Instilling 7TH Graders' Oral Production Through Oral Tasks at Brighton High School: An
Action Research

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APPROVAL NOTE

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General presentation

The present action research is divided into four chapters: the pedagogical component; the research component; the outreach component; and, the administrative component.

The pedagogical component, where it is described the problem that was identified during the observation class in 7th grade, and the solution proposed by the researcher implementing an action research.

The research component, where reflection is used as a critical tool to self-evaluate the practicum stage and its impact on the learning process of students.

The outreach component, where it is explained that the pre-service teacher developed the practicum stage also in primary school, specifically in 3rd grade.

The last one, the administrative component, which corresponds to extra activities developed in the institution and in which the pre-service teacher took part to understand the role of a teacher out of the classroom.

Introduction

Part of being an English teacher is to show students the benefits of learning a second language; also, to improve students' English level. This second objective has been difficult to n accomplish due to the low level of education in such a context as it is Colombia. Even when schools focus on teaching grammar, vocabulary and developing writing, reading and listening skills, English college teachers notice are first sight that the oral production of first semester students is poor, this, due to the lack of interest from school teachers to work deeply this aspect and also, from students who are not motivated to learn a foreign language.

According to an article from Semana virtual magazine published in 2018, Colombia has the worlds' sixty place in the global rating related to the level of bilingualism. The results were obtained from a test applied by (EF) Education First, an enterprise that offers language courses around the world. These results show that the actual situation in Colombia involving learning English is disappointing. In addition, it shows that the projects created by the government to fix this situation are not having any impact on the education of this country.

As an English teacher, one of my objectives is to create awareness about the importance of learning a second language. I had noticed that oral production is the weakest skill in high school students, for this reason, I decided to apply my research action focusing on oral tasks that will help my 7th grade students to develop oral production according to their level of English.

Justification

From an educational perspective, due to the arrival of the communicative approach, learning how to use the knowledge of a language (grammar and vocabulary) in real situations, has gone to the first place when talking about preparing students to be able to communicate in real life situations. (Sepešiová, 2015).

Taking into account the abovementioned, I decided to conduct my action research towards the oral production of students as they make them realize, through communicative approach, that oral skills are the final step to show their English knowledge to society.

Another factor that causes the students not wanting to develop their oral competences is SA (Speaking Anxiety), defined by McIntyre & Gardner (1993) as "the subjective feeling of tension and apprehension specifically associated with foreign language contexts, which include speaking, listening and learning" (as cited in Karatas, Alci, Bademcioglu, & Ergin, 2016).

FLSA is the consequence of certain affective factors such as, fear of speaking in public, negative evaluation or lack of confidence. This explains why English students do not attempt to develop the necessary skills to communicate orally. In addition, sometimes teachers do not know how to react according to the students' needs concerning the affective factors abovementioned that influence the learning process.

Finally, the relation between the action research to be developed and the practicum stage at Bethlemitas Brighton high school, will help 7th grade students to improve their oral skills, not only for their practice in English but also will help them to correct errors in their mother language (Spanish).

General objective

➢ To instill oral production of 7th grade students' through oral tasks at Bethlemitas Brighton high school.

Specific objectives

➢ To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.

➢ To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.

➢ To address the English Teaching demands from the child population in the elementary schools in Pamplona city.

➢ To integrate the foreign languages education of the students that belong to the degree in Foreign Languages English-French to the educational reality in elementary school in Pamplona city.

➢ To participate in all the extracurricular activities proposed by Bethlemitas Brighton during the practicum process.

Institutional Observation

On April 13th 1896, the first Bethlemitas arrived to Pamplona and took the direction of the institution, in that moment called "ASILO DE LA SAGRADA FAMILIA, BRIGHTON" which helped homeless girls. Years later its system changed and it was founded as "la Escuela Sagrada Familia", the primary school. Afterwards, high school was founded and in 2009, the first generation graduated under the direction of Sister Marina Stella Osorio.

Topographical School's Location

Bethlemitas Brighton High school is located in the urban area of Pamplona city, Norte de Santander, Colombia with the address Carrera 1 5-90 barrio Brighton.

Educative Authorities

According to the school web page the current principal is Sister Flor Elba Torres Miranda. There are two coordinators, one school counselor, three secretaries and forty teachers.

Fundamental Aspects of the Educational Institutional Project (PEI)

Here it is presented the mission, vision, the institutional objectives and the pedagogical model.

Mission

"We are an Educational Institution that in the light of the Bethlemitas Philosophy seeks participation, updating and service in evangelization." (p. 15)

*"***We contribute** to personal development by providing quality and inclusive education, based on ethical, scientific, technical, investigative, environmental and participatory principles." (p. 15)

"**We count** on the strength of God and the legacy of the Founding Saints, the policies of the State and the commitment of the Educational Community." (p. 15)

Vision

In 2022, Bethlemitas Brighton Educational Institution will be recognized in society as an entity with a projection towards leadership in educational, investigative, pedagogical and technical innovation, promoting the care of the environment and respect for the public, inclusive, consolidated in its processes of personal development of highly qualified people.

Institutional objectives
General objective

- To guide the implementation of the various activities and/or actions within the four components.

Specific objectives

- To strengthen continuous improvement in each of the CGS processes aimed at seeking the satisfaction of parents and students as active and responsible members of society.

- To stimulate the educational vision of the institution through the pedagogical model that allows students to achieve meaningful investigative, technological, ecological and inclusive learning taking into account dimensions, processes, performance and competencies.

- To strengthen the Pastoral of Human Development in each of its dimensions (corporal, communicative, sociopolitical, cognitive, aesthetic, affective, spiritual and ethical) in accordance with the values of the Gospel.

- To determine guidelines for the rational use of human, physical and economic resources for the welfare of the Educational Community.

- To establish the criteria for the adoption and implementation of the holistic pedagogical model with the collaborative, as well as the monitoring and evaluation of the impact of the model.

- To make the Institutional Improvement Plan a tool to improve the quality of education according to the educational needs and expectations of students.

- To properly manage conflicts and participate in solutions to problems affecting the environment and the educational community.

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

- To strengthen continuous improvement in each of the GSC processes aimed at seeking the satisfaction of parents and students as active and responsible members of society.
- To train high school graduated technicians in systems, in conjunction with SENA to offer a greater possibility for entry into the world of work.
- To strengthen awareness in environmental care to improve the quality of life.
- To emphasize the training of students in the care and respect of the public.

Pedagogical model
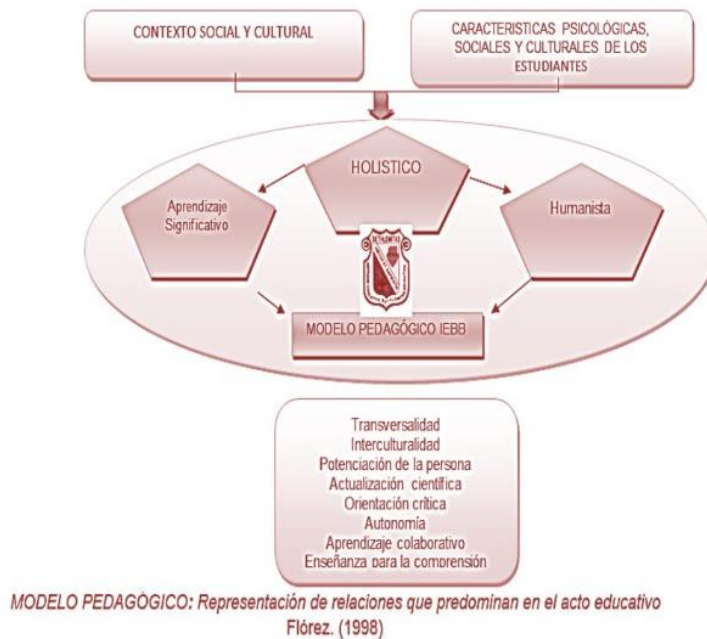
Figure 1: Pedagogical model.

Rulebook

The rulebook of Bethlemitas Brighton school is divided into 11 chapters and it is based on the Constitution of Colombia which offers the guidelines to create the rulebook taking into account the rights and responsibilities of students, teachers and authorities of the

school. Also, it is described the disciplinary system to follow in case of problems between any of the members of the institution.

Physical facilities

The Institution has two offices: The main one, "Brighton" located in the Avenue 1 N°5-90 where the Primary owned by the Bethlemitas Community operates, and headquarters "Bishop Rafael Afanador and Cadena " located in the Avenue 4 # 6-84 property of the municipality and in which the basic secondary and technical are found.

