- Chapter I. Generalities, justification, objectives and legal basis

- Chapter II. Philosophy and institutional symbols

- Chapter III. Obligations, duties and responsibilities of the institution.

- Chapter IV. Organizations of participation

- Chapter V. Rules of personal hygiene and public health

- Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures and protocol

- Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.

- Chapter VIII. Inclusion process

- Chapter IX. Educational community, rights and parents' responsibilities, profile of

  graduates, rights and requirements of graduates.

- Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic,

  and games room and chapel.

Organization Chart of The Educational Institution

In the following chart, it is possible to find the order established for the authorities of

Bethlemitas Brighton School.
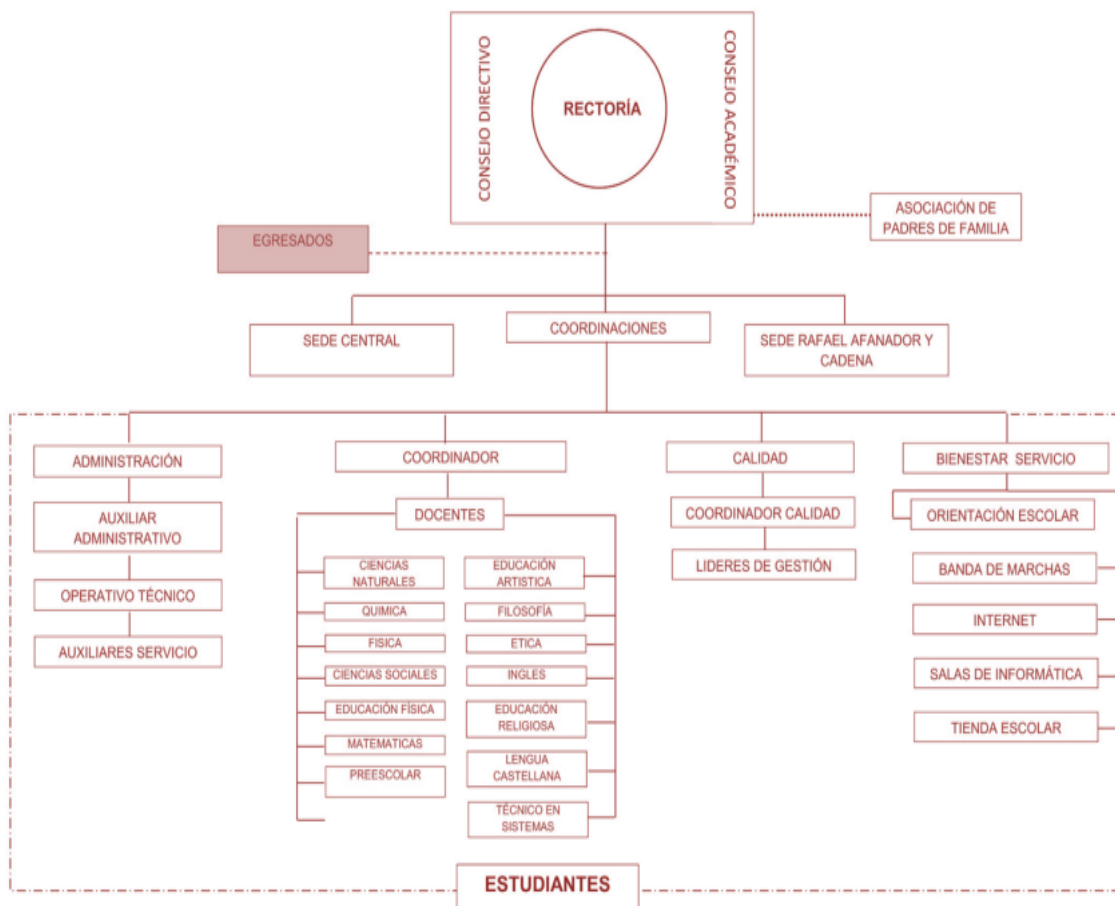
Figure 2 Organization Chat

SUPERVISOR'S ACADEMIC SCHEDULE

Table 2 English class Schedule VIVIANA RUEDA

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30	English 8th		English 6th	English 7th	
8:30	English 8th				
9:30	English 7th				
10:30	English 7th				English 6th
11:30			English 8th		English 6th

Table 3 English Teachers

ENGLISH TEACHERS	• Genis Emilse Navarro • Viviana Katherine Rueda Carrillo • Consuelo Cristancho

Pedagogical Aspects Observed

During two weeks, the institutional observation was conducted, whose objective was focused on observing the courses assigned in order to notice the relevant aspects that involve the institution and undoubtedly to have a contact with the school community in general. All these

observations were registered through an observation grid in which various school environment

elements were annotated.

Table 4 Lesson Plan

LESSON PLAN : TASK		
PROFESOR	**GRADO :**	**DURATION :**
NOMBRE DE LA TAREA:		
ESTÁNDARES		
OBJETIVOS	**FUNCIONES DE LA LENGUA**	
INDICADORES DE DESEMPEÑO		
SABER	**SABER HACER**	**SABER SER**
TRANSVERSALIDAD **CONVIVENCIA CIUDADANA:**		
CONTENIDOS		

THE TASK
1.**INTRODUCCIÓN DEL TASK**
2.**PRÁCTICA**: DE HABILIDADES RECEPTORAS (LISTENING- READING), DE LENGUAJE (GRAMÁTICA-VOCABULARIO)
LSITENING
LENGUAJE
3.**TAREA PEDAGÓGICA:** INSTRUCCIONES, PLANEACIÓN Y REPORTE
INSTRUCCIONES
PLANEACIÓN
REPORTE
EVALUACIÓN DE LA TAREA: RÚBRICAS PARA EVALUAR ENCUESTA
MATERIALES REQUERIDOS: COMPUTADOR, VIDEO BEAM, MARCADORES, TABLERO, VIDEOS, CELULARES, TABLETS, CÁMARAS.

SYLLABUS 6° grade

PLAN DE PERIODO

AREA ___INGLES___   PERIODO: ___PRIMERO___   INTENSIDAD HORARIA SEMANAL: __4H S__   GRADO: SEXTO

DESEMPEÑO: Identificar, escribir y elaborar oraciones con los saludos y expresiones teniendo en cuenta la estructura gramatical dada y pronunciar correctamente el vocabulario trabajado en clase.

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTANDARES	EJE TEMATICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO I: DEMOCRACIA Y PAZ: CONVIVENCIA EN EL AULA 1. Participa en una conversación corta para decir su nombre, edad y datos básicos a Profesores, amigos y familiares. 2. Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta	Comprendo información personal proporcionada por mis compañeros y mi profesor. Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. Digo un texto corto memorizado en una dramatización, ayudándome con gestos. Comprendo preguntas y expresiones orales que se refieren a mí, a mi familia, mis amigos y mi entorno. Completo información personal básica en formatos y documentos sencillos.	UNIT ONE Greetings, Farewells, Responses, Introductions Good morning, Good afternoon, Good evening, Hi, Hello, What's up? How are you? How are you doing? Are you alright? I'm great! I´m O.K. Fine, thank you. Not so great I'm all right So-so Good night See you See you later So long See you tomorrow This is … I´m … Nice to meet you. UNIT 2 What is your name? How old are you? Possessive adjectives Alphabet Numbers 1 to 100 How old are you? What is your phone number? What is your cell phone number? What is your address? What is your e-mail address?	COGNITIVA COMUNICATIVA FAMILIAR ECOLOGICA AXIOLOGICA FORMATIVA ESPIRITUAL	CONCEPTUAL Identifica los saludos y despedidas de forma correcta para luego plasmarlos de forma escrita con seguridad. PROCEDIMENTAL: Responde a preguntas como las del estado del ánimo e información personal. Mantiene una conversación sencilla de saludo, introducción de una persona y despido Escribe un dialogo de saludos, introducción y despedida con el vocabulario y gramatica correspondiente ACTITUDINAL Responde correctamente a	Proyecto enjambre Proyecto ambiental Proyecto de vida: huellas indelebles Proyecto Ser con Valores. Proyecto de Educación Sexual. Proyecto de Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre. Proyecto Talent Show.	Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto-Evaluación Co-evaluación Cualitativa Cuantitativa

Figure 3 Syllabus 6° first term

PLAN DE PERIODO

AREA ___INGLES___   PERIODO: ___SEGUNDO___   INTENSIDAD HORARIA SEMANAL: ___4 H S___   GRADO: SEPTIMO

DESEMPEÑO: Hablar sobre la rutina diaria de las personas, expresando periodos de tiempo, usando el presente simple en oraciones, verbos en terceras personas y vocabulario básico, responder correctamente y participar activamente y con buena actitud.

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTÁNDARES	EJE TEMÁTICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO. II. DEMOCRACIA Y PAZ. MATONEO Y CONFLICTO. 1. Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo preestablecido. 2. Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases Familiares.	Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. Identifico la acción, los personajes y el entorno en textos narrativos. Utilizo vocabulario adecuado para darle coherencia a mis escritos. Narro o describo de forma sencilla hechos y actividades que me son familiares. Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. Hago exposiciones muy breves, de contenido predecible y aprendido.} Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo	Review: Days of the week PRESENT TENSE Present simple: 1. Affirmative: Pronoun + verb + complement. They get up at 7:00 am 2. Negative: Pronoun + don't/doesn't + verb + complement. She doesn't get up at 7:00 am They don't get up at 7:00 am 3. Interrogative: Do/does + pronoun + verb + complement + ? Does she get up at 7:00 am ? Do they get up at 7:00 am? 4. Special verbs: Affirmative form - Third person singular DAILY ROUTINES: Brush my teeth, Do exercises, Get up, Go to gym, Go to library, Go to mall, Go to work, Have/has dinner, Play soccer, Play tennis, Study at the university, Take a bus, Take class, Take English class, Take French class, Take Spanish class, Wash the car, Watch TV,	COGNITIVA COMUNICATIVA BIOPSICOSOCIAL TECNOLOGICA AXIOLOGICA FORMATIVA EPISTEMOLOGICA COMUNICATIVA BILINGUISMO METODOLOGICA SOCIOLOGICA	CONCEPTUAL Identifica y discrimina en que momentos se debe agregar la s a los verbos. Responde correctamente las oraciones afirmativas y negativas. Discrimina los adverbios de frecuencia y los emplea en la elaboración de oraciones y textos cortos. PROCEDIMENTAL Escribe oraciones empleando la estructura del presente simple y el vocabulario de la unidad, dando a conocer su rutina diaria. Comprende las actividades de escucha presentes en esta unidad	Proyecto enjambre Proyecto ambiental Proyecto de vida: huellas indelebles Proyecto Ser con Valores. Proyecto de Educación Sexual. Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre. Proyecto : Talent Show	Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto- Evaluación Co-evaluación Cualitativa Cuantitativa

Figure 4Syllabus 6° second term

PLAN DE PERIODO

AREA ___INGLES___   PERIODO: ___TERCERO___   INTENSIDAD HORARIA SEMANAL: ___4 H S___   GRADO: SEPTIMO

DESEMPEÑO: Comprender y discriminar el vocabulario de la unidad empleando el uso de los imperativos y los verbos make y do en escritos, conversaciones y actividades de escucha, participando activamente en las actividades de clase.

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTÁNDARES	EJE TEMÁTICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO III: SOSTENIBILIDAD: CONSERVACION. 1. Reconoce información específica relacionada con objetos, personas y acciones cuando le son conocidos y le hablan de manera pausada. Para esto, puede llegar a requerir de ayudas visuales tales como imágenes o textos. 2. Da y recibe instrucciones, recomendaciones y sugerencias sobre sobre temas relacionados con su entorno cotidiano.	Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. Aplico estrategias de lectura relacionadas con el propósito de la misma. Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.	UNIT 5 1. verb + to infinitive 2. verb + gerund Expressing preferences, likes and dislikes. Common verbs followed by infinitives-gerunds or both Review: Present simple Wh questions Nouns: Article, Festival, Highlighter, Journalist, Net, Notes, Text, Writer Verbs: Enjoy, Hate, Like, Dislike, Listen, Love, Prefer, Want UNIT 6 Family: Mother, Father, Parents, Brother, Sister, Siblings, Children, Grandfather, Grandmother, Grandparents, Grandchildren, Husband, Wife Relatives: Aunt, Uncle, Niece, Nephew, Cousins, Son, Daughter In laws: Mother-in-law, Father-in-law, Sister-in-law, Brother-in-law, Son-in-law, Daughter in law	COGNITIVA COMUNICATIVA BIOPSICOSOCIAL TECNOLOGICA AXIOLOGICA FORMATIVA EPISTEMOLOGICA COMUNICATIVA BILINGUISMO	CONCEPTUAL Comprende el uso de los infinitivos y los gerundios luego de un verbo. PROCEDIMENTAL Identifica y demuestra las actividades que le gustan y las que no le gustan y las emplea en oraciones. Reconoce el vocabulario correspondiente a la familia y lo identifica en oraciones, conversaciones o textos. Pronuncia de forma correcta y con buena entonación el vocabulario de la unidad. ACTITUDINAL	Proyecto enjambre Proyecto ambiental Proyecto de vida: huellas indelebles Proyecto Ser con Valores. Proyecto de Educación Sexual. Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre. Proyecto. Talent Show	Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto- Evaluación Co-evaluación Cualitativa Cuantitativa

Figure 5 Syllabus 6° third term

PLAN DE PERIODO

AREA ___INGLES_____   PERIODO: ____CUARTO_____   INTENSIDAD HORARIA SEMANAL: __4 H S__   GRADO: SEPTIMO

DESEMPEÑO: Comprender y discriminar el vocabulario de la unidad empleando el uso de los imperativos y los verbos make y do en escritos, conversaciones y actividades de escucha, participando activamente en las actividades de clase.

