

The improvement of oral production through the implementation of videoblogging and task based learning approach with the course Elementary English II at a public university in  
Colombia

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Colombia

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**APPROVAL NOTE**

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## **Presentation**

In the frame of the practicum stage of the foreign languages program at the University of Pamplona, practitioners must design a pedagogical proposal which consists of four components. In the case of this project the content is organized as follows: pedagogical component, research component, outreach component and administrative component.

First of all, the pedagogical component as its name shows contains a pedagogical research proposal essential at the moment of working as pre-service teachers in the assigned institution. In this case, the foreign language program at the University of Pamplona. This first chapter is entitled “The improvement of oral production through the implementation of videoblogging and task based learning approach with the course elementary English II at a public university in Colombia” having analyzed the setting of the practicum, these proposal aims to fulfill the expectations and necessities of the second semester students, in this case oral production improvement.

Afterwards, the research component is entitled “The formation of reflective spirit in foreign language program practitioners: a formation tool for qualifying the pedagogical practicum”. This component refers to the reflexive practitioners’ role and can be taken as a Macro project of the program. The idea is to foster a reflective spirit in order to enhance teaching practices.

Then, the outreach component is entitled “KET exam preparation workshop for the students of the elementary English II courses”, this is a new proposal in the area of English learning. Students need to get prepared for standardized exams in order to achieve a certification following the guidelines of the Education ministry and the high quality accreditation of the program.

Finally, the administrative component. This component describes the extracurricular practitioners' responsibilities and duties outside the classroom. For instance, FL program meetings and cultural events preparation.

### **Introduction**

In Colombia during a long time learning English has been seen as a privilege for few people. However, nowadays the gate is opened for all people, despite factors like economic stratum, age, religion, gender, etc.

The university of Pamplona, taking into consideration one of its principles of service and solidarity from the PEI promotes integral professionals who are able to take a role of service openly, no matter the context. That is why the foreign languages program practicum of this institution has a focus on the community necessities, considering English language learning as the most urgent need to attend and face with pedagogical solutions. In this sense, practitioners are called to work not only on local institutions, but also in some other cities. Another option that students can apply for is the practicum inside the program, filling several requirements this is a good alternative to consider.

After conducting a conscious observation of the context, students have to design a proposal composed of four main components such as: Pedagogical, research, outreach and administrative.

To give a solution to the identified issues, to original proposals have been adopted. That is the case of the action research about videoblogging to improve oral production and the outreach component focused on a standardized test in English, something new in the foreign languages program at the University of Pamplona.

## **Justification**

This practicum project is justified taking into account the necessity of a renewal in a general view in the educative ground, as well as the need of looking for alternatives in FL teaching strategies.

In light of this assumption, the proposal aims to go beyond the emulation of recurrent practices, the main idea is to propose a groundbreaking project giving value to the ancient practices, but looking for some improvement and innovation. That is the reason why working on trending practices that involves information and communication technologies (ICT) like videoblogging, in case of the pedagogical component, can be considered as a new way to give the FL learner an alternative path to be highly proficient. Trough new technologies, based on Kessler (2018):

We can easily create opportunities for learners to record their oral production for speaking and pronunciation improvement while presenting them with feedback from native speakers, peers, instructors, and others. We can easily gather extensive authentic language samples of specific vocabulary relevant to their lexical development and present it to students in a manner that is compellingly contextualized and familiar. (p.1)

The accomplishment of projects and the analysis of the national context in terms of education can give the practitioner an own insight about his personal development and a road map to follow. These projects can be the basis of a future master degree or pedagogical research, something remarkable without any doubt.

After being immersed in the professional market, pre-service teachers can take advantage of these spaces and research components to go in depth their beliefs and techniques, also to reinforce pedagogical knowledge, always necessary in professional life. In this context, practitioners can develop reflective skills as well, this perspective can become a narrative

reflection practice. This narrative reflection takes a particular importance because “the emphasis is on the teacher’s own interpretations of the context in which professional decisions are made. Such narratives can be a powerful force in heightening teachers’ awareness of their own professional reasoning” (Sparks-Langer&Colton,1991, p.41)

Additionally, it is necessary to be aware of practitioners’ insights and emotions during the extra-curricular activities assigned to them. In light of this, the administrative component covers these elements; the results of the former mentioned can allow teachers to understand how pre-services teachers’ process of immersion in a professional context is.

### **General objective**

- To analyze the implementation of video blogs as a pedagogical tool when improving oral production using task based learning approach with elementary English II course learners.

### **Specific objectives**

- To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.
- To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.
- To raise awareness about the importance of presenting proficiency standardized tests in English.
- To actively participate of all the processes and events managed by the FL program during the semester.

## **General conclusions**

During the development of teachers' professional life every day there are proposed new tools, methodologies and strategies necessary to implement because professional life requires to reinvent yourself every day if you want to be worth of recognition and gratefulness. The ICTs open a broad spectrum of possibilities to do so, that is why teachers should apply nontraditional methods in order to break the paradigm of a pointless education. Therefore, audio visual tools such as video blogs can facilitate a more comfortable learning environment depending on the resources and approaches implemented while teaching.

Furthermore, not only pedagogical decisions are important, being a reflective teacher is a necessity when starting the path of teaching an FL, taking into account that every day is a new opportunity to improve reflections help teachers to overcome difficulties. A reflective teacher is someone able to accept mistakes, to make decisions about it and to face new challenges without giving up. The importance of reflection can be evidenced in each component of teachers' endeavors. Planning, performances, evaluation, creativity, even integrality can be improved thanks to reflective processes.

Moreover, it is necessary to raise awareness about the importance of English language, because sometimes students are more concerned about French activities, initiatives, exams and consequently standardized tests. One of the reasons that students usually claim is that English proficiency exams are more expensive than French DELF/DALF exams, that is why the university authorities should look for an agreement with a certified institution in order to help students to get access to those exams, because it is mandatory to take them and show a C1 proficiency level (both in English and French for FL students) in accordance with the MEN policies.

After having experienced all the practicum stages inside the foreign languages degree at the University of Pamplona, I can frankly state that teaching is not an easy job. The importance of the administrative component is to find out, immersed in a real context, how difficult teaching is. Being a teacher is not only about going to a class and following a course book, this is not only about planning classes or grading homework. There are too many endeavors that other professions do not need to face. Activities such as: teacher meetings, cultural events, attendance to research congresses, self - assessment, curriculum updating processes, etc.

### **Institutional observation**

Before making pedagogical decisions about any educational context it is necessary to have a broad perspective related to the setting where the practitioner will be immersed, that is why an exhaustive analysis must be made by foreign language program pre-service teachers.

In light of this assumption, practicum students must get in contact with their assigned context taking into account several aspects that can help them to understand where they are and the issues that education and specifically English language learners can go through. That is why the first time immersion is really important, practitioners can analyze situations, identify problems, and propose solutions in a pedagogical way.

On one hand, some of the elements of the observation are related to features of the city where the students and institutions are situated. Also, the norms, guidelines, goals and organization of them. On the other hand, some teachers' teaching process elements are analyzed.

That is to say, the way teachers prepare, develop and evaluate their classes. In addition, it is really important to identify the teachers' methodology that is expected to be aligned with the institution policies.

### **Topographical location of the educational center**

The University of Pamplona is a public university located in the city of the same name. It counts with three university campuses in the main headquarters. Besides that, it has also two dependencies, one located in the town of Villa del Rosario (which makes part of Cúcuta's urban area) and the second one placed in Cúcuta. It was founded in 1960 as a private college under the direction of Father José Rafael Faría Bermúdez, and it changed its character to public university under departmental command, as the order N° 0553 of August 5th, 1970.



Currently, the university offers 56 undergraduate programs, 15 specializations and 11 masters. From this list, the Foreign Languages program makes part of the oldest programs offered by the institution, with more than 55 years dedicated to the formation of professionals in the education and diffusion of foreign languages both in the region and the country.

### **Identification of educative authorities**

Table 1

*University of Pamplona authorities.*

<b>Person in charge</b>	<b>Post</b>
Ivaldo Torres Chavéz	University Rector
Laura Patricia Villamizar Carrillo	Academic Vice-Rector
René Vargas Ortégón	Administrative and financial Vice-Rector
Oscar Eduardo Gualdrón Guerrero	Research Vice-Rector
Benito Contreras Eugenio	Dean of the education and sciences faculty
Claudia Judith Mosquera Muñoz	Director of the department of languages and communication
Ivan Darío Vargas	Director of the foreign languages English-French program

*Table 1, Institutional authorities of the University of Pamplona, considering the foreign languages program the point of reference.*

## **Institutional documents**

The institutional documents are conceived and applied in every educational center, as a way to guide the way it is organized and the criteria followed for its development. The conception and ratification of these documents is fundamental so the university has a clear path to follow, as well as the necessary regulations for its well-functioning. For institutional observation purposes, the following documents will be taken into account: The Institutional Educational Project (PEI, for their acronym in Spanish) and the Program's Educational Project (PEP) established for the Foreign Languages program. Generally speaking, these documents show the philosophical and pedagogical principles followed by the university and the program, the functions and principles from the teachers and the studies plan of the program.

### **Educational Institutional Project (PEI)**

This document contains the general principles that guide the University of Pamplona in its academic and social objectives. Its main purpose is to define the institution's identity and perspectives towards the current social, economic, educative and politic contexts, looking forward to raise conscious professionals and leaders committed to the construction of a new peaceful country.

#### ***Mission***

The University of Pamplona, in its public and autonomous character, signs up and assumes the innovative and comprehensive formation of its students, which derives from research as a main practice, articulated with the generation of knowledge in the areas of science, technology, arts and humanities, with social and environmental responsibility.

#### ***Vision 2020***

To be a university of excellence, with a culture of internationalization, as well as academic, technological and investigative leadership, aiming for national, binational and international impact through a clear, efficient and effective leadership.

### ***Values and principles***

In order to fulfill the mission and the vision of the institution, the university proposes a list of principles and values that the alumni will be recognizes by. Their foundations lay upon respect, freedom of conscience, of opinion, of information and of teaching and learning. These are the following:

### ***Principles values***

- Autonomy    Excellence
- Academic and learning freedom    Commitment
- Integration of research-science-academy    Pluralism
- Academic and administrative excellence    Respect
- Practice of values    Freedom of thought
- Universality    Social responsibility
- Integrality    Humanism
- Equality    Participation
- Responsibility
- Transparence
- Effectiveness

### **University regulation**

In the university regulations we can find 10 main chapters to show:

Chapter 1: Description of the generalities of the University of Pamplona.

Chapter 2: Description of the process of the students' admission.

Chapter 3: Description of the process of administrative inscription and its conditions.

Chapter 4: Description of the academic management.

Chapter 5: Description of the evaluation process.

Chapter 6: Description of the bachelor thesis.

Chapter 7: Students' rights and obligations.

Chapter 8: Encouragement and privileges.

Chapter 9: Special provisions

Chapter 10: Description of disciplinary processes.

### **Program's pedagogical project**

The PEP is designed to show the principles and guidelines followed by the program in the matter of academic work, in order to approach the comprehensive formation processes in an innovative, yet proper way. It is founded upon the following perspectives:

#### ***Psychological***

Covering students' aspects of their personality, such as their self-esteem, autonomy, affection, self-assurance, independence, exploration and competitiveness.

#### ***Socio-cultural***

Composed by the different social relations, the need of others, and the relation with the physical, social and cultural environment.

#### ***Pedagogical***

It has relation with the proximity with the pedagogical tendencies, as well as with the teaching-learning processes.

***Biological***

It has to do with the habitudes and codes related to self-knowledge and self-respect.

Integral development:

To understand the students as a holistic and multidimensional being.

***Program curriculum***

Furthermore, the curriculum of the program shows how credits, the weight and intensity per component is organized. Here we can find six components: pedagogical, socio-humanistic, mother tongue, foreign language and culture, deepening and research.