The main office has the following rooms:

- 18 classrooms
- Audiovisual room
- Guidance office
- 1 Computer lab
- Sports room
- Storehouse area
- 1 principal office
- 1 coordinator office

- 2 secretary offices
- 1 chapel
- 1 sacristy
- 2 pre-service teacher rooms
- 8-bathroom fixtures for students
- Teacher bathrooms
- 2 warehouses
- 1 teacher room

The headquarters of Bishop Rafael Afanador and Cadena has the following rooms:

- 14 classrooms
- Audiovisual room
- 1 library
- 1 computer lab
- 1 technical room
- 1 physics room
- 1 English room

- 1 chemistry lab
- 1 art room
- 1 principal office
- 1 coordinator office
- 1 guidance room
- Bathroom fixtures
- 2 teacher bathrooms

- ➢ 1 cafeteria

- ➢ 1 kitchen

- ➢ 1 teachers' room

Organigram
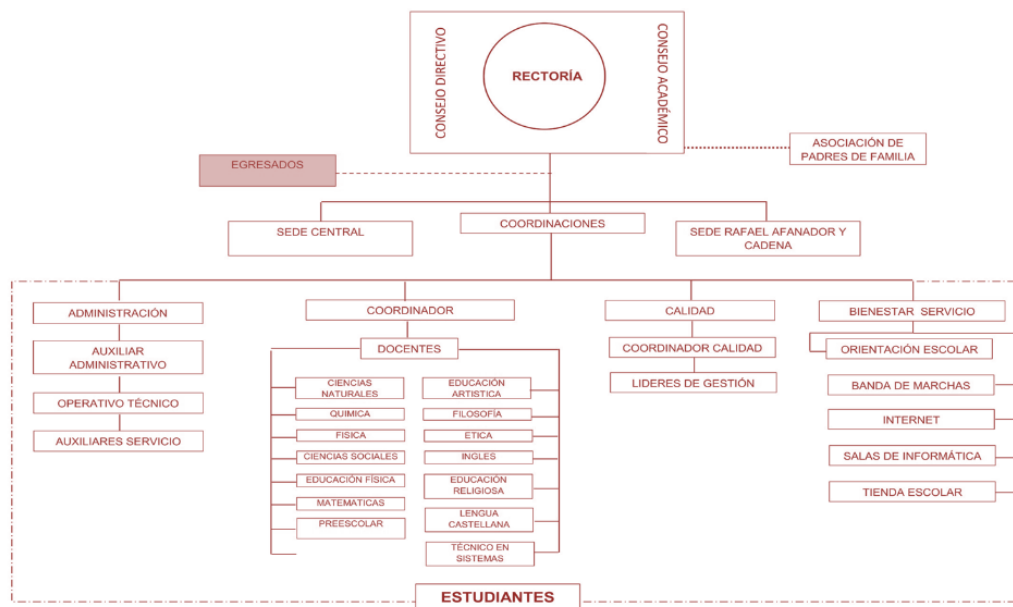
Figure 2: Organigram.

Scholar calendar

DATE	ACTIVITY
September 13th	Ending of 3rd period
September 16th	Beginning of 4th period
October 7th to 13th	1 week of institutional development Student recess
November 29th	Ending of 4th period
December 2nd to 8th	1 week of institutional development
December 2nd to 29th	Student recess and labor recess

Table 1 Scholar calendar

Supervisor's schedule

Figure 3 Supervisor's schedule

Pedagogical aspects

This observation was different from what I expected because the English teacher has health problems with her back, so currently, she has an assistant who helps her teaching the classes, however, she still is present during the class.

The methodology of the course is based on working with an English book called "Outstanding 7" with the common content: grammar and vocabulary exercises, readings and listening exercises, and it has a CD with audios to work with.

I observed the classes during three days due to the activities developed with the 7th grade on Wednesday and Thursday. Specifically, I observed the courses of 7th- 01 and 7th- 03, where I identified that the assistant uses 90% of English and 10% of Spanish. The subject of the courses was "should". The general sequence of the classes was first, explanation of the topic in the board, second, work with the grammar book and third, correction of the exercises of the book or the homework.

CHAPTER 1

PEDAGOGICAL COMPONENT

Instilling 7TH Graders' Oral Production Through Oral Tasks at Brighton High School: An Action Research.

Introduction

Oral skills are one of the concerns of an English teacher when teaching students the correct way to talk. In Colombia, a monolingual country, the percentage of people who talks English is still low and the English score in 2018 was 48.90 (low) comparing it with other 88 countries, its place was #60 according to the English Proficiency Index of English First.

This is still disappointing in 21st century where we have access to internet and a broad set of different tools to learn English. It can be noticed that globalization has not reached the educational area completely, and this can be proven through the lack of interest from people to learn a second language, even when it is advised to acquire such knowledge to have the opportunity to apply for a better job.

The main issue for an English teacher is to develop students' oral skills in such context as it is Colombia. However, English teachers know the benefits of oral production at a cognitive level, such as a higher level of engage, more self-confidence and the ability to overcome fear. (Ramírez, S. & Artunduaga, M. 2018).

Problem

7th grade students at Brighton high school, have a low level of performance in oral production, which makes it difficult to do oral exercises in class. Taking into account this issue, 2 research questions emerged:

- How does the application of Willis' (1996) task-based plan strengthen students' oral production?

- How oral tasks create awareness of the role of human being through social issues around the world?

Justification

From an educative perspective, this research will help students acquire the necessary skills according to their grade and age, that will allow them to communicate among them and make logical utterances. Moreover, the teacher will acquire a deeper understanding of students' weaknesses related to oral production and will be able to identify the methodology that best fits with students' needs.

From an investigative perspective, the emerging results from this research will contribute to support or fulfill previous studies which focused on oral production of high school students.

Concerning the social contribution, students will acquire communicative skills that will allow them to act in society and play a role as subjects of change, capable of expressing opinions, emotions and argument based on critical thinking.

Objectives

General objective

- To instill oral production in 7th grade students through oral tasks.

Specific objectives

- To strengthen students' oral production through the application of Willis' (1996) task-based plan.

- To create awareness of the role of human being in current social issues around the world through oral tasks.

- To promote the personal development, dream realization, competence in the work field, access to knowledge and other cultures.

Definition of task

For Willis (1996) a task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p. 23). This is one of the main goals set by an English teacher when attempting to guide the students' perceptions about how important it is to learn how to orally communicate in any given situation.

Similarly, Nunan (1989) thinks about task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form" (p. 10).

This is an indicator of what needs to be highlighted during the development of a class and in the students' learning process, that is, to center teaching in meaning so students are capable to understand what is the utility of the task.

Types of oral tasks

Kayi (2012), offers various oral tasks which are most applied by language teachers during the class to promote and improve oral speaking or oral production in language students. Some of these are: discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, find the difference.

Research questions

- How does the application of Willis' (1996) task-based plan strengthen students' oral production?

- How oral tasks create awareness of the role of human being through social issues around the world?

Theoretical framework

The present study was framed under Willis' (1996) task-based plan, where he explains that "the main focus is on meaning. They are using language to exchange meanings for a real purpose. They must be free to use whatever words or language forms they want." (p. 3).

I decided to apply Willis' plan because he explains in a brief way the three stages to follow so students are able to accomplish an oral task.

Literature review

This section presents 5 studies that guided the development of this action research. These studies focused on: the understanding of pre-service teachers, strategies used to improve oral production, the use of project-based learning (PBL) to improve oral production, and cooperative learning strategies.

Mooi, L. & Mohsin, M. (2014), found that pre-service teachers were aware of students' learning needs, also, they identified certain factors affecting students' learning. In addition, they realized that students have different learning styles, opinions and behaviors. All this, helped them create new strategies to improve students' learning process.

Fuentes, D. (2013), identified that readings, role plays and songs were the most common strategies used by the teacher to improve students' oral production and at the same time, those were the most interesting for students, because these helped them correct or

improve their pronunciation and allowed them to actively participate and express their opinions.

Similarly, Villalobos, O. (2015), was able to establish that certain tasks and activities got the most of students' attention and made them participate actively during the development. These activities were role-play, interview, speaking workstations which are spaces where students use certain material with instructions and work alone or in pairs.