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTÁNDARES	EJE TEMÁTICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO .IV. GLOBALIZACION: CULTURAS INTERNACIONALES. Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones sencillas y se apoya en imágenes.	Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. Describo con oraciones simples mi rutina diaria y la de otras personas. Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido. Comprendo y sigo instrucciones puntuales cuando estas se presentan	UNIT 7 CHORES: make your bed, iron your clothes, make breakfast, wash your clothes, do the laundry, clean the house / your room, mop the floors, vacuum the carpet, sweep the floors, wash the dishes, take out the garbage/trash, set the table, cook/make breakfast / lunch /dinner, mend the clothes, iron the clothes, dust the furniture. NOUNS: broom, mop. THE IMPERATIVE Used for commands, instructions, advice and requests. DO & MAKE Differences for each one. SPORTS AND TALENTS: Karate, Gymnastics, Judo, Ballet, Yoga, Athletics, exercises, Taekwondo, Aerobics, Skiing, Swimming, Running, Dancing, Riding, Skating, Cycling, Fishing, Tennis, Soccer, Rugby, Golf, Hockey, Volleyball, Baseball, Basketball, Football, Play the piano, Play violin, Play guitar, Dance, Draw, Paint, Sing,	COGNITIVA COMUNICATIVA BIOPSICOSOCIAL TECNOLOGICA AXIOLOGICA FORMATIVA EPISTEMOLOGICA COMUNICATIVA BILINGUISMO METODOLOGICA	CONCEPTUAL Escribe de forma correcta el vocabulario de la unidad y lo emplea en la elaboración de oraciones, conversaciones y textos cortos. Comprende las oraciones en donde se expresa la posibilidad de realizar una actividad haciendo el uso del verbo can y can't. PROCEDIMENTAL Discrimina las diferentes actividades entre go, do y play y comprende las conversaciones y escritos en donde se emplean. Presenta diálogos sobre las tareas de casa y los deportes que practica.	Proyecto enjambre Proyecto ambiental Proyecto de vida: huellas indelebles Proyecto Ser con Valores. Proyecto de Educación Sexual. Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre. Proyecto. Talent Show	Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto- Evaluación Co-evaluación Cualitativa Cuantitativa

Figure 6 Syllabus 6° fourth term

SYLLABUS 7° grade

INSTITUCIÓN EDUCATIVA BETHLEMITAS BRIGHTON
Legalización de estudios según Resolución 3031 del 7 de septiembre de 2015
. NIT. 807.003.049-1   DANE: 154518000753

PLAN DE PERIODO

AREA ___INGLES_____   PERIODO: _____PRIMERO_____   INTENSIDAD HORARIA SEMANAL: ___4H S___   GRADO: SEPTIMO

DESEMPEÑO: Discriminar los saludos según la hora, responder de forma correcta las preguntas con wh y mantener una conversación sencilla, demostrando interés en la clase y las actividades planteadas por el docente.

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTÁNDARES	EJE TEMÁTICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO. I. SALUD: 1.Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares. 2. Describe, de manera oral, personas, actividades, eventos y experiencias personales. Estructura estas descripciones con frases y oraciones sencillas previamente ensayadas con sus compañeros y su docente.	Comprendo información personal proporcionada por mis compañeros y mi profesor. Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. Utilizo vocabulario adecuado para darle coherencia a mis escritos. Hago exposiciones muy breves, de contenido predecible y aprendido.} Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo	UNIT 1 Review: Greetings Introductions Farewell Helpful Phrases Nouns: School play, Director, Actress / Actor, Show, Theater, Auditorium, Script, Money. Verbs: Organize, Sell, Buy, Act, Direct, Show, Talk, Write, Prepare, Raise Question words: 1. What: To ask for things or activities. 2. Where: To ask for places. 3. When: To ask for a definite period of time. 4. How: To ask for a manner. 5. Why: To ask for a reason or a purpose. 6. Who: To ask for a person	COGNITIVA COMUNICATIVA BIOPSICOSOCIAL TECNOLOGICA AXIOLOGICA FORMATIVA	.CONCEPTUAL Discrimina los saludos según la hora en que se emplea. PROCEDIMENTAL Responde de forma correcta y con buen tono de voz y pronunciación las preguntas con wh que se le formulan acerca de un tema. ACTITUDINAL Demuestra interés en la clase y participa con buen comportamiento las actividades planteadas por el	Proyecto enjambre Proyecto ambiental Proyecto de vida: huellas indelebles Proyecto Ser con Valores. Proyecto de Educación Sexual. Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre. Proyecto: Talent Show	Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto- Evaluación Co-evaluación Cualitativa Cuantitativa

Figure 7 Syllabus 7° first term

Comprendo una descripción oral sobre una situación, persona, lugar u objeto. Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. Escribo un texto corto relativo a mi, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. Utilizo códigos no verbales como gestos y entonación, entre otros.	This is … I'm … Nice to meet you. UNIT 2 Use of there is- there are: There is / are. Affirmative: There is a farm nearby. There are some buildings on my block. 2. Negative: There isn't a mountain around here. There are no people in the theater. There aren't any people here. 3.Interrogative: Is there a forest in the park? Are there any animals on the farm. 4. Some & Any 5. Prepositions of Location: next to, between, straight ahead, down the street, around the corner Citys: apartments, skyscrapers, arts, good jobs, public transportation, bus stop, factories, parking lots, pollution, downtown, houses, churches, parks, traffic, schools. Country: mountains, hills, crops, countryside, fields, arms, churches, houses, forest, lake, river, raising, animals, clean water / air Schools	EPISTEMOLOGICA COMUNICATIVA BILINGUISMO METODOLOGICA SOCIOLOGICA	docente dentro y fuera del salón de clase CONCEPTUAL Mantiene una conversación sencilla de saludo, introducción de una persona y despido. Pronuncia de forma correcta y con buena entonación el vocabulario correspondiente de la unidad. PROCEDIMENTAL Categoriza el vocabulario del campo y de la ciudad y lo emplea en oraciones y textos para comparar. Emplea el pronombre demostrativo en singular y plural en oraciones y en textos cortos. Comprende el uso de las preposiciones de lugar y las emplea en oraciones cortas, en la elaboración de textos cortos y en conversaciones. ACTITUDINAL Participa con buena actitud en las

PLAN DE PERIODO

AREA __INGLES__   PERIODO: __SEGUNDO__   INTENSIDAD HORARIA SEMANAL: __4 H S__   GRADO: SEPTIMO

DESEMPEÑO: Hablar sobre la rutina diaria de las personas, expresando periodos de tiempo, usando el presente simple en oraciones, verbos en terceras personas y vocabulario básico, responder correctamente y participar activamente y con buena actitud.

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTÁNDARES	EJE TEMÁTICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO. II. DEMOCRACIA Y PAZ. MATONEO Y CONFLICTO. 1. Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo preestablecido. 2. Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto. Para la comprensión del texto, se apoya en palabras y frases Familiares.	Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. Identifico la acción, los personajes y el entorno en textos narrativos. Utilizo vocabulario adecuado para darle coherencia a mis escritos. Narro o describo de forma sencilla hechos y actividades que me son familiares. Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. Hago exposiciones muy breves, de contenido predecible y aprendido.} Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo	Review: Days of the week PRESENT TENSE Present simple: 1. Affirmative: Pronoun + verb + complement. They get up at 7:00 am 2. Negative: Pronoun + don't/doesn't + verb + complement. She doesn´t get up at 7:00 am They don't get up at 7:00 am 3. Interrogative: Do/does + pronoun + verb + complement + ? Does she get up at 7:00 am ? Do they get up at 7:00 am? 4. Special verbs: Affirmative form - Third person singular DAILY ROUTINES: Brush my teeth, Do exercises, Get up, Go to gym, Go to library, Go to mall, Go to work, Have/has dinner, Play soccer, Play tennis, Study at the university, Take a bus, Take class, Take English class, Take French class, Take Spanish class, Wash the car, Watch TV,	COGNITIVA COMUNICATIVA BIOPSICOSOCIAL TECNOLOGICA AXIOLOGICA FORMATIVA EPISTEMOLOGICA COMUNICATIVA BILINGUISMO METODOLOGICA SOCIOLOGICA	CONCEPTUAL Identifica y discrimina en que momentos se debe agregar la s a los verbos. Responde correctamente las oraciones afirmativas y negativas. Discrimina los adverbios de frecuencia y los emplea en la elaboración de oraciones y textos cortos. PROCEDIMENTAL Escribe oraciones empleando la estructura del presente simple y el vocabulario de la unidad, dando a conocer su rutina diaria. Comprende las actividades de escucha presentes en esta unidad	Proyecto enjambre Proyecto ambiental Proyecto de vida: huellas indelebles Proyecto Ser con Valores. Proyecto de Educación Sexual. Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre. Proyecto : Talent Show	Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto- Evaluación Co-evaluación Cualitativa Cuantitativa

Figure 8 Syllabus 7° second term

PLAN DE PERIODO

AREA ___INGLES___   PERIODO: ___TERCERO___   INTENSIDAD HORARIA SEMANAL: ___4 H S___   GRADO: SEPTIMO

DESEMPEÑO: Comprender y discriminar el vocabulario de la unidad empleando el uso de los imperativos y los verbos make y do en escritos, conversaciones y actividades de escucha, participando activamente en las actividades de clase.

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTÁNDARES	EJE TEMÁTICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO III: SOSTENIBILIDAD: CONSERVACION. 1. Reconoce información específica relacionada con objetos, personas y acciones cuando le son conocidos y le hablan de manera pausada. Para esto, puede llegar a requerir de ayudas visuales tales como imágenes o textos. 2. Da y recibe instrucciones, recomendaciones y sugerencias sobre sobre temas relacionados con su entorno cotidiano.	Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. Aplico estrategias de lectura relacionadas con el propósito de la misma. Escribo mensajes cortos con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.	UNIT 5 1. verb + to infinitive 2. verb + gerund Expressing preferences, likes and dislikes. Common verbs followed by infinitives-gerunds or both Review: Present simple Wh questions Nouns: Article, Festival, Highlighter, Journalist, Net, Notes, Text, Writer Verbs: Enjoy, Hate, Like, Dislike, Listen, Love, Prefer, Want UNIT 6 Family: Mother, Father, Parents, Brother, Sister, Siblings, Children, Grandfather, Grandmother, Grandparents, Grandchildren, Husband, Wife Relatives: Aunt, Uncle, Niece, Nephew, Cousins, Son, Daughter In laws: Mother-in-law, Father-in-law, Sister-in-law, Brother-in-law, Son-in-law, Daughter in law	COGNITIVA COMUNICATIVA BIOPSICOSOCIAL TECNOLOGICA AXIOLOGICA FORMATIVA EPISTEMOLOGICA COMUNICATIVA BILINGUISMO	CONCEPTUAL Comprende el uso de los infinitivos y los gerundios luego de un verbo. PROCEDIMENTAL Identifica y demuestra las actividades que le gustan y las que no le gustan y las emplea en oraciones. Reconoce el vocabulario correspondiente a la familia y lo identifica en oraciones, conversaciones o textos. Pronuncia de forma correcta y con buena entonación el vocabulario de la unidad. ACTITUDINAL	Proyecto enjambre Proyecto ambiental Proyecto de vida: huellas indelebles Proyecto Ser con Valores. Proyecto de Educación Sexual. Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre. Proyecto. Talent Show	Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto- Evaluación Co-evaluación Cualitativa Cuantitativa

Figure 9 Syllabus 7° third term

| | | 1. Possessive pronouns
2. Possessive Adjectives
3. The saxon possessive
4. What are they like?/ Adjectives.
5. Sentences with Have (possession) | METODOLOGICA

SOCIOLOGICA | Reconoce cuando le hablan en inglés y reacciona de manera verbal o no verbal.

Da instrucciones orales sencillas y claras en situaciones escolares, familiares y del entorno cercano. | | |

PLAN DE PERIODO

AREA ___INGLES___   PERIODO: _____CUARTO_____   INTENSIDAD HORARIA SEMANAL: __4 H S__   GRADO: SEPTIMO

DESEMPEÑO: Comprender y discriminar el vocabulario de la unidad empleando el uso de los imperativos y los verbos make y do en escritos, conversaciones y actividades de escucha, participando activamente en las actividades de clase.

DERECHOS BASICOS DE APRENDIZAJE. D.B.A.	ESTÁNDARES	EJE TEMÁTICO	DIMENSIONES	INDICADOR DE DESEMPEÑO – COMPETENCIAS	TRANSVERSALIDAD	CRITERIOS DE EVALUACION
MODULO   .IV. GLOBALIZACION: CULTURAS INTERNACIONALES.

Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones sencillas y se apoya en imágenes. | Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno.

Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas.

Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares.

Describo con oraciones simples mi rutina diaria y la de otras personas. Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido.

