

Fostering Speaking Skill through the Implementation of Communicative Tasks at Eighth Grade's
Students from a Public School in Colombia: An Action Research

Presented by

Lina María Basto Vera

University of Pamplona

Faculty of Education

Foreign Language's Degree English-French

Integral practice

Pamplona

2019

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

Table of contents

General Presentation of the Project 6

Introduction..... 8

Justification 9

Objectives..... 10

 General Objective..... 10

 Specific Objectives..... 10

Institutional Observation 11

 Topographical Location 11

 The historical review and location of the community 12

 The institutional educational project (P.E.I)..... 13

 The coexistence handbook..... 16

 The institutional calendar..... 17

 Distribution of the physical plant..... 18

 The institutional organization chart..... 19

 The supervisor’s time table 20

 Pedagogical aspects observed..... 20

Chapter I 21

Fostering speaking skill through the implementation of communicative tasks at eighth grade’s students from a public school in Colombia: an Action Research 21

 Introduction..... 21

 Statement of the Problem..... 22

 Research Questions..... 23

 Justification 23

 Objective 24

 Conceptual framework..... 24

 Literal review 29

 Methodology of the Implementation of the Pedagogical Proposal..... 32

 Research Methodology 35

 The coding process and the analysis of the data 38

 Findings 39

 Conclusion 41

Chapter II 43

The formation of reflective spirit in PLEX practitioners, Training tool to qualify the pedagogical practice 43

Introduction.....	43
Justification	44
Stamen of the problem	45
General Objectives	46
Specific Objectives.....	46
Conceptual framework.....	47
Methodology	52
Context	53
Population	55
Date collection Timetable	57
Findings	58
Chapter III.....	60
Maco-project: Awareness raising project to English language in primary schools in Pamplona, Colombia.	60
Presentation	60
Introduction.....	61
Justification	63
General objectives.....	64
Specific objectives	64
Typology of the project	64
Contribution lines.....	65
Theoretical framework related to the ELF teaching.....	65
Sub- project: Implementation of Games as an Instrument for Developing and Enhancing the Lexical Competence.	71
Benefited population	71
Time table “Transición 02 and 03”	71
Identification of the need and Methodology	72
Justification	73
General objective	74
Specific objectives	74
Theoretical Framework	74
Findings	75
Chapter IV.....	78
Student’s Participation in Extra-Curricular Activities	78

Introduction.....	78
Objectives.....	78
Methodology.....	79
Timeline Activities.....	79
Findings.....	81
References.....	82
Annexes.....	85
Appendix 1. Institutional Observations’ Rubrics (Example).....	85
Appendix2 Questionnaire.....	87
Appendix 3. Pedagogical observation (Example).....	90
Appendix 4 Quick Diagnostic Test - Speaking Test A2.2 level.....	92
(Example of a Diagnostic test).....	94
Appendix 5 letter of consent.....	95
Appendix 6 Journal (Example).....	96
Appendix 7 Matrices used in data analysis.....	98
7.1 Matrix for the analysis of the diagnostic tests.....	98
7.2 Questionnaire analysis matrix.....	102
7.2 Final matrix with analysis of all instruments and categorization.....	102
Appendix 8 Self- Evaluations.....	103
.....	104
.....	104
Appendix 9 Primary class organization (Example).....	105
Appendix 10 Pedagogical component class sequences (Example).....	108
Photos and evidences.....	112
Pedagogical component photos.....	112
.....	112
The community outreach component photos.....	113
Administrative component photos.....	114

General Presentation of the Project

The project “Fostering speaking skill through the implementation of communicative tasks at eighth grade’s students from a public school in Colombia: an action research” was divided into four main components: the pedagogical component, the investigative component, the community outreach component and the administrative component. Likewise, the introduction, the justification, general objectives, specific objectives and the general observation.

With regards to the pedagogical component, it had as a main point to expose the pedagogical proposal that a foreign languages student implements at the “Brighton Bethelimitas” institution; all this in order to solve an educational need observed during the first period of the integral practice.

Then, the investigative component where the researcher exposed a macro-project called "The formation of the reflective spirit in the practitioners of PLEX, training tool to qualify the pedagogical practice", which had as main objectives: to implement the reflection as a transformative tool of the pedagogical processes of the integral practice and to promote in the students/practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

The community outreach component aimed to create a space where the Pre-service students helped primary students by developing the macro-project called “Project of sensitization to the English language in primary schools of Colombia”. It had as objectives: to attend training needs in English, of the children population in a primary school in Colombia, and to integrate

the training in foreign languages Students' from the English-French foreign language degree program to the educational reality of English teaching in primary school of Colombia.

Finally, the administrative component made emphasis in the students' participation in extra-curricular activities raised by the institution so that the students could know the role of the teachers outside the classroom.

Introduction

Education is a continuous process that involves teachers and students in a large number of interactions furthermore, it allows them to create values and knowledge that will help them to be part in the society. That is why, when forming foreign languages' teachers, it is important to encourage them to develop a reflective and participative spirit.

The University of Pamplona motivates pre- service students to look for spaces that help them to prepare to the real educational life. For that reason, they are constantly involve in the development of different projects to recognize how relevant reflection is about actual methodologies to teach English as a foreign language.

It is important to highlight that teaching a foreign language in a way that students remember and use is one of the greatest challenges teachers could have; they have also to inspire people to work harder and contribute to the society. Becoming a teacher requires rigorous moments of practice to understand how education has the power to change lives.

Justification

Educational process involves the constant development of strategies that could help teacher to reflect about how they are teaching and how students are learning; that is why, foreign languages students at the university of Pamplona are constantly involved in research process that help them to take face to the real context of Colombian education, to promote their critical spirit and reflection and to create innovating ideas that change the way learning a foreign language is thought.

Firstly, The University of Pamplona, as a public institution pretends to educate foreign languages trainers which has approached to the reality in schools of Pamplona with regards to the National bilingual policy. However, many institutions in this city do not have English teacher to contribute to the education of the primary school sector. The access of the foreign language's students will help to solve this need.

The University also promotes the foreign languages' critical and reflective spirit when teaching. However, local studies are focused especially on learning problems rather than on the teaching. That is why, it has been considered pertinent to formulate a project that establishes a reflective approach practice as a way of analyze the pre- service student's behavior and attitudes that guide the teaching work.

At last, as a tool to encourage pre-service students to innovate their teaching strategies when developing as a teacher, this project promotes them to create, to plan and to execute new ideas that can contribute to the educational process. For that reason, this project also proposes the

implementation of communicative tasks to improve speaking skill at eighth grade's students from a public school in Colombia based on communicative views where the student will use English to communicate.

Objectives

General Objective

To analyze the use of communicative task as a way to improve speaking skills at eighth grade's students from a public school in Colombia.

Specific Objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in the Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.
- English and French of the University of Pamplona seeks:
- To serve the needs of English formation of children in primary schools in Pamplona.
- To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.
- To involve Pre-service students into extracurricular activities developed by the institution they form part.

Institutional Observation

Institutional Observation allowed Pre-service students to start knowing how the institution was organized, all this in order to know the values and principles that guide the institution. In this section the author mentions the different aspects related to the institution, such as: the historical review and location of the community, the institutional authorities, the institutional educational project, and some relevant aspects about the coexistence handbook, the institutional calendar, distribution of the physical plant, the institutional organization chart and the supervisor's time table.

Topographical Location

The Bethlehemites Brighton Educational Institution is located in North of Santander, Colombia to the south east of the urban perimeter of the city of Pamplona, Cra 1 N°4 5-90, Brighton Neighborhood. Since 2017, the high school facility is located in the Cra N°. 6-84, Los cerezos Neighborhood.

The historical review and location of the community

A virtuous priest, lover of the poor and especially of the abandoned childhood created in the heart of Christ his desires to do good to humanity and to practice the Evangelical doctrine "Blessed are the poor of spirit because of them is the Kingdom of Heaven" was The illustrious Canon Episcopal Secretary Dr. Numa Julian Calderón who owes the foundation of the "Holy Family Haven Brighton". The Sacred Heart of Jesus inspired the Doctor Numa the thought of endowing his land with a house of Bethlemitas and took as a starting point to celebrate in those days the priestly Jubilee of the Lord Bishop of Pamplona Doctor Ignacio Antonio Parra and wanted as a gift in his Weddings offer you the foundation of an asylum for poor and abandoned girls led by this community of religious.



On April 13, 1896 arrived in Pamplona the first Bethlemitas and 17 of the same month were installed and took under their care the institution under the name of "ASYLUM OF THE HOLY FAMILY, BRIGHTON."

Father Numa on the initiative of Mother General Ignacia González was constituted father and protector of the Bethlemitas of Pamplona until his death May 1, 1911.

Years later it changed a bit the modality of the work getting the government the

Foundation of the Sacred Family School in the same facilities of the home with the primary basic, later it was growing until reaching the secondary basic, like educational center; At the moment we have the approval of the secretariat of Education as "educational institution Bethlemitas Brighton" with orientation of the SEINE, in the technical average (10th and 11th). It

has a number of 1,059 students, from transition to eleventh grade and an excellent body of teachers.

The institution is recognized in the city of Pamplona and has a good position at Local, Regional and national level for the results of the external tests.

The institutional educational project (P.E.I)

The challenges of Globalization, including technological, scientific, social, and cultural advances, have led to a rediscovery and appreciation of the Bethlehemite education which are expressed in the following principles:

- The Bethlehemite education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all its potential at a personal, social and transcendent level and interdependence with the environment.
- The Bethlehemite education is based on the Christian anthropology that conceives the person as "being unique and unrepeatable".
- The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlehemite education invigorates from the curricular development so that students achieve the academic excellence.

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 Bethlehemite spirituality and in accordance with 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 allow 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 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 solution to the problems that affect the environment and the educational community.
- To promote the consolidation of an institutional culture that transforms relationships 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

We are an Educational Institution that in the light of the Bethlehemite 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 Saints Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlehemite 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 comprehensive training processes highly qualified people.

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:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.
- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.
- 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.

The institutional calendar

The academic calendar in the educational institution was based on what was proposed by the Education secretary of the department. It, generally, covers 40 teaching weeks, which were divided into four periods, four weeks of institutional development, 12 weeks of holidays for students, and seven weeks of holidays for teachers and directors.

Furthermore, there were several social and cultural activities such as flag-raising ceremonies, graduated students meetings, parents' council meetings, festivals, diversity days, environmental care days, etc.

Table 1.
The institutional calendar

Academic Period	
First Period	From 21 January to 29 th -March (10 weeks)
Second Period	From 1 st -April to 14 th June (10 weeks)
Third Period	From 8 th -July to 13 th - September (10 weeks)
Fourth Period	From 16 th - September to 29 th November (10 weeks)

Distribution of the physical plant

The educational institution “Bethlemitas Brighton” pretends to be the center of the community in order to influence the strengthening and construction of human, spiritual, ecological ethical and social values. The institution contributes day by day to the quality

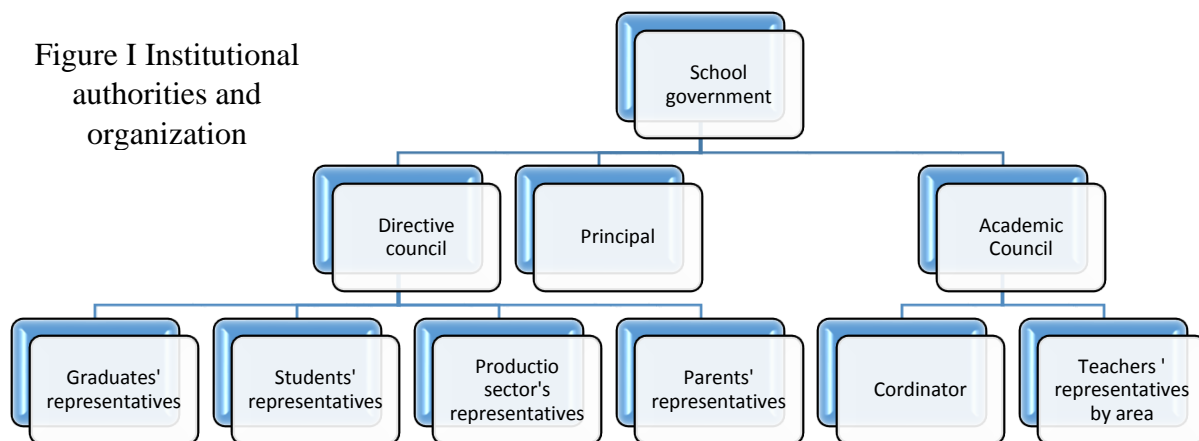
education, forming participative, competitive and entrepreneurs' students with a sense of belonging to the institution and democracy.

The educational institution has the appropriate physical plant, to admit children and young people in pre-school, primary basic, secondary basic and technical media levels.

Currently, the institution has two main builds. The first one destined for the development of the basic primary's classes and the second destined for the development of the basic secondary and technical medium classes. In addition, the institution has chemistry and English laboratories, a library that allows students better practice in that area of knowledge.

The institutional organization chart

According to the article 60 of Law 115 of 1994, the educational community consists of persons who have direct responsibilities in the organization, development and evaluation of the institutional educational project that runs in a given establishment or educational institution. All members of the educational community are competent to participate in the management of education institutions and they are organized in the following chart:



The supervisor's time table.

The Teacher Nidya Teresa Yañés was the teacher supervisor. She was working with eight grade's students, sixth grades' students and seventh grades' students. In the next table you will find the teacher's time distribution related to the eight grade's English classes and sixth's grade English classes, the main groups that were part of the pre-service's integral practice.

Table 2.

Supervisor's timetable

N°	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:00 to 7:15	Reflection	Reflection	Reflection	Reflection	Reflection
2	7:15 to 8:10					
3	9:05 to 10:00	Sixth grade 2	Eight grade 1	Eight grade 2	Eight grade 1	Sixth grade 2
4	10:00 to 10:30	Rest	Rest	Rest	Rest	Rest
5	10:30 to 11:25	Sixth grade 2	Eight grade 1	Eight grade 2	Eight grade 1	Sixth grade 2
6	11:25 to 12:15					Eight grade 2
7	12:15 to 13:00					Eight grade 2

Pedagogical aspects observed

Planning lesson

According to the institutional observation English teachers at Brighton Belemithas high school follow the outstanding English book, they do not follow a specific rubric. However, the activities are centered in the book. These books are used from sixth grade to eleven grade.