On the other hand, Vaca, A. & Gómez, L. (2017), decided to use PBL to improve students' oral production, finding that first, learners were motivated to learn vocabulary due to the need of completing the projects proposed in the course to "express ideas" ; second, students used to talk in English and Spanish at the same time when interacting among them due to their fear of making linguistic mistakes or being mocked by their classmates; and third, students got interested on talking about their life and learnt to understand their classmates differences, even when they made mistakes while talking they were actively engaged.

Finally, Prieto, C. (2007), worked with cooperative learning strategies, identifying that at the beginning of the implementation of these activities, students were reluctant to work in groups were there were classmates they did not talked to, however, as time passed, they got tolerant and open-minded about their classmates and understood that each of them had something to teach and learn from each other, not only about their life but also they took very well the peer-tutoring during the works in group.

Pedagogical Methodology

Willis (1996), task-based learning plan is divided into three steps:

1. Pre task: teacher introduces the subject to the students through brainstorming, sharing ideas or using materials, and students can have time to plan the task.

2. Task cycle: students plan what they want to say with the teacher's guidance keeping in mind that they can say what they want. Then, students report in front of the class.

3. Analysis: Teacher offers a reading or the transcript of recordings they heard and with the students, identify useful forms of language. Afterwards, there is practice of these forms.

Research methodology

Creswell (2012), stablishes that action research "addresses a specific, practical issue and seeks to obtain solutions to a problem." (p. 600). This is, teachers observe a specific setting, identify an issue and plan how to solve the situation.

Participants

This research was conducted in Brighton high school with 7th grade students as participants whose average age is 11 to 13 years old. I decided to work with these grade as they reflect little interest to communicate in English but still have weaknesses on their performances.

Data collection instruments

I applied Horwitz et al. (1986) questionnaire, known as foreign language classroom anxiety scale (FLCAS), based on Likert scale ranging from (1) as strongly agree and (5) strongly disagree, and composed by thirty-three items. This will allow me to know students' perceptions and experiences related to English. (Appendix 1).

Audio recording was the second instrument to collect data, as well as the speaking assessment table, as it allowed me to have more time and carefully evaluate students' oral performance.

The third instrument I used was an open survey, which purpose was to know the participants' opinions about the research. (Appendix 2)

Timetable data collection

Week	Activity/instrument	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
	Implementation of the proposal				■	■	■	■	■	■	
	Anxiety Questionnaire				■						
	Oral Tasks **5th week:** oral presentation about the cow-free hamburger. **7th week:** debate about child obesity.					■		■			
	Open questionnaire									■	

Table 2: Time table data collection

Data analysis

Creswell (2012), states that analyzing data "involves drawing conclusions about it; representing it in tables, figures, and pictures to summarize it; and explaining the conclusions in words to provide answers to your research questions". (p. 10)

Collected data was analyzed through the typological analysis, which according to Hatch (2003), it "starts by dividing the overall data set into categories or groups based on predetermined typologies." (p. 152). This type of analysis was selected because it is the most appropriate for this research, having qualitative data (a survey and a voice recording); and quantitative data (a questionnaire).

Data analysis procedures

Anxiety questionnaire

The first instrument that was analyzed was Horwitz's anxiety questionnaire. The purpose of this instrument is to know students' perspectives related to what they experienced during their English learning process. This survey is measured with a Linkert scale which has a range going from 1 (totally agree) until 5 (totally disagree). In addition, it contains 33 items or statements answered by 5 students. The following bar charts represent the comparison between each student's answer for each statement. Being (S) statement, and the number above each bar, the grade each student gave to each statement in the questionnaire.
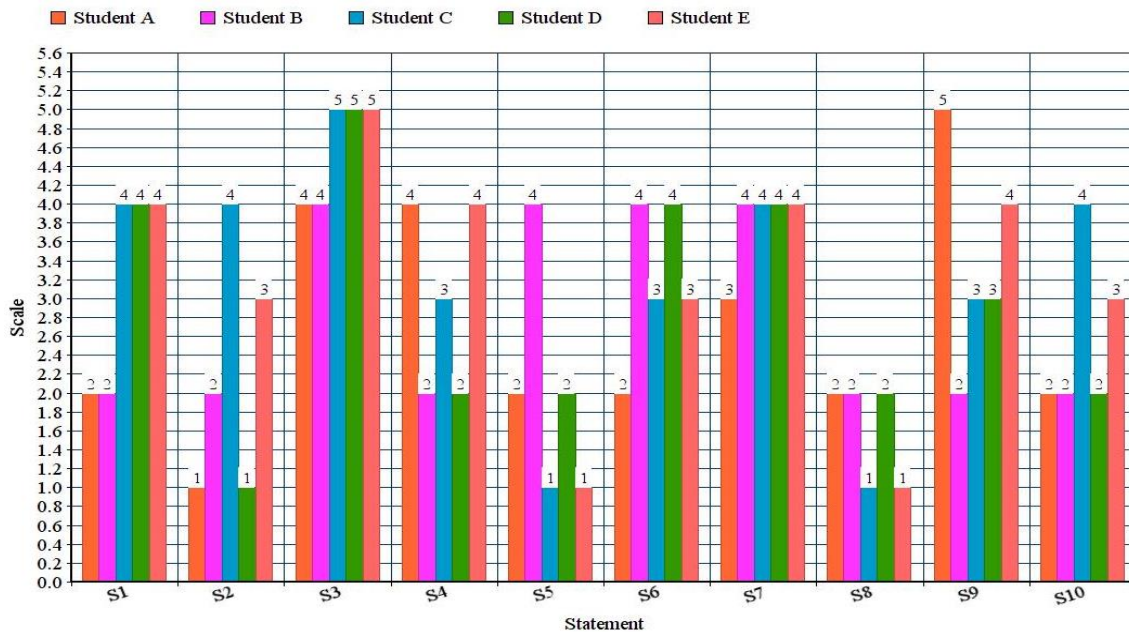
Figure 4: first to tenth statement.

Figure 4 shows the students' responses from S1 to S10. What it is important to highlight is the different perspective between students A and B in S1; *Nunca estoy completamente seguro de mi mismo cuando hablo en clase de idioma extranjero;* where both students answered 2 (I agree); meaning they do not have enough self-confidence to talk in English class all the time.

The same response was for both students who marked 4 (I do not agree) for S3;

Tiemblo cuando sé que me van a preguntar en clase. This means that even when they

experience a low level of anxiety, they do not show it through body language.
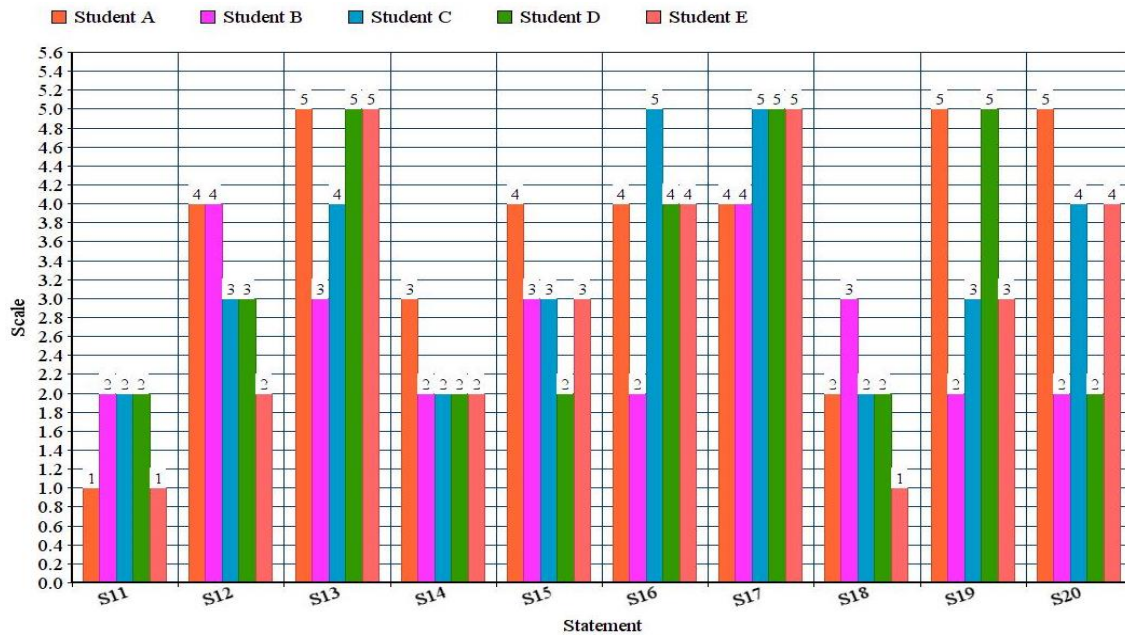
Figure 5: eleventh to twentieth statement.