Comprendo y sigo instrucciones puntuales cuando estas se presentan | UNIT 7 CHORES: make your bed, iron your clothes, make breakfast, wash your clothes, do the laundry, clean the house / your room, mop the floors, vacuum the carpet, sweep the floors, wash the dishes, take out the garbage/trash, set the table, cook/make breakfast / lunch /dinner, mend the clothes, iron the clothes, dust the furniture. NOUNS: broom, mop. THE IMPERATIVE Used for commands, instructions, advice and requests. DO & MAKE Differences for each one. SPORTS AND TALENTS: Karate, Gymnastics, Judo, Ballet, Yoga, Athletics, exercises, Taekwondo, Aerobics, Skiing, Swimming, Running, Dancing, Riding, Skating, Cycling, Fishing, Tennis, Soccer, Rugby, Golf, Hockey, Volleyball, Baseball, Basketball, Football, Play the piano, Play violin, Play guitar, Dance, Draw, Paint, Sing, | COGNITIVA

COMUNICATIVA

BIOPSICOSOCIAL

TECNOLOGICA

AXIOLOGICA

FORMATIVA

EPISTEMOLOGICA

COMUNICATIVA

BILINGUISMO

METODOLOGICA | CONCEPTUAL Escribe de forma correcta el vocabulario de la unidad y lo emplea en la elaboración de oraciones, conversaciones y textos cortos.

Comprende las oraciones en donde se expresa la posibilidad de realizar una actividad haciendo el uso del verbo can y can't.

PROCEDIMENTAL Discrimina las diferentes actividades entre go, do y play y comprende las conversaciones y escritos en donde se emplean.

Presenta diálogos sobre las tareas de casa y los deportes que practica. | Proyecto enjambre Proyecto ambiental Proyecto de vida: huellas indelebles Proyecto Ser con Valores. Proyecto de Educación Sexual. Convivencia Ciudadana. Emprendimiento Utilización del tiempo Libre.

Proyecto. Talent Show | Se tienen en cuenta los diferentes tipos de evaluación: Evaluación Diagnostica Auto- Evaluación Co-evaluación Cualitativa Cuantitativa |

Figure 10 Syllabus 7° fourth term

	en forma clara y con vocabulario conocido.

Utilizo vocabulario adecuado para darle coherencia a mis escritos.

Hago exposiciones muy breves, de contenido predecible y aprendido. | Cook, Speak a foreign language. UNIT 8 MODAL CAN 1. Affirmative: Pronoun + can +C I can play soccer 2. Negative: Pronoun +can't + C I can't play soccer 3.Interrogative: Can +pronoun +C+ ? Can I play soccer? 4. Answer: Yes, I can. No, I can't 5. Categorization of sports: Go, do and play | SOCIOLOGICA | ACTITUDINAL Sigue instrucciones , ordenes, consejos y requerimientos relacionados con el quehacer diario dentro de la casa. | | |

SCHEDULED ACTIVITIES

The school's planning is carried out monthly, this is the calendar you can see the activities of the month of September.

SEPTIEMBRE 2020				
Lu.	**Ma.**	**Mi.**	**Ju.**	**Vi.**
	1 VALOR: LA COMPRENSION ENTREGA GUIA DE REPASO I	2 9:00 a.m. REUNION ADMINISTRATIVOS 2:00 ENTREGA KIT DEL PAE 2:30 p.m. ACTIVIDAD HOLISTICA.	3 8:00 REUNION VIRTUAL DIRECTIVAS. M.E.N. 2:30 p.m. ENCUENTRO DIRECTIVA CON S.E.D.	4 ENCUENTRO CON CRISTO GRADOS SEGUNDOS
7 2.30 P.M. CITACIÓN PREVENTIVA DOCENTES –DOCENTES TITULARES. PADRES DE FAMILIA.	8 CUMPLEAÑOS DE LA NIÑA MARIA.	9 REUNION DE REPRESENTANTES PADRES DE FAMILIA PROGRAMA FACEBOOK LIVE	10 REUNION REPRESENTANTES DE GRUPO	11 ENCUENTRO CON CRISTO DECIMO 01 – 02 2:30 p.m. ENCUENTRO CON CRISTO PRIMEROS. ENTREGA DE SEGUIMIENTO TRABAJO EN CASA.
14 SEMANA DE REPASO 2.30 JORNADA PEDAGOGICA CONSEJO ACADEMICO	15 SEMANA DE REPASO 2:00 p.m. ENTREGA KIT DEL PAE.	16 SEMANA DE REPASO CONSEJO DIRECTIVO. PROGRAMA FACEBOOK LIVE	17 SEMANA DE REPASO 9:00 REUNIÓN DOCENTES UTILIZACIÓN DEL TIEMPO LIBRE.	18 SEMANA DE REPASO ENCUENTRO CON CRISTO GRADO ONCE
21 PRUEBAS ACUMULATIVAS 4.00 P.M. ESCUELA DE PADRES SECUNDARIA 6:00:p.m..ESCUELA DE PADRES	22 PRUEBAS ACUMULATIVAS ENTREGA GUIA 1 DEL 4TO. PERIODO 4:00 p.m. ESCUELA DE PADRES PRIMARIA 6.00 P.M. ESCUELA DE PADRE	23 PRUEBAS ACUMULATIVAS PROGRAMA FACEBOOK LIVE	24 PRUEBAS ACUMULATIVAS	25 PRUEBAS ACUMULATIVAS DIA DE REPARACION – JESUS AMIGO QUE NUNCA FALLA. CELEBRACIÓN AMOR Y AMISTAD. FINALIZACION TERCER PERIODO ENTREGA DE SEGUIMIENTO TRABAJO EN CASA
28. INICIO 4TO. PERIOD. 2:30 p.m. CELEBRACION AMOR Y AMISTAD COMUNIDAD EDUCATIVA.	29 9:00 a.m. REUNIÓN DOCENTES LEARNIG ENGLISH	30. 9:00 a.m. REUNION DOCENTES FERIA MICROEMPRESARIAL PROGRAMA FACEBOOK LIVE	1. LANZAMIENTO DEL VALOR: SENTIDO CRITICO. TALEN SHOW PRIMARIA	2. . TALENT SHOW SECUNDARIA. ENCUENTRO CON CRISTO NOVENO 0-1 Y 02 RECESO ESTUDIANTIL.

Figure 11 Schedule activities

Support material

According to what was said by the teacher-supervisor, there are two book implemented in class, one of the is called "Welcome to Outstanding" which is used by 6° students and another one called, Outstanding which is implemented in the 7th and 8th classroom.

Class intervention and characteristics of the grades observed.

Classes are taught in the following way:

The teachers make the didactic material with the topics to be taught in the classes and share them in the WhatsApp group, then if there are doubts or concerns, the students or parents ask the questions and the teachers answer all of them in the same means.

Another key aspect is the synchronic classes which are carried out through the Google Teams platform. The 6th and 7th Students are between 12 and 14 years old, and their language level according to the CEFR is A2.

Chapter III: Pedagogical Component

Theater and Poetry Workshops to Enhance Oral Production in High School

Students (7th Grade) at Bethlemitas Brighton School

Introduction

Currently, teaching has had a significant turn, since over the years the teacher has evolved leaving aside the rigidity that characterized him in the traditional method, becoming a guide that accompanies the learning process of each of the students (Comignaghi Iglesias, 2014). Furthermore, in learning a foreign language, the motivation of students is very important to learn and appropriate each of the skills since it is how the teacher will attract the student's attention; that is why the use of Different teaching methods, different from the traditional ones would be a good strategy for the teacher to activate the curiosity of his students and thus their cognitive process is more conducive.

That is why the implementation of theater and poetry workshops not only helps English learning acquisition but also, theater has benefits on the student's personality reducing anxiety and stress (Heathcotes, 1991). Moreover, it is relevant to mention that one characteristic of the actual teacher is to provide the student with didactic tools that allow them to improve and transform their way of learning; for this reason, the use of digital platforms, applications or any technological device is used in the classes' creation.

Due to the global health crisis of COVID-19, the following project will not be executed face-to-face and its different stages of development together with its sequences will be elaborated for a future implementation using the technological device available to teach and keep in contact with the students.

Moreover, as it is stated in the Common European Framework of reference, language learners have to be formed taking into account some basic competences, there are speaking, writing, listening, and reading. This study aims at implementing theater and poetry workshops as a tool in order to improve oral production in 7th grade, therefore; and in this way, to increase the motivation of the students when speaking in the target language.

In order to do so, this component has been divided into seven sections: The statement of the problem which identifies the issue found and the importance of it for the pre-service teacher, the justification mentions the purpose of the project, the objectives guide the pedagogical component to reach a possible solution of the problem, the theoretical framework to understand the event the literature review and the methodology presents the steps to employ in order to achieve the objectives.

Statement of the Problem

During the two weeks of non-participant observation the pre-service teacher was attentive to each element that involved the high school environment, identifying aspects of relevance relate to the interaction between the English teacher, the students and how the learning process are taking place. Detecting generalities of the field in which his proposal will be carried out on his practicum.

The most relevant factor is the lack of motivation towards learning the foreign language, since this focuses on the grammatical method, it means, learning the verb tenses, verbal conjugation, through monotony and constant repetition, that is why the students lose interest in continuing to learn English and see it as a subject in which the only purpose is to conjugate verbs.

On the other hand, some skills are left aside or are forgotten, such as speaking or listening, being English a subject where the objective is to learn grammar through constant repetition, students do not speak in the foreign language, one of the main reasons is because they are not used to doing it and because they do not feel comfortable at speaking English. Which generates a great communication problem since in a real environment, speech is the most used skills to communicate with others.

Thus, it is required to propose a different and creative strategy that can improve the students' learning process, mainly their speaking process in the target language; therefore, the creation of a some theater and poetry adaptable workshops will be used to improve the Speaking in English of eleventh grade students, giving rise to the motivation and interest that this material may cause in them.

Grand tour question

- How do theater and poetry reinforce the oral production of Seventh graders at

  Bethlemitas Brighton School?

Sub-questions

- How do creating theater and poetry encourage students in their English learning process?

- What kind of activity will help students to motivate themselves and get involved in their

  oral production improvement?

Justification

Concerning the problem stated in 7th grade students at Bethlemitas Brighton School, this community is going to be benefited with the implementation of this project; this process is going to help students to feel motivated and reduce the frustration for considering English as a difficult language to learn. Equally, student will have a creative space in which they can learn English as a whole by acting. Another aspect to bear in mind is that this kind of exercise provides students a strong personality and a proper point of in front of the social environment.

Pre-service teacher will be also benefited with this project because it is a great experience for them since researching and implementing a creative teaching strategy for speaking will allow him to find solutions to the difficulties presented and different ways to improve them while doing theater. Doing so, teacher can attach the student's attention encouraging them to continue learning English and to provide meaningful and creative learning that contributes to their academic training.

Objectives

General objective

- To reinforce the oral production throughout theater and poetry workshop in eleventh grade at Bethlemitas Brighton School

Specific Objectives

- To provide a meaningful English environment to the students

- To motivate students' English learning process throughout the creation of theatrical and poetry workshops

- To reinforce English speaking process and increase students' creativity.

Theoretical Framework

The main purpose of this project is to develop tenth grade students' oral production decreasing the shame or fear of error even the uncomfortable they feel when speaking, throughout the creation theater and poetry workshop in a public high school. In order to develop and better understand the subject of this research, it is advisable to take into account the theories which help with the contextualization of this one, such as:

Oral Production

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. (Florez, 1999).

According to (Richards, 2008) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health and so on. According to (Cameron, 2001: 40; Brown, 2004: 140) Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed. There are three important points within this definition of speaking skills. First, by productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx,

pharynx, etc. Second, to express meaning means that the purpose of producing language in

verbal communication is to deliver ideas and experiences so that the speaker can convey

meaning to the listener and others. Third, being able to be directly and empirically observed

means that the implementation of speaking can be directly heard or seen and empirically

measured in the speaking process by looking at the correctness and effectiveness of the speaker.

Theater

Firstly, it is necessary to say what theater is exactly and how it has influenced many

environments in different fields, such culture, education, and politics, among others, to continue

with the theories related to it and how it can improve the language acquisition.

TRACON, Santiago (2006). Theater exists as such to the extent that it is a specific

cultural, social and artistic activity, directly recognizable as such and distinct from other cultural,

social and artistic activities. The theater is a social fact that is distinguished from other social

facts, occupies its own and different place within the social, institutional and symbolic system.

Theater in an Educational Environment

Theater in education (TIE) started in Britain in the 1960s (Prendergast & Saxton, 2009).

TIE has historically spread around the world and has opened the space for the creation of

participatory programs that have been effective in approaching young audiences and producing

an active engagement in their own learning process (Jackson, 2013).

Theater for language learning can be mainly seen in two forms. One in which a theater

company presents plays in a foreign language to enrich its context and promote language

learning (Vienna's English Theater, 2017), and another one that is related to the implementation of applied theater as a way to develop the participants' communicative competence. The E Theater encompasses both perspectives (Castillo & Gualdron, 2008).

The E Theater

The E Theater has engaged its participants in language learning through performing arts. The E Theater's methodology follows four main phases: The first one is theater training, where the members have the opportunity to explore different theater workshops; the second one is where the members present, discuss, and choose the play they want to perform; the third one is where the literary piece is adapted by the members; and the fourth, in which the performance is put together, rehearsed, and finally presented to an audience.