Table 2

*Curriculum organization*

ORGANIZACIÓN DE PLAN DE ESTUDIOS	
Número de Créditos Académicos:	164
Créditos Obligatorios:	157
Créditos electivos:	7
Número de semanas del periodo lectivo:	16 semanas
No de créditos por áreas y componentes de formación (programas de pregrado):	
<b>AREAS</b>	<b>COMPONENTES</b>
Componente Pedagógico: 23 créditos	Componente Formación básica: 25 créditos
Componente Socio-Humanístico: 14 créditos	Componente Profesional: 45 créditos
Componente Lengua Materna: 15 créditos	Componente Profundización: 84 créditos
Componente Lengua y Cultura Extranjera: 43, créditos	Componente Social-Humanístico: 10 créditos
Componente Profundización: 28 créditos	
Componente Investigación: 21 créditos	

*Table 2, This curriculum organization was taken from the 2010 FL program PEP document available at the languages and communication department.*

### ***Teaching and learning Methodology***

With regard to the on-site modality, each student's hour of working inside the classroom is equivalent to two hours of independent study at home. For instance, a course with three credits of weight is equivalent to 144 hours of dedication per semester, split into 48 hours of on-site work and 96 hours of independent work. In light of the curriculum organization, each semester has a weight of 14 to 16 credits. In order to develop the courses of the curriculum some pedagogical and evaluative modalities are addressed. These modalities give the student his role of social actor and constructor of his own learning such as: pedagogical projects, practicum stage, tutoring, ground work, workshops, seminars and master classes, taking into consideration the two pillars that support the research ground and the pedagogical practicum, as well as their influence in the foreign languages teaching learning process.

### ***FL teachers' information***

Table 3

*Foreign languages program teachers' information*

<b>No</b>	<b>Nombres</b>	<b>Apellidos</b>	<b>Dedicación (tiempo completo, medio tiempo, cátedra)</b>	<b>% de la labor académica asignada al programa</b>
<b>1</b>	Gabriel Eduardo	Cote Parra	Tiempo Completo	100%
<b>2</b>	Magdaleidy	Martínez Cáceres	Tiempo Completo	100%
<b>3</b>	Myriam Edilma	Gómez Filigrana	Tiempo Completo	100%
<b>4</b>	Patricia Sylvie	Mazeau de Fonseca	Tiempo Completo	100%
<b>5</b>	Carlos Alberto	Jaimes Guerrero	Tiempo Completo	100%

6	Claudia Judith	Mosquera	Tiempo Completo	100%
7	Judith Cecilia	Albarracín	Tiempo Completo	100%
8	Marjorie Verónica	Arciniegas Vera	Tiempo Completo	100%
9	Juan José	Álvarez	Tiempo Completo	100%
10	Laura Marcela	Torres Álvarez	Tiempo Completo	100%
11	Antonio	Recuero Rodríguez	Tiempo Completo	100%
12	Lucy	Duran Becerra	Tiempo Completo	100%
13	José Yesid	Contreras Mora	Tiempo Completo	100%
15	Iván Darío	Vargas González	Tiempo Completo	100%
16	Gonzalo Alberto	Vargas Juaregui	Tiempo Completo	100%
17	Daniel Ricardo	Pedraza Ramirez	Tiempo Completo	100%
18	Mayeini Katerine	Garcia Parada	Tiempo Completo	100%
19	Clara Noelia	Villamizar Cote	Tiempo Completo	100%
20	María Fernanda	Padilla Stand	Tiempo Completo	100%
21	Favio	Sarmiento Sequeda	Tiempo Completo	100%

*Table 3, Here we can see the names, time of engagement, type of contract of the teachers who belong to the foreign languages English-French program at the university of Pamplona.*

### **Institutional calendar**

This calendar is a public institutional document known as “*acuerdo No. 044, 22 de mayo 2018*”

Table 4

*Institutional calendar*

Starting date	August 21 <sup>st</sup> 2018
<b>FIRST TERM (SIX WEEKS)</b>	<b>21<sup>st</sup> August – 29<sup>th</sup> September</b>
Exams week	<b>24<sup>th</sup> – 29<sup>th</sup> September</b>
Online grading register	<b>6<sup>th</sup> -10<sup>th</sup> October</b>
<b>MID-TERM (5 WEEKS)</b>	<b>1<sup>st</sup> October- 3<sup>rd</sup> November</b>
Exams week	<b>29<sup>th</sup> October- 3<sup>rd</sup> October</b>
Online grading register	<b>6<sup>th</sup> – 10<sup>th</sup> November</b>
<b>THIRD TERM (SIX WEEKS)</b>	<b>6<sup>th</sup> November-15<sup>th</sup> December</b>
Exams week	<b>10<sup>th</sup>-15<sup>th</sup> December</b>
Online grading register	<b>13<sup>th</sup> – 18<sup>th</sup> December</b>
Due date for submission of the final degree project grade	<b>18<sup>th</sup> December 2018</b>

*Table 4, academic calendar of the University of Pamplona, acuerdo No. 044, 22 de mayo 2018”*

### **Infrastructure organization**

The main campus is located in the town of the same name. The central facilities are in the Km. 1 via Bucaramanga. Besides that, the university counts with other spaces that are fit for educational purposes: La Casona, Casa Águeda, buildings such as Nuestra Señora del Rosario building, Luis Carlos Galán building, San Francisco building and Club del Comercio building. On top of these academic scenarios, it is important to mention that the university counts with other spaces, such as a coliseum with basketball, volleyball and tennis courts, a soccer field, two gyms (one of them Olympic), and a pool.



Regarding the program, it counts with a building, placed in the main campus, named after Ramón Gonzales Valencia, a Colombian statesman. It serves as the central point for all foreign languages students; it counts with three laboratories, supplied with enough computers, one smart TV per laboratory, a good-quality sound system and internet access. On the other hand, the building counts with its own resource center, where students can find a vast variety of books, studying material, literature, dictionaries and other kinds of documents, both in English and French, available to all students for them to practice and improve their learning process.

Besides the three laboratories, students take class in other buildings, such as La Casona, Nuestra Señora del Rosario building, Luis Carlos Galan building and Club del Comercio building, all properly adequate for learning purposes; Nuestra Señora del Rosario building, for example, has projectors in almost every room.

### **Supervisor teacher's schedule**

In this practicum stage the assigned supervisor is the English teacher Karen Garay who is part of the teaching staff of the foreign languages program at the University of Pamplona.

Table 5

*Supervisor schedule*

TEACHER: Karen Johana Garay Alquichire

HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
6h-7h			Literatura anglófona A		
7h-8h			LC 201		
8h-9h				Permanencia	Inglés elemental II A
9h-10h	Asesoría LC	Inglés Elemental II B		Permanencia	SVR200
10h-11h	Literatura anglófona A	Inglés Elemental II B	Inglés Elemental II B	Asesoría Dep.	Inglés nivel II E
11h-12h	LC 201	RG 203	SVR 200	Asesoría Dep.	EC 206
12h-13h					
13h-14h					
14h-15h		Reuniones programa	Inglés nivel II E		
15h-16h		Reuniones programa	EC 206		
16h-17h	Inglés Elemental II A	Permanencia	Asesoría Dep.		Inglés elemental II B
17h-18h	SVR200	permanencia	Inglés elemental II A		SVR 200
18h-19h			Inglés elemental II A		
19h-20h			RG 203		

*Table 5, supervisor's schedule and responsibilities*

### **Classroom observations**

In order to have a broad perspective about the supervisor's methodologies, strategies, preferred materials, organization, personality, attitudes, etc. six classroom observations were carried out. These classroom observations were done during a week in both elementary English II groups A and B.

### **Pedagogical aspects observed**

Generally speaking, most of the sessions showed that the teacher implements an action oriented approach. Constructivism is adopted regularly, the English learners are the center of the educative process, they are able to communicate based on what they learn, even their fluency and phonological control are higher than the expected in some of the cases. The materials implemented are constrained by the classroom equipment, because some classes are carried out

in the FL labs just once a week per group. Meanwhile, most of the classes are taken in a traditional classroom which is not equipped with computers or audiovisual technologies.

Elementary English course students are close to an A2 proficiency level; they can produce meaningful basic structures orally or written. These aspects allow me as practicum teacher to asseverate that a huge spectrum of activities can be applied. Although students accomplish all the activities proposed inside the classroom, they use to show more interest when working on didactic tasks, apart from course book activities.

### ***Task based learning***

It can be asseverated that the teacher applies this approach as a tool to make students achieve a superior objective by doing micro-activities that mostly involve Speaking and writing competences. For instance, students were able to present a famous character in pairs trough a role play activity. The main goal was to use wh questions and they showed interesting speaking skills while performing their favorite characters.

### ***Cutting edge course book***

The cutting edge pre-intermediate course book works as a road map for the teacher, she shows an accurate management of the topics and activities proposed, she nicely follows a logical order and connects linguistic and cultural goals. It can be assumed that the planning stage of the process is based on the course book. However, some warm up activities were done as icebreaker at the very beginning of the classes, it means that the teacher was not constrained by the book. One example was an activity that consisted of picking up a piece of paper which contained a Wh question starting, students had to create a question based on that and the one who made a mistake had to be seated in from of his classmates answering the proposed questions.

### ***Teacher attitude and personality***

One of the factors that can influence students' English learning process is the teacher's attitude towards them. However, in this specific case the teacher showed a respectful relationship with her students, the classroom interactions were normal and there were not conflicts.

When correcting students' mistakes, the teacher showed a kind attitude and she tried to clarify what the correct forms of pronouncing or even writing were.

Generally speaking, it can be said that the teacher's behavior was the same with both groups, that is to say that she did not have preferences or biases about the courses.

## **Chapter I: Pedagogical component**

### **The improvement of oral production through the implementation of videoblogging and task based learning approach with the course elementary English II at a public university in Colombia**

#### **Introduction**

Nowadays in the world learning a foreign language is not a privilege, but a necessity. The data, guidelines and manuals about some specific areas of knowledge are written and available in most of the cases in English. That is the case of political affairs, aviation, business trade, branding, technology, tourism, high education etc.

Moreover, in Colombia the government has been making an effort during the last 15 years to foster the foreign language learning thus achieve a higher level of competitiveness. It is showed by the variety of programs implemented with different objectives and terms, for instance, the *Programa Nacional de Bilinguismo* (2006-2010), the *Programa de Fortalecimiento al Desarrollo de Competencias en lenguas extranjeras* (2010-2014) and the *Programa Nacional de Ingles* (2015-2025). These programs have an aspirational insight about teaching and learning English, some of them are even perfect in theory, but it is so hard to implement them in the real context: The public schools and higher education institutions.

Furthermore, at the University of Pamplona, the foreign languages program is following a path of excellence and service. In 2017, based on the *Ministerio de Educación Nacional-MEN* (2017) through the administrative decision *Resolución No. 27742 del 07 de diciembre de 2017*, ruled that the program received the accreditation of high quality for four years. So far, the program teaching staffs keep working in order to full fill different processes such as the acquisition of the qualification from the MEN and the curriculum renewal. Currently, one aspect

to take into account is the methodology and the strategies to be taken into consideration, as well as the competences that teachers want to improve in order to build strong basis. It can be said that the students' oral production is one of the main points to cover, although all the competences involved in FL learning are necessary to improve, the speaking competence can be considered as the most useful when dealing with everyday situations, "Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it" Segura (2013).

### **Problem**

In the context of the foreign languages program at the University of Pamplona most of the students show decent skills when addressing to reading, listening and writing competences. Unfortunately, some of them are afraid to express themselves orally in the target languages, English and French to be more precise, when addressing to everyday situations. It could be stated through six non-participant observations carried out inside the context of elementary English II A and B courses. There were not too much difficulties when writing, listening or reading information in English. However, more than a half of the students showed signs of affective factors when talking in front of their classmates, hesitation and nervousness were recurrent in their oral performances. Burazin (2017), an English-Croat teacher affirms that speaking is the most difficult skill to master:

For me, speaking is the most difficult. I am not talking about answering questions and providing very simple and short answers. I am talking about making a speech, or discussing a certain scientific topic, or retelling a complicated and long book or a movie. That's difficult if you don't use the foreign language on a daily basis. It is also difficult to make a meaningful conversation with a complete stranger in a foreign language without

making any mistakes, because you cannot know what they'll want to talk about. You don't have time to prepare the answer. Everything is taking place in the real time frame. It can be stressful. Especially if you worry about your pronunciation, the right usage of vocabulary and tenses, while focusing on the content and providing useful information (n.d).

Although these negative influences that could be caused by affective factors, there are some strategies that can be implemented to foster the students' oral production. In order to look for strategies and to analyze how video blogs can be included on FL education, these research questions have been proposed:

### **General question**

-How can videoblogging improve the elementary English II course students' oral production?

### **Sub questions**

-How can the task based learning methodology be used to implement videoblogging with elementary English II students?

-Which oral descriptors can be improved through videoblogging implementation?

- What are students' perceptions of videoblogging's implementation?

### **Rationale**

When learning a FL one of the most advantageous strategies to accelerate the process is to be immersed in real context situations that demand the use of the target language. That is why people who have the opportunity of going abroad to be in contact with native speakers claim that

they learned more in those situations than paying language courses. This is not only about linguistic improvement, but cultural knowledge, personal and professional development (Kauffman, 1984). In order to go straight to the point, the contact with native speakers is really important when enhancing oral skills, English language is not the exception. Moreover, focusing on the current foreign languages program situation at the University of Pamplona, there are not native speakers when referring to English language teachers. This is one of the reasons to look for a way to get students in contact with native users of the language in order to improve their speaking skills.