Figure 5 shows the students' responses from S11 to S20. Student B marked 2 (I agree)

in S19; *Me da miedo que mi profesor corrija cada fallo que cometo.* Similarly, the same

participant marked 2 (I agree) in S20; *Siento cómo mi corazón palpita cuando sé que me van*

a pedir que intervenga en clase. These two responses indicate the low level of confidence

experienced by the student. In addition, this is considered a cause of lack of active

participation during classes.
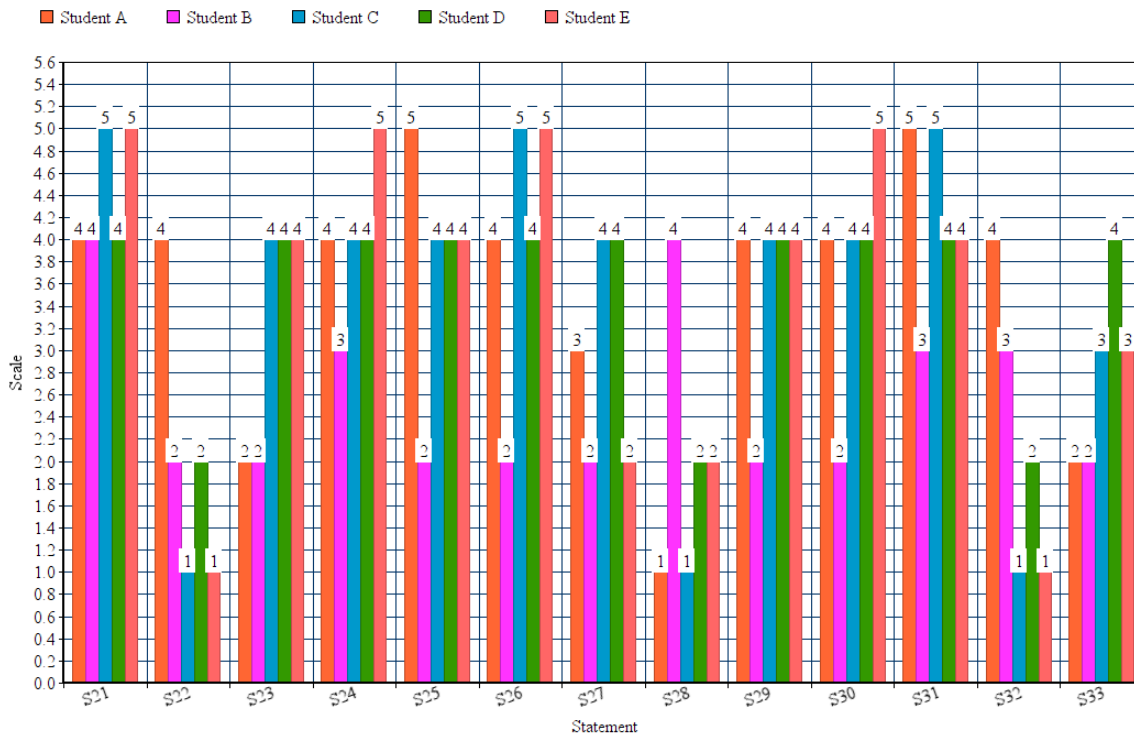
Figure 6: twenty-first to thirty-third statement.

Figure 6 shows the students' responses from S21 to S33. For S23, *Tengo la sensación de que mis compañeros hablan el idioma extranjero mejor que yo;* students A and B marked 2 (I agree). They may be comparing themselves with students C, D and E; who marked 4 (I do not agree), which indicates the difference in their self-confidence levels.

Finally, Students A and B marked 2 (I agree) for S33, *me pongo nervioso cuando el profesor pregunta cosas que no he podido preparar.* This is a common response for young students who have not been taught how to deal with stressful situations.

Audio recording

Key Criteria	No Grade Awarded 0 mark	Poor 1 mark	Average 2 marks	Good 3 marks	Excellent 4 marks	Student's Score				
						A	B	C	D	E
Grammar and Vocabulary	Serious grammatical errors and very limited vocabulary resulting in incoherence	Generally poor grammar and vocabulary usage with a high frequency of errors but they do not affect coherence	Accurate grammar and vocabulary usage about half the time with a few major errors	Accurate grammar and vocabulary usage most of the time with occasional errors	Exceptional use of grammar and vocabulary throughout with minimal or no errors	0	0	1	2	3
Content	Content is unrelated to the prompt and completely irrelevant or incomprehensible	Content is related to the prompt but it lacks clarity and relevance most of the time	Content is relevant about half the time but the ideas are not well organized	Content is relevant and cohesive most of the time but it lacks consistent focus with occasional digressions	Content is coherent, relevant and well-organized with consistent focus on the prompt	4	4	4	4	4
Pronunciation	Pronunciation is completely incomprehensible making it difficult to grasp the content	Pronunciation is poor with a high frequency of errors and occasionally unintelligible	Pronunciation is accurate and clear about half of the time with a few major errors	Pronunciation is accurate and clear most of the time with occasional errors	Pronunciation is accurate and clear throughout with correct stress and appropriate intonation	1	1	2	3	3
Fluency	Almost no fluency with long and frequent pauses without a single complete sentence	Little fluency with frequent pauses and a few fragmented sentences and mostly single word utterances	Some fluency with a few complete sentences delivered without pauses but with some hesitation that breaks the flow at times	Fluent most of the time with an ability to construct and connect sentences comfortably but the pace is uneven	Fluent throughout with an ability to speak at a natural pace and can construct and connect sentences spontaneously	1	1	1	1	2
					Total Mark (16)	6	6	8	10	12

Table 3: Speaking assessment. Taken from King Abdulaziz University | English Language Institute (2012-13).

The previous table, is a speaking assessment table that was used to measure and evaluate the students' level of speaking during three speaking exercises. In addition, the final

mark was drawn from the assessment of the three-audio recording from each participant. The first one, a practice activity focused on students' pronunciation; second, an oral presentation about the cow-free hamburger; and third, a debate about child obesity.

The table shows the speaking level of difference between the five students having student A and B in the same range (6), student C (8), student D (10) and student E (12) have the highest mark. This explains why students D and E have a high level of speaking compared to the other three participants; this may be a positive consequence of actively participate during class, which has helped them to develop their speaking skills.

Survey

This is the third instrument used to collect data with the purpose of knowing the students' opinion about their experience with the research. Nevertheless, the survey was only applied to three students.

Figure 7: Student E survey.

Student E stated that he thinks these activities helped him to improve his speaking level and also, he liked the type of activities proposed by the researcher, however, he recommended for a future research, to do more didactic activities.

Figure 8: Student D survey

Student D stated that he enjoyed the activities developed and that he thinks he learnt more about English language, however, he recommended for a future research, to work more in writing skills.

Figure 9: Student C survey

Student C stated that he liked the activities developed, specially the debate because he learnt how to give his opinion about a social issue to find a solution for it. Also, he said that the activities helped him express himself.

Ethical considerations

The main issue addressed in the development of this action research was to keep the rights to privacy and anonymity of underage participants. Nevertheless, I stated from the beginning that they had the right to enter and leave the research voluntarily and also, that the results and the information provided by them would not be published but only knew by the researcher to analyze it.

Activity	Development
Anxiety questionnaire	The five students that accepted to participate in my research answered a questionnaire which objective is to allow the researcher to understand their experiences about anxiety and its link English learning. (Appendix 1)
Reading comprehension and oral production: The cow-free burger.	I worked with the students for the day of the presentation of the micro business market, for this I applied Willis' (1996) task based plan, meaning: 1. I gave the students a piece of paper with the information they had to present, then they had some minutes to read it and try to understand the text. 2. I listened to their first attempt of reading out loud and then I guided the reading with them listening to me on the way it is properly pronounced. 3. Finally, I taught them the meaning of the words they did not know. (Appendix 3).
Debate about child obesity	We participated in a brief debate about child obesity but before they had the time to give their opinion, I taught them the expressions used in a debate.

Table 4: chronogram of activities.

Methodology of pedagogical component.