Communicative Approach

This approach emerged in the late 1960s, when linguistics realized the need to develop communicative competence and not only linguistics in the process of learning the foreign language. The communicative approach emphasizes the student's ability to achieve real communication, in this case with other language learners or with speakers of the same. (José María Luzón Encabo, 1997) Consider that the objective of this approach is: "that the learner is able to communicate effectively and effectively, using a foreign language as the main instrument". In foreign language learning, the communicative approach is based on the exchange of meaning, through the use of language in real communication situations, where students have the opportunity to express and share their ideas, emotions and opinions.

Foreign Language Teaching and Learning

Moeller and Catalano (2015) affirm that "foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken". In other words, learning and teaching a foreign language means that this language is not spoken in the native country, for instance, the official language of Colombia is Spanish and the Ministry of National Education (MEN) is established to teach English as a foreign language.

Literature Review

The main purpose of this project is to enhance student's oral production by implementing theatrical means such as workshops and a short and easy poem. For that reason, it is necessary to have as a basis some previous studies in order to have a better understanding of the subject and its application in the practicum period.

Theater as a Learning Mechanism

Kate Tzu-ching Chen and Dominique Ying-Chin Liao 2013 carried out a study entitled "English Oral Skills Training Through Theater Performance in a EFL Setting" in which the use of dramatic/theater presentation for teaching oral skills to 37 Taiwanese EFL undergraduate students was examined, the main purpose of this study was to determine whether such strategies and performance experience positively support oral skills in terms of motivation and achievement. Through mini-theater performance examinations, observation, a seminar, interviews and questionnaire the data was collected. Being the final product the following, researchers explained that the motivation and oral English achievement increased significantly in learners during this process, because the participant started to participate actively in English class, not only that but their language knowledge in terms of vocabulary, slangs, idiom, grammar among other improved. Equally the authors expressed that students were actively engaged and willing to put significant time end effort into the project.

On the other hand, Hancco Cruz, Helen Patricia Quispe Condori and Sandra Milagros, conducted the following study in 2019 entitle "The Theater as a Tool for the Empowerment of the oral Expression in High School Students (3th grade) at the 40568 centro poblado arcata Educational Institution" aimed to apply theater workshops in order to have a better oral

production and confident in themselves when speaking in high school students, this study had as a main objectives to demonstrate the importance of theater for the empowerment of the speaking skills and to propose an alternative solution to the problem, as a result they found from the application of the pre-test in the experimental group and control group, it was identified that the level of oral expression competence corresponds to a similarity, so much so that they obtained a mean of 7.70 in the control group and 6.86 In the experimental group and, the results showed that the students obtained a notable improvement in their theatrical interpretation, in their corporal expression, oral expression, in their speech and in the special handling.

Finally, slater Ipushima, Josué Ventura López, Elías from perú carried out a study in 2015 entitle "influencia del taller "learning by acting" en la producción oral del idioma inglés de los estudiantes del 5° "a" del nivel primario de la l. e. p. san lucas, tarapoto – 2014" which aimed to improve the oral production of the students of the 5° grade "A" of the primary level of the P.E.I San Lucas- Tarapoto 2014, this workshop had three stages which were: warming-up, interacting and performance and therefore the theater was used achieving that the student would keep their attention all the time. At the end of the 8 workshops, significance was observed regarding the improvement of the oral production of the students, since they showed to be able to express their ideas and emotions according to the different topics given; then the computing tab of data was done, the description and the respective analysis. We compared the obtained data before and after of the application and the result of grades of the 8 workshops. We evaluated four components in the oral production: fluency, coherence, cohesion and intonation. The results showed that the methodological proposition "learning by acting" affected meaningfully upon the development of the oral production relate to the terms mentioned before (fluency, coherence,

cohesion and intonation). This achievement was due to the methodology designed under

coordination towards the teaching-leaning of the second language.

Methodology

This project aims to improve oral production in students using theater and poetry workshops, will be carried out by adapting the security parameters established by the Colombian government to prevent the spread of the (COVID-19), that is why that this project will be carried out with a virtual methodology, that is, using virtual platforms and synchronously.

Teachers are in charge of providing knowledge to new generations by adapting new teaching techniques that attract the students' attention, such as theater and / or poetry. According to Loaiza, theater is "an artistic event that includes an actor, a spectator and a dramatic action. In this meeting, the artist's perspectives on the human condition and reality are formulated, so that the viewer gets excited and makes their own reflection". In this case, the theater is chosen, with the aim that through this, the students are motivated to practice in the foreign language, making use of play and through oral production and expression itself.

For the development of this study, it is pertinent to use two materials as support, one of them is the support guide entitled "El manual de apoyo al facilitador taller de teatro protagonistas en el juego", created in 2016 by the Ministry of Culture and Art.(Annexes 1 and 2) And the other one is the activity planning sheet done by Hancco Cruz et al (2014) (Annex 3).In which it is established a series of activities that were carried out in their research project, some of these activities will be implemented in this pedagogical Project.

During the 12 weeks of this practicum execution, the proposal will be carried out with the 7th grade students, in this period of time the following stages will be evidenced:

1) Pre-test

2) Carrying out theater and poetry workshops

3) Post-test

Development of the workshops. As already mentioned, this project would be implemented in a synchronous way, the development of the workshop is truly necessary to have a real register of the activities will be done, that is why the following is a simple of the workshop planning will bear in mind.

Fecha:		
Grado:		
Competencia	Capacidad	Desempeño

❖ ¿Qué vamos a aprender hoy?
❖ ¿Qué habilidades sociales pondremos en práctica?
❖ ¿Qué necesitamos?
❖ Organización de los alumnos

¿Qué hacemos?	Estrategias para el profesor/puntos a tomar en cuenta

Table 5 Theater Workshop sample

Timetable.

Activity	Weeks									
	1	2	3	4	5	6	7	8	9	10
Pre-test	X									
1 workshop			X							
2 workshop					X					
3 workshop							X			
4 workshop								X		
Post-test										X

Research methodology

It is necessary to describe the relevant components that surround this project, such as approach, design, population, data collection methods and application, and finally the chronogram of activities.

Approach. taking into account the purpose of this study which is to enhance oral production in 7th grade students from the Educational Institution throughout theater and poetry workshops, it is pertinent to adopt a qualitative approach defined by Shank (2002) as "a form of systematic empirical inquiry into meaning" (p. 5), by the same token, Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: "This means

that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3).

The advantages of doing qualitative research on leadership include (Conger, 1998; Bryman et al, 1988; Alvesson, 1996):

• Flexibility to follow unexpected ideas during research and explore processes effectively;

 • Sensitivity to contextual factors;

• Ability to study symbolic dimensions and social meaning;

Design. According Creswell, J. "Action researchers explore a practical problem with an aim toward developing a solution to a problem". (2002) and so, an action research designs are systematic procedures done by teachers (or other individuals in an educational setting) in order to collect information about the ways in which the educational setting operates, its teaching, and the student learning process. In other words, this design allows to teacher not only collect information during a process of learning and teaching but also become a co-researcher in his/her own (students are an important part of it), going beyond to the theoretical comprehension of a problem, because they can deepen and, in a way, improve the problem if it is studied.

Setting.

This action research will be developed at the Educational Institution Bethlemitas Brighton in the municipality Pamplona, in the department North of Santander; Colombia.

Population

After having finished the non-participant observations, the pre-service teacher has chosen five students of Bethlemitas Brighton School from 7th grade, they will be part of this pedagogical project. They are around 11-13 years. Those students have a normal English level which is A2, according to the (CEFR).

Methods of data collection.

The gathering information will be done by using some different instruments that will help with the development of the results, such as:

Observations.

"Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site" Creswell (2002). During two weeks, observations this means was used in order to identify and analyze the phenomenon presented being this the project's topic; additionally, by using an observation the pre-service teacher wrote all the remarkable details of the problem. It is necessary to highlight that the non- participant observation was used which consist of observing without becoming involved in the activities of the place or population studied.

Questionnaire.

According to Creswell (2012), a questionnaire gives the opportunity to extend the data collection and provide information that could not be observed, taking into account the participants' experience. Being used in qualitative research specifically, to pursue the meanings of central themes in the world of their subjects. That is why, this data collection technique will be carried out in order to know the students' perspectives related to the study, what are their

strengths and weaknesses in English and if they have ever performed theater (or any other kind of play) in their life. For doing so, learners will be interviewed at the beginning and at the end of the implementation of the project in order to realize their improvement, these interviews are going to be conducted in a virtual way using Microsoft teams.

Journal.

The field journal consists of written traces left by a researcher whose content relates to the narration of events (Baribeau, 2004). Thus, this instrument will allow remembering the observations and in order to reflect on what the participants did during the section, therefore, with the objective of recording the data, equally, offers the opportunity to do personal assumptions and goals and clarify individual belief systems and subjectivities.

Pretest and posttest.

To carry out this study to the students and to know if it will be feasible in their learning process, it is necessary to apply this tool "The pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment." (p.297.) meanwhile the posttest "is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment." Creswell (2002).

Timetable

Activity	September				October					November		
	1	2	3	4	5	6	7	8	9	10	11	12

Non participant observation (Field-notes)	X	X										
Pretest			X									
Questionnare				**X**								
Posttest											X	
Journal			**X**	**X**	X	X	X	X	X	X	X	

Population and Ethical consideration

After having finished the non-participant observations, the pre-service teacher has chosen five students of Bethlemitas Brighton School from 7th grade, who made part of this pedagogical project. Whose ages are around 11-13 years old. Those students are supposed to have a A2 level in English, According to both CEFR and national ministry of education.

After having selected the participants, it was necessary to obtain the permission of the parents; by implementing the following route of information: 1) a phone call was made to each of the them to expose the aspects related to the pedagogical project; Also, they were noticed about the interest presented of their children in taking part on it. 2) after giving their approval, they were informed that they were going to receive an e-mail with a permission letter (Annex #1).

It was also mentioned that all information given by the students will not be revealed, and the parent's participation in the workshops was allowed (in case they want to see the workshop's development)

Data collection

During the implementation process of the research project, some relevant aspects must be taken into account for gathering information and put in practice the theater and poetry workshops to enhance students' oral production, such as:

1) The workshops are held virtually using Zoom platform.

2) The workshops are held after school schedule so as not to interrupt it.

3) Homework was considered a necessary tool.

4) The creation of a blog was necessary to share all workshops made with the students, extra materials and videos related to theater and poetry (Annex #2).

Here the Blog´s link is shared: https://learningbyacting4ever.blogspot.com/

In the following chart, all the materials and the sessions virtual of the theater workshops (recordings), with their description will be presented.

Date Workshop	Workshop's description	Google drive file link.
Workshop #1- Date: 15/Oct/20	The objective of this first theater and poetry workshop was to make known a little the theater and poetry's evolution, also to break the ice through a fun game which allows students to introduce themselves in front of their classmates, while doing a mimic of an animal or object that begins with the initial of its name. After that, in the workshop itself, we did gesturing exercises with a pen in the mouth while saying the vowels and animals or objects in English.	https://drive.google.com/drive/folders /1TY8_0IwcHS_QeD-C220aVrAug4GTjXeK?usp=sharing

	And as a task, the teacher asked them to create a situation where they can express a feeling of joy, sadness, anguish or any other feeling.	
Date Workshop# 2-Date 23/October/ 20202	The main objective of this workshop was to practice the simple present, through sensory interpretations of non-real space. For this, teacher asked all the students to close their eyes and move through the space imagining that they are in a different place. After doing this, teacher asked questions such as, where are you? what do you do there? or who are you with? for example: Teacher: Max, where are you? Max: I'm in a plant! Teacher: what do you do there? Max: I'm the boss, and there are a lot of machine everywhere. Teacher: who are you with, max? Max: I'm with my employees, they are all robots. (*Conversation taken from the workshop done*)	https://drive.google.com/drive/folder s/1TY8_0IwcHS_QeD- C220aVrAug4GTjXeK?usp=sharing
Date: 05/11/20 Workshop# 3	The main objective of this workshop was how to recite a poem, using poetry techniques, in order to throughout poetry students can learn in a subtle and appropriate way the English intonation, focusing on words and phrases. The poem implemented was "Snowball" a nursery rhyme related to winter, with easy vocabulary for better understanding. In the same way, "the pre-test" was implemented in order to know the students' previous linguistic knowledge.	https://drive.google.com/drive/folders/1a YfiLTlU9FLUswDoe- 8rybzqd4_rRj1A?usp=sharing
Date Workshop# 4	The main objective of this workshop was to apply the post-test, in order to specify and know the results (improvements) that the students have presented throughout this project. It should be noted some students whose intonation and language skills have improved remarkably.	https://drive.google.com/drive/f olders/12L9uQzD3PDbnbKSix FoAMv2Fn9iwI1Y2?usp=shari ng

Tableau 6 Description of the Workshops applied

On the other hand, another type of data collection was proposed, as the follow ones:

1) the observation made during two weeks (at the beginning of the semester) in which the proposal was presented and the population (participants) who will be working with the theater and poetry workshops project was collected. (Likewise, the permission letter given to each of the parents of the participating students can be evidenced).

2) A short survey, to know the perceptions of the students in relation to theater and its benefits in learning English. (Annex #3)

Survey's link:
https://docs.google.com/forms/d/e/1FAIpQLSeMMsQ98JfluHrIvLo2BBmIBgDvK3pfmx3tsbWeiOxfB04Kxg/viewform?usp=sf_link

3) Weekly reflections made by the pre- service teacher, in order to carry out a detailed analysis of each of the events developed in the research process. (Annex #4)

Pre- service teacher's intervention at Bethlemitas Brighton School from the 6th and

7th Grades

Equally, it is pertinent to show all the classes intervention made by the pre-service teacher, which were supervised and approved by the teacher guide, who was present all the time while the practitioner conducted the classes. That is why the support material done by him (pre-service teacher), and which were required by the Educational institution in the *"Plan emergente"* and the extra material such as slides, videos, workshops are going to be shown here below.