Observation rubrics

In order to analyze the student's role, teachers' role, the development of the English classes and aspects related to the communicative skill, three non-participative observations were developed by the pre-services student. [Appendix 1](#)

Chapter I

Fostering speaking skill through the implementation of communicative tasks at eighth grade's students from a public school in Colombia: an Action Research

Introduction

One of the main point when learning English as a foreign language is the correct development of the four and fundamental skills which are listening, speaking, reading and writing. Speaking and writing are called productive skills, the learner produces sounds in speaking and symbols in writing. Moreover, listening and reading are receptive skills where the learner receives information either through listening or reading (Husain N, 2015).

However, in the Colombian context, especially at the public school where this project was developed, those skills are not totally developed due to a set of factors such as the number of

students per classroom, the gradual use of technology resources, and the exaggerated use of grammar approaches which cause some lack in the students' motivation to learn English. As a consequence, learners have many problems, especially in speaking, students try to express themselves orally by pronouncing isolated words making their oral production poor and meaningless. All this according to the observations conducted by the researcher.

This project proposed the implementation of communicative tasks to improve speaking skills at eighth grade's students from a public school in Colombia based on action-oriented views where the students used innovated activities to improve their fluency when communicating in English.

Statement of the Problem

We use language to communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate. According to Qureshi I. (2012) "Speaking skills represent one of the most important parts when learning a foreign language, hence speech represents an important tool for the learners of any language. Without speech, a language is reduced to a mere script" (p.2). The author also mentions that to encourage students to use speaking skills gives them confidence, they also come to have a better understanding of the functional aspect of the target language (p.10).

In addition, public high schools in Colombian context are looking for new strategies that could encourage students to learn a foreign language by communicating. However, the large number of students in a classroom, the exclusive use of the grammar-translation method and the

lack of use of technological devices propose a problem when improving speaking skills. After the developing of several observation the researcher could infer that students at the public institution where the project was conducted have many problems, especially in speaking; students try to express themselves orally by pronounce isolated words making their oral production poor and meaningless, they also were not motivating to produce and to communicate in English.

Research Questions

- How the implementation of communicative tasks improves speaking at eighth grade's students from a public school in Colombia?
- How could communicative task be an effective tool to use with students from a public high school in Colombia for improving their speaking skills?
- How communicative tasks could be develop in an English class for eight grade students?

Justification

Human beings are social, they are in continuous communication and interaction with each other. For that reason, it is important to foster situations in which learners could face communication in a foreign language and could use speaking as a tool to express their ideas, thoughts and preferences. Bygate (2010) states: "Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they construct relationships" (p.1). That is why, it is important to create communicative spaces in order to improve speaking, demonstrating students what they can do when learning English.

Nevertheless, some Colombian's public institutions prefers the use of grammatical and writing techniques in order to give students the possibility to learn a foreign language leaving

aside the use of communicative tasks that can help students to know how to develop their speaking skill.

By implementing communicative tasks, students was able to produce and to use the target language, they could also recognize their own mistakes and improve it. Finally, communicative tasks were motivating, they make the language learning process more entertaining and enjoyable.

Objective

General objective

To analyze the use of communicative tasks as a way to improve speaking skills at eighth grade's students from a public school in Colombia.

Specific objectives

- To describe the development of communicative tasks as a tool to improve the development of speaking skills from eight grade's students.
- To inquire about the effectiveness of communicative tasks when learning English.

Conceptual framework

Since the purpose of this project was to analyze the use of communicative tasks as a way to improve speaking skill at eighth grade's students from a public school in Colombia. It was important to take into consideration some key aspects such as task based learning, task defined,

and the different types of tasks, speaking a language skill and speaking tasks. All this, represents the conceptual framework of the study.

Task based learning:

The contemporary view of language gives students the possibility do not simply learn the language, but also encourage them to acquire it. Teachers should provide a context that activates these processes of acquisition. Task-based learning (TBL) proposes the use of tasks as a central component in the language classroom, they promote the second language learning.

According to Richards and Rodgers (2001), by implementing task base learning, the language is used immediately in the real-world context of the learner, making learning process authentic. Besides, TBL activates students' knowledge and motivates them, using skills of deduction and analysis to interpret and explore a determinate situation by using the target language.

In this approach, motivation for communication becomes the primary guideline; TBL makes emphasis on communicative fluency and the importance of exposure to the target in a naturally context. Nunan (2004) assures that by implementing TBL the learner should be exposed to much as possible to the foreign language in order to understand it, then individually hypothesize over it, and experiment with it.

Pedagogically, Task-based learning involves an approach where communicative tasks are important because students need to interact inside and outside the classrooms. Task-based learning lets students to develop a set of strategies to communicate and interact with others.

"Task" defined

Willis J. (2007) defines a classroom task as a goal-oriented activity in which learners use language to achieve a real situation. He also suggests that language use in tasks is likely to reflect language use in the outside world. Besides, Nunan (2004) mentions two different task perspectives; at first, a target or real-world tasks that uses the language in the world beyond the classroom and a pedagogical task that involves learners in comprehending, manipulating, producing and interacting while their attention is principally focused on mobilizing their grammatical awareness.

Finally, Willis J. (2007) proposes the use of a cycle of activities around a central task, where an input or pre task, a rehearsal or task cycle and a performance or language focus phase guide students by listening to the teacher, expressing themselves, without worrying about errors, being free of using any word they want and producing in the target language.

Different types of tasks:

When selecting tasks for use in the language classroom, teachers have a number of authors that classify it, some of these options will be more effective than others. At first, Pica, Kanagy and Falodun (1993) classify task taking into account the type of interaction that occurs during task completion, resulting in five types: jigsaw tasks, information gaps, problem-solving, decision-making, opinion exchange. Besides, Clark, Scarino & Brownell (1998) propose six task types: enquiring and interpreting, presenting; problem-solving; performing; creating, designing and composing; finally judging, evaluating and responding.

At last, Willis J. (2007) provides the most recent categorization. Listing and/or brainstorming task, it is based on the real circumstances the student can use to explore the language; ordering and sorting, this can be sequencing, ranking, or classifying; matching, to

relate information; problem-solving tasks, focused on common problems as pollution, relationships, noisy neighbors and sharing personal experiences and storytelling, this type of task give learners a chance to speak about their personal experiences and tell a value point when learning a foreign language.

Speaking a language skill:

Cameron (2010) defines speaking as the active use of language to express ideas, thought and opinions so that other people can make sense of them. Besides, the author assure that speaking a foreign language requires attention and precision, in order to share details with other people. A person who uses the language have to find the correct words and the correct grammar to make a listener understand.

In addition, Thornbury (2001) affirms that speaking is an interactive skill that takes place in real time. Further, he adds that the study of written grammar may not be the most efficient preparation for speaking, teacher have to look for new strategies that could engage student to express themselves in a foreign language.

There are two main aspects of speaking skill that teachers have to take into account while teaching English: accuracy and fluency. On one side, accuracy means that the speaker is required to use the correct vocabulary, grammar, and pronunciation. On the other side, fluency means that the speakers are required to be able to maintain a conversation when speaking spontaneously. However, teachers cannot misunderstand the fluency as a fast way to speak, sometimes pausing is important to better express ideas. (Nunan, 2004).

Finally, Speaking is not simply to express something orally. There are some aspects that need to be acquired by students to have good speaking skills. According to Brown (2001),

aspects such as pronunciation, fluency, accuracy and vocabulary. The first one related to the way speakers produce clear language when they speak; the second one, the ability to carry on the conversation naturally; accuracy the ability to produce grammatically correct sentences and finally; vocabulary, the set of lexemes, including single words, compound words and idioms that students used when using a language.

Speaking tasks

On one hand, Luoma (2004) defines speaking tasks as “the series of activities that involve speakers using a language for achieving a particular goal.” They include participating in an interactive situation. On the other hand, Brown (2007) has collected some evidence that allow him to classify speaking task into two: factually oriented tasks and evaluative tasks.

The factually oriented task could be imitative, when the student repeat a sentence; intensive, when they act out a dialogue aloud; responsive, by using a picture-cued of response and question elicitation (ask me about my favorite...); transactional, when the teacher uses a dialog to convey, exchange, express and talk about specific information; interpersonal, activities related to dialog to maintain social relationships such as role plays, interviews and debates that could be planned such as monologues describing or making comparisons.

Evaluative speaking tasks can be related to explanations, justifications, predictions and decisions. Teacher has to take into account some communicative functions that help to develop the task based activity (Jakobson, 1990). Firstly, context as a way to encourage students to use

the language in real life situations; expressiveness, related to information that evoke emotions, ideas and opinions; the directive function directly address to commands and instructions; metalingual function oriented toward discussion, clarify or negotiation and the interpersonal function that look to work for accomplishing social tasks, it serves to start conversations.

Finally, to ensure the effectiveness of speaking task, teachers has to establish some criteria to assess it. Based on Hughes (2002), oral task can be analyze according to speech and conversation levels, the most relevant aspects when assessing speaking task are: pronunciation as the way a language is articulated, to an accepted standard; fluency, the ability to produce speech in a language, to be understood and used. Accuracy in terms of grammatical structure making comprehensible the speech for the listener and finally rapport the relationship in which there is common understanding and agreement between people.

Literal review

This project is based on several studies that give us the possibility to guide the research. It is divided into two main sections. The first one related to the implementation of communicative task to learn a foreign language and the second one related to the use of communicative task to improve speaking skills.

The implementation of communicative task to learn a foreign language

In regards to communicative tasks, they involve learners in authentic communication situations; students have to activate and integrate their knowledge and abilities in order to use them for communicate. In addition, these tasks also promote the use of a variety of language, no teacher intervention, no material control, and focus on form as well as on meaning. Through it, students should accomplish a communicative purpose (Littlewood, 1981).

According to Ochoa, C., Cabrera, P., Quiñónez, A., Castillo, L. & González, P. (2016), they demonstrate that students and teachers perceive communicative task as a motivating tool. First, Students feel confident when they interact with their classmates during the development of activities such as class discussions, games, pair work, group work, role plays, and group oral presentations. Besides, both students and teachers consider that these types of activities encourage the use of English in a realistic and enjoyable way.

Besides, the speaking tasks teachers use in class have a great influence in creating an enjoyable classroom environment for students. Communicative tasks in the classroom are necessary for learners to develop oral skills. The use of activities that give the opportunity to put into practice what students have learned and what they prefer to develop, help the learning process, making students aware of the benefits of including tasks such as the improvement of pronunciation and fluency in the target language.

The use of communicative tasks to improve speaking skills

According to Qureshi I. (2012), there exist some communicative tasks that can contribute to the development of speaking skills. At first the use of authentic materials, it allows students to apply to the outside world what they have learnt in the classroom, this also provides an opportunity to expose students to natural language; the scrambled sentences that develops the ability to identify and check students' mistakes; the language games that help students to use vocabulary and to transform ideas into words; the picture strip story, allows students to have a choice of words as well as of ideas to create predictions from their own minds. Finally, the conversations and simulations that improves not only the inter-personal relations between students, but also they learn to work together. Qureshi I. (2012) also assure that all this tasks give

students the opportunity to apply what they have learnt in the class. Besides, it gives confidence to the learners and the possibility of better understand the target language.

In addition, Charina I. (2013) mentions that the task sequences must be well prepared and well-designed to ensure that the teaching and learning processes work. The author also talk about the importance of communicative task could due to the stimulation it produces to students. Besides, using these types of activities, students share their opinions, suggestions and their experiences.

Finally, Pranne N. (2012) states that thanks to communicative task students gradually improve their English speaking abilities, they provides them the opportunity to improve their pronunciation, grammar and vocabulary. Besides these activities give students motivational moment where they could express them fluently. At last, the Pranne N. (2012) demonstrates that students could develop a positive attitude toward English by using communicative tasks, they felt good when developing it.

Methodology of the Implementation of the Pedagogical Proposal

In order to conduct this pedagogical proposal, the researcher decided to implement the action-oriented approach as a methodological guideline, the “Outstanding English book” used by the institution where this project was developed and finally, the Guidelines for the Creation of Communicative tasks by Jane Willis in her 1996 book “A Framework for Task-based Learning” that was used during the development of the classes.

The action-oriented approach according to the Common European Framework of Reference (CEFR, 2001) is focused on the learner as social agent and a member of the society who has a task to accomplish in a specific circumstance. An appropriate use of speech acts involves the sociocultural and pragmatic knowledge by using language activities, learners use strategies, previous knowledge and abilities which seem most appropriate for accomplishing tasks.

The action-oriented approach assumes that the learning process implies interaction between learners, learners and their teacher, learners and other speakers, learners’ involved and their active attitude face to a real context, collaboration and critical thinking. Most of all promoting the pragmatic, sociocultural competences and learners’ autonomy and their independent thinking. (CEFR, 2001)

Regarding the Outstanding English book, it offers the possibility to teachers and students to follow a series of activities and lessons that will help students to learn how to communicate in English meaningfully. It is formed by special features, such as organizing student's previous knowledge as well as understanding language and grammar in context taking into account students' likes and preferences to make their learning interesting and motivating.

In addition, Willis' model allowed the project to have some guidelines in order to planning, organize and develop speaking tasks. According to Willis J (2007) the task's cycle to develop a speaking task could be represented in the following figure:

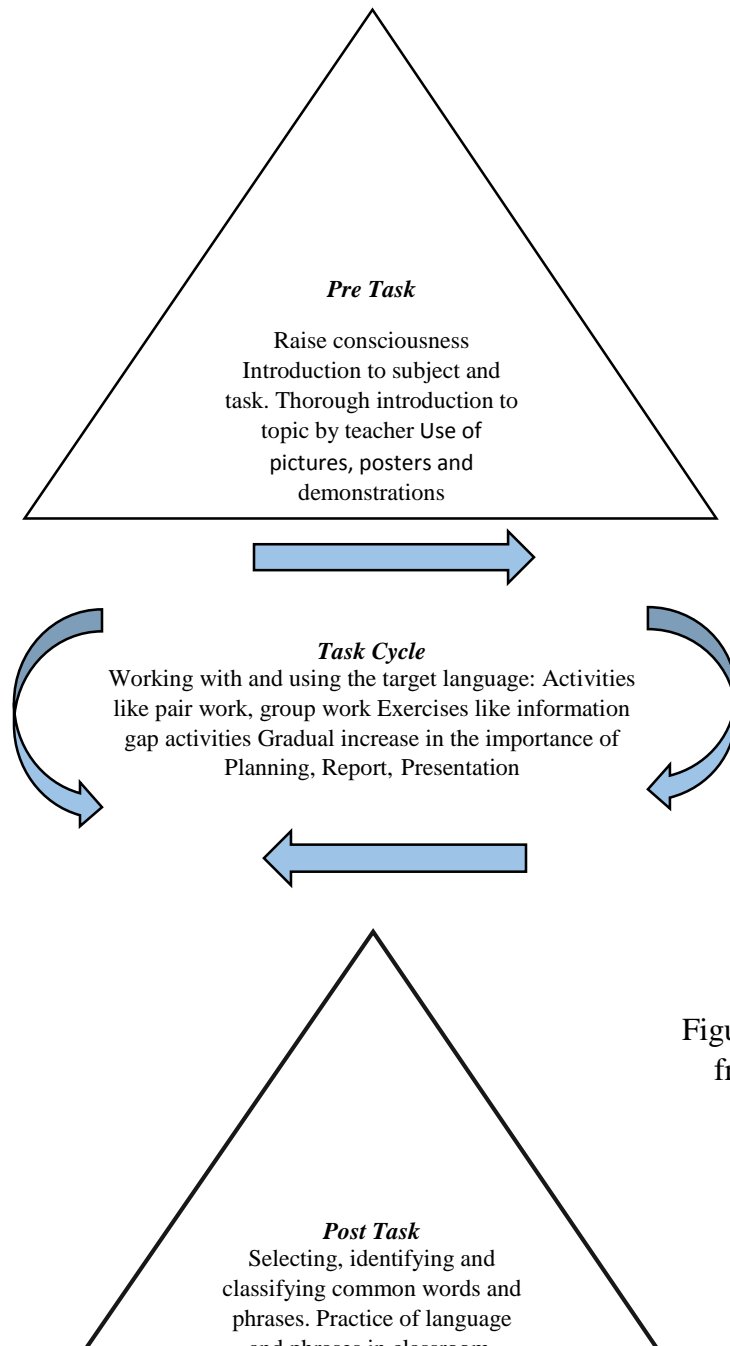


Figure II. The structural framework of TBL

According to Willis J. (2007) the pre-task phase introduces the class to the topic, the words and phrases related to the topic. The task cycle phase offers learners the chance to use the target language in order to carry out the task, and then to improve the language, the teacher just acts as a guide and one of the actors that provides them input. The last phase in the framework, language focus, allows a closer study of some of the specific features occurring in the language used during the task cycle.