During the first week of the application of the research the participants answered the Horwitz's anxiety questionnaire, so I was able to create certain activities that were suitable for their level of oral production. In the second week, I planned a brief debate about child obesity because one of the objectives of my research is to create awareness about social issues around the world; however, it was not possible to develop this activity because of an exam that students had to present and that took the two hours of the English class, that is why

I had to reschedule the debate for next week. On the other hand, I was able to make an oral task to show in a micro business market event in high school where I showed to the others the work I have been doing with the participants. In this case, we explained orally the cow-free burger invention, a new prototype to substitute real meat burgers, this was an interesting topic to talk about because it linked two social issues: childhood obesity and environmental damage caused by the raising of meat, deforestation and water and air pollution.

The abovementioned was planned, prepared and carried out through Willis' (1996) task-based plan, meaning: 1. I gave the students a piece of paper with the information they had to present, then they had some minutes to read it and try to understand the text. 2. I listened to their first attempt of reading out loud and then I guided the reading with them listening to me on the way it is properly pronounced. 3. Finally, I taught them the meaning of the words they did not know. In addition to this reading and pronunciation activity, I recorded participants' voices for a further analysis of their level of oral production. For the performance day, I took some photos and of the participants reading their corresponding texts and explaining through Spanish what they said in English.

Before developing the debate, I used the board to teach the students the most common expressions used in a debate, then we read in group a text I prepared to give them a clearer idea about the topic of the debate. In the second phase, each student read out loud one tip to stay healthy and fit and in the final phase, they answered to three questions related to the text so I would be able to notice if they fully understood the text; then, they answered to three questions so they could share their opinion. Also, I recorded their voices.

The final activity was the survey applied to the participants; at the beginning I explained them the purpose of the survey and its ethical considerations.

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Findings

During the data analysis process two categories emerged: 1. Self-confidence and speaking anxiety; and, 2. English level.

Self-confidence and speaking anxiety

I found that there is a significant difference between the students related to their level of self-confidence. This is noticed comparing students A and B with students D and E, where A and B have not enough confidence to talk in public as seen in the bar chart; and D and E enjoy the most participating in classes, which I consider it is the practice of this that gives them the confidence to talk in front of others.

English level

As their English teacher I was able to notice that these five students have a good level of English, despite of their great attention in class and excellent grades, it is normal for them to not have a good level of speaking skills due to the educative system which does not stress English as an important subject in school. Nevertheless, I was able to identify that with enough practice and guidance, they may reach a good level of speaking skills without taking into account their age, genre or social context.

On the other hand, I attempted to answer the research questions.

1. **How does the application of Willis' (1996) task-based plan strengthen students' oral production?**

I noticed that following Willis' plan helped students to learn how some words are pronounced because first, they listened to me three times pronouncing each word slowly, and then, they would read the text so I could help them correct their errors.

In addition, during the application of the activities through Willis' plan, I found out that this is a suitable sequence of brief activities that not only guide students in their learning process but also the researcher or a teacher in their teaching process, and at the same time, it provides a base where teachers are able to find a guide to identify students' weaknesses and correct them.

2. **How oral tasks create awareness of the role of human being through social issues around the world?**

During the activities I carried out with the participants, I noticed that they were interested in the topics chosen to talk about: 1. a cow-free hamburger, which is a prototype of future food that will be friendly with the environment and will help decrease obesity around the world due to fast food with high levels of fat. 2. A debate about child-obesity, which addressed the issue of children with a non-healthy life-style, meaning, children that do not do exercise and spend most of their time using electronic devices and eating great amounts of fast food and sugar.

This awareness is evidenced in the participants' responses in the survey for the question: "for you, why is it important to teach the young to talk about social issues?".

"Para expresar una opinión o solución en inglés para mejorarlo". Student C.

"Es importante porque podemos aprender sobre lo que afecta a la sociedad hoy en día". Student D.

"Porque se dan cuenta de la situación de nuestra sociedad". Student E.

Conclusions

This action research guided me to understand the importance of identifying and addressing an issue in the educative context. I was able to determine that speaking skills need

to be highlighted in schools so students will not struggle in advanced courses with the criteria required for them to graduate or to apply for a job, in addition to this, there is a need to teach students how to speak in public so they feel with self-confidence.

The following is a brief explanation of the difference between each student related to their confidence level.

Student A, the only female participant, has a high level of confidence in her level of English, even in front of her classmates and teacher. Her level of English may be seen as a reflection of her confidence because she has excellent grades, also, she considers she does not have fear for speaking in public, however, during the classes and the activities of the research she was silent the most of the time.

Student B, has a low level of confidence in his English level and his image in front of his classmates, however, he still likes English class. During the classes he had a medium level of participation and during the activities of the research he only participated when asked and did not want to be the first one to talk.

On the contrary, student C, D and E, have the highest level of confidence; this could be noticed through their high level of participation during classes and the activities of the research. They really like English classes and participating even when they do not know the answer, meaning, they are not afraid of talking in front of their classmates.

Recommendations

For a future research I recommend the researcher to be attentive and identify the issue to be addressed and try to link it with the correct sample because it may be difficult to find students who are willing to participate or the time to develop all the activities to collect data.

CHAPTER 2

RESEARCH COMPONENT

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

Introduction

In the context of the formation in PLEX, the pedagogical practices of teachers in training are one of the interests and focus of update to study to improve the teaching-learning processes for the qualification of education.

Even when there is an evident interest for the need to understand and transform the pedagogical practice, also a significant part of local studies focuses specially in the learning issue more than in the teaching one.

It has been considered necessary to formulate a project founding a reflexive focus about the practice as a way to make objective knowledge, behaviors and attitudes guiding the teacher labor; also, as an assimilation, immersion and exploration exercise conscious about the own subjectivity of the teacher, through formulation of questions and data research to solve problems and for auto-recognition.

Problem

At school, the main aspects of the constitution of subjects are assimilated, of institutional life with no doubt, are seen as paths, stable marks and invariable forming part of the identity and scholar culture. When events develop with no major change, the teacher is in risk of installing himself on a logic of acting that does not allow pedagogical evolution and scholar cultural renovation. A practice lacking reflection does not offer emergence of problematic situations; those real facts are ignored, are invisible. Seen this way, pedagogical

practice is assumed from reproductive codes that install teachers in a traditional making, of cultural reproduction transforming in a wall against arrival of practices tending to generate transformations of thinking and knowledge, to understand social needs.

Because of this situation, affecting teachers in a small or great scale, it is required that the training process of the teacher, instill in this future teacher, a critical and reflective spirit that contributes to the improvement of his pedagogical practices, so these at the same time are essential elements impacting and transforming their work and future professional development.

In the case of the degree in foreign language of the University of Pamplona, the reflection is conceived as fundamental exercise for students making the integral practice, make a self-evaluation, place a constructive and critical look over their work in the teacher role. To begin this study the following questions are formulated:

¿How does the implementation of reflection contribute in the transformation of the pedagogical processes of the integral practice?

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

Justification

The formulation of this project in the context of integral practicum of language students, it is focused on a professional conception of the practice as a start point to improve the educative processes in the application centers where is executed the PRADO. It is considered that conceding importance to the reflection role in the teaching process is the first step to understand the difficulties of the profession, the own acting and to be interested in the knowledge of models and approaches to face a problem and place a critical gaze on it.

In accordance with the established by the philosopher of education John Dewey, precursor in the field of reflective thinking applied to teaching, we justify the need of this project to offer students the analysis and self-evaluation tools which allow them distinguish between daily action and reflective action. We consider that a reflective focus protects the agents in the traditional context of inertia, and authority at school.

General objectives

- To implement the reflection as a transforming tool of the pedagogical processes in the integral practice.
- To promote in the students-practitioners the development of a critical thinking that allows them analyze their pedagogical work.

Specific objectives

- To consolidate a collective of teachers-practitioners with critical spirit that reflects and presents proposals and alternatives of solution facing a problem presented in their pedagogical practice.
- To socialize criteria, share ideas and rules to assume their pedagogical practice and install themselves in an effective way in the institution.
- To identify and analyze the strategies used by the student in his pedagogical practice.
- To implement workshops of reflection and development of didactical units orienting the reflection of the students-practitioners.
- To analyze the own believing about the teacher work and about the students.

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about

these concepts concerning this research project, it is presented an approximation of each one of them.

Teaching profession

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

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

Reflection

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

Reflection as a process.