Date	Activity description or class' topic	Google drive link (materials and extra materials)
14- 09-2020	Third period overview. Explanation of the present perfect and the future tense (will and be going to)	https://drive.google.com/drive/folders/1AoVVEgqrO2U2yyTgMG-iPmH_JCCKkgGP?usp=sharing

19-09-2020	First fourth period guide (handbook) for 7th grade's students, which is relate to modals verbs such as "Can and Should"	https://drive.google.com/drive/folders/1AoVVEgqrO2U2yyTgMG-iPmH_JCCKkgGP?usp=sharing
1-10-2020	Seventh grade first class (modal verbs Should-Can) Topic Explanation	https://drive.google.com/drive/folders/1AoVVEgqrO2U2yyTgMG-iPmH_JCCKkgGP?usp=sharing
2-10-2020	Sixth grade first class (verb to be in past tense) Topic Explanation	https://drive.google.com/drive/folders/1MOCvAlOmiQD_JiD2WbtJUAI1TVCfXWc_?usp=sharing
19-10-2020	Seventh grade second class (Object pronouns and phrasal verbs) Topic Explanation, and students did some activities related to the topic.	https://drive.google.com/drive/folders/1AoVVEgqrO2U2yyTgMG-iPmH_JCCKkgGP?usp=sharing
22-10-2020	Third fourth period guide (handbook) Concerning the first conditional and the overview guide evaluation.	https://drive.google.com/drive/folders/1AoVVEgqrO2U2yyTgMG-iPmH_JCCKkgGP?usp=sharing
26-10-2020	Seventh grade third class (all fourth period's topics workshop) it was a kind of workshop carried out during the class which is composed by all the topic seen during this fourth period.	https://drive.google.com/drive/folders/1q4N_ZxsFweaAKdu7Qll67zs3D1-nT8jK?usp=sharing
28-10-2020	Past simple tense in sixth grade. (Workshop) Through some exercises related to the topic, the teacher reinforced the knowledge acquired by the students.	https://drive.google.com/file/d/1Rptslly6EercCtIStzmsQJMJybid3kzU/view?usp=sharing
29-10-2020	Listening comprehension, activity called "Eating out" taken from The British Council, in which students developed some exercise while listening carefully the audio.	https://drive.google.com/drive/folders/1sTIHl0KdXGIEIX3Q93p7MHps4KwmJibe?usp=sharing
12-11-2020	Seventh grade last class, implementing a wonderful poem called "Spring to Winter" teacher attached the students' attention by doing some creative activities, exploring students' intonation and imagination.	https://drive.google.com/drive/folders/1bb48oa6YE-BO2OB8Ar3jWPt1pYPsHDMf?usp=sharing
16-11-2020	Sixth grade final test. (*Prueba de calidad*) in which was evaluated all the subjects presented in the fourth period.	https://drive.google.com/file/d/1Wb9uzeQGzxlN4Ub_3Qy9G14EffGjFNeC/view?usp=sharing
16-11-2020	Seventh grade final test. (*Prueba de calidad*) in which was evaluated all the subjects presented in the fourth period.	https://drive.google.com/file/d/1NrTFcOnKggQiP-v1XBAc07R9BBO8x8b7/view?usp=sharing

23-11-2020	*"Plan de mejoramiento"* in which all the issues from previous periods were evaluated, required by students who have failed the academic period (4 terms).	https://drive.google.com/file/d/1m8aNngFJGj5kd-o4wntuV9THSu-31OsB/view?usp=sharing

Tabla 7 Activitis Done in the Practicum Process

Findings

The results obtained in this pedagogical project aimed at providing didactic materials in order to reinforce the students' oral production throughout some theater and poetry workshops, have been organized to answer the research questions previously mentioned. On one hand, the main results obtained from a survey conducted and answered by the participants. On the other hand, the results related to the main achievements (improvements in speaking) found by the participants when doing the pre-test and post-test are shown (Annex #5).

Theater and Poetry workshop as a learning tool

Throughout the workshops implemented, it was possible to highlight a wide variety of improvements that were presented little by little, at first, in the non-participant observation made by the researcher indicated that the students showed a low interest when learning English as a foreign language, being the monotonous and repetitive classes the cause of this phenomenon.

For this reason in the survey carried out, it was stated that the participants like to learn through games, rounds, dynamics, among others, taking the above as a reference, the teacher carried out a series of activities that would draw the attention of the students for they participate actively in the workshops, therefore, in the survey was evident that the implementation of theater and poetry workshops were necessary for learning a new language, since with it is possible to learn not only grammatical topics seen in class, but also increases their lexicon and they are able to perform in different everyday scenarios applying the foreign language. Most of the students

think that these poetry and theater workshops help to improve the foreign language's learning process and in the same way improve oral production

"Si porque por medio del teatro se comprenden mejor algunos temas de interés" *Participante C*

"Si ya que aumenta el aprendizaje de pronunciación" *Participante D*

Finally, in the last workshop held, the attendees were asked about their expectations regarding this project, were they achieved? to which they answered positively, expressing satisfaction with it and showing in the post-test a linguistic improvement (grammatical, lexical, oral) considerable.

Theater and poetry as a didactic tool to motivate students in their learning process

Taking as a reference motivation as an important element in learning English since students must be active and curious in learning new things and how they can learn it, theater is a good tool inasmuch the participants expressed that theater help them to get out of the monotony of the bustle of school and a fun way to learn as most of them were already familiar with this art. Which can be evidenced in question 4: Have you ever performed in a play before? And in question 6, have you ever recited a poem? In which, 75% of the participants answered yes and that said experience was to their liking.

On the other hand, taking as a reference the students' perception regarding theater and its benefits and knowing that most of the participants have performed in a play and / or have been involved in poetry stuffs (as it was said before); they express with certainty that theater is Good by itself since:

"Si El teatro nos da la capacidad de expresarnos de muchas formas en sus diferentes variedades y desarrolla capacidades cognitivas que una persona del común no tiene además es divertido y puede ser usado en el ocio y tiempo libre". Participant C

According to the results of the survey carried out, it was shown that most of the students have fear when speaking English or they feel uncomfortable when speaking in the target language, some factors that cause this phenomenon are: shyness, fear of making pronunciation mistakes and not knowing how to structure sentences correctly. This was improving with the continuous participation of the students, since they were not only active in the theater and poetry workshops, but also their participation in the academic classes increased significantly.

Finally, regarding the students' perceptions about theater and its impact on oral production, and taking into account the question "Do you think that theater and poetry workshops can reinforce your oral production? Why?", It can be perceived that the students consider the implementation of this type of workshops appropriate and useful, due to these type of workshops ease students to express themselves freely exploring and increasing their knowledge while using their imagination and interpretation. As it can be evidenced here below:

"Si ya que al repetir y repetir una poesía o un papel de teatro fomento mi producción oral y aprendo nuevas palabras" *Participant B*

"Claro, porque, así como los niños aprenden valores con obras se teatros infantiles nosotros podemos aprender idiomas diferentes" *Participant C*

Conclusion

This qualitative design action research, that was developed during the second academic semester of the current year (2020), aimed at reinforcing students' oral production throughout theater and poetry workshops. These theater and poetry workshops implementation were approved, adapted and executed by the pre-service teacher belonging to the university of Pamplona, which have allowed focusing on strategies that address speech skills (fluency, accuracy and intonation) and in the same way contributes to enhance both reading and listening comprehension.

Firstly, the implementation of the workshops was carried out virtually using the Zoom platform, due to the current contingency situation, which hampered their proper development; however, the pre-service teacher was able to offer the participants an adequate space in order to practice and learn the foreign language while acting or while playing, being significant since the participants expressed their likes towards the theater classes since they not only helped them to learn in a fun way, but also took them from the monotony and stress produced by classes and academic duties. In the same way, the use and adaptation of this workshops and its development by steps allowed the students to take advantage of it and fully enjoy its implementation. As it was mentioned before, the workshops were divided as follows: Each session began with a warm-up activity in order to activate motivation and captivate the attention of the students, proceeded with the execution of the workshop theme, for example, in the first workshop, the use of vowels was implemented In order to correctly pronounce some words whose first letter is A or E. Prosodic improvement and gesticulation activities were also carried out with a pen in the mouth, this caused a great impact on the participants; They expressed at the end of the class that said

activity (development of the first workshop) was very useful and at the same time it was a challenge, but they learnt how to pronounce correctly.

Finally, the class finished with an exercise in corporal expression or improvisation. This allowed the students to implement the topics taught in the workshop, such as the simple present tenses that are a review of the topics addressed in the academic classes stipulated by the school.

Referring to creativity, it is known that in theater this aspect is of utmost importance, since it is an engine, a source of power that teleports the participants to different worlds, an actor without creativity or imagination is like a teacher without pedagogy, and for this reason, in this project, creativity was a fundamental pillar since the students were masters of their own stories, tales and expressed themselves freely, which produced an increasement in their foreign language acquisition.

Considerations

As it was perceived during the implementation of this project, theater could become a tool for learning, not only languages but also for other areas of knowledge such as history, science, math, among others; that is why, its correct implementation can generate a positive impact on its participants. For conducting virtual theater interventions, it is suggested to carry out these sessions at least three times a week in periods of 1 to 2 hours a day. It is necessary to use platforms do not have time restrictions. because this represents an obstacle to perform a theatrical play throughout the screen. Finally, in order to work with students who have a limited approach to the foreign language, it is required to adapt the material for providing them a better understanding.

Chapter IV: Research Component

Reflective spirit formation at the practitioners of PLEX, a training tool to qualify the pedagogical practicum

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

It was considered appropriate to formulate a project to set up in place a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the work teachers; also, as an exercise of internalization, dipping and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

Problem

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are

essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions guiding this study are made:Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?

How does the exercise of reflection on the development of critical thinking of pre-service teachers in the analysis of their pedagogical?

Objectives

General objectives

- Implement reflection as a transforming tool's pedagogical processes of integral practice.

- Promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

Specific objectives

- Consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.

- Socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.

- Identify and analyze the strategies that students used in their pedagogical practice.

- Implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.

- Analyze the beliefs that have on the work teacher and student questions.

Conceptual Framework

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

Teaching Profession

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus, we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, ie teaching practice requires not only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

Reflection

Talk about reflection, involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the means experience "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would extract a new structuring situation".

The steps of the reflection process as the process appears at the following scheme:
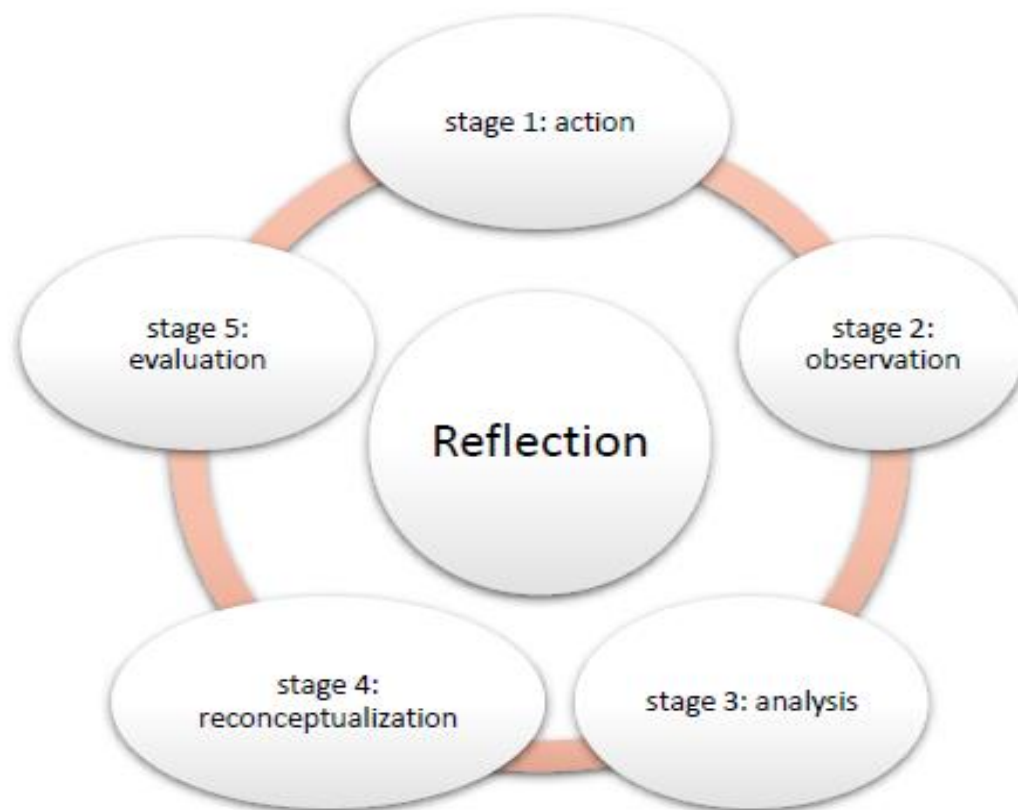
Figure 12 Reflection as process

As a thematic reflection

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al (2010) reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and

Reflection

stage1: action

stage 2: observation

stage 3: analysis

stage 4: reconceptualization

stage 5: evaluation

contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

Reflective practice

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing 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 problematic practice of classroom space requires special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention. (Sacristan 1999) According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom effective application of skills and expertise is given. Reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.