Finally, in order to accomplish the general and specific objectives presented in this action research, the pre-service teacher designed a sequence of workshops based on Willis J. (2007) model ([Appendix 10](#)) that at the end of her practicum helped her to describe how communicative tasks were helpful to improve student's speaking skill.

Table. 3

Task-based lesson plan model

Pre task		
Introduction of the topic		
Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task Cycle		
Task	Planning	Report
Students do the task in pairs of small groups. Teacher monitors; mistakes do not matter	Students prepare to report. Accuracy is important, so the teacher stand by and give advices	Students present reports. Teacher listen and then comment.
Language focus		

Analysis	Practice
students examine the discussion	teacher conduct practice of new words

Research Methodology

Since the purpose of this research project was to analyze the use of communicative task as a way to improve speaking skill, it was undertaken in the form of action research in which the researcher reflected on the speaking skill carried out with eight grade students at Bethlemitas Brihgton high school in Pamplona, Colombia.

Action research allows teachers to inquire about learning problems and then reflect on their pedagogical practice. According to Mills (2000) action research is use by teachers to gather information about the ways their particular educational setting operates, how they teach, and how well their students learn. There exist two types of action research designs, this study was focused on participatory action research, and it helps to better understand, identify, collect and analyze the data, allowing the researchers to be part of the issue that is studied to finally create an action plan to reflect it in order to improve the pedagogical practice

Population

The research project was carried out at “Bethlemitas Brihgton” high school with an eighth grade group ([Appendix 5](#)). Five students participated in the project, whose ages ranged from 12 to 14 years old. Students shared similar socio-economic status (middle – low). They received two hours of English instruction per week. The institution was a public school located in Pamplona, Norte de Santander, Colombia.

Data Collection Instruments

The techniques and instruments that were part of the study were the following: questionnaires, non-participative observations, research journals and two English tests at the beginning and at the end of the process.

Questionnaires

Questionnaires are “doubtless one of the primary sources of obtaining data in any research endeavor” as stated by (Richards & Smith, 2002, p.438). Besides, it could be structured or unstructured questionnaires; the type of questionnaire selected for the developing of this research was the unstructured one as “it provides both, closed-ended and open-ended questions” (Zohrabi, M. 2013, p.255). It resulted in an efficient way of collecting data linked to students’ opinions and experiences related to speaking skills and how communicative tasks help them to learn English.

[Appendix 2.](#)

Non-participative observations

Involves observing participants without actively participating. It is commonly used to comprehend a phenomenon by entering the community while remaining apart from the activities being observed. During the research development, the researcher developed five non participative observations as a tool to analyze the phenomenon, what was happening in the classes and the students’ attitudes toward the speaking skill. [Appendix 3](#)

Research Journals

Research journal is a systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study. It was used in order to reflect about the teaching practice and to take notes about special or meaningful teaching experiences. That is why it is a meaningful tool for data collection, it was developed one per week (eight in total, [Appendix 6](#))

Speaking skill tests

The role of this tool in the project lied on the necessity of find out the English speaking level that students had and how it was improve when developing the pedagogical project. It was developed at the beginning and at the end to also know how students' speaking skill develops. [Appendix 4.](#)

Timeline for the implementation of the project

For the developing of this action research project, the researcher divided the time in order to have enough spaces to observe, to plan and to execute it. In the next table, you could find the time distribution to the project development.

Table. 4

Timeline for the implementation of the project

Date	Objective
On April 29 th to May 3 th 2019	Institutional observation and elaboration of the proposal
On May 10 th	Socialization of the proposal
On May 14 th	Implementation of the proposal (Diagnostic test)
On May 16 th to June 11 th	Implementation of the proposal (Questionnaire and workshop development)
On June 7 th	Delivery of the first progress report of the project
On July 9 th to 25 th	Implementation of the proposal (research journal)
On august 9 th	Delivery of the last progress report of the project

The coding process and the analysis of the data

According to Aubert-Lotarski A. (2007), the coding of narrative data allows researchers to collect and process the data mentioned in a text to codify it (p.1). This type of analysis is particularly appropriate for the analysis of ideologies, value systems, representations or opinions, at the level of individuals or organizations. The coding of narrative data includes two different approaches. At first, Saubesty C. (2006) suggest the possibility of identifying information in documents by answering previously identified questions, and secondly, making emergence trends or singularities (p.4).

In this action research, the data analysis process was done by using the typological analysis, a qualitative descriptive research strategy that seeks to divide data between categories or typologies. The typologies are managed by the theory, common sense and objectives of the research. This process was developed after the collection of the information and followed two phases. In the first phase, the researcher systematically collected the data using observation grids,

journals, and questionnaires then, their transcription on paper and finally, transcribing and creating the graphics for quantitative instruments such as the diagnostics and some part of the questionnaires. After that, the coding process was developed by the choice of an instrument to be analyzed and by using the MAXQDA coding program the researcher started to classify codes and to select relevant passages to reduce the volume of data to be processed. This program also helps to choose the analysis unit according to the research questions and objectives.

Finally, the previous processes had created a matrix to organize the data, in this matrix the researcher classified, following the already established codes, the passages, paragraphs or words for the process of data analysis. ([Appendix 7](#))

Findings

During the developing of the pedagogical project, some important aspects emerged, giving the opportunity to students and teachers to recognize how communicate task could help with the improvement of the eight grades students' speaking abilities. The most important were; at first, the progress of the students' speaking abilities when developing communicative task, and its effectiveness when learning English.

With regards to the progress of the students' speaking abilities, according to Qureshi I. (2012), there exist some communicative tasks that could contribute to the development of speaking skills such as the use of authentic materials, the scrambled sentences, language games and the conversations/ simulations. After developing the project, the 40% of the participants assured that they always took part during the class development, the 60% also mention that they used English for the activities' development and to interact in the group. The questionnaires also showed that the communicative task used by the teacher encourage them to talk in English practicing the pronunciation, vocabulary and the phrases constructions; they were most motivated

to participate and to use English. Communicative tasks, gave learners a chance to improve their learning process when learning a foreign language.

Taking into account the diagnostic test comparison, the researcher could assure that the major part of the participants started to improve their speaking abilities having values minors of 3, that's means that they improved their capacity to produce phrases, discourse; the participant used the vocabulary and expressions presented in the class avoiding the use of the mother tongue and improving their pronunciation. Only one of them maintained his level when using the language.

Moreover, the implementation of communicative tasks are an effective tool when learning English, the participants assured that activities such as questions, videos, texts, audios, songs, debates, oral presentations and writing text related to real life and real situations helped them to use English and to communicate with classmates and teacher.

As reported in questionnaires, observations and journals, the 100% of the participants assured that the teacher developed the class in English, the teacher used Spanish to give them instruction and when it was necessary. The 60% of the participants told that the activities used by the teacher allowed them to talk in English, to increase the learning of new vocabulary and their pronunciation.

Besides, listing and/or brainstorming tasks that were based on the real circumstances where the student could explore the language focused on common problems as pollution, safe-security, dental care, knowing famous people, sharing personal experiences, personal information and trips gave learners a chance to speak about their personal experiences.

In addition, the Willis' model gave the project some guidelines in order to planning, organize and develop speaking tasks. When developing the first task, where the students had to give different opinions, point of view and to share knowledge about emergency and natural disasters.

The model allowed teacher to create a post task in which students had to look for vocabulary related to the topic, and to watch a video about how to react when an earthquake occurs; she also developed a cycle task in which the students express their opinions and by developing a worksheet to talk about the emergency plan and finally, in the post task the teacher gave them a feedback and extra information that could be interesting for students. It was just an example about how this model helped the researcher to describe how communicative tasks was developed.

At last, the use of task based- learning and speaking task were a successful tool for students and teacher to learn and to use English as a foreign language. According to Richards and Rodgers (2001), by implementing task based learning, the language is used immediately in the real-world context of the learner, making learning process authentic. TBL activates students' knowledge and motivate them, using skills of deduction and analysis to interpret and to explore a determinate situation by using the target language.

Conclusion

Task-based learning (TBL) proposes the use of tasks as a central component in the language classroom, they promote the second language learning. According to Richards and Rodgers (2001), by implementing task based learning, the language is used immediately in the real-world context of the learner, making learning process authentic. During the developing of this project the researcher could demonstrate that the implementation activities such as oral

presentations, simulations, expression personal information and giving opinions, ideas about a real topic such as natural disasters, curriculum information, dental care, trips etc... motivated students to use the language, to better understand the main topic of the class and showed a meaningful progress when improving speaking abilities. Finally, TBL gave teacher the opportunity to develop activities or tasks following a specific structure, making this progress more effective and exploiting all the students' capacities.

Chapter II

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

Introduction

In the context of training in the PLEX, teachers' pedagogical practices in formation are outlined as one of the focus of interest and updating to study and to document for the improvement of the teaching-learning processes, for the qualification of education. While there is a manifest interest in the need to understand and to transform the pedagogical practice, the local studies are focused especially on learning problems rather than on the teaching.

It has been considered pertinent to formulate a project that establishing a reflective approach practice as a way of objective knowledge, behavior and attitudes that guide the teaching work; also as an internalization exercise, of immersion and conscious exploration of the teaching subjectivity through the formulating questions and finding information for troubleshooting and for self-recognition.

Justification

The formulation of this project in the context of the languages students' Integral Practice, it was inscribed in the professionalizing conception of the practice like spearhead to improve the educational processes in the centers of application where is executed the Teaching practice. It is considered that attaching importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and to be interested in the knowledge of the models and approaches to attend a problematic situation and to establish an analytical look at the fact.

In accordance with what is explained by the philosopher of education John Dewey, precursor in the field of reflective thinking applied to teaching, we justify the need for this project to equip students with analytical and self-observation tools that Allow them to distinguish between routine action and reflective action. We believe that a reflective approach protects agents from the traditional context of inertia, and authority that permeates the school.

Stamen of the problem

At school, core aspects of the Constitution of the subjects are assumed, relate to the institutional life without question, and are seen as imprints, stable and unchanging traits that are part of the identity and the school culture. When the events are developed without major alteration, the teacher risks settling in a logic of action that does not allow the pedagogical evolution and the renovation of the school culture. The lacking in reflection in practice does not propitiate the emergence of problematic situations; these realities are ignored and they become invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional and cultural reproduction, becoming a barrier to the emergence of practices aimed at generating transformations of thought and knowledge, to meet the social needs.

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

In the case of the Foreign Languages' Degree of the University of Pamplona, the reflection is conceived as a fundamental exercise for students who perform their comprehensive practice in order to them to self-evaluate and install a critical/constructive look at their work in the teaching role. To lead this study, the following guiding questions are formulated:

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

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

General Objectives

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

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives of solution to the problematic present in its pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to be inserted effectively in the institution.
- To identify and to analyze the strategies that the student uses in his/her pedagogical practice.
- To implement workshops of reflection and development of didactic units that orient the reflection of the Students-Practitioners.
- To analyze the beliefs that are held on the teaching work and on the students.

Conceptual framework

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

The Teaching Profession

One of the fundamental members of every educational institution is the teacher, who has the function of imparting knowledge in a particular science or art, but who also has within their responsibilities the integral training of the learners.

The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must fulfill a competence in the discipline that allows him to have mastery of a set of knowledge and skills of a specific area, since the first intellectual requirement of a professional is the level in which it develops its activity. In the same way, every teacher must have competence in the organization of the contents, that is to say the pedagogical practice not only requires to order its components to be learned by the students, but to foresee the conditions of the teaching in the educational context or out of it. The most immediate function that teachers should develop is to design or anticipate the practice of teaching.