One of the answers to the lack of real-context communicative situations immersion could be pedagogical tasks as Ellis (2003) defined "... A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world" (p.16). Therefore, taking into consideration the aforementioned definition, TBL approach can be implemented in order to lead students to a more realistic use of the language.

In addition, when analyzing the innovative learning opportunities that technology and science give to foreign languages teachers and learners, it is mandatory to recognize that ICTs influence has been positive in this ground of education; that is the reason why it is necessary to take advantage of them. Inside this broad category we can found the web 2.0, there are some advantages of using the available content and tools that this cyber space contains. First of all, the improvements of students' creativity, when consuming original content on platforms like YouTube. Also, the students centered learning that it provides, sometimes allowing learners to share content and knowledge creating an independent scenario. Besides, a more authentic audience who can give feedback. This is the main point to address; it has been showed how the web 2.0 contributes to improve communication skills. Therefore, having a wider audience to



interact with facilitates the improvement of the aforementioned. Inside those communicative skills we can find oral production and the web 2.0 through YouTube offers a new trend in data sharing, the video blogs (Rubio,2011).

The implementation of video blogs can be a way to help students to watch and get familiarized with authentic material. This strategy can help them to improve not only speaking, but listening skill as well. After this immersion, they can analyze the way native speakers talk, the way they perform and the richness of their speech.

The implementation of micro-tasks through videoblogging can help students to produce something original, but following some guidelines after being in contact with authentic audiovisual material. In this way it could be analyzed the necessity of dealing with authentic materials.

Planning to use authentic materials in an A2 level English classroom in a foreign language learning context proved to be a well-thought-out task. (...) authentic materials need to be explored within a thorough methodological framework. This activity will enable learners to acquire both receptive and productive skills, and will provide them the opportunity to put into practice what they learn whilst developing pedagogical communicative projects. (Castillo, Insuasty & Osorio,2017, discussion section, par.10)

Furthermore, when learning a foreign language there are many different ways to assess what the student learns. Consequently, it is necessary to produce something in order to know whether the student learned in a proper way. That is one of the important roles of both oral and written production. According to Harmer (2007), the development of the oral production allows three specific elements inside the classroom; one of those elements is the opportunity to put into practice what the student learned.

## **Objectives**

### **General objective**

- To analyze the implementation of video blogs as a pedagogical tool when improving oral production using task based learning approach with elementary English II course learners.

### **Specific objectives**

- To create and implement a videoblogging strategy through task based learning approach.
- To analyze oral production students' proficiency level.
- To identify what the students' perception is towards videoblogging implementation.

## **Theoretical framework**

Overall, in order to understand the frame of this research project, two key concepts have to be explained. The former, ICTs definition. The latter, web 2.0 concept.

According to the web page tech terms, ICT (Information and Communication Technologies) are defined as "...technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums" (Christensson,2010, para.1). This can be assumed as a broad category inside technology.

In addition, Web 2.0 definition stands for the second generation of online technologies that emerged from internet development facilitating users' capacity of sharing content and interactions. Based on Yadav,Akhilesh,Patwardhan &Amala (2016), "...some of the tools categorized in web 2.0 are: Blogs, Wikis, Social Networking Sites, Social Book Marking,

Content Syndication (RSS), Content Tagging Services (Folksonomies), and Mashups etc.”(p.219)

### **ICTs use on FL context**

Usually seen as an opportunity to innovate ICTs are highly implemented inside learning environments and FL learning is not the exception. The opportunity of creating and sharing content enhances students’ practices. When referring specifically to EFL contexts, it has been stated that through ICTs students can foster creativity and enhance motivation leading to improved learning outcomes (Al-Mahrooqi, Rahma & Troudi, Salah,2014). Furthermore, some useful strategies can be implemented, for instance the implementation of storytelling or video blogs taking advantage of multimedia sources.

Moreover, the basic concepts that emerge from this pedagogical project are three: Oral production (speaking), task based learning approach (TBL) and videoblogging. Nevertheless, it is necessary to address the use of technologies to learn foreign languages.

### **Speaking**

First of all, it is important to define what speaking is:

Based on Burns & Joyce (1997) can be defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Likewise, Bailey (2005) states that Speaking consists of “producing systematic verbal utterances to convey meaning” here some elements can be identified. On one hand, the importance of meaning as the core of the process.

On the other hand, the constructivist and communicative focus when using verbs like construct and produce.

When analyzing the descriptors showed by the CEFR (2001) for A2 learners four of them take importance in this study and must be highlighted: Grammatical accuracy, vocabulary control, phonological control and spoken fluency.

#### **Linguistic control - Grammatical accuracy**

Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

#### **Linguistic control - Vocabulary control**

Can control a narrow repertoire dealing with concrete everyday needs.

#### **Linguistic control - Phonological Control**

Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

#### **Pragmatic-Spoken fluency**

Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.

Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

*CEFR descriptors for communicative language competence.*

## **Task based learning**

These pedagogical tasks were selected because they work as the most appropriated way to analyze a whole process step by step with different activities. According to Nunan (2004):

Task based learning is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p.4)

Generally speaking, this definition is aligned with the main aim of speaking which is to convey meaning. Applying and adapting Ellis (2003) process it can be described the task based learning as follows:

Pre-task activity an introduction to topic and task

While: Task > Planning > Report

Post: Language Focus and Feedback

In addition, an example of the implementation of TBL approach can be found in Peña & Onatra (2009), emphasizing the process established by Ellis:

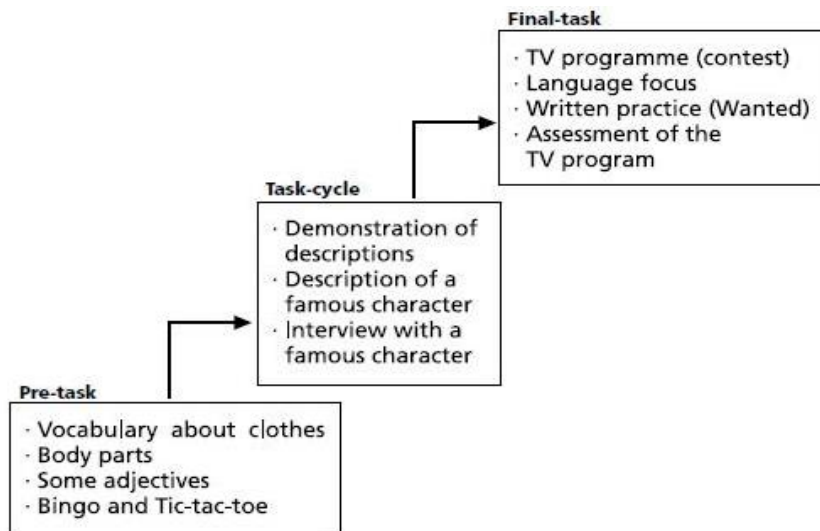


Figure 1. TBL activity process, Peña, M., & Onatra, A. (2009).

## Videoblogging

There are some elements which are necessary to differentiate and that are known in social networks interaction. These elements are vlogger, video blogs and blogs. Without any necessity of recurring to specialized authors a vlogger is the person who post the videos, the video blogs are the audiovisual products and a blog is the written version of them that is in fact more ancient.

“A video blog, or vlog, is defined as a blog that uses video as its main source instead of texts. Current video blogs are essentially text blogs with externally linked videos for each entry” (Parker & Pfeiffer, 2005) (as cited in Rakhmanina & Kusumaningrum,2017). However, the posts may also include text, providing context for the video, the focus of each post is a video that can includes subtitles as well. In addition, something relevant to consider is that a big amount of video data is uploaded and available on Youtube platform.

## **Literature review**

### **Task based learning and oral production**

Several studies have addressed a potential relation between the task based learning approach and the oral production improvement when learning foreign languages. Following this integrated vision, the researchers Peña & Onatra (2009) conducted a study aimed to analyze interactional oral activities demanded by novice learners through the TBL approach. Three specific aspects were highlighted after their interventions. First of all, they claimed mistakes are not an inconvenience, but an opportunity to set a path when learning that is why, feedback must be given at the end of an oral activity instead of interrupting students' performances. Then, they remarked the importance of strategies to maintain communication among students, for instance the solidarity between interlocutors. Finally, they stated that good students' performances in short oral interventions do not necessarily mean that they can handle longer speaking activities.

Similarly, García (2016) found that through students' participation in mini tasks they can improve grammar and phonetics, giving value not only to teacher's feedback and encouragement, but the students' own strategies development such as self-correction, questioning, use of fillers and repetition. It is remarkable the implementation of methods than can be seen as "unusual" in an academic context. In both studies (Peña&Onatra,2009; García,2016), referring to the over tolerance of mistakes and fillers, they can be positive in one sense, they help students to remain standing during an oral production, achieving a communicative goal by those means, therefore the final task achievement.

### **Videoblogging improvement**

After the groundbreaking development of web 2.0 and its platforms, some technological tools appeared catching a lot of users all over the world. One of these tools was the Vlog,

evolving from web sites with written post called blogs to audio visual thematic productions called video blogs. These controversial alternative offered a more personal and interactive content, as Warmbrodt (2007) described a decade ago:

Vlogs are a type of blog that consists of videos as the primary media within each post.

These videos are typically no longer than five or ten minutes in length (Luers, 2007).

Vlogging initially became popular due to the decreasing barriers of entry of internet video publishing. Much of the initial success of vlogs comes from video hosting websites such as blip.tv, which offer free hosting. These video hosting sites allowed vloggers to combine current blogging technology with hosted videos to create vlogs. (p.12).

Afterwards, vlogs took a platform called YouTube as a home place where they could be indexed and watched by users all over the world depending on their likes and dislikes in terms of entertainment.

Furthermore, after analyzing the success and repercussion of these specialized videos uploaded it has been studied whether vlogging is a productive activity and strategy to implement in a foreign languages field. Some studies have been conducted in order to find evidences about their usefulness (Fidan&Debbağ, 2018; Rakhmanina & Kusumaningrum, 2017)

With regard to this assumption, Fidan&Debbağ (2018) concluded that vlogging can be implemented in order to complement some knowledge areas and to enhance some skills attached to the teachers' and students' endeavors because "it contributes to recognizing the shortcomings, reviewing and correcting them (reflective learning, self-regulation skill) and to the development of self-expression, communication, information sharing, critical thinking in terms of individual and social development" (p.161). In addition, Rakhmanina & Kusumaningrum (2017) compared the implementation of expository strategy and videoblogging when improving speaking. They



concluded; On one hand, Learning speaking through videoblogging is more effective than the expository strategy. On the other hand, the students who have high learning motivation have higher speaking ability than those who have low one.

Nevertheless, a comparative study Combe & Codreanu (2016) argue that “vlogs offer the possibility to practice spoken production skills as recommended by the Common European Framework Reference for languages”. It means that in formal academic contexts vlogging is not the most accurate strategy to learn English, but it can enhance the improvement of informal areas of the target language.

## **Methodology of the research**

### **Research design**

This study takes a mixed design because both qualitative and quantitative methodologies are necessary to analyze the final results. Most of the results regarding oral production improvement will be showed with a quantitative basis, the other categories will be analyzed with a qualitative basis.

This study adopted an action research mixed design defined by Creswell (2012):

Action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. In some action research designs, you seek to address and solve local, practical problems, such as a classroom-discipline issue for a teacher. In other studies, your objective might be to empower, transform, and emancipate individuals in educational settings (p.22)

The empowering feature of this design let students get rid of barriers, negative factors influence, limitations and biases. The researcher, as a teacher as well, can decide changes while he implements the project. That is to say, the improvement is the main goal and all the changes can help to achieve that goal.

### **Participants**

The selected population in this research were the students from elementary English II courses, A and B groups, taking all of them as a group, being their semester the homogenous criterion. Implementing a homogeneous sample method, according to Hatch (2002) "...samples are made up of individuals with similar characteristics or experiences..." (p.98). The criteria for selecting participants is: students have to be part of the foreign languages program, specifically elementary English II A and B groups at the University of Pamplona, their expected English proficiency is A2.

However, only five participants were selected. Two of them from group A and three from group B. This sample was selected in order to get the enough data to reach reliable results. With more than five participants the process would have been harder because of the big amount of data and the time constraints.

### **Techniques and instruments to collect data**

Data was gathered using five instruments. The core instrument of data were the video blogs themselves for content analysis. (see Appendix 1) Also, some complementary instruments were applied: an introductory questionnaire, reflective journals weekly, evaluation rubrics for assessment (see Appendix 2) and a final focus group session.