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

The stages of reflection as a process are shown in the following figure:
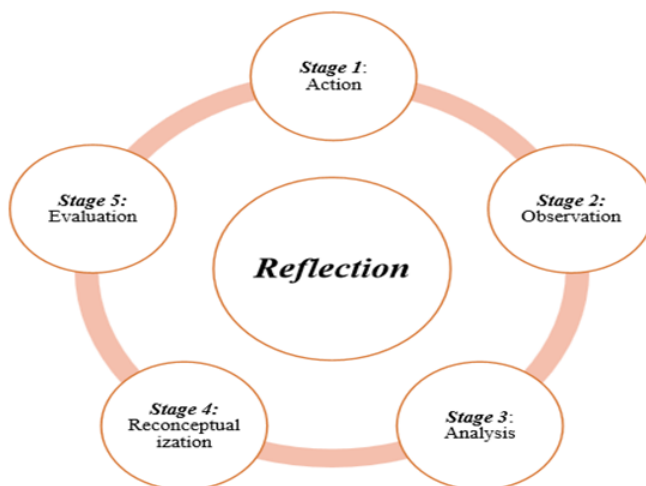
Figure 10: reflection as a process.

Reflection as a theme.

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience. For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives

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counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflects.

The reflective practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teachers question about their own practice and the repercussion it has generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship.

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

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

This study will serve the participating pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999).

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

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On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

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

Pedagogical practicum

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

Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

Development

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

Social reconstruction

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

Generic

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

Reflection triggers

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

Critical element on reflective thinking

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" according to Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established classification categories of knowledge

1. knowledge of content
2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

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

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

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it is proposed to implement the following instruments:

Reflective workshops

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum.

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

Self-observation card

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

Narrative

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life. (Appendix 4).

Class recordings

To have evidence of what teacher students do in the classroom, will allow to reflect upon different aspects in the foreign languages teaching/learning process that may have been

taken into account or not by the pre-service teacher in his reflection process. These recordings will allow to have an external and constructive view of their pedagogical practices.

Narratives

Positive aspects

For me this is a moment of reflection where I can evaluate the work not only as a practitioner but also as a professional, who develops himself in several personal fields such as, social, personal, professional and spiritual. The narratives had allowed me to understand in a deeper way that being a teacher in these days, is seen as an easy and superficial job where we only have to teach and correct exams; but now, through this final stage of my degree I have realized that is one of the most exhausting jobs.

Negative aspects

The main issue I have found related to the narratives is that due to all the work I have in the school I forget that I must write the narratives as in the case of the second narrative. A second obstacle is that, it is a little difficult for me to summarize all the aspects I want to talk about in only one page.

Self-evaluation cards

For me, this instrument to self-evaluate my job as a practitioner is not useful because if I compare it with the narratives it does not allow me to express as openly as I can when I am writing the narrative. However, it may be useful from a quantitative perspective.

Reflection workshops

I find this instrument useful when I want to confirm through my partners' experiences that I am not the only practitioner with difficulties at school, but it could improve in a way where we can interact more among us rather than following a serious of questions.

With the purpose of being organized, a time table was sent to the practitioner to have in mind the date to develop each of the activities proposed. (Appendix 5).

I considered answering to the following question as a conclusion:

How does the implementation of reflection contribute to the transformation of your practice?

Thanks to these moments of reflection I can criticize my own practice and make the appropriate changes so I can prove to myself that I can always be better in no matter what aspect of my development as a future teacher. In addition, some of these reflection instruments had gave me the guide to address the aspects I need to improve and to highlight what I have been doing correctly.

CHAPTER III

Outreach component

Introduction

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

With a view to promoting English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004, the main objective of which is to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural opening.

This is how the Ministry has been implementing a wide range of strategies at the different levels of education with a view to achieving this goal, A clear example of this is the creation of English quality standards for basic and secondary education, the definition of a sound and coherent evaluation system and the description and development of training plans.

This programme has been developed throughout the country and has integrated the work carried out by the secretariats of education, public and private universities and language centers, However, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

With regard to primary education, the Government is advocating the expansion of the coverage of English language education for boys and girls, since many of these educational

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

The University of Pamplona of Colombia in its capacity as a public training institution for trainers and more specifically the Bachelor's Degree Program in English-Foreign Languages French, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy; Many of the educational institutions in this city do not have English teachers to meet the training needs of the primary sector.

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

Government policies identify the problem, but their attention is not covered by legislation; training in the area of foreign languages needs to be effectively supported, on a case-by-case basis, so that the results of the exams, the tests and the results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language, allows to be at the forefront of the own needs that today the world demands. This is why it is necessary to implement this process and work on it from the beginning of schooling for children so that when they complete their basic education cycle they have the foundations that allow them to continue

this learning in the secondary education, vocational secondary and higher education, so that more people are trained in this area.

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

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

General objectives

- To address the English teaching needs of the children of the primary school in the city of Pamplona.
- To integrate the foreign language training of students of the English-French Foreign Languages Degree into the educational reality of teaching English at the primary school in the city of Pamplona.

Specific objectives

- To familiarize the children of the primary school of Pamplona with fundamental knowledge of English.

- To involve students of the Foreign Languages English-French Degree in the processes of teaching English in the primary school of the city of Pamplona.

- To link the training of students of the Foreign Languages English-French Degree with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

I focused my work as an English teacher in the primary school not to only give classes but also to develop a mini-project which had the objective of teaching basic vocabulary through the use of "word-search".

The following is one explanation of the sequence I use to implement this pedagogical instrument in my class.

Activity	Description	Material
Song about technology	The students watch a video with a song about technological objects such as telephone, phone, camera, etc.	Video (Appendix 6)
Explanation of the topic	I used the board to explain through various examples the use of can and can't.	Board
Word search worksheet	I gave the students a word search with 14 words about technology so	Word search (Appendix 7)

| | | they could learn in another way this vocabulary. | |
| Technology worksheet | The students develop a worksheet about phrases about technology. | Worksheet (Appendix 8) |

Table 5. Sequence of a class.

Week	Activity	Description
1	Development of the class	Before applying the word- search activity, I used a video with a song and the board to explain the topic of technology, so students would be more interested in the class.
2	Review before an exam	During the exam's week, I did the review of the topics so students would have a fresh knowledge to present the exam. I had the opportunity to apply the second word-search about the parts of the house. (Appendix 9).

Table 6: chronogram of activities.

Conclusions

I noticed that students were more attracted to the activities with word-search because they saw them as a contest to find out who was the fastest to find all the words. In addition, they liked to learn the vocabulary through action songs and images to color.

Nevertheless, I consider word-search are not enough to teach basic vocabulary because children are learning only to read the words but not to write them or use them in a sentence.

How has this need been supplied, either in primary education or through tutoring, contributed to teaching practice?

For me, more than a contribution to my teaching practice, it has been more work to do apart from the work in high school and the research we have to carry out. I consider that teaching in primary school should only be a requirement in ninth semester.

CHAPTER IV

Administrative component

Introduction

A teacher is not only that who is in a classroom teaching several students, but also, is that who has a belonging feeling towards the school. That is why, a teacher has the responsibility to share with co-workers and students in the different activities developed in the school. Part of being a practitioner includes participating in the same activities with the help of the supervisor.

General objective

- To take part in all the activities developed in the school.

Specific objectives

- To actively engage in the organization of the activities and events of the school.

- To be willing to help students and teachers in all they may need.

Methodology

As a practitioner, I participated in several scholar activities where I had to help students from different courses to plan and practice their presentations. This guidance included choreography, selection of songs, wardrobe, and decoration.