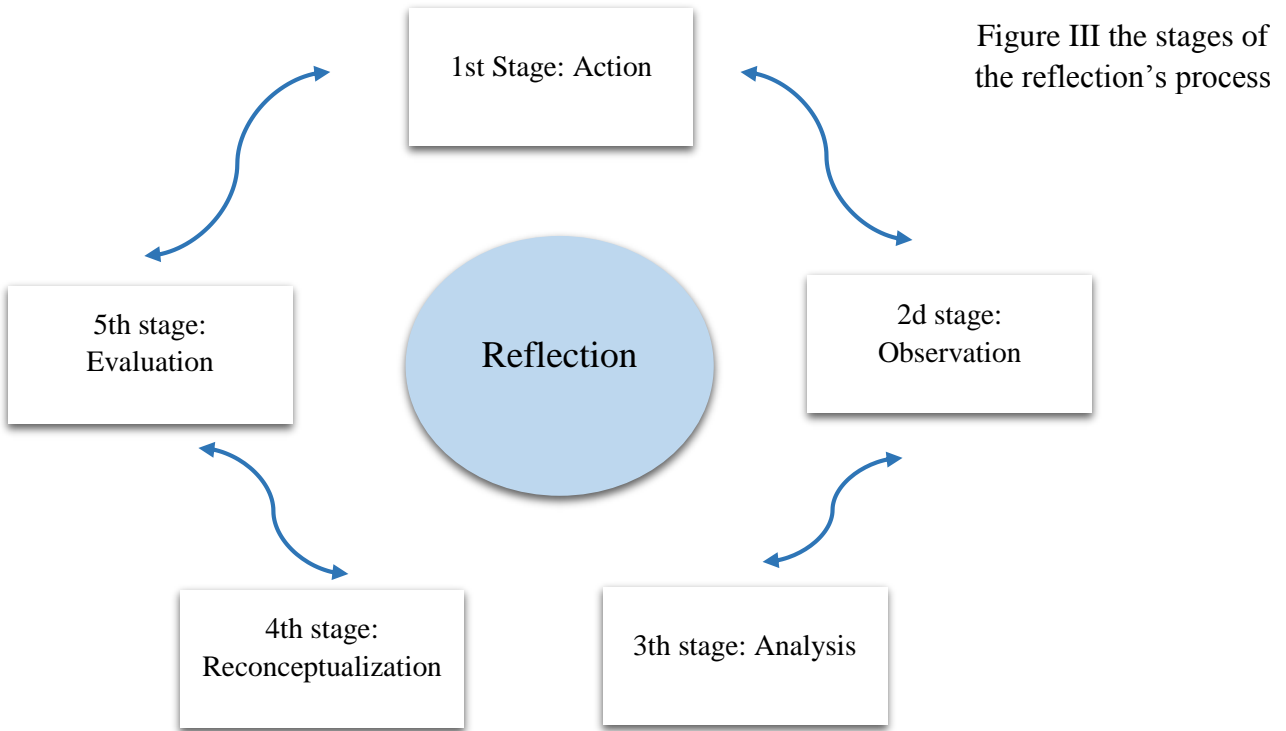
The Reflection

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

Reflection as a process

The reflection is constructed from a series of stages that in a cyclic way resulting in a process. According to Schön (1983) quoted by Correa Molina et al (2010) Reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to

the experiences of the individual, which would allow to extract a new structuring of the situation. The stages of the reflection's process are evidenced in the following scheme



Reflection as Thematic

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

Reflective Practice

To Update and qualify the academic proposals in the University and to orient the learners towards new ways of relating to the world, it makes necessary for the teacher to question his own practice and the impact it has generated; which is able to objectively behaviors, and to assume the different roles in the pedagogical relationship.

The teacher occupies a central role in the current educational world; it act in a complex space subject to constant changes determined by the interaction of diferents factors and conditions. The teaching profession requires that: "Teachers develop their professional knowledge in relation to the changing circumstances "(Ebutt and EllioT: 1986). In this context the problems of practice require a particular treatment oriented towards the understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, is evident in the existence of numerous attempts to try to explain the school phenomena. Also, in the search of ways to address these phenomena, to make effective the school's job.

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

According to Van Manen (1997) There are different levels of reflectivity, in the first level at the classroom is given the effective application of skills and technical knowledge .; the reflection is applied to the appropriate selection and use of didactic strategies that the teacher will use.

In A second level, reflection game on the implicit budgets in specific practices of the classroom. The consequences of the strategies adopted, of the curricula, the practices are then opted for the application of educational criteria to teaching practice to make pedagogical decisions adapted to the institutional reality and to the Contexts.

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

Pedagogical Practice

For the analysis and reflection on practice, it is considered appropriate to use methodologically a conceptual classification operation of the practice; for that purpose the proposal of Zeichner is assumed, he has established several Modalities of practice as well:

Academic Practice

It is designed to prepare teachers capable of reflecting on the courses they teach, so that they can be transformed into understandable structures for students.

Social Efficiency Practice

It is about achieving an effective teaching by applying didactic techniques that are deduced from general principles to which pedagogical research has come. In This case, reflection is a strategic decision: ' to select from the range of available techniques which is considered most effective '. This is the way to proceed from technical rationality.

For Development

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

Social Reconstruction.

The object of the reflection is the social, economic and political context, in such a way that the real democratic relations in the classroom are fostered, egalitarian and fair in the social sphere.

Generic

Programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the content on which the strategies to encourage reflective learning should be reflected.

Reflection Activators

According To Schulman (1987), these activators are the cognitive basis of teacher on the classroom's life; they are essential because they constitute the element of the reflective thought

that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

Critical Element of Reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991:39. The interest in relating to social justice and ethics in education. These authors established a classification's categories of knowledge

1. Knowledge of the content
2. General Pedagogical Knowledge
3. Curricular Knowledge (materials, programs, etc.)
4. Teaching Skills and own professional settings
5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of Fundamentals: Philosophical, historical, and axiological

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

Methodology

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

In order to review the impact of the proposal for reflection on this process of practice, a process of socialization and systematization was carried out.

This study was part of the qualitative research approach, from the perspective of reflection as a professional space that will contribute to a great extent to the description, identification and analysis of the pedagogical practice itself.

For the collection of the data in this project, the following instruments are proposed, taking into account that the student developed three of them (reflection workshops, self- evaluation and narratives) the class record were conducted by students outside the city of Pamplona.

Reflection Workshops

The main purpose of the reflection workshops was to guide the process of reflection of the students-practitioners, but at the same time to socialize and share experiences of their work to enrich their process and to insert new tools that enable them to transform their pedagogical practices.

Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives of solution to the educational problems of their pedagogical practice.
- To socialize criteria, to share ideas and guidelines to take on their pedagogical practice.
- To effectively qualify, facilitate and insert the educational center.

Self-observation Sheet

The main objective of the self-observation card was to guide the student-practitioner towards a proper view of his/her exercise as a teacher and of his/her role in the classroom and in the environment of the educational community he/she is part. ([Appendix 8](#))

Narrative

The exercise of reflection allowed the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher. ([Appendix 6](#))

Class Records

To have evidence of the actions of the students-practitioners in the classroom allowed to reflect different aspects in what the process of teaching/learning of foreign languages respect that they may have been taken into account or not by the teacher in training his exercise of reflection. These records allowed an external and constructive look at their pedagogical practices.

Context

The City of Pamplona, founded in 1549, is the oldest city in the Northern Department of Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities at the time of the colony, it has been throughout its history center of confluences and religious influences; It accommodated a great number of religious communities among which we can mention: the community were Franciscans, the Clarisas Sisters; The Brothers of Saint John of God, the Company of Jesus, the Community the Sallista, likewise, female religious communities: Sisters of the presentation, Bethlemitas Sisters, among others; The presence of these communities in the city brought with them the creation of educational institutions with the projection of their beliefs and values. It is in this geographical context that this study is

located, which has the school as an agency in which the school actors work: PLEX's practitioners.

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

Currently, the school is considered the way of life of the community, the school transmits those learning and values that are considered necessary in the community and that lead the students to use and improve their capacities in the benefit of society as its own.

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

The School is a body dependent on society, a social institution destined, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (CRESPO, 2010).

The School as an educational institution fulfils specific functions within which they emphasize:

Socializing Function

It is about the young people's learning of values, norms, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function encompasses all socialization processes involving the members of the school.

Instructional Function

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

Educational Function

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

Population

The total population of the study consists of thirteen tenth-semester students, practitioners of the foreign language program at the University of Pamplona.

The direct population benefited

Teachers in training

Supervisory Professors

Student community of comprehensive practice implementation centers

The indirect population benefited

It was composed of the teaching community of the program and foreign languages,

Running Head: FOSTERING SPEAKING SKILLS THROUGH COMMUNICATIVE TASKS

The results helped to complement the vision of the program agents on their practices

Comprehensive Practice Collective

Institutional units articulated to the project

Foreign Language Program

Department of Languages and Communication

School of Education.

External institutions linked to the project

Belemithas Brighton high school

Date collection Timetable

In the next table you will find the dates in which the research project was develop.

Table. 5
Research project data collection timetable.

Activity	Observation socialization	Narratives	Self-observation records	Class register	Reflection workshops	Tutors observations	Supervisors meeting
On May 16	X 6:00 pm to 8:00 pm						
First week On 13 to 17 May		X					
Second week On May 20 to 24		X	X			X	
Third week On May 27 to 31		X			X On May 29 5:15 pm		
Forth week On June 4 to 7		X	X				X On June 12 , 5:15 pm
Fifth week On June 10 to 14		X		X On june 14		X	
On May 17 to 21					X On June 19		

Findings

At the Foreign Languages' Degree of the University of Pamplona, the reflection is conceived as a fundamental exercise for students who perform their comprehensive practice in order to them to self-evaluate and install a critical/constructive look at their work in the teaching role. By using reflection, teacher could promote in the Students-Practitioners the development of a critical spirit.

During the development of this project the student's practitioner could express, analyze and create a reflective spirit by using narratives, reflective workshops, self- observations sheets and class records as a tool to know how their teaching process was develop. All this was developed during the calendar established before the integral practice started.

The main aspects that these instruments could help her to analyze were: Discipline and group management, activities and teacher confidence. In general, at the beginning the teacher could notice that the large number of students and the poor interest to learn English by students seems to be a problem when developing classes. However, by using strategies such as concentration games and giving behavior grades could help her to better develop the class making students interested in what they learned.

The teacher could also reflect about the time management when developing some activities, it was important to keep students working and to look for interactive activities such as simulations, practice activities, expressing opinions, oral presentations that allow them to use the language, to be part in the class and to pay attention. It is also important to highlight that these activities created an appropriate environment where the learning necessities of students were solved.

Finally, the development of the workshops, where the Students-Practitioners could reflect about the institutional observation, the different projects that were carried out and the different experiences, was really helpful to better understand how this process was developed and to know how to conduct our reflecting process. The continuous reflection seems to be an effective tool when developing the integral practice, it helped students to know how our methodology, activities, attitude could affect students when learning English as a foreign language.

Chapter III

Macro-project: Awareness raising project to English language in primary schools in Pamplona, Colombia.

Presentation

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

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

Introduction

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

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

This program had been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regards to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

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

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

Justification

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

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

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

General objectives

The implementation of this outreach project, from the foreign language degree

- English and French of the University of Pamplona seeks:
- To serve the needs of English formation of children in primary schools in Pamplona.
- To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal aims at:

- Familiarizing children from primary schools in Pamplona with the essential foundations in English.
- Engaging students from the Foreign Languages program English - French in the teaching English processes in primary schools in Pamplona.
- Articulating the students from the Foreign Languages program English – French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one was a formative project open to the institutions that offer primary education in which the pre-service teaching process was carried out in Pamplona. This project was part of the formation of the foreign languages program English - French. This proposal was articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

Contribution to the academics formation in the foreign languages areas.

- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system).
- Outreach towards the educational community in terms of University and program.

Theoretical framework related to the ELF teaching

Languages teaching

International linguistic policies

“The UNESCO had been worried long time ago for the languages’ role in the worldwide context. In its general conference adopted the term “multilingual education” to refer to the use at least of three languages: the mother tongue, a regional or national tongue and an international one. This resolution departed from the idea that the national and global requirements of participation, also the attention of the particular needs of the communities cultural and linguistically different, only can be address through the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNSECO (2003) considers that the languages are not only means of communication but that represents the real origin of the cultural expressions; they carry identities, values and worldviews. Thus, it proposes as principle for the cultural diversity, maintain and strength the languages diversity (Including those with nomadic and isolated populations) at the same time to support the learning of international languages that offers access to the worldwide community and the exchange of information. To achieve that, the UNESCO suggests fostering the

Multilingualism and the intercultural dialogue, as well as developing policies for the translation of written and visual material with the purpose of promoting ideas and artistic works”

According to Lima M, (2006), “Currently, the foreign languages learning is an unavoidable need as well as the learning of the cultures that they represent. The languages constitute the spirit and the consciousness of the nations. They are the best instrument to accede to other cultures, histories and other ways to see and understand the world, delete the distances and approach us to the science and the technology”. Every type of learning is vital for the sociability of the human being as long as allow it to untangle adequately in different contexts. The learning of one and several foreign languages focus the personal and professional life of an individual allowing him to be successful in his performance.

National Program of Bilingualism

Colombia, as other countries in Latin America and the world, has adopted academic policies directed to spread the English as a foreign language, across the national program of bilingualism launched in 2014 with three specific lines of work: basic elementary institutions, high school, and college education, educational programs for working and human development; the ethno-education, and flexible models of education. This program attempts to the formation of the competitive and productive human talent at a global context in different fields of action.

(MEN, 2006, Pag. 6)

The following chart shows the expected levels for the national bilingualism program to the year 2019:

Table. 6
Expected levels of language in the PNB

Population	Language level target
3 rd grade students of basic elementary education	A1 (Beginner)
7 th grade students of basic secondary education	A2 (Basic)
11 th grade students of basic education	B1 (intermediate)
College graduated	B2 (advanced)
Foreign languages degree graduated students	C1 (Advanced)
Current teachers of basic elementary education	B2 (advanced)
English teachers	C2

Bilingualism

The bilingualism refers to the different mastery level, which an individual communicates in more than a language and culture. This level mainly depends to the context where the individual is. Therefore, according to how the other language is used, that language is considered a foreign language. MEN (2006).

The English teaching at the elementary school

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process in which intervene different variables of cognitive and affective feature inherent to the individual like own factors of the sociocultural and educative context such as the curriculum, the methodology employed and the teacher training in the foreign language”. Based on the information written previously Krashen (1991) cited by Yesser, A. & Chacon, C. (2011) makes a differentiation between the terms Acquisition and Learning related to the FL. “The language acquisition occurs natural and unconsciously as a comprehensible input, while the Learning implies to learn consciously the grammar rules”

“This distinction has been questioned due to the difficulty of untangling both terms, which form part of a continue process between the conscious and unconscious (Richard-Amato 1996)”. The authors state their points of view regarding the topic and differ “for the purpose of this dissertation, the terms Learning and Acquire distinctly due to the FL might be acquired across activities in an inductive and natural way that also implies learning processes”. “It is important to highlight, nevertheless, that the contributions of Krashen and Terrel (1983) regarding the natural

approach of the language is relevant for the acquisition process of the FL in children and underpin the total physical response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three phases:

Pre-Production: This is the phase in which the child develops the skill to listen and comprehend the language across gestures and actions, this is a period characterized by the silence. Hence, in this phase it is recommended to utilize the Total Physical Response method (TPR) proposed by Asher to stimulate the development of the FL through psychomotor activities, without focusing on oral production.

Early production: it begins by producing two words or phrases. It suggests focusing on the meaning, not the grammatical errors.

Extensive speaking: in this period, the child is capable of producing complete sentences and participating in conversations. The teacher must help the students to improve the fluency in the foreign language.