## **Questionnaire**

According to O'Leary (2014) Questionnaires have many uses, most notably to discover what the masses are thinking. These include: market research, political polling, customer service feedback, evaluations, opinion polls, and social science research. In this research, each student answered one open-ended introductory questionnaire, that allowed the researcher to better understand the learning learners' difficulties and assumptions about their own learning process. (see Appendix 3)

## **Reflective journal**

In order to have a record about the teacher's reflections and changes throughout the process weekly entries were collected. Bertrand (2011) will be a reference in every aspect concerning the way of making and analyzing the entries made by the researcher in journal compilations. Taking into account that the study follows the action research design, this instrument is essential, both for the data collection and for the reflective process. (10, classroom reflections) (see Appendix 4)

*Students' reflections;* After the first class under my charge I decided to ask students to write some pieces of reflection in a short paragraph. The elementary English II course learners were able to write the good aspects about the class and what they considered important to improve. This was not an assignment, students were free to write it in English or Spanish, afterwards they submitted it in a word document.

In terms of the positive aspects about the class, most of them highlighted the importance of dynamic and didactic activities to avoid repetition and monotony. Also, the fact that having a student from the program giving classes to them is an extra motivation to improve their level and arrive to that kind of achievements, several students found it somehow inspirational.

In respect to the opportunities to improve, most of the students were worried about the discipline inside the classroom, the class management and the teacher’s voice tone and accent. Some of them claimed that it was really difficult to understand what the teacher was saying because of the low teacher’s voice tone and the noise inside the classroom. (see Appendix 5)

**Focus group sessions**

At the end of the process, the researcher conducted a focus group session in order to answer the last research question of the project and to collect some additional data. This session was the epicenter of insights, conclusions and suggestions about the teacher’s labor.

According to merrian-webster.com (2018), Focus groups are conceived as a small group of people whose response to something broadly implemented to determine the response that can be expected from a larger population. (see Appendix 6).

**Instruments timeline**

Table 6

*Instruments implementation*

Week/instrument	I	II	III	IV	V	VI	VII	VIII	IX	X
Students’ reflection	✓									
Questionnaire		✓								
Weekly journals	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Video Blogs (product-task)		✓		✓				✓		✓

Focus group session											✓
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Table 6, data collection process arrangement

### Data Analysis Process

First of all, in order to carry out the data analysis the researcher has to choose a proper technique to analyze data. In this study, a typological technique was implemented in order to identify the main categories under study and the research findings.

According to Hatch (2002), it consists of dividing the overall data set into groups or categories based on predetermined typologies that are generated from a theory, common sense, and/or research objectives.

Table 7

Data analysis matrix

General category	Sub category	components	Theoretical description
<b>1.Oral production improvement:</b> Bailey (2005), producing systematic verbal utterances to convey meaning. Burns & Joyce (1997) can be	<b>1.1 Spoken production.</b> <b>1.1.1 sustained monologue</b>	<b>Students' capacity of description.</b>	Can give short, basic descriptions of events and activities.  Can tell a story or describe something in a simple list of points

<p>defined as an interactive process of constructing meaning that involves producing, receiving and processing information</p>	<p><b><i>Grammatical accuracy</i></b></p>	<p>Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</p>
	<p><b><i>Vocabulary control</i></b></p>	<p>Can control a narrow repertoire dealing with concrete everyday needs.</p>
	<p><b><i>Phonological Control</i></b></p>	<p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</p>
	<p><b><i>Spoken fluency</i></b></p>	<p>Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable</p>

			hesitation and false starts.
	<b>1.2 Spoken interaction: informal discussion (with friends)</b>	<b>Students' interaction</b>	<p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.</p>
		<b><i>Grammatical accuracy</i></b>	<p>Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</p>

		<b><i>Vocabulary control</i></b>	Can control a narrow repertoire dealing with concrete everyday needs.
		<b><i>Phonological Control</i></b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
		<b><i>Spoken fluency</i></b>	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
<b>Task based learning implementation</b> Nunan(2004) a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their	<b>Autonomy</b>		Experiential learning theory provides the basic philosophical view of learning as part of personal growth. The goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning. This



<p>attention is focused on mobilizing their grammatical knowledge in order to express meaning</p>			<p>process means a gradual shift of the initiative to the learner, encouraging him or her to bring in personal contributions and experiences. Instead of the teacher setting the tasks and standards of acceptable performance, the learner is increasingly in charge of his or her own learning. Kohonen (1992)</p>
	<p><b>Team-work</b></p>		<p>Experiential learning as a basis of TBL Encourage learners to participate actively in small, collaborative Groups. Kohonen (1992)</p>
	<p><b>Learning by doing</b></p>		<p>The active involvement of the learner is therefore central to the approach, and a rubric that conveniently captures the active, experiential nature of the process is ‘learning by doing’. In this, it contrasts with a ‘transmission’ approach to education in which the learner acquires knowledge</p>

			passively from the teacher. Nunan (2004)
	<b>Creative language use</b>		In creative tasks, learners are recombining familiar elements in novel ways. This principle can be deployed not only with students who are at intermediate levels and above but also with beginners if the instructional process is carefully sequenced. Nunan (2004)
<b>Videoblogging implementation.</b>  (Parker & Pfeiffer, 2005) A video blog, or vlog, is defined as a blog that uses video as its main source instead of texts. Current video blogs are essentially text blogs with externally linked videos for each entry.	<b>Advantages</b>	-Affective factors (overcoming) -Cultural learning -Vocabulary gaining	
	<b>Difficulties</b>	-Affective factors -Lack of resources	
	<b>Cross-linkages with other disciplines</b>	-Technology. -Video production. -Software. knowledge. - Familiarization with YouTube platform.	

Table 7, emergent categories and sub categories from theory.

Furthermore, data was organized in some graphics in the first category because of the implemented analysis. In this case, the first category is mixed because it has quantitative and

qualitative data. Therefore, results were showed in some graphics to better understand the participants' level of improvement in the specific descriptors addressed.

## Methodology of pedagogical component

### Task based learning process

Generally speaking, the process that allowed the researcher to look for the improvement is the task based learning approach proposed by Ellis (2003):

Table 8

#### *Task based learning process*

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Table 8, Ellis (2003) task based learning stages.

## Implementation of the research methodology TBL and Video blogs

At the very beginning of the process it was conceived the idea of setting up ten tasks, taking into account a weekly basis. However, in order to prioritize quality instead of quantity four macro-tasks were established as the main goal of the interventions. These tasks were the video blogs. Nevertheless, videoblogging was not the only task that students accomplished during the ten weeks of the practicum stage. There were some complementary activities (see appendix 7) that worked as a stair in order to reach an ending point to the top of the process (the

task itself). Taking into account Willis (1996) and Willis & Willis (2006) TBL cycle description a template was designed in order to explain each task, for instance, with regard to the first video blog:

Table 9

*1<sup>st</sup> task implementation*

<b>TASK 1: Talking about an important day or celebration (1<sup>st</sup> video blog)</b>
<b>OBJECTIVE:</b> Students will be able to introduce themselves and to give information about a special day or celebration using the studied time structures; present and past simple (unit 2)
<b>PRE-TASK</b>
<b>Introduction to the topic:</b> Describe the celebrations(diagnostic) The teacher will propose an activity. Students will be organized in groups of four people; they will pick up some pictures that the teacher will bring to the classroom. After 10 minutes of discussion, they will have to explain what each picture is about, if they don't know anything about the celebration they can describe what they see in the picture. T and S' feedback will be useful to correct mistakes orally.
<b>Explanation and complementary activities:</b>
<b>Unit 4 from cutting edge pre-intermediate course book (pages 32 to 41).</b>
<b>Grammar topics:</b> Present simple and present continuous.
<b>Vocabulary:</b> Verb phrases for special days: Descriptive adjectives.

**Language live:** Phrases for special days and invitations.

### **TASK CYCLE**

**Task:** Individually students will record a video talking about an important day or celebration of their choice.

**Criteria:** Introduction about their new YouTube channel and personal information.

They must use past simple in the description of the celebration.

3 minutes long video.

**Planning:** Students start writing their scripts at home that will be checked in tutoring time.

The teacher gives a Pre-feedback about the scripts in class.

Script example:

*Script: important day/celebration or event (participant 1)*

Hello guys, today I am going to talk about the most especial day in my life,that was my niece's birth.

On 10th July, the last check of my sister in law for her pregnancy, I was thinking, how would her look? Beautiful, of course, but I was so anxious, I wanted to meet with her as soon as possible she was my first niece!

My sister in law was worried because she had more than 9 months and She didn't feel the pain, but the doctor told us that is normal, she was first-time mother and usually women take more than 9 months to give birth.

Well, on 17th July I had morning class, so, I dressed up with my uniform and I went to school. When I came back home, my dad told me that my mom and my sister in law were in the hospital, because she had contractions, so I phoned my mom and she told me "Olga don't worry, everything it's ok just wait for your niece".

I wanted to go but I had to do a lot of homework and prepare an exposition, I had to wait. Then when I finished my schoolwork It was so late, at about 11pm and I had morning class the next day, so I little unhappy I went to my bed and I fell asleep.

At about 5 am my dad woke me up and He told that my niece was born, I was so happy, that morning was so amazing.

Students correct mistakes and they record the video.

**Report:** New Vloggers upload their videos to Youtube and send the link trough google classroom.

## POST-TASK

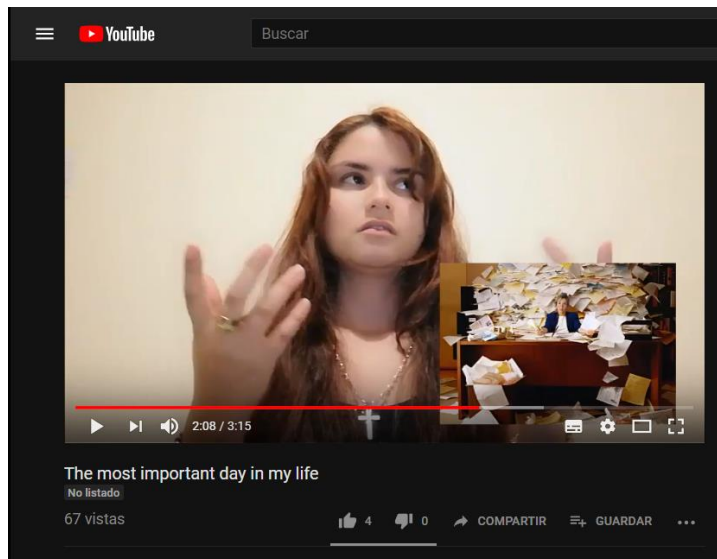
### Rubrics



evaluation\_rubric\_f  
or\_video\_blog.docx

### Videos examples :

[https://www.youtube.com/watch?v=Pc6\\_kejJ7xg&feature=youtu.be](https://www.youtube.com/watch?v=Pc6_kejJ7xg&feature=youtu.be)



<https://www.youtube.com/watch?v=0ZSWJEUDqOs&feature=youtu.be>



<https://www.youtube.com/watch?v=1h06PCaitpY>





**Language focus**

**Rubric example: *participant 1***

<b>A2 Sustained monologue : describing experience</b>						
<b>Spoken production</b> Can give short, basic descriptions of events and activities.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Can tell a story or describe something in a simple list of points	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Linguistic aspects</b>						
<b>Vocabulary range</b> Has a sufficient vocabulary for the expression of basic communicative needs?	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Grammatical accuracy</b> Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Phonological control</b> Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>Spoken fluency</b> <b>Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Total :25 /30</b>						

Content and quality	Descriptors					score
Introduction	The introduction is motivating, and hooks the viewer from the beginning.					
	1	2	3	4	5	
Subject Content	Subject knowledge is evident throughout the video. All information is clear, appropriate and correct.					
	1	2	3	4	5	
Video content and organization	Video includes a clear statement of purpose. Events and messages are presented in a logical order, with relevant information that supports the video's main ideas.					
	1	2	3	4	5	
Production	Tape is edited. Video runs smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea. Graphics explain and reinforce key points in the video.					
	1	2	3	4	5	
						18

**Feedback and grading:** students receive an individual feedback about their performances.

**Tutory time:** teacher focuses on students' mistakes from the video. Each one of them has a personal error list. For instance:

Participant 1:

Name: xxx

**Vocabulary**

Someone to play with (v)

Schoolwork/homework (v)

**Grammar**

Came / come (g)

**Pronunciation**

Up (p)

Anxious(p)

As / has (p)

Pain /paint (p)

Months (p)


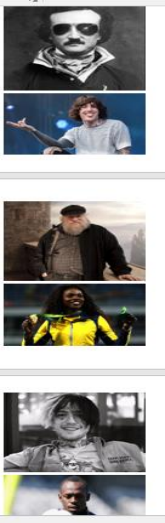
Was (p)

(Adapted from: Willis, 1996 and Willis & Willis, 2006)

Table 9, *First task: talk about a special day or celebration.*

Table 10

*2<sup>nd</sup> task implementation*

<b>Task 2: Asking and answering questions.</b>
<b>Objective:</b> Students will be able to ask and answer questions about random topics, most of them related to personal information and past experiences. Past, present and future time tenses will be applied. (unit 5)
<b>PRE-TASK</b> Previous knowledge: (unit 1 revision of questions, frequency phrases, past simple questions) <b>Warm up activities:</b> 1. LOOK FOR SOMEONE WHO The teacher will propose an activity. In order to get familiarized with the new topic, students will play a game called look for someone who. Using a worksheet, they will have to read a specific student/teachers' feature and they will have to look for the person who has this specific description and write his/her name.  actividad look for someone who.docx 2. Guessing the character Group A and B Friday The teacher will show on the board seven pictures about famous characters. Then he will give some clues about each one of them, also they should use WH questions in order to ask for information for instance "How does he/she look like?". The students who guesses the name of the person described will get a prize. 5 people will be described. 
<b>Production activity:</b> The students will describe someone inside the classroom. Two of them will pass in front of the class and will read what they wrote. The whole classroom will try to guess the character. (10 minutes' preparation, 5 minutes reading)

### Theory/explanation:

Explanation about questions with how, what, and what like, page 46 and 47 pre-intermediate cutting edge course book.