Noviembre 2019: VALOR: LA SOLIDARIDAD

◄ Oct 2019   Dic 2019 ►

Dom	Lun	Mar	Mié	Jue	Vie	Sáb
3 A	4 FESTIVO	5 LANZAMIENTO DEL VALOR PRUEBA DE CALIDAD FILOSOFIA	6 NOVENA NAVIDEÑA LANZAMIENTO DEL VALOR PRUEBA DE CALIDAD DE FISICA	7 NOVENA NAVIDEÑA PRUEBA DE CALIDAD MATEMATICAS TARDE: CONSEJO DIRECTIVO	8 NOVENA NAVIDEÑA PRUEBA DE CALIDAD SOCIALES ENTREGA HOJAS DE PREMIACION	9
10 EUCARISTIA FAMILIAR BETHLEMITA- TRANSICION 01-02-03	11 FESTIVO	12 NOVENA NAVIDEÑA PRUEBA DE CALIDAD CIENCIAS NATURALES	13 NOVENA NAVIDEÑA PRUEBA DE CALIDAD INGLES FESTIVAL DE VALORES PRIMARIA	14 NOVENA NAVIDEÑA PRUEBA DE CALIDAD LENGUA CASTELLANA FESTIVAL DE VALORES SECUNDARIA	15 NOVENA NAVIDEÑA EUCARISTIA NAVIDEÑA PREESCOLAR Y COMPARTIR REUNION DE DOCENTES LLENAR PAPELES ENTREGA CITACIONES 1 Y 2 AREAS	16
17	18 NOVENA NAVIDEÑA REUNION DOCENTES 10:00 REUNION PADRES DE FAMILIA ESTUDIANTES DE UNA Y DOS AREAS ESTRATEGIAS DE MEJORAMIENTO REUNION ESTUDIANTES CON COMPROMISO	19 NOVENA NAVIDEÑA EUCARISTIA NAVIDEÑA PRIMARIA Y COMPARTIR NAVIDEÑO 10:30 ENTREGA DE SIMBOLOS CUARTO Y QUINTO PRIMARIA ESTRATEGIAS DE MEJORAMIENTO	20 EUCARISTIA NAVIDEÑA SECUNDARIA Y COMPARTIR NAVIDEÑO ENTREGA DE SIMBOLOS SECUNDARIA ESTRATEGIAS DE MEJORAMIENTO	21 ESTRATEGIAS DE MEJORAMIENTO	22 8:00 PREMIACION PRIMARIA 10:00 PREMIACION SECUNDARIA ESTRATEGIAS DE MEJORAMIENTO ASEO Y ENTREGA DE SALONES ENTREGA PAZ Y SALVOS JORNADA PEDAGOGICA	23 RETIRO JOVENES DE CONFIRMACIÓN SEDE AFANADOR
24	25 DIA DE REPARACION ESTRATEGIAS DE MEJORAMIENTO COMITE DE CONVIVENCIA TARDE: CONSEJO ACADEMICO	26 ESTRATEGIAS DE MEJORAMIENTO JORNADA PEDAGOGICA TARDE: CONSEJO DIRECTIVO	27 ESTRATEGIAS DE MEJORAMIENTO GRADOS PRE-ESCOLAR JORNADA PEDAGOGICA TARDE: REUNION PAE	28 ESTRATEGIAS DE MEJORAMIENTO REUNION DE DOCENTES JORNADA PEDAGOGICA	29 ESTRATEGIAS DE MEJORAMIENTO GRADOS ONCE	30 9:30 CONFIRMACIÓNES PARROQUIA NUESTRA SEÑORA DEL CARMEN
	DICIEMBRE 2 DESARROLLO INSTITUCIONAL AUTOEVALUACION INSTITUCIONAL	DICIEMBRE 3 DESARROLLO INSTITUCIONAL COMPARTIR NAVIDEÑO	DICIEMBRE 4 MATRICULAS ESTUDIANTES ANTIGUOS	DICIEMBRE 5 MATRICULAS ESTUDIANTES NUEVOS	DICIEMBRE 6 DESARROLLO INSTITUCIONAL	

Table 7: chorogram of activities.

Musical festival at Seminario Menor school

I was in a musical festival where I accompanied some of my students who were invited to sing. There, I learnt the importance of supporting your students not only in the academic field but also in what they like. (Appendix 10).

English talent shows in primary and high school

I was in charge of helping the students who were participants of this event; that included: helping with the pronunciation, the choreography and the scenario management. In addition, with the other practitioners and the supervisors, we had to organize all the event. (Appendix 11 and 12).

Micro business market

I was in charge of showing to the community the work I have been doing with the participants of my research, also, I had to help with the decoration of the place where all the practitioners and me where going to present their researches. (Appendix 13).

Novena of Aguinaldo

I had to help eighth grade students to learn a choreography to the day of novena de Aguinaldo. Also, I helped them with the costumes and wings of an angel. (Appendix 14).

Conclusion

As a conclusion, I realized that organizing an event is difficult due to certain obstacles that may appear in the process such as, lack of time for the preparation, lack of participation from the students or lack of economic support. However, I understood that these moments also help to the personal development of the students and practitioners.

Appendix 1 : Horwitz anxiety questionnaire **:** Pérez, P. & Martínez, F. (2001)

Instrucciones: Las siguientes afirmaciones se refieren a diversas situaciones frecuentes en el aprendizaje de un idioma. Su tarea consiste en valorar su grado de acuerdo o desacuerdo con cada una de las siguientes afirmaciones, utilizando para ello la siguiente escala.

No es preciso, si no lo desea, que ponga su nombre, pero sí su edad y sexo. GRACIAS.

1	2	3	4	5
Estoy totalmente de acuerdo	Estoy de acuerdo	No sé	No estoy de acuerdo	Estoy totalmente en desacuerdo

1. Nunca estoy completamente seguro de mi mismo cando hablo en clase de idioma extranjero. ____

2. No me preocupa cometer errores en clase. ____

3. Tiemblo cuando sé que me van a preguntar en clase. ____

4. Me asusta no entender lo que el profesor está diciendo en idioma extranjero. ____

5. No me molestaría en absoluto asistir a más clases de idioma extranjero. ____

6. Durante la clase, me doy cuenta que pienso en cosas que no tienen nada que ver con la clase. ____

7. Pienso que a los otros compañeros se les dan mejor los idiomas que a mí. ____

8. Normalmente estoy a gusto cuando hago exámenes en clase. ____

9. Me pongo muy nervioso cuando tengo que hablar en clase y no me he preparado bien. ____

10. Me preocupa las consecuencias que pueda traer el suspender. ____

11. No entiendo por qué alguna gente se siente tan mal por las clases de idioma extranjero. ____

12. En clase, me pongo tan nervioso que se me olvidan algunas cosas que sé. ____

13. Me da pena salir voluntario en clase. ____

14. Creo que no me pondría nervioso si hablara el idioma extranjero con una persona nativa. ____

15. Me irrita no entender lo que el profesor está corrigiendo. ____

16. Aunque vaya con la clase preparada, me siento nervioso. ____

17. A menudo no quiero ir a clase. ____

18. Me siento seguro a la hora de hablar en clase. ____

19. Me da miedo que mi profesor corrija cada fallo que cometo. ____

20. Siento cómo mi corazón palpita cuando sé que me van a pedir que intervenga en clase. ____

21. Cuanto más estudio, más me confundo. ____

22. No tengo ninguna presión ni reocupaciones para prepararme bien en las clases. ____

23. Tengo la sensación de que mis compañeros hablan el idioma extranjero mejor que yo. ____

24. Me da mucha pena hablar en la lengua extranjera delante de mis compañeros. ____

25. Las clases transcurren con tal rapidez que me preocupa quedarme atrasado. ____

26. Comparativamente, estoy más tenso y me siento más nervioso en la clase de idioma extranjero que en otras clases. ____

27. Me pongo nervioso mientras hablo en clase. ____

28. Antes de entrar a clase, me siento seguro y relajado. ____

29. Me pongo nervioso cuando no entiendo cada una de las palabras que mi profesor dice. ____

30. Me abruma la cantidad de cosas que hay que aprender para poder hablar otro idioma. ____

31. Temo que mis compañeros de clase se rían de mí cuando hablo en otro idioma. ____

32. Creo que me sentiría a gusto hablando entre nativos que hablan el idioma que estudio. ____

33. Me pongo nervioso cuando el profesor pregunta cosas que no he podido preparar. ____

Appendix 2: survey.

CUESTIONARIO

Este cuestionario tiene el objetivo de conocer su opinión respecto a las experiencias que se presentaron por la docente de inglés en la investigación en la que usted participó. Siéntase libre de escribir con toda honestidad. Las respuestas que usted proporcione se manejarán con estricta confidencialidad y solo serán conocidas por la investigadora. Le agradecemos su colaboración.

1. ¿Qué expectativas tenía antes de empezar las actividades de la investigación?

_____
_____
_____
_____

2. Explique de qué manera las actividades (presentación sobre la hamburguesa sin carne y el debate sobre la obesidad infantil) que se realizaron, tuvieron algún efecto positivo o negativo en su aprendizaje del inglés.

_____
_____
_____
_____

3. Para usted, ¿por qué es importante que en el colegio se enseñe la producción oral en inglés?

_____
_____
_____
_____

4. Para usted, ¿Por qué es importante enseñar a los jóvenes a hablar acerca de problemas sociales?

_____
_____
_____
_____

5. ¿Cómo describe usted las actividades realizadas con la investigadora?

_____
_____
_____
_____

6. ¿Qué recomendaciones tiene para una próxima investigación de este tipo?

Appendix 3: Text.

The cow-free burger

Both lab-grown and plant-based alternatives approximate the taste and nutritional value of real meat without the environmental devastation.