In order to support the information previously mentioned about the process of a foreign language acquisition, it can be said that according to Berko and Bertain (1999), cited by Yessel A & Chacon C, (2011). "The capacity that the children have to learn, comprehend, discover and formulate communication forms in a foreign language lies mainly on the necessity of establishing new social approaches" (p. 467). In consequence, the children build across the language, meaning of the world that surrounds them and establish their own criteria of semiotic interpretation to each concept discovered. For this reason, the FL learning should begin from the previous knowledge and the mother tongue schemes, taking into account that the representations developed in

previous learning and experience constitute the bases to build through the FL, new mental schemes or to widen the already created”.

Yesser A & Chacon C, (2011) cite Ausubel (1986) who establishes that “From the cognitive psychology’s view point explains that it exists some differences between the child and adult’s cognitive skills regarding the cognition and the affectivity. Which are manifested in the motivation, creativity, spontaneity and flexibility that characterized the children and adults differ, who generally opts for the affective lock at the moment of expressing in a second language”. “Having that in mind, the age is a factor that influence the English learning as a FL, particularly in the pronunciation acquisition. In other words, less age, higher the child’s probability to develop a native’s pronunciation”.

Why does a FL should be learned in elementary school?

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

- The children who begin to learn a FL at the school tend to obtain a more positive performance than others do.
- The kids not only show a special ability to emit sounds and colloquial expressions but a flexibility, spontaneity and audacity that overcome those from the teenagers and adults.

- The children not only are not afraid of making mistakes but tend to acquire and transmit the meaning across gestures.
- The children are in a phase in which their brain's plasticity facilitates them to learn a foreign language".

To sum up, it is confirmed that the learning process of the human beings is based on the experiences related to the environment in which they are influenced by other cultures that predominate and identify their autonomy. Especially in the young population, where from a great amount of theories at the psychological and sociological field it is argued that the learning is developed across the observation and the listening of sound that caught the individuals' attention. Emphasizing that the cognitive process guides to a meaningful learning in the children that begin to study a foreign language.

Sub- project: Implementation of Games as an Instrument for Developing and Enhancing the Lexical Competence.

Benefited population

The research project was carried out at "Bethlemitas Brighton" Primary school. Sixty children from "Transición 02, 03". The student's ages are into 5 years old to 8 years old.

Time table "Transición 02 and 03"

In the next table you will find the "Transición's timetable in which the project was develop.

Table. 7
Time table “Transición 02 and 03”

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 7:15	Reflection				
7:15 – 8:10	Trans03	Trans02	Trans02	Trans03	
8:10 – 9:00	Trans03	Trans02	Trans02	Trans03	
9:00 – 9:45					
9:45 – 10:30	Break				
10:30 – 11:15					
11:15 – 12:00					
12:00 – 12:50					

Identification of the need and Methodology

The education faculty of Pamplona’s university, as a trainer of integral professionals and change agents and development in the educational sector, is aware of the needs that the students have in the city, in terms of learning a foreign language (English) so they can develop themselves and have better future opportunities either academically or professionally.

This work was developed in order to have direct contact with the students, evaluating the academic level of the children as the efficiency of the methodology and strategies implemented to supply the needs of knowledge.

The teaching systems that have traditionally been used for learning English in primary school have lost their validity, since the new generations need more dynamic and attractive systems for the student, which stimulate the learning of the target language effectively. Therefore, the implementation and use of didactic and motivational materials such as: flash card, technology (tablets, computer), songs, games, among others, they were really useful to fill those

existing spaces of knowledge scarcity and enrich the acquisition of the English language. The researcher also used an organization template for the development of each class. ([Appendix 9](#))

Justification

It's possible to affirm that working with basic level students as is the case in the primary school in which doesn't exist a good relation between the students and the learning of a foreign language could be a laborious work, but at the same time an enriching experience; for both the learners and for the teacher in training.

However, taking into account the period of observation and the work carried out in the institution (4 hours per week), it was possible to identify certain shortcomings regarding the teaching and learning of the English language. It was realized that a lot of teachers have a big deficiency concerning the learning competences and the linguistic skills they require for an acceptable foreign language teaching. Therefore, our intervention in the institution was necessary to provide teachers and students with remarkable support, in order to foresee future complications and erroneous knowledge in the target language.

Some of the teachers commented that the development of the English area is based on the teaching of vocabulary, since they haven't had a professional formation based on the teaching of this foreign language. In addition, it exists a fear related to the pronunciation teaching because the teachers don't know phonetic so they commit many mistakes when saying the words. Besides, when the teachers don't know if something is bad or well, they prefer to ignore that part and continue with the next step or the class. On the other hand, it was possible to notice that the students tend to forget what had been taught them previously by their teacher or by the students who realized their social work the previous semester in the English subject.

Therefore, considering the aspects explained formerly, it is pertinent to say that there isn't a motivational approach entirely directed at learning a foreign language, in which there were a link between the students and the target language.

General objective

To implement the use of games as an instrument for developing the lexical competence at Bethlemitas Brighton Primary School.

Specific objectives

- To motivate students to use games in the classroom for learning new vocabulary.
- To encourage students to participate actively and autonomously.
- To promote students' knowledge through the implementation of activities based on the lexical competence.

Theoretical Framework

This project bore in mind different authors, which by means of researches have left a theoretical base, improving the education and learning of a foreign language.

At first, Nyikos and Fan (2007) stated that vocabulary and grammar have a very important role in the second language learning. However, the lack of vocabulary and use of correct grammatical structures in the students, it is one of the principal factors that avoid the good development of four linguistics skills. Therefore, it is necessary to look for strategies adapted to settle from early these failings in the students.

In the cognitive theory (Piaget, 1932-1966) Piaget considers that the different types of games that the child performs since his birth are the result of the intellectual changes that also happens in parallel. To adapt to reality, the child must go through a process of assimilation and accommodation. Adaptation = assimilation + accommodation. Through the game the child is

assimilating and is adapting to different patterns of behavior that help him adapt to the demands of the external world.

In his book "The formation of the symbol in the child" Piaget considers that three types of structures that characterize the child's game should be taken into account; they provide a classification criterion: exercise, symbol and rule and affect the origin of the Intelligence: sensory-motor, representative and reflective.

Finally, many researchers in education have come to the conclusion that using games in learning is more valuable. As Lee (1977) claims, game is considered the main activity in the child's life; through the game, they learn the skills that allow them to survive and discover the difficult world in which they were born".

The use of games influences learning, as it creates a favorable learning environment in the classroom, thus minimizing the fears and anxiety that students may have in the performance of their activities.

Findings

Learning and acquiring a foreign language allow us to be at the vanguard of our own needs. For this reason, this process became necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, being ready to face the globalized world.

The developing of the project: "Implementation of Games as an Instrument for Developing and Enhancing the Lexical Competence" with pre-scholars students at a public school in Colombia

was developed during the integral practice semester, four hours per week, according to the calendar from May 13th to July 19th.

According to Benítez M. (2009) game is a human activity, it could be present in all stages of the child's development although its content varies according to the different cultural influences that social groups exert on him. However, the game is not only a tool present in our childhood, but it goes beyond and is part of the rest of our life.

During the development of the project, it was possible to recognize academic games as an indispensable tool when teaching English as a foreign language to pre-scholars at Bethlemitas Brighton primary school. During the development of the different games used by the teacher the students were motivated to learn new vocabulary (level A1) and they participated more actively when developing the class.

The motivation of Pre-scholars students was greater when using educational games such as flash cards, videos, games and TPR activities; the children waited for the English class to develop these activities and acquire knowledge related to basic vocabulary (numbers, the members of the family, animals and commands). The fact of carrying this kind of tools, caused them quite curiosity as they were handling a traditional method of learning (method translation/ grammar and memorization) so the implementation of games was something totally innovative.

On the other hand, students actively participated in each of the classes, this was due to two particular reasons. First, the fact of using new games every time we were going to learn a new vocabulary so that the child's attention was directed to understanding and appropriating the way the game was going to be developed to be able to win it and second the only way they could win the game was by actively participating and taking into account the knowledge previously acquired

so their attention was never dispersed at the time of doing the activities. The educational games that were implemented during the development of this project attracted the attention of the children because they used some flashcards with images and striking colors and it is also important to adapt them to their age and level of English.

In conclusion, At the end of the project the researcher could identify that the game had a great power at the time of the acquisition of knowledge especially in early ages, this could be a very useful tool when teaching vocabulary to children, since through the games their concentration and motivation were more present. The games not only enriched the knowledge of our students but also created social bonds of teamwork, communication and respect, as well as gave teachers the opportunity to use more dynamic methods when teaching a foreign language and gradually leaving behind traditional teaching methods.

Chapter IV

Student's Participation in Extra-Curricular Activities

Introduction

The teachers' role involves not only the explanation of a topic in front of a class, it also involves the constant participation in different activities that are developed by the institution as a way to demonstrate its values, beliefs and in some cases its religiosity.

Extra-Curricular activities are all the events that a specific institution develops besides the normal classes. All these activities could be related to the institutional values and the national values such as daily reflections, pedagogical reflections and religious commemorations.

As Pre-service students, it is important to be part of the development of these activities in order to better understand how the educational system works and how important is her/his role behind the classroom.

Objectives

General Objective

- To involve Pre-service students into extracurricular activities developed by the institution they form part.

Specific Objectives

- To recognize the teacher's role behind the classroom performance
- To determine how an institution develops its extracurricular activities

Methodology

When developing extra-curricular activities, teachers demonstrated that giving knowledge is not only working in a classroom but also to be part of the institution activities and events. Pre-service students developed this project by being part of each activity and even the Bethlemitas Brighton educational institution developed; it includes daily reflection and daily prayer where students, teachers and directives share between them a short time to get close to the religious values of the institution. Besides, this organization developed some activities as the brother's Pedro day, the independent day, language day and the flag-raising.

Once the pre-service teacher was located in a public institution, she introduced herself to each course and got to know some students and the administrative staff of the school such as the coordinator and the supervisor teacher. During the institutional observation period, the practitioner became familiar with the physical distribution of the school.

Additionally, the pre-service teacher will stay at the institution according to the academic schedule, it goes from 07:00 am to 12:50 pm, and the pre-service teacher was required to stay at the school as much as possible in order to prepare the lesson plantings and grading the students' work among others.

Timeline Activities

Running Head: FOSTERING SPEAKING SKILLS THROUGH COMMUNICATIVE TASKS

The timeline activities from the educational institution Bethlemitas Brighton were developed every month.

Mayo 2019						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
VALOR: LA SENCILLEZ			1 DIA INTERNACIONAL DEL TRABAJO	2 7-15 COMITÉ DE CONVIVENCIA ENCUENTRO CON CRISTO GRADO 7-03 MINUTO MARIANO 6-01	3 ENCUENTRO CON CRISTO GRADO 6-01 CAPACITACION PREVENCIÓN DE RIESGOS (PRIMARIA) MINUTO MARIANO 6-02	4
5 EUCARISTIA FAMILIAR BETHLEMITA GRADO 9-02	6 LANZAMIENTO DEL VALOR SENCILLEZ. MES DE MAYO GRADOS QUINTOS Y SECUNDARIA TARDE CAPACITACION PREVENCIÓN DE RIESGOS. ACTUALIZACION PEL.	7 JORNADA PEDAGOGICA TRABAJO POR GESTIONES ACTUALIZACION PEII TARDE 2:30 p.m. ESCUELA DE PADRES- TRANSICION	8 (7-8-9) CAPACITACION PREVENCIÓN DE RIESGOS-SECUNDARIA MINUTO MARIANO 7-01 TRANSICION 01	9 ENCUENTRO CON CRISTO GRADO 6-02 MINUTO MARIANO 7-02 TRANSICIÓN 02 REUNION REPRESENTANTES	10 ENCUENTRO CON CRISTO GRADO 6-03 MINUTO MARIANO 7-03 TRANSICION 03	11
12 EUCARISTIA FAMILIAR BETHLEMITA GRADO 10-01	13 MINUTO MARIANO DOCENTE SECUNDARIA TARDE: JORNADA PEDAGOGICA	14 MINUTO MARIANO 8-01 PRIMERO 01 SIMULACRO	15 DIA DEL MAESTRO MINUTO MARIANO 8-02 PRIMERO 02	16 ENCUENTRO CON CRISTO GRADO 5-01 MINUTO MARIANO 9-01 PRIMERO 03 REUNION CONCILIADORES	17 CELEBRACION DIA DEL MAESTRO	18
19 EUCARISTIA FAMILIAR BETHLEMITA GRADO 10-02	20 MINUTO MARIANO SEGUNDO 01 DOCENTE SECUNDARIA TARDE: CITACIÓN PREVENTIVA	21 MINUTO MARIANO 9-02 SEGUNDO 02	22 OFRENDA MARIANA PARROQUIA DEL CARMEN MINUTO MARIANO SEGUNDO 03	23 ENCUENTRO CON CRISTO GRADO 5-02 MINUTO MARIANO 10-01 TERCERO 01 Zda. Reunion PAE	24 ENCUENTRO CON CRISTO GRADO 5-03 MINUTO MARIANO 10-02 TERCERO 02	25
26	27 MINUTO MARIANO DOCENTE SECUNDARIA TERCERO 03 Pruebas de calidad areas de menor intensidad. TARDE. JORNADA PEDAGOGICA.	28 MINUTO MARIANO 11-01 CUARTO 01 Pruebas de calidad areas de menor intensidad IZADA DE BANDERA TRANSICION 01-02-03	29 MINUTO MARIANO ONCE 02 CUARTO 02 Pruebas de calidad areas de menor intensidad IZADA DE BANDERA 7-01 – 7-02	30 ENCUENTRO CON CRISTO GRADO 4-01 MINUTO MARIANO COORDINACION Y 4-03 Pruebas de calidad areas de menor intensidad	31 ENCUENTRO CON CRISTO GRADO 4-02 CLAUSURA MES DE MAYO ONCE – TRANSICION 01-02-03	



“A JESUCRISTO SEGUIMOS CUANDO SUS ENSEÑANZAS ASUMIMOS”



Junio 2019						
Dom	Lun	Mar	Mié	Jue	Vie	Sáb
						1
2	3	4 LANZAMIENTO DEL VALOR CARIDAD. PRUEBA DE CALIDAD FILOSOFIA	5 LANZAMIENTO DEL VALOR CARIDAD. PRUEBA DE CALIDAD FISICA	6 PRUEBA DE CALIDAD INGLES	7 FIESTA DEL SAGRADO CORAZON DE JESUS PRUEBA DE CALIDAD LENGUA CASTELLANA	8
9 EUCARISTIA FAMILIAR BETHLEMITA GRADO ONCE -01 ONCE 02	10 PRUEBA DE CALIDAD MATEMATICAS	11 PRUEBA DE CALIDAD SOCIALES	12 PRUEBA DE CALIDAD CIENCIAS NATURALES	13 SOCIALIZACION RESULTADOS A ESTUDIANTES TARDE: CELEBRACIÓN DE LA FAMILIA	14 FINALIZACION 2DO PERIODO ACTIVIDAD ESTILOS DE VIDA SALUDABLE CIERRE DE PLATAFORMA	15
16	17 RECESO DE VACACIONES	18 RECESO DE VACACIONES	19 RECESO DE VACACIONES	20 RECESO DE VACACIONES	21 RECESO DE VACACIONES	22
23	24	25	26	27	28	29
30						

Findings

The teachers' role involves not only the explanation of a topic in front of a class, it also involves the constant participation in different activities that were developed by the institution as a way to demonstrate its values, beliefs and in some cases its religiosity.