### Evaluation

Usage of the language: Kahoot quiz about parts of the body

<https://create.kahoot.it/details/parts-of-the-body/712255dc-de79-473f-92dc-624efcb56ec9>

The screenshot shows a Kahoot! quiz interface. The top navigation bar includes 'Discover', 'Kahoots', 'Reports', 'Upgrade now', and 'Create'. The quiz title is 'Parts of the body' by user 'victorcb94', created 5 months ago. It has 0 favorites, 2 plays, and 33 players. The quiz consists of 10 questions. The first three questions are visible:

- Q1: joint between the leg and the foot. (Image: Foot joint) 20 sec
- Q2: part between the head and the body. (Image: Bart Simpson) 20 sec
- Q3: part between the eyes and top of the head. (Image: Statue of Liberty) 20 sec

### 2. Oral activity about fashion:

Page 48, based on the survey talk about the statements

For instance: Do you think there is more pressure on men to be fashionable these days?

Yes, because

I agree/ disagree

### Explanation and complementary activities:

Unit 5 from cutting edge pre-intermediate course book (pages 42 to 51).

Grammar topics: Comparative and superlative. Questions with how, what, and what like.

**Vocabulary:** physical appearance, parts of the body.

**Mini task:** based on the survey talk about the statements.

**TASK CYCLE:**

**Task:**

**Roast yourself with awkward questions:**

You will write 7 questions: 3 present perfect, 2 past simple and 2 wh questions. You will put them into a bag. Then, one by one you will pick one question, the person who takes out the question is the first one answering, then the others. Finally, you will answer 10 questions.

**Criteria**

You have to work on groups of three people (MAX 4).  
Try to film a video not longer than 5 minutes.

**Planning:** Students start writing their scripts in class, the questions will be checked in tutoring time.

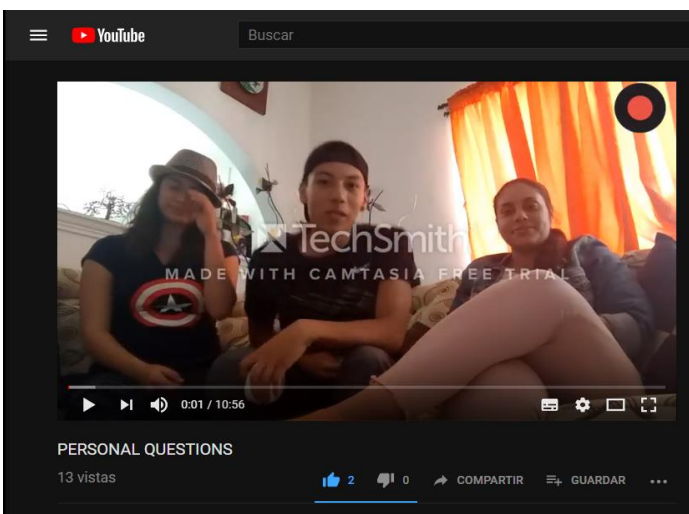
Students correct mistakes and they record the video.

**Report:** Vloggers upload their videos to Youtube and send the link trough google classroom

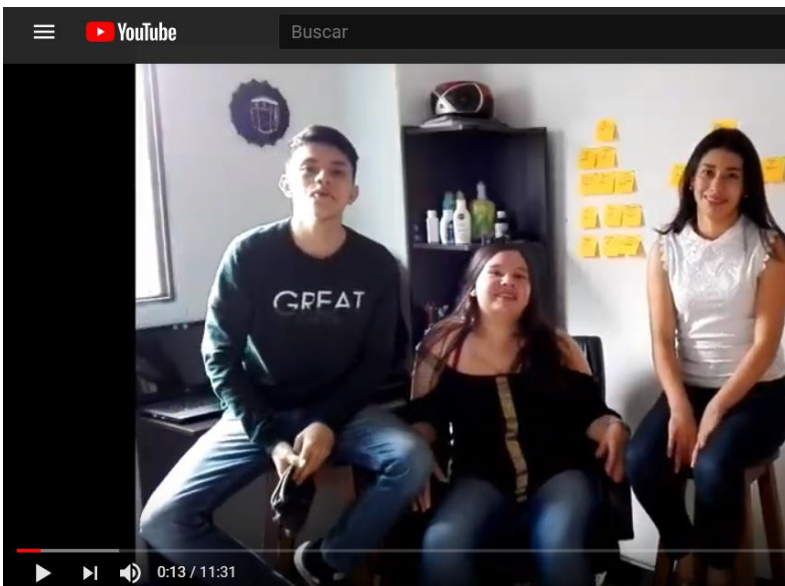
**POST TASK:**

**Videos example:**

<https://www.youtube.com/watch?v=iDZkhhZaKeI&feature=youtu.be>



[https://www.youtube.com/watch?v=RE5Q\\_5gls2k&feature=youtu.be](https://www.youtube.com/watch?v=RE5Q_5gls2k&feature=youtu.be)



**Language focus:**

**Rubric example:**

<b>A2 Interaction activity</b>						
<b>Spoken interaction – conversation</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</b>						
<b>Can chat in simple language with peers, colleagues or</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<p><b>members of a host family, asking questions and understanding the answers relating to most routine matters.</b></p>						
<b>Linguistic aspects</b>						
<p><b>Vocabulary range</b> Has a sufficient vocabulary for the expression of basic communicative needs?</p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>Grammatical accuracy</b> Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>Phonological control</b> Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>Spoken fluency</b> Can make him/herself understood in short contributions, even though</p>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



<b>pauses, false starts and reformulation are very evident.</b>						
	<b>Total : 20 /30</b>					

Content and quality	Descriptors					score
Introduction	The introduction is motivating, and hooks the viewer from the beginning.					
	1	2	3	4	5	
Subject Content	Subject knowledge is evident throughout the video. All information is clear, appropriate and correct.					
	1	2	3	4	5	
Video content and organization	Video includes a clear statement of purpose. Events and messages are presented in a logical order, with relevant information that supports the video's main ideas.					
	1	2	3	4	5	
Production	Tape is edited. Video runs smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea. Graphics explain and reinforce key points in the video.					
	1	2	3	4	5	

**Feedback:** after grading the videos the teacher gives a corrective feedback about the activity in tutoring time.

**Note:** most of the students recorded longer videos than 5 minutes, they did not respect the criteria.

**Tutoring time:** teacher focuses on students' mistakes from the video. Each one of them has a personal error list. For instance:

Participant 2:

Name: xxx

**Vocabulary**

something – some (v) sweets

lotion – perfume (v)

**Grammar**

Have you thought if good exists? X (g)

Does god exist?

Better (to) break up (g)

Very probably (g) X

**Pronunciation**

Chocolate (p)

Complete(p)

Exists(p)

Trees(p)

Of course (p)

Knows (p)

(Adapted from: Willis, 1996 and Willis & Willis, 2006)

Table 10, *second task: asking and answering questions.*

Table 11

*3rd task implementation*

**Task 3: talk about ambitions, dreams and achievements**

**Objective:** Students will be able to describe their hopes, dreams and achievements. Also they will ask and answer questions about things they have done in the past. (unit 7)

**PRE-TASK**

Previous knowledge: (unit 2 past simple positive and negative, unit 6 plans and intentions, predictions with will and won't)

**Warm up activities:**

- Oral discussion about ambitions. I always wanted to be a ... My dream was to ...
- Most deprived game: Present perfect negative form. I have never or I haven't



This game gets your students moving while practicing the negative use of the present perfect. Arrange chairs facing into a circle for all but one of your students. That student stands in the

middle and announces something he has never done using the present perfect. Anyone in the circle who has done that activity must get out of his or her seat and races to find a new seat. The person in the middle tries to sit in one of the empty seats as well. The person left standing after everyone else is sitting takes the next turn in the middle of the circle.

Source: <https://busyteacher.org/13636-present-perfect-7-perfect-activities-practice.html>

**Comprehension activity:**

Successful internet enterprises:

Watch a video about YouTube and answer some questions.

<https://www.youtube.com/watch?v=P4dT-IW9260&t=523s>



Which were the two devices used to watch videos before YouTube?

Who is Elan Musk?

What was the first name of the platform?

When was YouTube created?

What was the first 1 million video about?

What company did buy YouTube?

Which particular music star appeared on YouTube on 2006?

**Production activity:**

The students will take part in a debate about some quotes on page 66.

“ To be yourself is the greatest achievement.

“ *It is more important to know where you are going, than to get there quickly.*

“ Only people who take great risks can achieve great things.

“ *When ambition ends, happiness begins.*

“ I do not try to dance better than anyone else. I only try to dance better than myself.

“ *Everyone is trying to do big things, not realising that life is made up of little things.*

**Explanation and complementary activities:**

**Unit 7 from cutting edge pre-intermediate course book (pages 60 to 69).**

**Grammar topics:** Present perfect and past simple.

**Vocabulary:** verb phrases about ambitions, The internet.

**World culture:** success stories.

## **TASK CYCLE:**

### **Task:**

#### **Talk about your ambitions and achievements:**

You will make a list of your top five ambitions dreams and achievements, you are going to choose some of them in order to film yourself giving a talk about that, make notes to help you.

### **Criteria**

Individual assignment.

Try to film a video not longer than 5 minutes.

It is not necessary to address both topics, anyway you can do it.

**Planning:** Students start writing their scripts at home, the script will be checked in tutoring time.

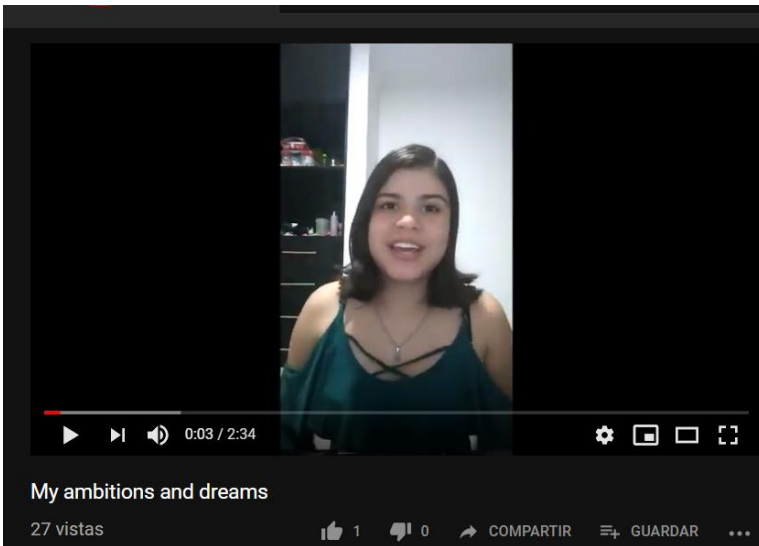
Students correct mistakes and they film the video.