On a second level, portal reflection on implicit assumptions in the specific practices of the classroom the consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed.

Van Maneen in a third establishes an exercise of critical reflection; this makes the most elaborate level reflection, a questioning of ethical criteria, normative and moral directly or indirectly related to the classroom is presented.

Pedagogical practice

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

Academic practice

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

Practice of social efficiency.

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the ranges of the available techniques, the one considered as the most efficient".

This is how the rational technique proceeds.

Development

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself and as a person.

Social reconstruction

Reflection objective aims at the social, economic and politic context; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

Generic

Programs refer to a generic reflection, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

Activators of reflection

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

Critic element on reflective thinking

This element of the reflective thinking makes reference to "all moral and ethical aspects of the compassion and social justice" such as Sparks-Langer and Colton 1991:39 suggest. The interest regards social justice and ethic in education. These authors established classification categories of knowledge: 1. Knowledge of content 2. General pedagogical knowledge 3. Curricular knowledge (programs, materials etc.) 4. Teacher knowledge and professional configuration 5. Students' knowledge and their characteristics 6. Knowledge of educational context.

7. The knowledge of fundamentals: philosophical, historical, and axiological

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

Methodology

The proposed methodological strategy has as central axis the continuous reflection that contemplates additionally the fulfillment of meetings to strengthen the practice's collective as an initial space for tackling the educational and labor problem. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal about this practice process, it will carry out a process of socialization and systematization of itself. This study is focused on 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 process of data collection in this project, it is proposed the application of the following instruments:

Reflective workshops

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

Objectives

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

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

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

Narrative. The reflection exercise allowed the student to express himself about his work from the narrative of his experience as a way to endow of meaning the everyday life of the teacher.

The way in which reflection contributes to the practicum transformation **r**eflection is undoubtedly linked to the practice process since it contributes significantly in various aspects that make it up; firstly, reflection allows us to realize if the way in which the pre-service educator teaches really works, moreover, the way in which it should be taught in order to obtain better results. And secondly, reflection gives rise to the importance of questioning oneself in terms of attitudes, strategies and vocation when teaching.

Reflection is definitely essential during the practicum as it helps us to better understand the teaching-learning process we are in, likewise, this allows us to improve as teachers, both in the present and for the future.

Context. This proposal was carried out in the educational institution Bethlemitas Brighton, it is located at str 4 N°6-84 in downtown area in Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. This institution belongs to the calendar A and its character is full-time for all its educational levels corresponding to Transition, Basic Primary, Basic Secondary and Intermediate Technical.

Socialization Role.

This is about how youth learn about values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political an economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

Instructive Role. T

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

Educational Role.

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population.

Thirty students of tenth semester, practitioners of the Foreign Languages Program English-French of the University of Pamplona constitute the total population of this study.

The direct beneficiary population: Teachers in training, teachers' supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population: It is composed by the teaching community of the Foreign Languages Program; the results will feedback the program agents' vision of their practices and the collective of Integral Practice.

External institutions linked to the Project:

- José Antonio Galán High School

- Normal Superior Pamplona

- La Presentación High School

- José Rafael Faría High School

- Educational Institution Cristo Rey

- Águeda Gallardo High School

- Brighton School

Pre-service teacher reflection required

Being the main objective of this component to train integral and reflective teachers that are going to be the future of the country as far as teaching is concerned, it is necessary to create spaces for self-reflection to evaluate ourselves as future teachers, in our practice process, for example: what are we doing? And what improvements can we find in our teaching methodology? In first stay, some aspects that are very important to question and reflect on our teaching learning, since in this period of practice the pre-service teacher has been totally involved in an institution and therefore, some mishaps can happen.

As for the methodology of the practicing teacher, it is carried out through explanatory guides taken from the emergent plan created as a result of the current situation of the pandemic. Starting from here, the pre-service teacher had to make this plan, something he had never done before, which took him a long time since he had to unify all the topics by selecting the most important for the workshop's elaboration, this process was frustrating

since he did not know how to proceed. Those workshops were made every two weeks in the same way this material is made by the pre-service teacher.

1) Talking about the synchronic classes, which were held once a week, but they were changed to twice a week (three hours a week), starting from this aspect, it can be said that being virtual methodology, technological mishaps can occur easily, and this happened, broken computer, bad internet connection, prevented the practitioner from conducting his classes, which had a negative emotional impact, because time and dedication are required for the preparation of the classes. The pre-service teacher developed different teaching materials in order to give a pleasant explanation to the students and for alternate situations it was not done as expected.

2) The didactic material's elaboration implemented in the classes, as previously mentioned, was done by the pre-service teacher, guides, slides, games, worksheet among others. Regarding the latter, there was no problem since the creativity of the teacher in training allowed him to do a good job, this before can be manifested in narrative # 4.

3) Finally, the evaluation and grading of the work proposed by the practicing teacher, it can be deduced that it was double work for the interns since: 1) the delivery of the guides proposed by the institution that were carried out taking into account the "*Plan emergente*", They take more than the estimated time, and the teacher must accept them no matter what, and many times, they send them incomplete. 2) every activity carried out in a synchronic class must be adapted for students who do not have internet access, and its

delivery must be extended. Which prevents the teacher from dedicating a space to grade the workshops

Data collection

Weekly narrative made by the pre- service teacher, in order to carry out a detailed analysis of each of the events developed not only in the research process, but also in the teaching process. Taking as reference the concept of (Ebutt and ELLIOT 1986), in which they say that the teacher's reflection process consists of changing the circumstances of the teaching according to the needs, difficulties and / or mishaps that may occur in order to provide an optimal teaching process for students and also provide a self-growth as an integral teacher.

Here below it is found the timetable with all the narratives, reflective workshops and self-observation intervention done during this practicum process.

INSTRUMETS	DATE
Reflective workshops	• September 23th • October 15th • November 23 th
Narratives	1) September 28th 2) October 5th

	3) October 12th
	4) October 19th
	5) October 26th
	6) November 2nd
	7) November 9th
	8) November 16th
Self- observation intervention	✓ October 30th (Annex 6)

Tabla 8 Timetable of Reflection instruments Applied

Google drive link: https://drive.google.com/drive/folders/1vBg3cIqkAqWkweQwt7xk8CLZuNucSclD?usp=sharing

Conclusion

Regarding the narratives made throughout the teaching process, eight in total, with which it is thought about the pre-service teacher's teaching skills and strategies, and surprise himself when seeing the development, he has had. Increase confidence and security when teaching English classes, since:

A. He learned to have a plan B if things go wrong.

B. He learned to find optimal and manageable materials for classes in different media. That is why this reflection helps us grow as teachers.

The foregoing had a great impact on his professional training, as it was previously mentioned, these narratives offered a reflection space for him, in which he analyzed in detail each of the interventions made, the workshops and didactic material elaborated, including the feelings that He had throughout his practices, that is why the pre-service teacher improved significantly in his teaching process is concerns , this before could be evidenced in narrative # 5 which states that during that week the pre-service teacher was praised for his fulfillment and realization of the workshop guide (Annex #7).

Likewise, the reflection workshops allowed the pre-service teacher to have an introspect thinking related to his teaching processes, taking as a reference the materials used, created and implemented by him, that is, how did he use said material in the classes? bearing in mind the moments established in it (the stages of the class) and preventing them from possible inconveniences that may arise in these virtual environments.

Chapter V: Outreach Component

"Awareness Project to English Language in Elementary Schools in Pamplona, Colombia"

Introduction

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

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is "to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness". To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic and secondary education, the definition of a solid and coherent evaluation system and the description and development of training programs.

This program has been developed throughout the country in which the work done by the secretaries of education, public and private universities and English language centers has been

integrated. However, the results obtained to date have not been very encouraging since many educational institutions at a national level have not been impacted by this project yet.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many of these educational institutions do not usually have an English teacher that guides the teaching and learning of the English language and for this reason, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the primary schools in the city of Pamplona often face in terms of The National Bilingualism Policy; many of the educational establishments in this city do not have an English teacher to respond to the training needs of the primary sector.

By recognizing this reality and the difficulties that it generates, this proposal of social projection aims not only to respond to the English language educational needs, those of the primary school children in the city of Pamplona but also to integrate foreign languages' students training at the B.A degree in Foreign Languages English and French to the educational reality of this sector so that the gap between public and private schools in the area of foreign language can be minimized.

Governmental policies identify the issue, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, educators in the foreign languages area so that the outcomes in terms of exams, tests, and students' results are in agreement with Colombia's proposal of being the most educated country of the region.

Justification

Learning and acquiring a foreign language provide us with the opportunity to be up with the requirements of today's world current needs. That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the end of their basic education cycle, they have the foundations that will allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English language teaching in primary schools in the city of Pamplona, by contributing to the basic training in a foreign language which is essential and required at these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school.

The implementation of this project benefits greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General objectives

The main objectives to work on are the following:

- To respond to the English language teaching needs of the child population in primary school in the city of Pamplona

- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.

- To use flashcards as a tool for teaching English vocabulary at primary school

Specific objectives

- To better understand the aspects previously stated, this proposal will attempt:

- To familiarize primary schools' children of Pamplona with the fundamentals of the English language.

- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the community of Pamplona.

- To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

- To improve the English vocabulary through the use of flashcards

- To teach English vocabulary in a creative way

- To improve the spelling of English vocabulary

- To improve the pronunciation of English vocabulary

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Lines of contribution

At the heart of this project lie the following lines that aim to contribute to:

• Academic training in foreign languages.

• Citizen training (addressing educative problems in order to reduce inequality in the educational system)

• School community outreach as University and as Foreign Languages program.

Theoretical framework

Languages teaching

International language policies

The UNESCO has worried for several years for the role of the languages in the world context. In the general conference of 1999 adopted the term "multilingual education" to refer to the use of at least three languages: the mother language, a regional or national language, and the international one. This resolution departed from the idea of that the requirements of national and global participation, and the cultural attention of the particular needs of communities and linguistically different, only it can be attended across the multilingual education. Cruz, Loyo, & Mendez, (2011).

UNESCO (2003) considers that: languages are not only a mass media, but they represent the real factory of cultural expressions; they are holders of identities, values and visions of the world. Thus, it proposes as principle for the cultural diversity, to support and to strengthen the diversity of the languages (including those nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to the global communication and to the information exchange. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima M, (2006) "The learning of foreign languages is currently an inevitable necessity, but learning from the cultures they represent is also inseparable. Languages constitute the spirit and conscience of folks, points out the poet; they are the best instrument for

accessing other cultures, other stories, other ways to see and understand the world; they erase

distances and also bring us closer to science and technology". All kind of learning is extremely

important for the human being sociability, given that it allows him/her to function properly in

different contexts; learning a foreign language involves as professional as personal life of a

person allowing that this process can be successful and beneficial in his/her knowing and savoir

faire.

National Program of Bilingualism.

Colombia, as the other countries in Latin America and in the world, has adopted

academic policies addressed to expand English as a foreign language through the national

program of bilingualism launched in 2004 with three specific work lines: elementary and high

schools; higher education; ethno-education; and flexible models of education. This program aims

at the formation of competitive and productive human talent in a worldwide context in different.

Table 9 National Program of Bilingualism Scheme

Population	Level of Language
Student from 3°grade of basic primary school	A1 (Beginner)
Students form 7° grade of basic secondary school	A2 (Basic)
Student from 11° grade of media school	B1 (Pre-Intermediate)
Graduate High Education	B2 (Intermediate)

Graduate from degree of foreign languages or related	C1 (Advance)
Actual teacher from basic primary school and teacher of other areas	A2 (Basic)
English teacher	B2 (Intermediate)

Fields of action. (MEN, 2006, p.6).The following table shows the levels aspired by the national program of bilingualism to the year 2019:

Table 8 Program of bilingualism took from: *Cárdenas, R.; Miranda, N. (2014)*

Bilingualism.

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

English teaching in elementary schools.

La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo, así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros (Yesser A, & Chacon C, 2011). In such a way, the importance of getting to the point of comprehending how children

learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations

that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language),

and how this process relates to the process of the mother tongue". From this statement, Krashen

(1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of

acquisition and learning regarding the FL. "The acquisition of language is done naturally and

unconsciously in the form of understandable input, which is processed and internalized, while

learning involves learning in a conscious way the rules of the language".

"This distinction has been questioned because it is difficult to separate both terms which

are part of a continuous process between the unconscious and conscious" (Richard-Amato 1996).

Authors show their point of view regarding the topic and they differ "que para efectos de esta

disertación, los términos aprender y adquirir indistintamente debido a que la LE puede adquirirse

mediante actividades lúdicas de una manera inductiva y natural que también implica procesos de

aprendizaje" it is important to highlight that the inputs made by de Krashen and Terrel (1983) in

terms of the language natural approach are relevant for the process of a FL acquisition in

children and support the Total Physical Response (TPR) proposed by Asher (1976). According to

Krashen and Terrel (1983) a child acquires the language in three stages.

Preproduction, is the stage in which the child develop the ability of listening and

comprehending the language through gestures and actions, it is featured by the silence, therefore,

it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in

order to stimulate the development of a FL through psychomotor activities without emphasizing

on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

Why to teach a foreign language in elementary schools?