As Pre-service students, it was important to be part of the development of these activities in order to better understand how the educational system works and how important is her/ his role behind the classroom.

During the development of the integral practice, some extra- curricular activities such as the teacher's day, flag hoists and the celebration of the Sacred Heart of Christ were developed. All these were focused on the principles, philosophy and values of the Bethlemitas community. By participating in these events, the pre-service teacher learned how human values and beliefs could be inculcated at the schools promoting the punctuality, democracy, tolerance, honesty etc... Even if the English teachers were not the organizers they could listen and be part of the different acts.

References

- Altablero (2005). Bilingüismo. Al tablero (37). Retrieved on February 27th from:
<http://www.mineducacion.gov.co/1621/propertyvalue-32266.html>
- Brown, H. D. 2001. Teaching by Principle. New York: Addison Wesley Longman, Inc.
- Thornbury, S. 2005. How to Teach Speaking. London: Longman. Van Ek, J. A., and Trim J. L. M. 1998. Threshold 1990. Cambridge: Cambridge University Press.
- Bygate, M. (1987). Speaking. New York: Oxford University Press.
- Council of Europe. (2001), Common European framework of reference for languages: Learning, teaching, assessment. Strasbourg. Retrieved on February 27th from:
<https://www.coe.int/en/web/common-european-framework-reference-languages>
- Correa Molina, E, et al. Concept of reflection: in regard critique. Retrieved on February 27th from: <http://numerica.uqam.ca/sites/default/files/livres/1002160ar.pdf>
- Cruz M, Loyo G, & Mendez E, (2011). Políticas lingüísticas nacionales e internacionales sobre la enseñanza del inglés en escuelas primarias. Revista Pueblos y Fronteras Digital, vol. 6, núm. 12, diciembre-mayo, 2011, pp. 167-197 Universidad Nacional Autónoma de México Distrito Federal, México. Retrieved on February 29th from:
<http://www.redalyc.org/articulo.oa?id=90621701007>
- Elliot, J. La investigación-acción en educación. Ediciones Morata. Retrieved on February 29th from: <http://www.terras.edu.ar/biblioteca/37/37ELLIOT-Jhon-Cap-1-y-5.pdf>
- Frandiño Y, Bermudez J, & Vasquez V, (2012). Retos del Programa Nacional de Bilingüismo. Colombia Bilingüe. Educación y Educadores, Vol. 15, N°3 (2012). Retrieved on February 29th from
<http://educacionyeducadores.unisabana.edu.co/index.php/eye/rt/printerFriendly/2172/2951>
- Lewis B. (2012), Reading, Writing, Speaking and Listening: The 4 Basic Language Skills, and How to Practise Them, Retrieved on May 29th from
<https://www.fluentin3months.com/reading-writing-speaking-and-listening/>
- Littlewood, W. T. 2002. Communicative Language Teaching. : An Introduction. Cambridge: Cambridge University Press.

Lima M, (2006), La enseñanza de lenguas extranjeras en el CELE de la UNAM Reencuentro, núm. 47, diciembre, 2006, pp. 9-16 Universidad Autónoma Metropolitana Unidad Xochimilco Distrito Federal, México, Retrieved on February 29th from <http://www.redalyc.org/articulo.oa?id=34004702>

Medina, Jarauta & Imbernon. (2010) La enseñanza reflexiva en la Educación Superior. Retrieved on February 29th from <http://www.ub.edu/ice/sites/default/files/docs/qdu/17cuaderno.pdf>

Muzás, María Dolores; Blanchard Giménez, Mercedes. Propuestas metodológicas para profesores reflexivos. Narcea, S.A. de Ediciones. Retrieved on February 29th from https://books.google.com.co/books/about/Propuestas_metodológicas_para_profesore.html?id=G46sqm55gmIC&redir_esc=y

Mena, M. El enfoque crítico reflexivo en educación: Experiencias en el aula (abril, 2000). Retrieved on February 29th from http://www.micentroeducativo.pe/docente/fileproject/file_docentes/150bi_aa69ca.pdf

Ministerio de Educación Nacional (2006). Serie Guías 22. Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: ¡el reto! Lo que necesitamos saber y saber hacer. Retrieved on February 29th from <https://www.mineduacion.gov.co/1759/w3-article-115174.html>

Nunan, D. 1989. Designing Task for the Communicative Classroom. Cambridge: Cambridge University Press.

Ochoa, C., Cabrera, P., Quiñónez, A., Castillo, L. & González, P. (2016). The Effect of Communicative Activities on EFL Learners' Motivation: A Case of Students in the Amazon Region of Ecuador. *Colomb. Appl. Linguist. J.*, 18(2), pp. 39-48

Pranee N. (2012), Using Communicative Activities to Develop English Speaking Activities of Mathamoyoonsca Three Students. Spotted at [http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan_\(M.A.\)/Pranee_N.pdf](http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan_(M.A.)/Pranee_N.pdf)

Qureshi I. (2012), The Importance of Speaking Skills for EFL Learners, Spotted at https://upload.wikimedia.org/wikipedia/commons/e/e3/Speaking_Skills.pdf

Sacristán, Gimeno J. (1998). *El currículo. Una reflexión sobre la práctica*. Madrid. Editorial Morata. Spotted at http://www.ateneodelainfancia.org.ar/uploads/gimeno_sacristan_unidad_3_TallerAct.pdf

Van Manen, M. (1977) Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, vol.6, n.3.

Sparks-Langer, G & Colton A. Synthesis of research on teachers' reflective thinking Spotted at http://www.ascd.com/ASCD/pdf/journals/ed_lead/el_199103_sparks-langer.pdf

Yesser A & Chacon C, (2011), El enfoque lúdico como estrategia metodológica para promover el Aprendizaje de Inglés en niños de Educación Primaria. *SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente*, vol.23, num.1, enero-junio, 2011, pp69-76. Universidad de Oriente Cumana, Venezuela. Spotted at <http://www.redalyc.org/articulo.oa?id=427739445011>.

Zeichner, M. El maestro como profesional reflexivo. Spotted at <http://www.practicareflexiva.pro/wp-content/uploads/2012/04/Org-El-maestro-como-profesional-reflexivo-de-Kenneth-M.-Zeichner.Pdf>

Annexes

Appendix 1. Institutional Observations' Rubrics (Example)

First Observation: Fostering Speaking Skill through the Implementation of Communicative Tasks at Eighth Grade's Students from a Public School in Colombia: An Action Research

Observer: Lina María Basto Vera

Student's grade: six grade 02 **Date:** On April 29 **Time:** 9h 05 to 10h00 and 10h30
115h25

Objective:

To analyze the use of communicative tasks as a way to improve speaking skills at eighth grade's students from a public school in Colombia.

Answer the items while staying true to what's going on in the course. The idea of this observation is not to judge the teacher or to evaluate it but to describe it.

Item	Comments
Teacher's role and attitude during the development of the class	During the class development, the teacher had a positive, responsible and motivating attitude. At the beginning of the class the teachers started the class by being the center of attention, he started to explain the activities that will be develops and checking the previous activity, then he started to explain the next topic to the class “-ing verbs and verb using to” when explaining he demanded students for doubts. Finally, he started to develop the books activities. He explained the activity in Spanish then the students developed it. The teacher is a guide during the developing of the class. He explains the main topic and solve doubts.

<p>Student's role and attitude during the development of the class</p>	<p>At the beginning of the class students attitude where no attentive and the where really undisciplined. The teacher waited for silence, then the attitude becomes attentive and they always participated in the class. 40% of time the students where attentive about the teacher's explanation a 80% of time the students develop the English book activities and the where the authors of the classes.</p>
<p>Interaction among teachers and students</p>	<p>The interaction among teacher and students is positive the teacher is the guide during the development of the classes and the students are the main actors during it. Even students do not use English the most part of the time they are motivating to participate and to interact with the teacher.</p>
<p>The use of English during the class (teacher and student)</p>	<p>The use of English is limited from the part of the students, the teacher used it the most part of the time giving students enough input however, students answer the teacher's questions in Spanish and when they answer in English the just use litter words. The teacher uses ingles an 80% of time, the students uses it 30%</p>
<p>Type of activities develop by the teacher</p>	<p>The activities developed by the teacher are centered on the book, it includes grammar activities, vocabulary activities and reading activities. Grammar activities: by reading a text students have to complete some sentences by using ing verbs and to verbs. Vocabulary activities: students have to related images with the word in English, in this part teacher allows student to use the dictionary. Reading activities: they are develop in group, the teacher reads a text related to Pizza in U.S.A then he started to read the activities, student look for unknown vocabulary to better understand it then they answer the question. An important fact is that students answer it in Spanish.</p>

Appendix2 Questionnaire

Fostering Speaking Skill through the Implementation of Communicative Tasks at Eighth Grade’s Students from a Public School in Colombia: An Action Research

Grado: _____ **Fecha:** _____ **Colegio:** _____

Objetivo:

Reconocer las experiencias de los estudiantes referentes al uso de “communicative tasks “y el desarrollo de su parte oral.

1. Marca con una X si nunca (N), algunas veces (AV), siempre (S), casi siempre (CS) de acuerdo a la afirmación.

Afirmación	N	AV	S	CS
Participo activamente en las clases de ingles				
Uso el inglés no solo para el desarrollo de las actividades sino para interactuar en el grupo				
He aprendido nuevo vocabulario y frases durante el desarrollo de mis clases de ingles				
He aprendido a comunicarme más fácilmente en ingles con mi profesor y mis compañeros				
La mayoría de la clase es desarrollada en inglés, el profesor solo nos da instrucciones en español o cuando es estrictamente necesario.				
El uso de actividades que me permitan hablar ha aumentado mi conocimiento de vocabulario y pronunciación en ingles				

2. Responde a las siguientes preguntas

- a. ¿De qué manera la profesora de inglés te motiva a usar el idioma?

b. ¿Qué actividades son más usadas por tu profesor de inglés? , ¿estas actividades te incentivan a hablar en inglés?

c. ¿Las actividades que usa tu profesor te motivan a aprender inglés?

Questionnaire Example

Fostering Speaking Skill through the Implementation of Communicative Tasks at Eighth Grade's Students from a Public School in Colombia: An Action Research

Grado: 8.02 Colegio: Bethlemitas Brighthon

Objetivo:

Reconocer las experiencias de los estudiantes referentes al uso de "communicative tasks" y el desarrollo de su parte oral.

1. Marca con una X si nunca (N), algunas veces (AV), siempre (S), casi siempre (CS) de acuerdo a la afirmación.

Afirmación	N	AV	S	CS
Participo más activamente de las clases de inglés		X		
Uso el inglés no solo para el desarrollo de las actividades sino para interactuar en el grupo		X		
He aprendido nuevo vocabulario y frases durante el desarrollo de mis clases de inglés			X	
He aprendido a comunicarme más fácilmente en inglés con mi profesor y mis compañeros				X
La mayoría de clase es desarrollada en inglés, el profesor solo nos da instrucciones en español o cuando es estrictamente necesario.			X	
El uso de actividades que me permitan hablar ha aumentado mi conocimiento de vocabulario y pronunciación en inglés			X	

2. Responde a las siguientes preguntas

a. ¿De qué manera la profesora de inglés te motiva a usar el idioma?

Me motiva al hablar ella en inglés casi toda la clase pronunciando bien, así se que es posible aprender, con dedicación.

b. ¿Qué actividades son más usadas por tu profesor de inglés?, ¿estas actividades te incentivan a hablar en inglés?

Las actividades más utilizadas son guías, carteles y el libro de inglés. Si me incitan a hablar en inglés

c. ¿Las actividades que usa tu profesor te motivan a aprender inglés?

Si

Appendix 3. Pedagogical observation (Example)

Fostering Speaking Skill through the Implementation of Communicative Tasks at Eighth Grade's Students from a Public School in Colombia: An Action Research

Observer: Lina María Basto Vera

Student's grade: Eight grade 01
and 10h30 to 11h25

Date: On July 17

Time: 9h05 to 10h

Objective:

To analyze the use of communicative tasks as a way to improve speaking skills at eighth grade's students from a public school in Colombia.

Answer the items while staying true to what's going on in the course. The idea of this observation is not to judge the teacher or to evaluate it but to describe it.

Item	Comments
Teacher's role and attitude during the development of the class	<p>During the class development the teacher started being the main actor in the class, the teacher gives student all the tools to introduce the main topic and all they will use during the task development.</p> <p>After that she become just a guide, she solve some student's doubts and questions. The teacher is who conduct the task the students are who develop and report the task understanding and using the language.</p>
Student's role and attitude during the development of the class	<p>At the beginning they are attentive to the teacher instructions they also participate in some introductory activities making easy to understand the new vocabulary, expression and topic they will use to develop the task.</p> <p>During the task development they are the main actors, they used the information gave by the teacher to develop the activity. During the task development they used all the meanings and their own constructions to write their curriculum vitae.</p> <p>Besides, they had to use the previous knowledge to complete their personal information and to present it in front of the class.</p>
Interaction among teachers and students	<p>The interaction among teacher and students is positive the teacher is the guide during the development of the classes and the students are the main actors during it. Even students do not use English the most part of the time they are motivating to participate and to interact with the teacher.</p> <p>The interaction is respectful and it takes both senses. The teacher provides knowledge and the students use it to construct their own knowledge and to reflect about their performance.</p>

<p>The use of English during the class (teacher and student)</p>	<p>The teacher uses the English in a 30% she gives the instructions to develop the different activities and also solve students doubts. During the pre-phase activity the teacher gives students some vocabulary related to the professional skills, he ask questions that allow students to construct their own concepts then he add extra information making clear the topic.</p> <p>The students have to use the English in a higher level, they have to answer the teacher's questions and to use what she provided them to develop the activity, and they use the language in a 70% it is important to take into account that is the teacher who motivate them to talk.</p> <p>During the task cycle is the student who talk in the foreign language, he shows to the class the profession he chose and what he wrote in the curriculum and the language focused, the teacher/ students interaction using the language is developed.</p> <p>The teacher gives students some feedback (pronunciation mistakes and motivational advices) the students also reflect about what they developed and finally they continue practicing</p>
<p>Type of activities develop by the teacher</p>	<p>The main activity was focused on professional skills, the tasks was develop into some phases:</p> <p>At first, the pre- task the teacher gives students some definitions and skills the students had to label.</p> <p>During this phase the teacher is who gives the enough input and tools to develop the activities.</p> <p>Besides, the teacher develops a “professional skill chart” in which students should write the definition for some professional skills and the profession that identify each skill The students have to write it with their own words.</p> <p>Then, in the Task cycle, the teacher gives students the work sheet and the instructions to develop the task, they have to complete a curriculum vitae with their own personal information and the professional skills they have.</p> <p>The students also have to present their curriculum in front of the class.</p> <p>Finally, in the post-phase the teacher gives students collective feedback and motivate students to continue their learning process.</p>

Appendix 4 Quick Diagnostic Test - Speaking Test A2.2 level

Level A2: The following questions will be ask by the teacher, it could be used in an activity.