**Report:** Vloggers upload their videos to Youtube and send the link trough google classroom

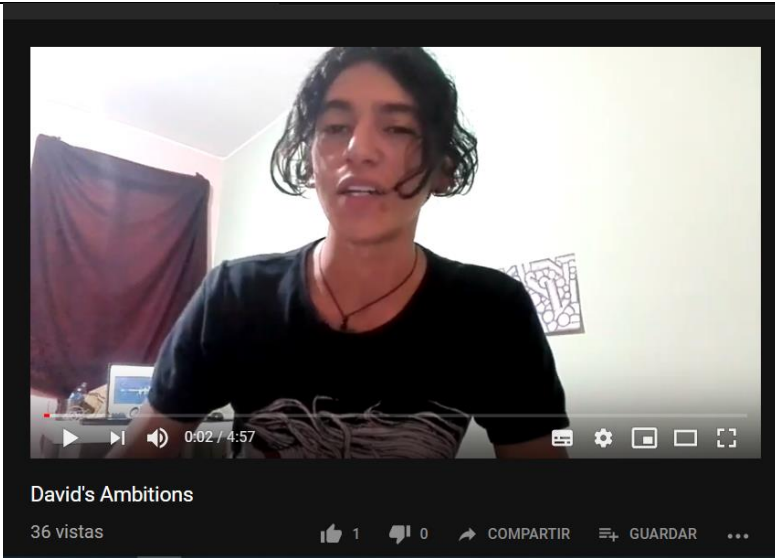
## **POST TASK:**

### **Videos example:**

<https://www.youtube.com/watch?v=squ3mo6O87c&feature=youtu.be>



[https://www.youtube.com/watch?v=eLkalr2P8\\_0](https://www.youtube.com/watch?v=eLkalr2P8_0)



[https://www.youtube.com/watch?v= CNd14a0nfQ&feature=youtu.be](https://www.youtube.com/watch?v=CNd14a0nfQ&feature=youtu.be)



**Language focus:**

**Feedback:** after grading the videos the teacher gives a corrective feedback about the activity in tutoring time.

**Tutoring time:** teacher focuses on students' mistakes from the video. Each one of them has a personal error list. For instance:

Participant 5:

Name: xxx

**Vocabulary**

...

**Grammar**

My mind have changed X (g) has

Ourselves (g)

**Pronunciation**

family (p)

culture (p)

accomplishments (p)

primary (p)

(Adapted from: Willis, 1996 and Willis & Willis, 2006)

*Table 11, third task: talk about ambitions, dreams and achievements*

Table 12

*4<sup>th</sup> video implementation*

**Task 4: talk about 5 things you love and you hate from your country**

**Objective:** Students will be able to express preferences, likes, opinions and critiques about the things that surround them. (unit 7)

**PRE-TASK**

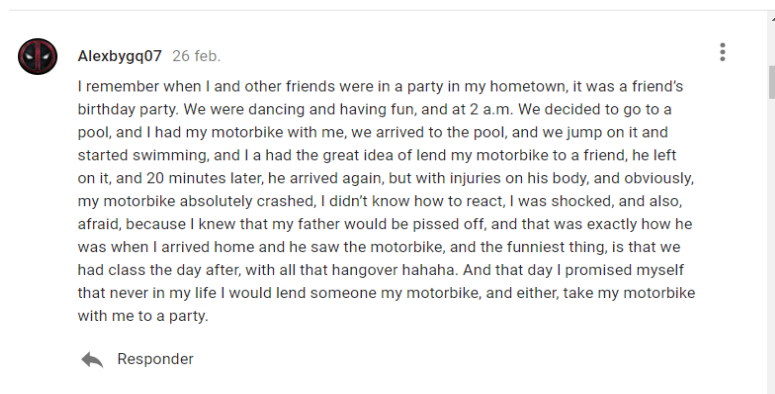
Previous knowledge: (unit 1, leisure activities, sports, games. Unit 8, city life, geographical features)

**Warm up activities:**

- Has anything unusual or funny happened to you?

Watch a video about ten funny stories, then write your own experience.

<https://www.youtube.com/watch?v=xn8JSRAScmc>



- The best thing about xxx is....

In order to involve all the students in the activity, he will give a little piece of paper with half of a sentence to each one of them, for example:

The best thing about mi city is ....

The best thing about being a woman is ...

Each one is going to complete the sentence orally. Classmates can argue or add more information.

**Comprehension activity:**

Going camping:

Watch a video about going camping:

<https://www.youtube.com/watch?v=bjwQcMOL2ug>



Afterwards, the teacher explain some slides related to the same topic



Going camping  
vocabulary.pptx



Blanket ['blæŋkət] compass ['kʌmpəs]  
insect repellent ['ɪnsɛkt] [rɪ'pelənt]



Activar Windows  
Ve a Configuración para activar Windows.

**Explanation:**

*Positive meaning*

Like + ING or noun

Love + ING or noun

Enjoy + ING

Would like (things we want) politer than I want.

*Negative meaning*

Don't or doesn't like

Hate

despise

**Production activity:**

Some volunteers will go in front of the class and they will choose some items to be guessed. Students can ask their partners some questions such as “Can I light it in the darkness?” the purpose of this activity is to verify if the learned the use of each item.

**Evaluation:**

Use of would in conditionals

## Kahoot:

**Conditional sentences**

- 1st type  
IF CLAUSE: - if + present simple  
MAIN CLAUSE: will+ infinitive  
e.g. If he studies hard, he will pass his exams
- 2nd type  
IF CLAUSE: - if + past simple  
MAIN CLAUSE: would+ infinitive  
e.g. If I were the President, I would raise rates to the wealthier citizens
- 3rd type  
IF CLAUSE: -if + past perfect  
MAIN CLAUSE: would+have+past participle  
e.g. If you had got up earlier, you would have arrived on time

**Conditional sentences with WOULD**

Play Challenge ☆

A public quiz  
#English #EL  
0 favorites 2 plays 33 players  
victorcb94  
Created 12 days ago

Questions (6) Show answers

Q1: a conditional sentence with would consists of: 20 sec

Q2: If I were the president of Colombia ... 20 sec

Q3: If he .....his own vegetables, he wouldn't have to buy them. 20 sec

<https://create.kahoot.it/details/conditional-sentences-with-would/9bebb81a-5d16-43ca-9fe3-728e22646680>

### Explanation and complementary activities:

Unit 11 from cutting edge pre-intermediate course book (pages 96 to 105).

**Grammar topics:** like and would like. Conditional sentences with would

**Vocabulary:** adjectives with dependent prepositions, survival items.

### TASK CYCLE:

#### Task:

**Talk about 5 things you love and 5 things you hate from Colombia**

You will make a list of your top five things about Colombia and five that could be improved or you don't like. You are going to film yourself talking about different aspects of Colombia such as: culture, music, food, art, places to visit, traditions, etc.

#### Criteria

The information must be organized in a top 5 of things that you love from Colombia (about the aforementioned topics) and a top 5 of things you hate (or could be improved)

Groups of 3 or 4 people.

Try to film a video no longer than 10 minutes.

If you are going to talk about 10 different aspects try to keep a balance (all of you must say the same amount of information)

**Planning:** Students start writing their scripts at home, the script will be checked in tutoring time.

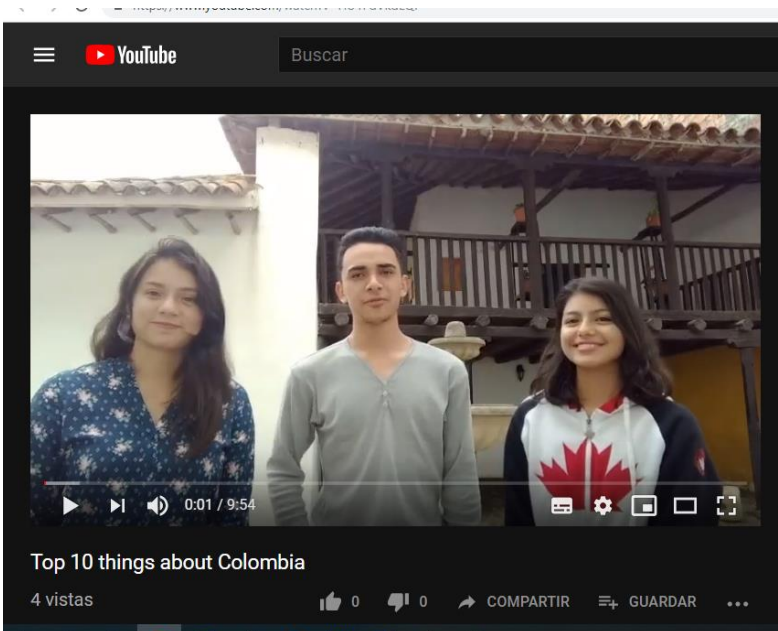
Students correct mistakes and they film the video.

**Report:** Vloggers upload their videos to Youtube and send the link trough google classroom

## POST TASK:

**Videos example:**

<https://www.youtube.com/watch?v=HU1PdVkdLQI>



<https://www.youtube.com/watch?v=p2XDEmPAo-U&feature=youtu.be>



**Language focus:**

**Feedback:** after grading the videos the teacher gives a corrective feedback about the activity in tutoring time.

**Tutoring time:** teacher focuses on students' mistakes from the video. Each one of them has a personal error list. For instance:

Participant 4:

Name: xxx

**Vocabulary**

Roast meat – have barbecues(v)

Live in the field – countryside (v)

**Grammar**

We watched matches (g) we use to watch

**Pronunciation**

diverse (p)

cultures (p)

(Adapted from: Willis, 1996 and Willis & Willis, 2006)

*Table 12, fourth task: talk about 5 things you love and you hate from your country*

## **Planning**

During each task a process was followed, first of all the planning of the lessons. Most of the interventions were carried out in the lab classes at the department. Weekly, during the three hours' classes at the lab, the researcher showed some videos in order to introduce or complement the addressed topics, most of them related to vocabulary and cultural knowledge. For instance, during the seventh week of practicum this planning was designed (See appendix 8).

## **Video blogs scripts**

One of the most important steps when preparing the video blogs was the writing stage within the process. In this case, students were supposed to go to tutoring in order to check their scripts. After doing that their product would be better linguistically speaking. Overall, some of the students needed a more conscious guidance throughout the process, that is why scripts played an important role in the *while* stage. Before asking students to write scripts, there was an agreement about the final grades of the video blogs. Whether the students took part in the tutoring sessions, they would have a 0.3 extra points at the end of the procedure.

## **Results**

### **1.Oral production improvement**

Based on the Bailey's (2005) definition which suggests that the speaking competence consists of producing systematic verbal utterances to convey meaning and Burns & Joyce (1997) who claimed that it can be defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Regarding the improvement of this competence as a more complex procedure, it was necessary to look for an alternative to help

students to improve it taking into consideration the specific features of “an interactive process” to “convey meaning”.

After video blogs implementation some categories emerged, the first one with regard to oral production improvement was divided into two sub categories; spoken production and spoken interaction.

### Spoken production

With regard to spoken production, video blogs #1 and #3 were based on this kind of oral activity. The former, it was about describing a special day or celebration. The latter focused on ambitions, dreams and achievements. Data was organized in a graphic in order to better understand the level of improvement of each participant’s oral skills. After evaluating five main aspects from participants’ performances trough video blogs it was found:

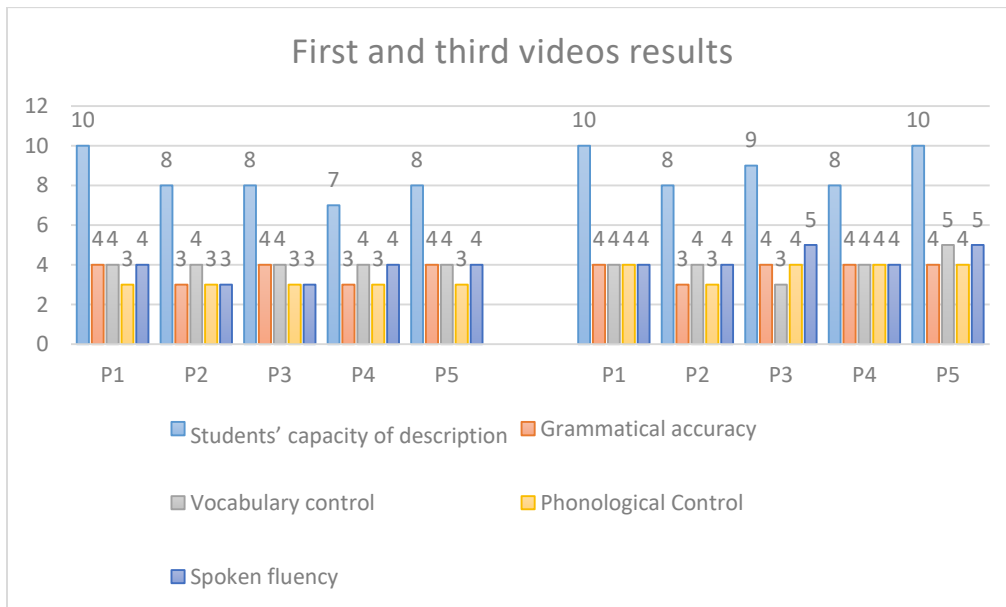


Figure 2, *Spoken production results*

### *Descriptors improvement*

In terms of three specific descriptors there was stated a remarkable enhancement, in order of relevance according to the analysis of the collected data, participants' fluency, capacity of description and phonological control were highly improved, whereas grammatical accuracy and vocabulary control were slightly enhanced.