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

- Children who start studying a foreign language at school tend to keep a level of performance more positive than others.

- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers' and adults.

- Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.

- Children are at a stage in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, human beings' learning process is in function of 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 number of theories from the psychological, sociological field it is argued that the learning is

given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

The Context of Pamplona

Pamplona has institutions of basic and secondary education, most of them are grouped in general schools as follows:

- Escuela Normal Superior, which has as headquarters "Escuela Rural Cariongo, Instituto Aurora".

- Colegio Provincial San José, which has as headquarters "Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez".

- Colegio Águeda Gallardo de Villamizar, which has the "Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional".

- Institución Educativa San Francisco de Así**s:** which is in charge of "Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII".

Likewise, there are two institutions that do not have the nature of a General College but that provide basic and secondary education of a public nature. They are:

- Colegio Técnico la Presentación

- Institución Educativa Brighton Betlemitas.

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

The scenarios in which the activities of the Project will be developed are the educational institutions described above. The specific course will be included once the students -

practitioners finish the observation stage and provide the courses and schedules in which they

will be implementing the Social Projection component.

Benefited population

   The direct beneficiary population. It is composed of the student academic community of the

primary schools of Pamplona in which the Integral Practice is implemented. The benefited

audiences are mentioned below; the number of participants will be defined once the observation

period ends. It is estimated a population that can range between 50 and 60 students per

institution.

General Timetable of the project

	ACTIVITY		1 MONTH				2 MONTH				3 MONTH		
			I	II	V		I	II	V		I	II	V
	Institutional observation			▉	▉								
	Sub-projects formulation					▉							
	Subproject implementation in each institution						▉	▉	▉	▉	▉	▉	▉
		NOVEMBER				DECEMBER							

ACTIVITY	4 MONTH				5 MONTH				6 MONTH		
		I	II	V		I	II	V		I	II	V
Subproject implementation in each institution	■	■	■									
Report's consolidation				■								
Results evaluation and impact of the proposal					■							
Socialization. Interaction with the benefited community						■						

Elementary students.

- Teachers of the courses of the Primary elementary language area

- Students-Practitioners of the Foreign Languages Program

*The indirect population benefited***:**

- Foreign Languages Program Community

- Pamplona educational community

Institutional dependencies articulated to the Project

- Foreign Languages Program

- Department of Languages and Communication

- Faculty of Education

- Social Interaction Department

External institutions linked to the Project

- Colegio José Antonio Galán

- Normal Superior Pamplona

- Colegio Técnico La Presentación

- Colegio José Rafael Faría

- Institución Educativa Cristo Rey

- Institución Educativa Brighton Bethlemitas

Third Grade Schedule

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Hour		9:30 Am			

Taking into account the above, in this component the practitioner was working with third grade students, the practitioner will intervene by making explanatory guides, creating slides for the explanation of the class among others. On the other hand, the practitioner conducts one class

per week, in which he applies some dynamics and/or topics for the students' learning. It should

be noted that in all the interventions made by the practitioner, the teacher in charge (primary

school supervisor) was attentive in every virtual class done by the pre-service teacher, answering

doubts and / or suggestions from students or parents.

Data collection

In the first instance, it must be said that the classes were held virtually, through the Zoom

platform weekly, in the same way, the practitioner created a folder on google drive where all

materials implemented in class are found.

The classes were prepared taking into account different stages (explanation and exercises). These

classes were based on learning vocabulary and simple grammar topics such as: the verb to be and

the present simple.

Here below are the activities carried out in each of the classes in which the practitioner

participated, with their specifications.

MATERIALS	TOPIC
Slides relate to the classes conducted. (Google drive file) : https://drive.google.com/drive/folders/1hr4_hkX_zpshkD-Rj-FpYX9-F8ICQdiX?usp=sharing	*A Technological World * Verb to be (Family and Animals) *Time Expressions
Educational Workshops (GUIAS) for the development of the "Plan Emergente" (Google Drive file): https://drive.google.com/drive/folders/1hr4_hkX_zpshkD-Rj-FpYX9-F8ICQdiX?usp=sharing	*Technology Devices *Time expression and questions with HOW OFTEN. *Simple Comparisons and Adverbs of frequency
Extra videos showed for enhance student's vocabulary. (Google Drive file): https://drive.google.com/drive/folders/1hr4_hkX_zpshkD-Rj-FpYX9-F8ICQdiX?usp=sharing	*The little chick cheep (learn vocabulary)
Extra videos to improve students' motivation by singing and having fun. (Google Drive file):	*If You're happy.

| https://drive.google.com/drive/folders/1hr4_hkX_zpshkD-Rj-FpYX9-F8ICQdiX?usp=sharing | |

Tabla 10 Materials Implemented in the Outreach Component

Conclusion

Having presented the material used and said that the methodology implemented in the execution of this component is weekly in a synchrony way through the Zoom Platform, and in the same way, the pre-service teacher being a reflective future professional, provides an answer for main question of this outreach component, which is the following: In what way does your contribution to the outreach project "The formation of the reflective spirit in PLEX practitioners, a training tool to qualify pedagogical practice" contribute to the academic community where you develop the practicum as a foreign languages teacher?

Therefore, to answer the previous question, it can be said that: the interventions made in the third-grade classes helped students to learn different topics in an optimal and funny way, since the pre-service teacher used different materials in his practices. such as songs, games, flashy slides, videos which catch children's attention and keep them in constant learning.

Likewise, the pre-service teacher made the most of the only hour of the week in which he could make the intervention to implement two tools "Pedagogical and dynamic material" so that, there would not be monotony of only grammatical topics that can bore the students. It should also be noted that third-grade students have their first contacts with the foreign language in the primary school, that is why it is important to instill in them love for learning English and they can practice it little by little.

Chapter VI: Administrative Component

Introduction

As mentioned in previous chapters, the pre-service teacher's labor is divided into different functions aimed at improving his professional being and his integrity, that is why, he relevant roles within an institution, they are not only those who teach a second language, but they are also those who, beyond being teachers, immerse themselves in different situations that characterize a school, such as religious, cultural, artistic activities, among others.

Objectives

General objective

- To participate actively and punctually in the extra-curricular activities proposed by the institution during the practice process.

Specific objectives

- To know and become familiar with the administrative features at the educational institution and how they work on a daily basis.

- To be part in the extra-curricular activities established by the educational institution

Methodology

For the development of this component, the practitioner must be an active member of the institution, which means that the practitioner agrees to attend each of the teachers' meetings (to which he is invited), in the same way, the practitioner The practitioner must take ownership of the administrative, how the educational establishment works and finally, he must be faithful and constant to his school of practice, which means that, he must take control of the coexistence manual, know the rules of the institution, everything related to the PEI and finally attend each of the extracurricular activities that are presented during the practice period.

By the same token, it is valid to say that in this semester all the activities mentioned above were carried out in a virtual way, using the tools or platforms that the teachers had provided.

CHRONOGRAM OF ACTIVITIES ATTENDED

Activity	Weeks of the practicum											
	1	2	3	4	5	6	7	8	9	10	11	12
A		X	X									
B						X						
C							X	X				

Activity	Activity's description
A	Meeting with the
B	Saint Valentine's Day
C	The Talent Show in primary school and high school (Two different weeks)

Activity's description and role of the pre-service teacher

1) The first activity consisted of a meeting where all the principals were presented, in order to let the practitioners, know the schedule of activities stipulated by the institution. The role of the practitioner was that of listener and get the instructions.

2) Saint valentin's day. This activity was carried out through Facebook live in the daytime, and at the end of the it was the student's day, the pre-service teacher was an observer/ spectator.

3) Finally, the foreign language practitioners carried out an institutional foreign language event called "The Talent Show (Annex #8) " where they were the ones who did the whole event:

• Rehearsals with event participants

• Carry out the programming of the event

• Collecting the videos of the participants and editing them

• Presenting students' performances one by one.

Conclusions

The fact of being a teacher encompasses much more than the simple fact of teaching, it is being an active part of the institution. The pre-service teacher became familiar with the extracurricular activities of the school, which implies its organization and planning, taking part in the activities that involved the entire school, in general, students, parents, teachers and administrators, the pre- service teacher took into account the English event established by the school itself, this event was the talent show. Equally, to be part in administrative meetings allows the practitioner to acquire a feeling of belonging and appreciation towards the institution knowing how the educational establishment works (the rules mentioned in the coexistence

handbook) its function and progress of the educational establishment this type of meeting allow

the pre-service teacher to enrich himself of the importance that each one of tasks has in the

institution and why they should be developed with the entire educational community.

References

Arte, M. d. (2016). *Manual de apoyo al facilitador TALLER DE TEATRO Protagonistas en el juego.* Chile :
© Consejo Nacional de la Cultura y las Artes, 2016.

Baribeau, C. (2004). L'instrumentation dans la collecte des données : Le journal de bord du chercheur.
Association pour la collecte qualitative.

Castillo, E. G. (2018). Theater for Language Teaching and Learning: The E Theater, a Holistic
Methodology. *Profile: Issues in Teachers' Professional Development*.

Comignaghi Iglesias, M. (2014). Constructivismo, el rol del docente y la importancia del currículo.
Escritos en la Facultad Nº99.

Creswell, J. (. (2012). *Creswell, J. (2012). Research design.*

Creswell, J. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative.*

Dimitrov, D. &. (2003). Pretest-Posttest Designs and Measurement of Change. . *Work (Reading, Mass.).
20.*, 159-65.

Evelyn Gualdron, E. C. (January 31, 2018). Theater for Language Teaching and Learning: The E Theater, a
Holistic Methodology. *Profile: Issues in Teachers' Professional Development*.

Hancco Cruz, H. P., & Quispe Condori, S. M. (2019). El teatro para el empoderamiento de la competencia
de la expresión oral en los estudiantes del tercer grado de educación secundaria de la institución
educativa nacional 40568 centro poblado Arcata distrito Cayarani, Arequipa-2019. *Repositorio
Institucional*.

Heathcotes. (1991). *Drama in Education theories .*

José María Luzón Encabo, I. S. (1997). El enfoque comunicativo en la enseñanza de lenguas. Un desafío

para los sistemas de enseñanza y aprendizaje abiertos y a distancia. *RIED. Revista

Iboeroamericana de Educación a Distancia*.

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language . *The Internet

TESL Journal*.

Mireya Peña, A. O. (August 9, 2009.). Promoting Oral Production through the Task-Based Learning.

Profile: Issues in Teachers' Professional Development.

Richards, J. C. (2008). Teaching Listening and Speaking: From Theory to Practice. *Cambridge University

Press*.

Slater Ipushima, J. (2015). Influencia del taller "LEARNING BY ACTING" en la producción oral del idioma

inglés de los estudiantes del 5° "a" del nivel primario de la l.E.P. San Lucas, Tarapoto - 2014.

*Repositorio Institucional Tesis Pre Grado Facultad de Educación y Humanidades (Br.) Educación

(Lic.) Educación con mención en Idiomas Extranjeros con especialidad en Inglés - Francés* .

w.phillips. (7 de MARCH de 2016). *RESEARCH TOOLS: INTERVIEWS & QUESTIONNAIRES*. Obtenido de

RESEARCH TOOLS: INTERVIEWS & QUESTIONNAIRES: https://lled500.trubox.ca/2016/225

Zaremba. (2006). Language Skills Development: Developing Speaking Skills at Undergraduate Level using

a Smart Phone – Practical Observations. *International Journal of Science and Research (IJSR)*.

Annexes

Annex 1 Permission letter delivered to the parents

Pamplona 22 agosto, del 2020

Estimados,

PADRES DE FAMILIA, séptimo grado.

Cordial saludo,

Yo CARLOS ALBERTO VARGAS RAMIREZ, identificado con C.C 1100972337 de San Gil (Santander), estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés- francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi practica integral en los cursos sextos y séptimos, acompañado bajo la supervisión de la docente Viviana Katherine Rueda. Me dirijo a usted con el fin de solicitarle de la manera más respetuosa la autorización para que su hijo/a participe en mi proyecto de práctica titulado "Implementación de talleres de teatro y poesía para mejorar la producción oral de los estudiantes del grado séptimo en la institución educativa Bethlemitas Brighton", esta autorización va dirigida a ustedes para que den el visto bueno de la misma, ya que los participantes son menores de edad. Igualmente, quisiera informar que a los participantes en un momento de los talleres darán respuestas a algunas preguntas de una entrevista relacionadas con el dicho proyecto. Cabe resaltar que la información suministrada por los participantes será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad, y que ofrece la ética del investigador (estudiante-practicante).