- Hello. How are you today? What's your name?
- Can you spell it for me?

Running Head: FOSTERING SPEAKING SKILLS THROUGH COMMUNICATIVE TASKS

- Where are you from?
- Do you like it there? Why (not)?
- What do you do in your free time? Do you like any sports?
- What do you normally do at the weekend?

Assessment Rubric:

Students name: _____ **Grade:** _____ **Date:** _____

Level	Student's speaking ability		Comments
Level A2 ALTE 1 (KET) Basic command of the spoken Language	Able to convey basic meaning in very familiar or highly predictable situations.		
	Produces utterances which tend to be very short - words or phrases - with frequent hesitations and pauses.		
	Dependent on rehearsed or formulaic phrases with limited generative capacity.		
	Only able to produce limited extended discourse.		
	Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.		
	Requires prompting and assistance by an interlocutor to prevent communication from breaking down.		

From: Universidad Catolica de Temuco

(Example of a Diagnostic test)

Student 4

Quick Diagnostic Test - Speaking Test A2.1 level

Level A2: The following questions will be asked by the teacher, it could be used in an activity.

- Hello. How are you today? What's your name?
- Can you spell it for me?
- Where are you from?
- Do you like it there? Why (not)?
- What do you do in your free time? Do you like any sports?
- What do you normally do at the weekend?

Assessment Rubric:

Grade: 4.0 Date: On May 14th

Level	Student's speaking ability	1 to 5	Comments
Level A2 ALTE 1 (KET) Basic command of the spoken language	Able to convey basic meaning in very familiar or highly predictable situations.	2	It's easy to understand him.
	Produces utterances which tend to be very short - words or phrases - with frequent hesitations and pauses.	1	good vocabulary
	Dependent on rehearsed or formulaic phrases with limited generative capacity.	1	he has an advanced level to produce in English
	Only able to produce limited extended discourse.	1	he produce full sentences, coherent and good speech.
	Pronunciation is heavily influenced by L1 features and may at times be difficult to understand.	3	he use english but some expressions come from spanish I could not understand
	Requires prompting and assistance by an interlocutor to prevent communication from breaking down.	3	he wait for the teacher's questions

Appendix 5 letter of consent

Carta de consentimiento del Investigación Acción:

Fostering Speaking Skill through the Implementation of Communicative Tasks at Eighth Grade's Students from a Public School in Colombia: An Action Research

Universidad de Pamplona

Estudiantes Grado Octavo Brighton Bethelimitas

Yo certifico que he dado mi consentimiento para participar en una investigación Acción. Acepto voluntariamente participar en este estudio y entender que mi participación no es obligatoria y que puedo dejar la investigación en cualquier momento sin tener que justificarme o incurrir en ninguna responsabilidad. Mi consentimiento no absuelve a los organizadores de la búsqueda de sus responsabilidades.

En el transcurso de esta experiencia, acepto que recopilen datos Cronométrico sobre mis respuestas. También entiendo que la información recaudada es estrictamente confidencial y para el uso exclusivo de los investigadores interesados.

Me han informado que mi identidad no aparecerá en ningún informe o publicación y que cualquier información concerniente a mí será tratada de manera confidencial. Estoy de acuerdo que los datos registrados en este estudio pueden ser almacenados en una base de datos y ser procesados de una manera computarizada. Finalmente, la información dada por el voluntario no afectara de ninguna manera sus notas o proceso académico

Voluntarios:

CASANOVA A LUIGI ALEJANDRO
CHAPETA R PAULA ANDREA
PABON C BREIDER MATEO
CARRILLO M ANDRES CAMILO
SIERRA S YUDY ANDREA

Appendix 6 Journal (Example)

Lina María Basto Vera

Narrativa:

Informe pedagógico de la primera semana

En este informe se realizará una descripción detallada del desarrollo de la primera semana de la práctica integral, correspondiente a la semana del 13 de mayo al 17 de mayo por la estudiante de lenguas extranjeras Lina Basto. El profesor desarrolló la fase inicial de clases con estudiantes de octavo y sexto grado, un total de doce horas en secundaria y cuatro horas desarrollando el proyecto de extensión con los niños de transición en primaria. Como aspectos principales, este informe se centrará en las actitudes y las experiencias del estudiante practicante; el desarrollo de la clase, la actitud de los estudiantes, la interacción del maestro y los estudiantes y finalmente algunas recomendaciones.

En cuanto a las percepciones, las actitudes y las experiencias del estudiante practicante, la primera semana de clases se desarrolló como esperaba el profesor, ella se sintió confiada y gracias a la instrucción de la profesora supervisora y a las observaciones previas en el aula desarrolló con éxito las primeras clases de inglés. El estudiante practicante, actuó de acuerdo a la disposición de los estudiantes para aprender, en algún momento debido al gran número de estudiantes se generaba desorden en la clase sin embargo, el maestro buscó una actitud firme con el fin de desarrollar bien las actividades y de una forma ordenada, teniendo como base central el respeto y la escucha.

La clase se desarrolló en tres momentos. Al principio, se realizaron actividades previas como la reflexión, el maestro dedica un tiempo a la oración; y la revisión de la tarea. En segundo lugar, la

explicación del tema; durante este período, el profesor utiliza material de apoyo como el libro inglés y videos o imágenes adicionales con el fin de dar un sentido global al tema; es cuando se observó la explicación del tema, el estudiante practicante da algunas estructuras generales y ejemplos con el fin de que los estudiantes comiencen a practicar e interiorizar el tema.

Finalmente, el maestro desarrolla algunas actividades de práctica, teniendo en cuenta el libro inglés y algunas hojas de trabajo, ella también utiliza materiales y actividades para desarrollar el habla y las habilidades escritas del estudiante. Hablando de las actividades evaluativas, estas se centran en la construcción de aprendizaje por los propios estudiantes, por ejemplo crear un manual corto para prevenir cuando se produce un desastre natural, los estudiantes tienen que trabajar en grupo y luego presentarlo delante de la clase.

La actitud de los estudiantes fue positiva y negativa; sobresalieron actitudes como la escucha y la participación. Por actitudes como la indisciplina; el gran número de estudiantes hizo difícil para el maestro llamar la atención a cada estudiante. Sin embargo, el estudiante practicante buscó estrategias con el fin de hacer que la atención del estudiante se enfocara en la clase como el desarrollo de actividades grupales y también incentivar a los estudiantes con puntos positivos si participan o si estaban atentos, haciendo que el desarrollo de la clase fuera mejor desarrollada.

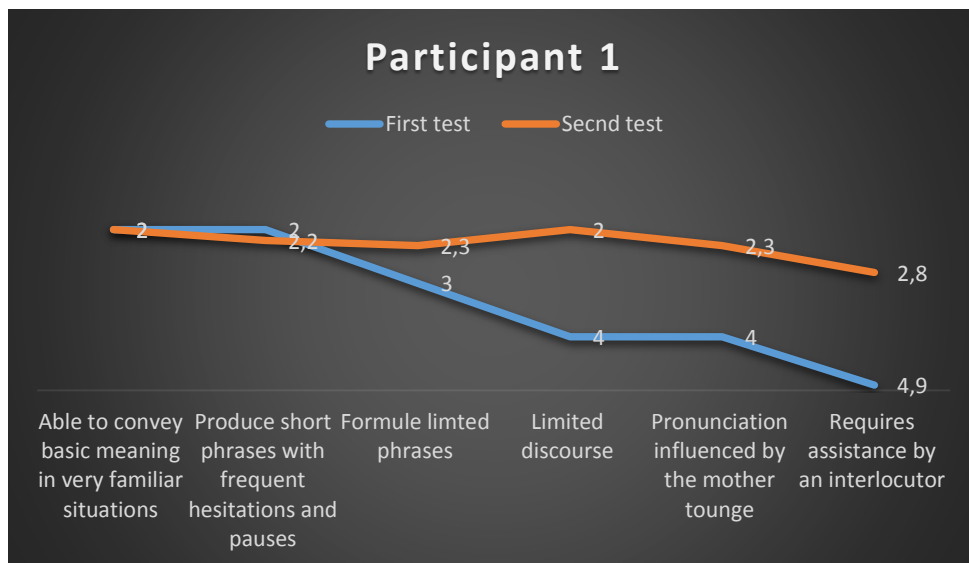
La interacción del profesor y del alumno fue positiva la mayor parte del tiempo. Al principio los estudiantes tenían curiosidad acerca de la metodología del maestro y el carácter del profesor, trataron de participar, y también formularon preguntas y fueron parte activa de la clase.

Finalmente, el profesor supervisor dio algunas instrucciones al estudiante practicante relacionado con la gestión de la disciplina y qué actividades que podría utilizar. Es importante tener en cuenta que es el primer contacto con los estudiantes, es el momento de saber cómo es el comportamiento y que metodología el maestro podría utilizar al desarrollar las clases.

Appendix 7 Matrices used in data analysis

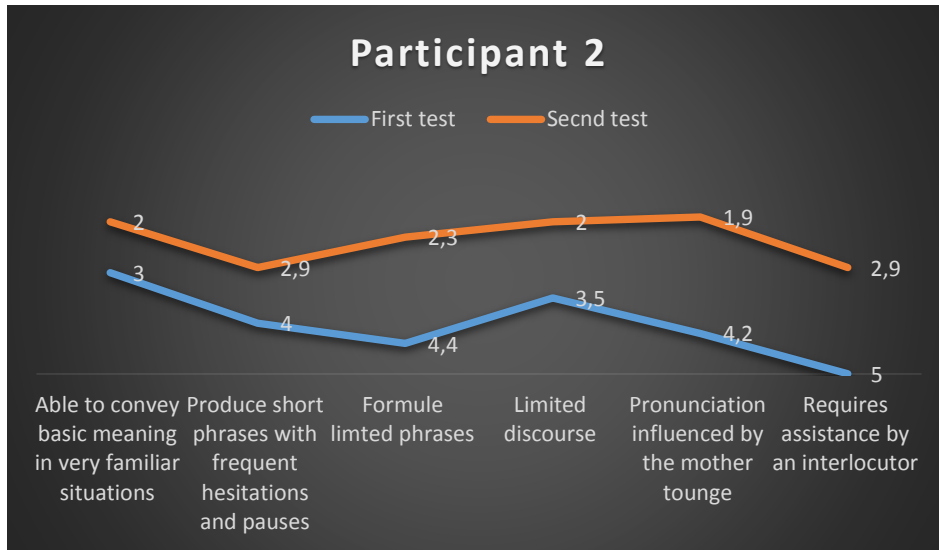
7.1 Matrix for the analysis of the diagnostic tests

In the next graphics you will find the comparison between the participants quick test for their speaking abilities (level A2) developed before and after the development of the project. The numbers in the graphic represent the frequency that the participant have with the category or affirmation, being one the lower value (minor presence of the problem) and 5 the higher value (major presence of the problem).



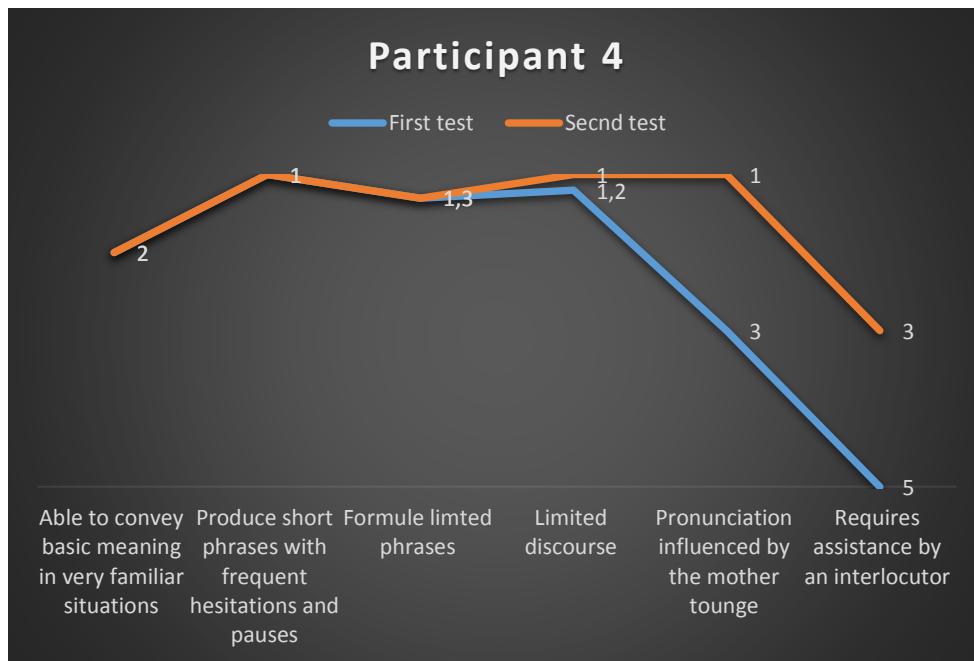
According to the graphic, in the first test (blue line) the participant had some problems related to the formulation of phrases, and she had a limited capacity to produce phrases. Besides, her pronunciation was influenced by the mother tongue and she required assistance by an interlocutor

In the second test (orange line) **the participant started to improve their speaking abilities having values minors of 3**, that's means that she improved her capacity to produce phrases, discourse and the participant used the vocabulary and expressions presented in the class avoiding the use of the mother tongue and improving her pronunciation.