### *Fluency*

In the midpoint of the interventions (week #6) through the journal instrument I stated that one of the most urgent aspects to improve among Elementary II students was the spoken fluency. The researcher claimed:

Although students have good communicative skills with respect to their proficiency level (A2) fluency is one of the weaknesses in their oral productions, some of them are not able to sustain a speech with a high degree of spoken fluency. It is really hard for them to connect ideas and keep fluent. (Journal #6)

However, thanks to mini tasks and video blogs, students were able to improve and reach a high quality level of fluency, with respect to the above P1 expressed:

Sentí que podía como hablar más fluido más de recorrido, sin hacer tantas pausas, sin tener que decir palabra por palabra, sino que poderlas unir, pues por la práctica de estar haciendo el vídeo una y otra vez, uno le va cogiendo el ritmo de decir esas palabras... (P1, focus group session).

In addition, P3 claimed that she improved her fluency thanks to phonetics mistakes overcoming, so there is a link among some of the descriptors, in this case between fluency and phonetics (focus group session).

At the beginning of the practicum stage when answering the introductory questionnaire P4 expressed that videoblogging strategy allowed an improvement in terms of *spoken fluency* because “Entre más interactuo de forma oral más fluidez desarrollo, se vuelve tan natural y propio que se empieza a pensar en inglés y luego facilmente se expresa en ese idioma”,

Moreover, P5 expressed that rehearsing, repetition, watching the videos and the examples allowed her to improve her fluency (focus group session)

After analyzing the results, participants 1 and 4 showed a stability and a high score (four points out of five in both activities). Besides, participants 2,3 and 5 showed a considerable improvement at the end of the third video blog.

#### *Capacity of description*

Overall, the evaluation of this descriptor arrived to good results. Even though participants 1 and 2 did not experienced an improvement, the others did it.

With regard to this descriptor, P3 claimed:

¿Por qué lo mejoré? Porque como ya hemos hecho esto varias veces pues es como más fácil para mí tratar sobre un tema, o sea que me digan hábleme sobre este tema, entonces para mí ya es como más fácil decir esto es así... (P3, focus group session)

#### *Phonological control*

Regarding phonetics, some circumstances facilitated students' understanding about API transcription and the phonetics symbols, therefore they were able to improve their pronunciation.

For instance, some slides allowed the researcher to explain how to pronounce words related to specific vocabulary (travel items, modern equipment, survival items, etc.)



---

Torch [ˈtɔːtʃ] battery [ˈbætəri] bottled  
water [ˈbɒtlɪd] [ˈwɔːtə]



*Figure 3, slides example from a classroom intervention.*

Moreover, with respect to this kind of explanation for lexicon topics, P4 highlighted the way the practitioner worked on phonetics, she affirmed that she improved her pronunciation more than other descriptors “Because it was really helpful to take advantage of the phonetic transcription, something essential before learning how to talk”.

However, after comparing participants’ answers from the focus group session some of them argued that phonetics is one of the aspects that they did not improve in a high level. In terms of this insight P1 affirmed:

Todavía tengo la cosa de que no apropio bien los sonidos, de acordarme, por ejemplo, la unión de este con este se dice así o las excepciones de que se dice que a pesar de tener una regla básica se dice de otra forma y así.

On the other hand, as mentioned before, P3 claimed that thanks to the improvement of phonetics she was able to talk more fluently. It would be possible that some descriptors improvement is bounded facilitating a more holistic process.

On one hand, regarding participants' score throughout both videos, P2 did not show improvement, but stability. On the other hand, Participants 1,3,4 and 5 improved their pronunciation within the process.

#### *Grammatical accuracy*

Overall, after analyzing participants' performances during the video blogs and the oral exams of the course, it can be stated that they had problems of syntax. When asking questions or organizing them there are still some doubts and mistakes related to words order. However, according to an excerpt from a narrative:

Luego, en una actividad de guessing, pude notar como han tenido una gran mejora en la formulación de preguntas, siendo más específicos en este caso en la competencia gramatical, ya que era uno de los puntos débiles vistos en anteriores intervenciones, en los video blogs e incluso en los parciales orales, la mayoría de los estudiantes tenía problemas en este aspecto. (Journal#10)

With regard to this aspect, P2 and P3 agreed that there were some problems about syntax, they claimed that it was due to a confusion between affirmative and interrogative sentences. (focus group session)

Furthermore, P1 claimed that one of the descriptors that she improved the most was grammatical accuracy, in a second place after fluency. (focus group session). However, she expressed that there were some problems to improve this aspect because of the lack of analysis of the feedback given, therefore some students did not take into account the suggestions proposed by the pre-service teacher when receiving feedback.

In addition, all of the participants agreed with the researcher that it was related to a lack of repetition, and also there was not a clear remediation offered by the teacher, one of the drawbacks during the process.

At the end of the process the results showed that only participant 4 made some progress with regard to this descriptor. The others kept a stability, showing scores between 3 to 4 points.

### *Vocabulary control*

Taking into account participants' proficiency level vocabulary is one of their strong points to keep steady. This is what was stated after the data analysis, Participants 1, 2 and 4 kept a high score (4) regarding this descriptor. Also, participant 5 was the only one who mastered this skill with a perfect score of 5 points. However, this was, somehow, the only descriptor that showed a setback from a participant's performance taking into account that P3 decreased from 4 to 3 points.

A recurring aspect about video blogs implementation was that some of the participants expressed that it helped them to acquire new vocabulary while doing research in order to write the scripts of the videos (P1, P2 and P5 focus group). In addition, P1 affirmed that through a creative use of the language the vocabulary can be improved:

Uno trataba de buscar no las típicas expresiones o típico vocabulario así súper plano sino uno más raro... por ejemplo en el video que hicimos de las preguntas raras yo, pues uno con esas preguntas raras, como uno se divierte, el cerebro aprende más fácil, se aprende el vocabulario que el otro está diciendo de algo chistoso de una historia que le pasó.

## Spoken interaction

As stated in communicative focused activities, the interaction is one of the inherent aspects of language learning. It would be necessary to learn how to deal with everyday situations and issues when starting an FL training. In addition, collaborative video blogs were proposed in order to achieve a team work task, as well as social interactions during communicative activities. Those are the cases of video blogs #2 and #4. With regard to those activities these were the results:

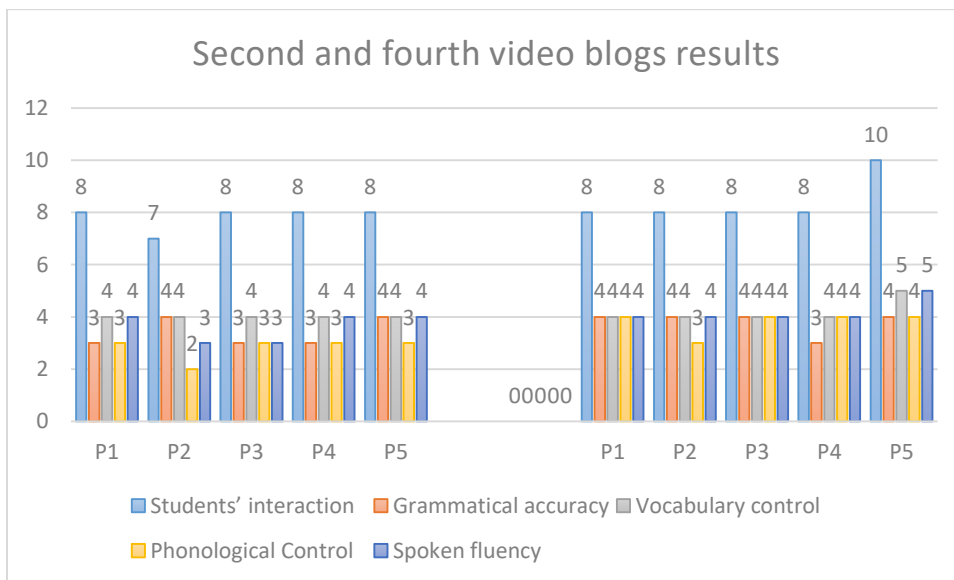


Figure 4, Spoken interaction results

## Descriptors improvement

Once again phonological control and spoken fluency were either both the descriptors that students improved the most. In a medium range of improvement, it could be included the students' interaction taking into account that participants 2 and 5 made a noticeable progress regarding this aspect. Grammatical accuracy and vocabulary control remained steady, however it

does not mean that participants had low scores when assessing those descriptors, because most of their results were more than 3 points out of 5.

### *Working on groups*

Kohonen (1992), proposed that experiential learning as a basis of TBL Encourage learners to participate actively in small, collaborative groups facilitating students' improvement. Furthermore, working on groups allows students not only to interact, but also to increase their knowledge and the quality of their oral productions. P1 reckoned that through collaborative video blogs she gained knowledge and stronger ideas from her classmates when filming the videos, because even when they had divergent insights about a topic, they would join all of them without any inconvenience (P1, focus group session).

However, team work is not an easy task to achieve, each person thinks, behave and learn differently. Even sometimes there are some conflicts while working as a group, I witnessed some classroom issues when implementing group activities, but it is not a reason to ban them, these activities are necessary, because learning an FL should not be a synonym of isolation. Quite to the contrary, group activities are an opportunity to learn from your equals, P2 claimed that: Yo trabajaba con P1 y me gustaba porque uno puede aprender de sus compañeros, nuevo vocabulario, por ejemplo, P1 me enseñaba nuevas expresiones, entonces no todo es negativo, también como uno puede aprender de la otra persona.

Consequently, collaborative working and oral interactions facilitate new vocabulary acquisition thanks to partners' solidarity and shared knowledge.

Overall, taking into account participants' results in both kind of activities, there are some aspects to highlight. Both activities have their strengths and weaknesses. However, either interaction and production are necessary in order to have a good communicative competence. In

terms of participants' improvement all of them showed a high level of enhancement, but P5 was the one who mastered more descriptors, such as production, vocabulary (spoken production) and fluency (in both kind of activities with a score of 5 points out of 5).

Generally speaking, the best sub skill developed in both activities was the fluency, students claimed that this was the most recurring aspect improved, and also their scores stated that insight.

## **2.Task based learning implementation**

Throughout the pedagogical interventions some specific features about TBL approach were profited and analyzed based on Kohonen (1992) and Nunan (2004). At the end of the process four TBL features were identified; autonomy, team-work, learning by doing and creative use of the language.

### **Autonomy: teacher as a guide**

The importance of autonomy in education, specifically when learning foreign languages is crucial, every single hour of classroom interaction and activities must be complemented by dedicating at least a double amount of time at home; this means that students must study four hours at home per class. According to Kohonen (1992), teachers have to set a goal which is to enable the learner to become increasingly self-directed and responsible for his or her own learning. This process means a gradual shift of the initiative to the learner, encouraging him or her to bring in personal contributions and experiences. When analyzing the context of the foreign languages program the epicenter of the students' autonomous work was the class time itself, some of the participants confirmed that this is how it was. At the moment of being asked about who was main actor inside the classroom they reckoned:

P3 “Yo creo que más que todo usted era como el guía ¿sí? El mediador de este proceso porque usted nos enviaba a hacer tal proceso o tal tarea y nosotros éramos los encargados de ejecutarlo, entonces creo que obviamente usted tuvo que influir mucho, pero nosotros tenemos el papel principal”. P1 “Los estudiantes(centro) porque usted siempre nos preguntaba algo *Muchachos ustedes qué opinan con respecto de lo que dice acá, ¿es verdad?, si, ¿no? ¿Por qué? ¡justifiquen!* usted nos explicaba, y si era una palabra un poco compleja usted nos la ponía en contexto.” (focus group session)

After being asked about whether they had become more or less autonomous with regard to their learning process, P2 stated:

“Yo opino que más autónomo porque pues aquí el profesor Víctor tomó el papel de guía de mediador y nosotros fuimos prácticamente lo principal de la clase y fue en sentido autónomo porque él nos guiaba a ese camino al aprendizaje, pero nosotros éramos los que desarrollábamos como lo que sacábamos adelante y él nos daba solo como las pautas a seguir”.

In this concern, the teacher took advantage of the google classroom platform where he posted some mini tasks to accomplish, establishing the criteria of the activities beforehand.