Agradeciendo su atención

Cordialmente,

Carlos A. Vargas R. CC. 1100972337   Firma del Acudiente E identificación
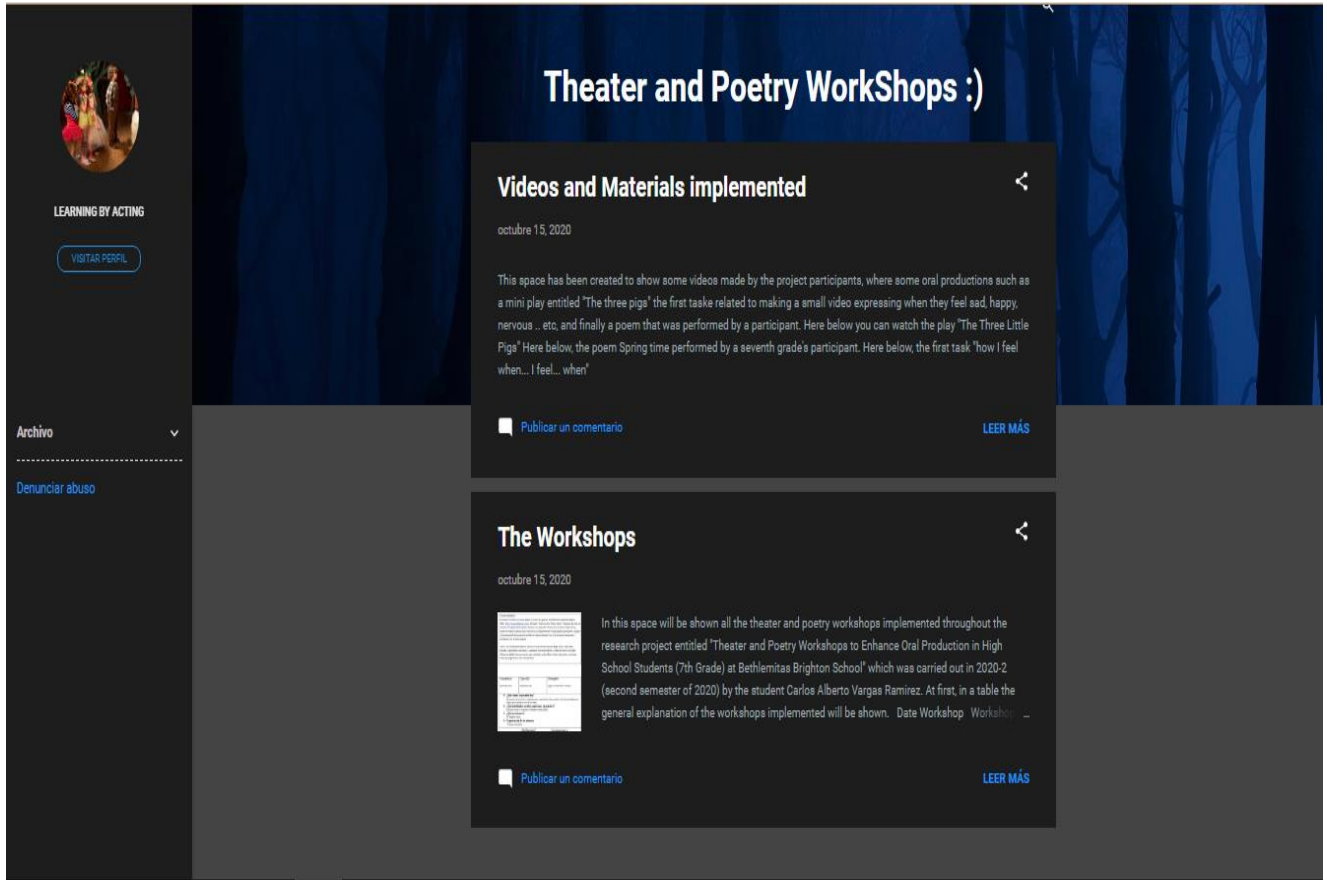
Estudiante practicante   _____

Licenciatura en Lenguas Extranjeras Inglés –Francés   C.C_____

Universidad de Pamplona

Annex 2 Blog used.

Annex 3 the short survey implemented and answered by the participants

Taller de Teatro y Poesía

En la siguiente encuesta encontrarás preguntas relacionadas con el proyecto investigativo que tiene como objetivo, mejorar la producción oral de los estudiantes a través del uso de los talleres de teatro y poesía.
Este formulario no tomará mas de 10 minutos para ser respondido, le agradezco su sinceridad al dar respuesta, recuerde que esta información será confidencial.

*Obligatorio

Nombres y Apellidos *

Tu respuesta

¿Se ha sentido incomodo cuando habla en inglés? *

○ Sí

○ No

Annex 4 Weekly reflections made by the pre- service teacher

Réflexion N° __1__	
Fecha: Del 21 al 25 de septiembre	Objetivo: Reflexionar sobre el primer acercamiento con los estudiantes a cargo y planteamiento de la propuesta.

En esta primera narrativa reflexiva mencionaré aspectos importantes que marcan de forma esencial mi practica integral y profesional, debo en un primer momento decir que, el colegio donde soy practicante es el llamado Bethlemitas Brighton school, localizado en la ciudad de pamplona Colombia.

Siendo yo el profesor practicante de los grados sexto 03 y séptimos 1 y 2, partiendo de esto debo aclarar que, aunque haya tres diferentes grupos en cada grado, las clases son unificadas e impartidas una vez a la semana de la siguiente manera: los lunes a las 7:30 am los grados 7th y los jueves a las 9:30 los grados 6th.

Antes de acceder a las clase virtual (primera observación) me dirigí con la docente encargada de los grados y mi supervisora Viviana Rueda, la cual me platicó acerca de las modalidades, metodologías y recursos físicos utilizados en clase, la verdad observe una vez, ya que estaba terminando el tercer periodo, el siguiente lunes le sugerí a la profesora que me dejara intervenir dando la clase de repaso de las tres guías y acepto con el fin de que al final de la clase tomara unos 10 minutos para hablar con los estudiantes y comentarles acerca de mi proyecto de investigación, lo cual hice, de ahí surgieron los participantes que en total son 6, los cuales de la misma manera quieren participar en el Talent Show (un evento del área de inglés) algunos con poesía y otros con una mini obra teatral,

debo aclarar que me sentí muy dichoso al saber que ellos mismos asintieron gustosos en participar

expresando que la poesía y el teatro le gusta mucho.

Después de esto, tuvimos una reunión con las docentes de inglés de transición, primaria y secundaria,

en la cual nos comentaron a todos los practicantes las formas de trabajo y nos dejaron encargados en

realizar un plan emergente para los diferentes grados, esta misma semana realicé la guía N° 1 del

cuarto periodo para los grados 7 y 3 lo cual me gusto, aunque me tomó mucho tiempo en culminarla.

Ahora bien, para la implementación de mi propuesta, mi supervisora me aconsejó primero

dirigirme a los padres de familia de los estudiantes que quieren participar del proyecto ya que ellos son

menores de edad y no puedo proseguir sin el permiso de los acudientes legales, llamé a cada uno de los

padres y me comentaron que sus hijos ya le habían comentado del proyecto y que se mostraban

emocionado ante él, me otorgaron el permiso en primera instancia de forma verbal y proseguí a

enviarles un correo con el permiso ya de una forma escrita.

Esta semana del 21 al 25 de septiembre, no se realizó clases ya que los estudiantes se

encontraban en evaluaciones, sin embargo, estoy pendiente para realizar la primera clase del cuarto

periodo, que se llevará a cabo el lunes 28 de septiembre a las 7:30 am.

Annex 5 (Pre-test and post- test taken)

<u>PRE-TEST</u>

Theater and Poetry Workshops to Enhance Oral Production in High School Students (7th Grade) at Bethlemitas Brighton School

Student's Name: _____   Grade: _____

- <u>Fluency:</u>

1. Answer the following questions in an oral way.

   a) What is your name?

   b) Where are you from?

   c) How old are you?

2. Describe this picture.

3. Describe your family?

7. **Describe the following picture.**

8. **What can you see in the picture?**

9. **What kind of sports can you see in this picture?**

* **COHERENCE**

12. **Complete the text with "MY, IS, I AM, HAVE, HER".**

Hello! _____ name _____
Nick._____ 14 years old and
_____ from united stated.

I _____ one sister, she ____ 12

- **COHESION:**

26. Look at the picture and say: Where is he and what is he doing?

27. How do you feel when you are new in the school?

28. Do you enjoy making friends at school? Why?

POST-TEST

Theater and Poetry Workshops to Enhance Oral Production in High School Students (7th Grade) at Bethlemitas Brighton School

Student's Name: _____   Grade: _____

1) According to the following picture, give different directions to go to different places.

2) Describe in your own words your family. What do you love the most about them?

3) What kind of sport do you like?
   What sport do you hate?

. Put in order the questions.

e) a/ Is/ bank / there/ nearby?

f) I/ get/How / the /do/ to/ airport?

g) the/ way/ the / What's / best to / museum?

h) You/ help / Can / me?

. Mark which questions are incorrect?

d) Is there a drugstore nearby?

e) Could you tell me how to get to the bus station?

f) There is a parrot in your wardrobe?

.What is the mistake in the text

> Hello! Mai name is Tomoko. I student and i have fourteen years old.
>
> I no married and I have one brother.
>
> I live in apartment in unites states. I am learn English because it an international language.

.Put and check (✓) next to the correct sentences.

e) I am twelve years old. ☐

f) I have fourteen years old. ☐

g) I am doctor ☐

h) There are papers on the desk. ☐

.Make sentences according to the picture.

d) _____

e) _____

f) _____

- INTONATION:

.Read the following tongue twister with good intonation.

> **Big black bear**
>
> A big black bug bit the big black bear, but the big black bear bit the big black bug back!

.Read the following questions with good intonation.

d) Could you bring us the menus, please?
e) What do you have for starters?
f) Peter, are you ready to order?

.Read the following exclamations with good intonation.

d) Oh my God!
e) Oh no grandmother, you too!
f) Please Nick, clean your bedroom right now!

Annex Lesson planning completed (sample)

TALLER NUMERO 1

Se empezara la sesión con unos juegos ce warm up, que son extraídos de la siguiente pagina WEB : https://www.bbbpress.com/ llamado « Drama Game: Name Game! » Después de esto, el docente encargado del proyecto realizará una pequeña introducción al teatro, importancia, donde se originó y demás datos históricos, lo importante de la escenografía (posiciones, ángulos y forma espacial del escenario se dirán en ambos idiomas) con el fin de que se empiecen a familiarizar con el léxico teatral.

-Tarea: los estudiantes deberán pensar en una situación que los haga sentir, triste, feliz, enojado, angustiados, nerviosos, o cualquier otro sentimientos y tratar de decirlo en inglés.
(Tienen alrededor de una semana para realizarlo, y el profesor estará dispuesto a concretar dudas y/o sugerencias a los estudiantes.)

Competencia :	Capacidad:	Desempeño:
Expresión oral	Expresión oral	Lograr vocalización correcta

❖ **¿Qué vamos a aprender hoy?**
   Miraremos a los otros y mejoraremos, a gesticular bien usando como base palabras en inglés que empiecen con las vocales.
❖ **¿Qué habilidades sociales pondremos en práctica?**
   Conocer mejor a nuestros a nuestros compañeros
❖ **¿Qué necesitamos?**
   Un espacio vacío.
❖ **Organización de los alumnos**
    Trabajo individual.

¿Qué hacemos?	Estrategias para el profesor/puntos a tomar en cuenta:
Expresarse con un obstáculo para mejorar la vocalización Actividad de motivación: El docente les da un trabalenguas y los estudiantes la cambiaran por las vocales (a, e, i, o, u). El docente mostrara en un primer momento la dinámica de la clase, se continúa mostrando unas imágenes (Flash card) de palabras de inglés que empiecen con las vocales. Ejemplo: A as in **Apple ----** Después de algunas palabras (cada uno de los estudiantes deben decir mínimo tres o cuatro palabras) A partir de esto, los estudiantes deberán hacer oraciones de inglés usando como referencias las palabras, o cualquiera otra palabra que ellos escojan. Actividad de cierre: • ¿Qué aprendieron? • ¿De qué nos sirve lo aprendido?	

Annex #6 Self-Observation Intervantion

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

*Obligatorio

1. Escuché y entendí a l@s estudiantes. *

○ Si

◉ No

Justifique su respuesta *

Porque no tengo contacto alguno con los estudiantes. Lo que yo hago es contactarme con la docente supervisora y ella luego se lo comunica a los estudiantes.

2. Motivé la participación de los estudiantes a través del uso de las plataformas educativas y/o otros medios de comunicación *

○ Si

◉ No

Justifique su respuesta *

Como lo acabe de mencionar, no tengo contacto con los estudiantes.

Annex #7 Narrative number five in which the pre-service teacher's job was praised

Réflexion N° _5_	
Fecha : Del 19 de Octubre al 23 de Octubre	Objetivo: Reflexionar el proceso docente y la aplicación de la propuesta.

1) En esta semana seguí trabajando con mi proyecto, buscado más información y actividades de "Warm Up" para iniciar las clases con buena energía, implemente otro taller con mis participantes, desafortunadamente no todos se conectaron. Pero se culminó la clase en optimas condiciones.
2) Continué calificando los talleres y actividades que llegan (aunque el plazo se haya acabado, la profesora me dijo que teníamos que recibirlos y calificarlos sobre 3.7).
3) Continúe con la preparación de la guía numero tres, esto fue lo mejor que me pasó en esta semana, a mi me correspondía la guía taller tres en la cual iba incluida la guía de repaso de los temas visto del cuarto periodo (esta guía es un tipo de evaluación) debo confesar que tarde mucho mucho haciéndola por que si era muy larga, pero lo que me llenó de gozo fue que las profesoras me felicitaron por mi trabajo ya que dijeron que era una muy buena guía. ☺
4) Por otra parte, se me fue encargado, realizar los diplomas del evento Talient Show, y pues los hice.
5) Finalmente, hubo la intervención del taller preparatorio de las ECAES.

Annex #8 Talent Show screenshot taken