The UN expects the world to have 9.8 billion people by 2050. And those people are getting richer. Neither trend bodes well for climate change—especially because as people escape poverty, they tend to eat more meat.

By that date, according to the predictions, humans will consume 70% more meat than they did in 2005. And it turns out that raising animals for human consumption is among the worst things we do to the environment.

Depending on the animal, producing a pound of meat protein with Western industrialized methods requires 4 to 25 times more water, 6 to 17 times more land, and 6 to 20 times more fossil fuels than producing a pound of plant protein.

The problem is that people aren't likely to stop eating meat anytime soon. Which means lab-grown and plant-based alternatives might be the best way to limit the destruction.

Making lab-grown meat involves extracting muscle tissue from animals and growing it in bioreactors. The end product looks much like what you'd get from an animal, although researchers are still working on the taste. Researchers at Maastricht University in the Netherlands, who are working to produce lab-grown meat at scale, believe they'll have a lab-grown burger available by next year. One drawback of lab-grown meat is that the environmental benefits are still sketchy at best—a recent World Economic Forum report says the emissions from lab-grown meat would be only around 7% less than emissions from beef production.

Appendix 4: Narrative.

NARRATIVA # 7

Aspectos positivos

Esta semana me sentí mas liberada porque solo tuve que centrarme en repasar temas y calificar la prueba de calidad para definir las notas y saber que estudiantes repiten la materia. Sin embargo, tuve que centrarme en repasar muy bien los últimos temas para que se les facilitara a los estudiantes entender más.

Antes del día de la prueba de calidad, tuve la oportunidad de dar una asesoría a dos de mis estudiantes de manera personal, tenía las expectativas de poder enseñarles con mas tiempo y mas calma cada uno de los temas de la prueba. Pude notar que estaban nerviosos al principio, así que traté hacerlos sentir más cómodos hablando de sus temas de interés como series de televisión o películas favoritas. Al final de la asesoría observé que entendían mas que en clase y que en realidad lo único que necesitan es poner atención en clase. Desafortunadamente, estas asesorías solo se llevaron a cabo porque estos estudiantes corrían el peligro de perder la materia o el año, así que sus madres tomaron la decisión de hablar conmigo. Y al día siguiente, mientras que calificaba las pruebas solo esperaba que ellos dos obtuvieran buenos resultados en la prueba no solo por ellos sino por sus madres.

Aspectos negativos

Para mí fue frustrante ver y escuchar como algunos estudiantes no se interesaron por hacer un ultimo esfuerzo para poder pasar inglés, y que, al contrario, solo aumentaban su mal comportamiento y actitud negativa durante las clases. De todos modos, no le di importancia y me centré en los que siempre han tenido al menos un poco de interés.

Luego de que se dijo quienes perdieron inglés, unos estudiantes vinieron hacia mi pidiéndome que los dejara pasar, pero yo desde el principio de las practicas les dije que soy una persona firme, así que solo les dije que se esforzaran más y prestaran atención cuando explico en clase.

Así entendí desde otra perspectiva la vida y las experiencias de un docente, incluso fuera del salón de clase.

Appendix 5: Research component time table

ACTIVIDAD	SOCIALIZACIÓN DE LA OBSERVACIÓN	NARRATIVAS	FICHAS DE AUTO-OBSERVACIÓN	REGISTRO DE CLASE	TALLERES DE REFLEXIÓN	LOS TUTORES VAN A HACER LA OBSERVACIÓN DE CLASE DE ESTUDIANTES DE PRÁCTICA	REUNIÓN DE COORDINADORES DE PRÁCTICA CON SUPERVISORES
SEMANAS	Los que están en Pamplona presencial / Los que están fuera de Pamplona envían video	Cada lunes antes de las 6:00pm al correo de tutores con copia al correo de práctica	Se hace en línea, todas en el mismo link enviado, en cualquier día de la semana	Solo un video, promedio de 30 a 40 minutos (tratar de no enfocar la cara de los estudiantes, solo la del practicante). Enviar al correo de práctica preferiblemente en un link. Los estudiantes que están fuera de Pamplona, envían uno de los dos videos que ya tienen. El video es de cualquier clase, no obligatoriamente que muestre el desarrollo del proyecto	Deben asistir todos los estudiantes de práctica. Los que están fuera de Pamplona, la coordinación de práctica los envía los documentos a desarrollar	Por favor recordar a tutores y avisar a supervisores, portero de la institución y coordinador del colegio. Los estudiantes que están fuera de Pamplona, envían video al tutor con copia al correo de práctica. Por favor, pedir muy respetuosamente al tutor retroalimentación de la observación.	Asisten coordinadores de práctica y supervisores (por favor avisar a supervisores). Para los estudiantes que están fuera de Pamplona, los supervisores llenan una rejilla impresa en la carpeta para enviar un informe. Los estudiantes lo escanean y lo envían. También , se le va a enviar a los correos de supervisores por si lo quieren hacer en digital.
Semana 1 23-27 Septiembre			X				
Semana 2 30 septiembre-4 octubre	X 6:00 pm a 8:00 pm Sala de profesores	Lunes X	X	X Plazo máximo de entrega viernes 4 de octubre, sólo al correo de práctica.		X	X Envío de informe por parte de supervisores fuera de Pamplona
7-11 Octubre		Lunes X			X Lunes 7 de septiembre 6:00 pm Sala de profesores del programa		
Semana 3 15-18 Octubre			X				
Semana 4 21-25 Octubre		Lunes X					Reunión de supervisores de Pamplona X Lunes 21 de octubre 5:00 pm Casa Águeda
Semana 5 28 octubre-1 noviembre		Lunes X					X Envío de informe por parte de supervisores fuera de Pamplona
Semana 6 5-8 noviembre		Lunes X	X		X Jueves 7 de noviembre 6:00 pm Sala de profesores del programa		X
Semana 7 12-15 Noviembre		Lunes X					
Semana 8 18-22 Noviembre		Lunes X	X				Reunión de supervisores de Pamplona X Lunes 18 de noviembre 5:00 pm Casa Águeda
Semana 9 25-29 Noviembre		Lunes X					X Envío de informe por parte de supervisores fuera de Pamplona
2-6 Diciembre					X Lunes 2 de diciembre 6:00 pm Sala de profesores del programa		

Appendix 6: song about technology.

https://www.youtube.com/watch?v=AlxzjKYSwg0

Appendix 7 : wordsearch about technology

Appendix 8: technology worksheet.

CAN AND CAN'T

Name:_____

Grade: 3_____

Traduce las siguientes oraciones y colorea las imágenes.

I can watch tv in the afternoon.
_____

I can't watch horror movies at night.
_____

You can call my father today.
_____

You can't call my mother tomorrow.
_____

He can watch videos on the cellphone.
_____

He can't swim in the pool with the cellphone.
_____

She can do homework with the computer.
_____

She can't break the computer.
_____

We can take pictures with the camera.
_____

We can't watch movies with the camera.
_____

Appendix 9: word-search about the house.

Name:_____

Parts of the house

```
K A T L B L E F H N D G K Q U J I X
W V B M E B I B E D R O O M G Y L T
C B Q D H P O V I R L Z E I A G S U
B A T H R O O M I U K Q F B R B Q M
U R O S F X A L M N F I Q W A V I E
H R N D P V H M O U G B T X G J L D
Q B H R V N X X H J U R S C E T L R
G A R D E N H A L L V F O F H B R A
T E T B V W B K T U M M T O T E C I
P G L A K N P W X N K U D Y M H N T
Q A C H X L E H K N A K L V R P U U
G Q K E I T S O R W F R G D N I W N
```

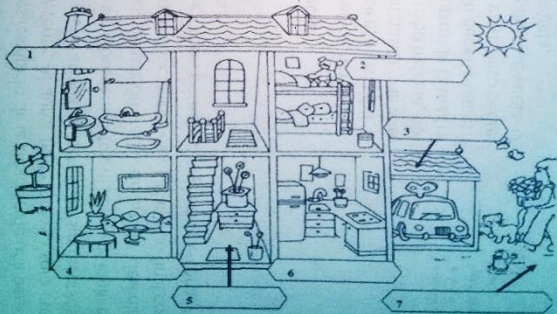LIVINGROOM   BEDROOM   HALL
BATHROOM   GARAGE
KITCHEN   GARDEN

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Appendix 10: Musical festival at Seminario Menor school

Appendix 11: English talent shows in high school.

Appendix 12: English talent shows in primary.

Appendix 13: Micro business market.

Appendix 14*: Novena of Aguinaldo.

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