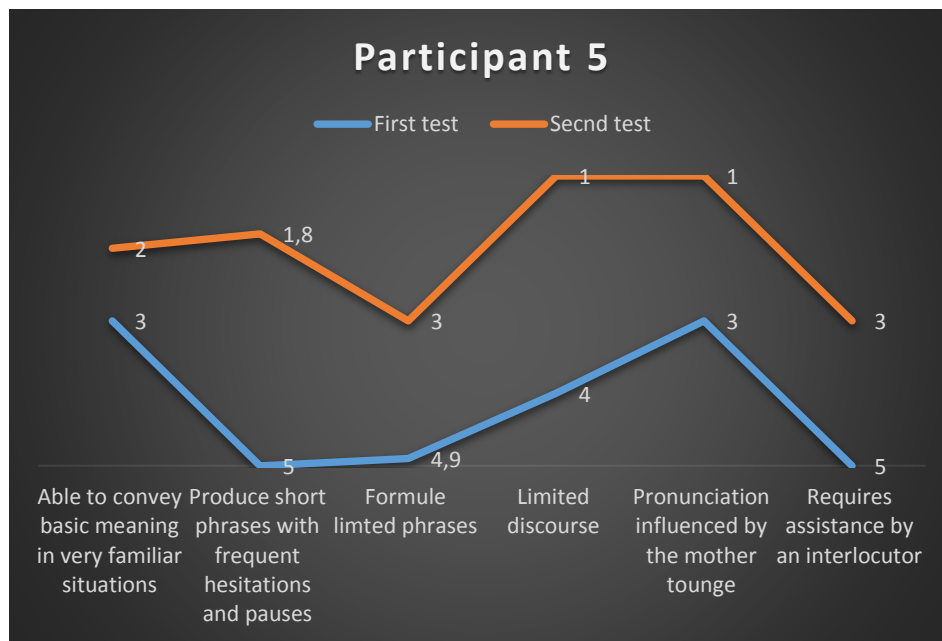
According to the graphic, in the first test (blue line) the participant2 had some problems related to the formulation of phrases, she had a limited capacity to produce it and her discourse was also poor. Besides, her pronunciation was influenced by the mother tongue and she required assistance by an interlocutor.

In the second test (orange line) the participant 2 started to improve her speaking abilities having values minors of 3, that's means that she improved her capacity to produce phrases, discourse and the participant used the vocabulary and expressions presented in the class avoiding the use of the mother tongue and improving her pronunciation.



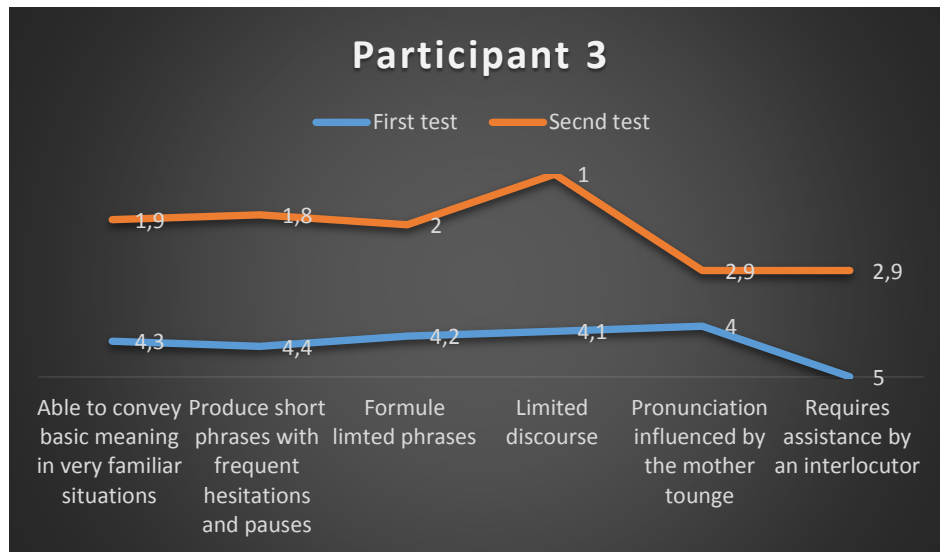
According to the graphic, in the first test (blue line) the participant4 used English in a correct way, before starting the project he had good bases to talk and interact in English. He had the ability to construct phrases and discourse. However he did not use English vocabulary and expressions.

In the second test (orange line) the **participant 4, he maintained his level**, he also improved the vocabulary and used of expressions, he tried to use expression used in the class however he asked for the teacher helps sometimes.



According to the graphic, in the first test (blue line) the participant5 had notable problems related to the production of correct phrases and discourse, he produced limited discourse, required the teachers help and had some interference of the mother tongue when pronouncing in English. His values were between 3 and 5 showing problems when communicating in English.

In the second test (orange line) **the participant 5 started to improve his speaking abilities having values minors of 3**, it was important to show significantly change in the production of phrases and the discourse, he also started to use the expressions, vocabulary and topic saw in the class making easier to him to talk in English. The participant continued asking for help.



According to the graphic, in the first test (blue line) the participant 3 had some problems related to the ability to convey basic meaning, formulation of phrases, and she had a limited capacity to produce phrases and discourse. Besides, her pronunciation was influenced by the mother tongue (4) and she required assistance by an interlocutor. It was the student with the major problems to talk in English. (Values over 4)

In the second test (orange line) the **participant 3 changed radically his way to use English, he started to improve his speaking abilities having values minors of 3**. Improving his capacity to produce phrases, discourse and the participant3 used the vocabulary and expressions presented in the class avoiding the use of the mother tongue, in some cases he used Spanish. However he did not ask for help and tries to use English and improve his pronunciation.

7.2 Questionnaire analysis matrix

[Attachment](#)

7.2 Final matrix with analysis of all instruments and categorization

[Attachment 2](#)

Appendix 8 Self- Evaluations

Gracias por rellenar [Auto-observación de clase, 2019-1](#)

Esto es lo que nos has enviado:

VER PUNTUACIÓN

[Editar respuesta](#)

Auto-observación de clase, 2019-1

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

linabasto12@gmail.com

Autoevaluación

*

20 ▾ mayo ▾ 2019 ▾

[Editar respuesta](#)

Auto-observación de clase, 2019-1

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

linabasto12@gmail.com

Autoevaluación

*

5 ▾ junio ▾ 2019 ▾

Auto-observación de clase, 2019-1

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

linabasto12@gmail.com

Autoevaluación

*

10 julio 2019

Auto-observación de clase, 2019-1

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

linabasto12@gmail.com

Autoevaluación

*

26 julio 2019

Appendix 9 Primary class organization (Example)

Área: inglés

Tema: La familia

Objetivo: Al final de la clase los estudiantes serán capaces de entender la pronunciación de los miembros de la familia y como se dicen en inglés.

Actividades:

Inicio

Como actividad de inicio el profesor saludará a los estudiantes y les enseñará a decir “hello” ellos deberán decirlo cada que el profesor llegue al salón de clase. Además se presentará y les diré porque está en el salón.

Explicación

Mediante el uso de imágenes el profesor enseñará los miembros de la familia, el profesor pronunciará la palabra enseñándole a los estudiantes. Ellos deberán repetir la pronunciación.

Para reforzar el tema realizaran una ronda donde ellos deberán repetir los miembros de la familia en inglés.

Del mismo modo, realizaran una hoja de trabajo para colorear, el profesor dice que miembro deben colorear y ellos lo harán.

Cierre

El profesor se despedirá de los estudiantes y les enseñará como se despide en inglés; bye!
Bye!

Materiales:

Flash cards, videos y una worksheet.

Observaciones:

Área: inglés

Tema: Los Animales

Objetivo: Al final de la clase los estudiantes serán capaces de entender cómo se dicen los animales en inglés.

Actividades:

Inicio

Como actividad de inicio el profesor saludará a los estudiantes “hello” ellos deberán decirlo cada que el profesor llegue al salón de clase.

Explicación

Mediante el uso de imágenes el profesor enseñará los animales, el profesor pronunciará la palabra enseñándole a los estudiantes. Ellos deberán repetir la pronunciación.

Para reforzar el tema el profesor mostrará un video donde salen los sonidos de los animales. Luego procederá a preguntar que animales vieron en el video y como son sus sonidos.

Del mismo modo, realizaran una hoja de trabajo para colorear, en la hoja los estudiantes encontraran un paisaje con diferentes animales. Entregará una carita feliz a los estudiantes que terminen de primero y lo hagan correctamente.

Cierre

El profesor se despedirá de los estudiantes.

Materiales:

Flash cards, videos y una worksheet.

Observaciones:

Appendix 10 Pedagogical component class sequences (Example)

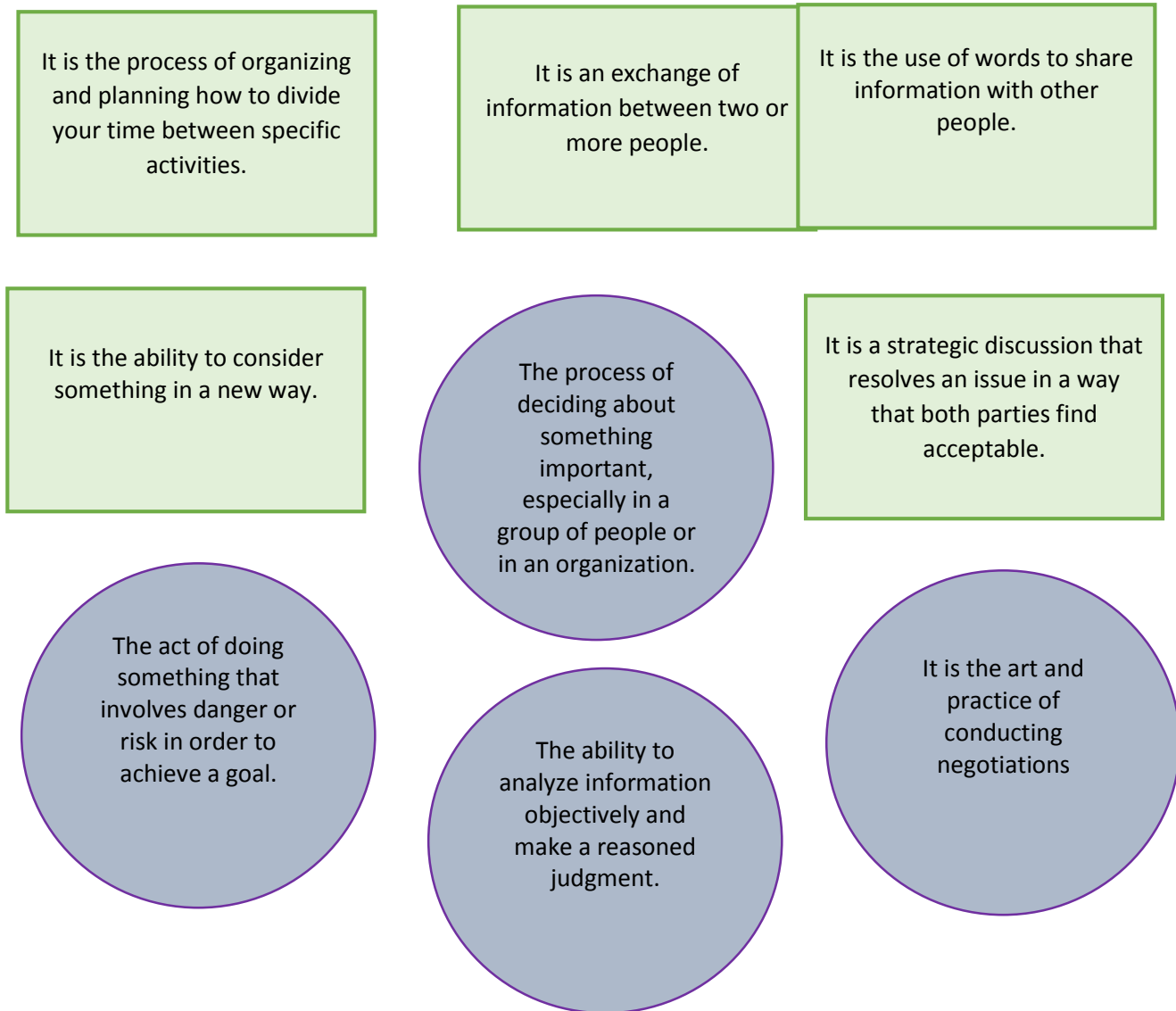
Pedagogical component

Task-based plan model

Topic: Professional Skills

Pre task		
Introduction of the topic		
To introduce the task, the teacher gives students some ideas about what each profession skill is related Appendix 1 then the students have to infer what professional skill the teacher is talking about. Besides, the teacher develops a “professional skill chart” in which students should write the definition for some professional skills and the profession that identify each skill. Appendix 2 the students have to write it with their own words.		
Task Cycle		
Task	Planning	Report
After know the different profession skills, the students have to create their own curriculum vitae Appendix 3	The students have to use their personal information, and the professional skills their learned to complete the curriculum. All this according to the profession and the job they will choose.	The students will share their curriculum with the class. Talking about the job, the professional skills they have to have and their personal information
Language focus		
Analysis	Practice	
The teacher correct students, she also gives feedback	To continue practicing, the teacher will develop a reading activity relate to “what do employers want?” they have to underline and look for the unknown words. And to make a concept map of the things the text talk about.	

Appendix 1



Appendix 2




MY PROFESSIONAL SKILLS



Professional Skill	Definition	Profession
Time Management		
Interpersonal Communication		
Verbal Communication		
Creative Thinking		
Decision making		
Problem solving		
Negotiation		
Team work		
Risk taking		
Creativity		
Critical thinking		
Diplomacy		



Appendix 3

 **Curriculum Vitae**

Personal Details

Name: _____

Address: _____

Email: _____

Mobile /telephone number: _____

Date and place of birth Nationality: ____/____/____ in _____

Education

Secondary school: _____

Primary school: _____


University: _____

Main abilities and work skills List:

Language skills:

Languages: _____ native language / elementary / intermediate

What are your hobbies?

 **Curriculum Vitae**

Personal Details

Name: _____

Address: _____

Email: _____

Mobile /telephone number: _____

Date and place of birth Nationality: ____/____/____ in _____

Education

Secondary school: _____

Primary school: _____

University: _____

Main abilities and work skills List:

Language skills:

Languages: _____ native language / elementary / intermediate

What are your hobbies?

Running Head: FOSTERING SPEAKING SKILLS THROUGH COMMUNICATIVE TASKS

Photos and evidences

Pedagogical component photos



Running Head: FOSTERING SPEAKING SKILLS THROUGH COMMUNICATIVE TASKS

The community outreach component photos



Running Head: FOSTERING SPEAKING SKILLS THROUGH COMMUNICATIVE TASKS

Administrative component photos



Running Head: FOSTERING SPEAKING SKILLS THROUGH COMMUNICATIVE TASKS