In terms of traces during the classroom interventions about autonomy there is a remarkable activity where students assumed their independent role while writing a funny story about their life (Journal #10). It was surprising that they did not need an exhaustive academic advice in order to write the story, some questions were asked about vocabulary issues but it was less than expected. Some of the students took advantage of the technological devices that the FL lab offers, online dictionaries and translator were close at hand for them and maybe because of the usefulness of the resources the teacher was not indispensable or essential. The main role of

the teacher before the activity was some guidance in terms of ice breaking materials. For instance, before writing the story, the teacher showed a video which consisted of ten hilarious stories narrated by Anglophone speakers. He explained the meaning of unknown vocabulary and some idioms.

At the end of the process one of the most valuable things is to see how students are fed by the research spirit that should be instilled during elementary school in order to encourage students to be curious, because that is how they learn significantly. Overall, students show autonomy by little traces, here it is showed one of those evidences:

P2 “Yo creo que adquirimos también la capacidad investigativa, al ser más autónomos, al enseñarnos algún tema y llegar uno a la casa a repasar, yo por ejemplo llegaba a volver a repasar, buscaba en internet y pues practicaba con ejercicios virtuales”.

### **Team-work**

When applying TBL approach it is necessary to take into account the experiential learning basis that it implies. This approach encourages learners to participate actively in small, collaborative groups whenever pertinent, here there are the evidences about the necessity of social exchange and interaction with peers, (Kohonen,1992).

However, students are not always willing to share their time and skills with others. Some academic spaces become really competitive and classmates are seen as rivals instead of potential co-workers.

Sometimes, at the moment of working in groups some students show reluctance, even some of them prefer to work alone no matter the consequences or disadvantages, whereas some



of them accept to work together but the ambiance is not the expected in order to keep a good or a peaceful environment.

In terms of overcoming issues some of the participants accepted that group activities helped them to be more tolerant and respectful. In that sense P3 expressed:

Pues a mí nunca me han gustado los trabajos en grupo porque me considero una persona muy impaciente, intolerante la verdad, entonces fue también un reto, un desafío para mí, pues como que aprendí algo, y la verdad sí aprendí a ser más tolerante (focus group session)

Even students can take advantage of these experiences and grow up in terms of values and self-reflection. P4 “Entre tanta variedad yo aprendí a ver que cada pensamiento diferente, es un aporte muy válido, es algo muy compacto que hace que uno logre hacer buenas cosas.”

Going back to oral production improvement through TBL approach implementation, it can be said that sometimes students showed better results when working with classmates than working alone. Several students did better in interaction activities than in production encounters, having better results in the students’ interaction and the spoken fluency descriptors (see figure 4).

### **Learning by doing**

Experiential learning and goal aimed approaches offer a lot of possibilities when teaching foreign languages. Therefore, the main focus of the activities is not the linguistic perfection or the grade itself. This is deeper than that, it is the opportunity of taking risks, students can get in contact with real everyday situations, they can visualize a goal represented as a task and go straight for it. Nunan (2004) affirms that:

The active involvement of the learner is therefore central to the approach, and a rubric that conveniently captures the active, experiential nature of the process is ‘learning by

doing'. In this, it contrasts with a 'transmission' approach to education in which the learner acquires knowledge passively from the teacher (p.12).

Learners must take off the bandage and start looking for their own "truth", an FL can be considered as one of the paths to achieve this utopic thought. FL students have access to a wider spectrum about knowledge, culture and beliefs. However, this vision of learning is more related to critical thinking than just an active or *do it by yourself* oriented approach.

In the project implementation and the standard classes of the practicum stage some games, production activities, assignments were proposed. All of them were aimed to encourage students to produce something, to use the language knowledge in order to transfer it while doing something meaningful in a real situation.

Participants highlighted the importance of the activities, emphasizing that it led them to be pragmatic instead of passive. P3 remarked that:

Cada cosa que nos realizó en la clase, cada cosa nos ayudó desde los pequeños ensayos, los pequeños escritos, hasta los juegos que nos hacían que también fue una forma muy dinámica de introducir el aprendizaje para que nosotros lo colocáramos en práctica, la verdad me gustó mucho los juegos (focus group session).

In addition, it is important to consider the pragmatic character of the activities, keeping in mind that doing something implies somehow the need of learning how to get there leaving a significant mark when there is success: P2: Bueno yo creo que el TBL nos permitió tener un aprendizaje significativo, algo que realmente no vamos a olvidar porque todo fue práctico.

### **Creative use of the language**

In creative tasks, learners are recombining familiar elements in novel ways. That is the importance of implementing diverse tasks, students can use their abilities to go deeper and to impress their audience just applying what they learn, but giving it a personal label or touch.

This principle can be deployed not only with students who are at intermediate levels and above but also with beginners if the instructional process is carefully sequenced. Nunan (2004) Taking into consideration that TBL activities are sequenced and accompanied with some guidance it would be perfect to enhance and foster the creative use of the language.

Therefore, video blogs are one of the tools that allow students avoiding limits and restrictions, something unacceptable because creativity is always necessary.

All of the participants agreed with respect to the importance of a creative use of the language. They argued that without limits they are able to propose something different while having fun. It was showed in some of the video blogs and classroom activities (role play<sup>9</sup> were students tried to keep it funny, for instance in the second video blog where the basis topic was WH questions, they asked roast questions in order to get personal information about their classmates, instead of carrying out a traditional interview where the interlocutors' do not feel immersed in a real context situation (journal #8-9). In addition, they highlighted the usefulness of this strategy because the student feels the necessity of mastering new expressions and vocabulary in order to reach a high level of accuracy. Having an audience facilitates a more perfectionist insight about responsibilities and effort. (focus group session) As mentioned before, the opportunity to impress and catch others' attention is inspirational and fosters an open mind spirit.

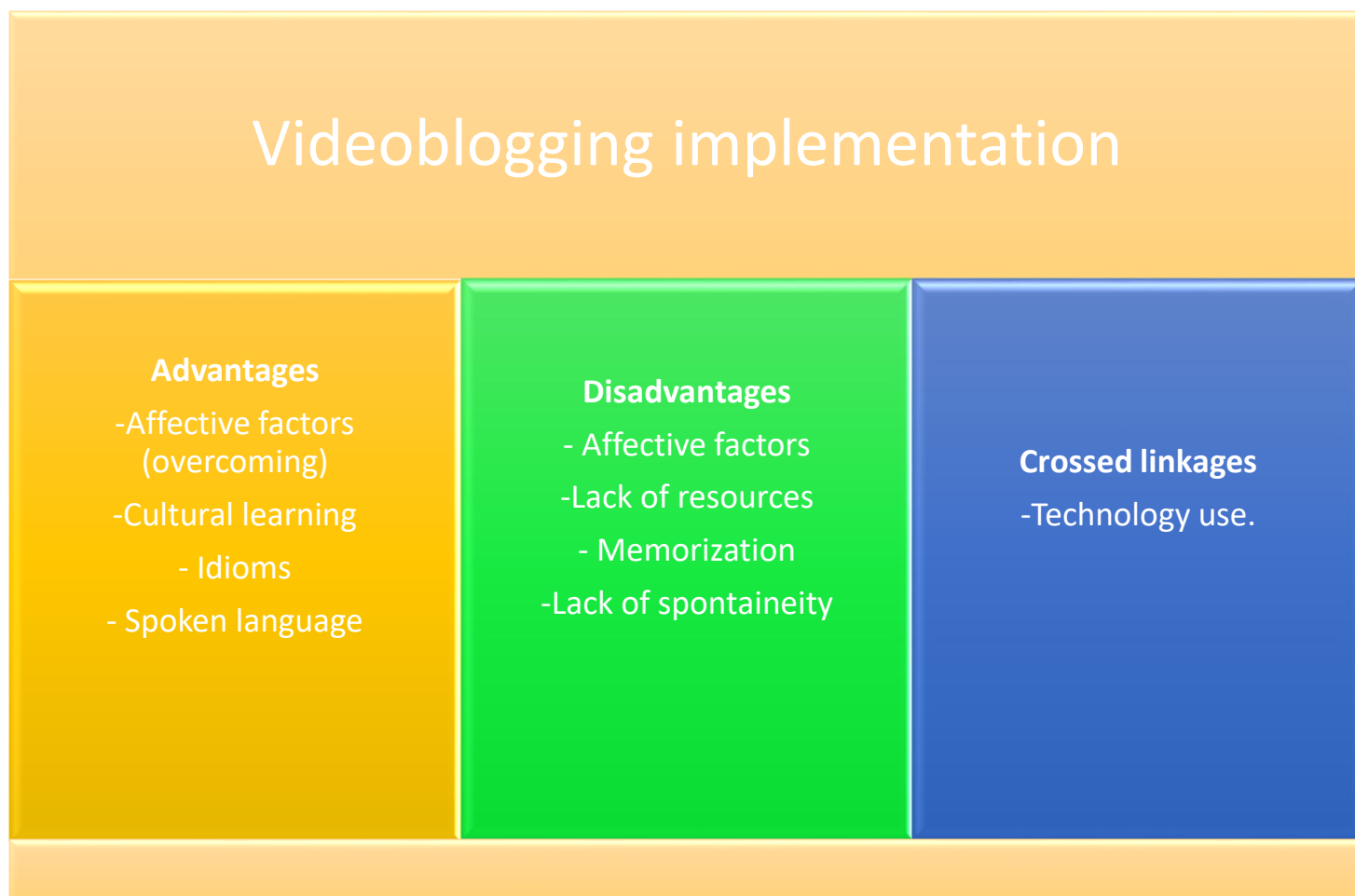
### **3. Videoblogging implementation.**

Taking into account the difference between blogging and Vlogging it is important to understand what a video blog is. A video blog, or vlog, is defined as a blog that uses video as its

main source instead of texts. Current video blogs are essentially text blogs with externally linked videos for each entry. (Parker & Pfeiffer, 2005)

Table 13

*Videoblogging features*



*Table 13, advantages, disadvantages and crossed linkages of video blogs according to students' insights.*

With regard to the videoblogging implementation some features can be identified. As several ICT strategies or tools when learning an FL there are some advantages and disadvantages of its use. In addition, when regarding this tool there is not only linguistic or language focused

learning. Therefore, when filming video blogs there are different stages that imply the acquisition of skills in cross linked areas.

### **Advantages of videoblogging implementation**

One of the goals of this research was to break a paradigm about some barriers that isolate linguistic factors when learning foreign languages. It has been clearly stated that there is much more than grammar rules or phonetics. There are complementary aspects that a L2 learner must internalize to build integral basis. According to participants' insights and experiences four advantages of video blogs can be highlighted.

#### ***Affective factors overcoming***

The videoblogging strategy implies the development of a stronger character on participants because affective factors such as lack of self-confidence or anxiety could affect students' performances.

After the implementation of video blogs, some participants claimed that this strategy helped them to overcome nervousness and panic, for instance P1 and P3 remarked the importance of video blogs in order to overcome stage fright:

P3: Otro beneficio puede ser, normalmente todos lo hemos dicho que los nervios o el pánico escénico eso también se puede superar porque pues usted luego va a poder hablar en público normalmente, no va a tener tantas dificultades, bueno en mi opinión, porque pues si usted puede hablar frente a una cámara que sabe que lo va a ver mucha gente para usted va a ser fácil pararse en un público y hablarles, va a ser normal. (focus group session)

The experience post video blogs can give some insights about its importance in terms of confidence gaining and character building for younger students.

### *Cultural learning*

Whereas most of the teachers are worried about how to foster a good use of language mechanics, there are some aspects such as general or cultural knowledge that can help students to open their minds and find a path to language refinement.

With respect to this assumption P2 and P3 remarked the importance of the video blogs, not only when producing or filming audiovisual material, but also when the pre-service teacher implemented them as a source of information about cultural or historical facts within classroom interventions. For example, I WW topic, P2 “Pues yo opino como que adquirimos un poco más de conocimiento de la cultura en la parte anglófona, igualmente que de los sucesos que pasaron en la historia, como fue el video que hablaba sobre las guerras” P3: yo realmente me consideraba ignorante en esa parte, la verdad no sabía cómo habían pasado las cosas y creo que con esos videos aprendí bastante (focus group session).

Based on some studies about cultural learning in FL settings, it is important to consider the usefulness of authentic materials. In this case, videos can be considered as authentic materials containing information with the target language under study. In this respect, Byram (1990) considered that teachers could implement or adapt authentic materials such as documents, field work, audio and video recordings to give students a more authentic experience regarding the culture of the target language. After having internalized the knowledge, there would be an improvement in terms of use of the language.

### ***Idioms and spoken language***

As stated in the lit review, a comparative study conducted by Combe & Codreanu (2016) argued that vlogs offer the possibility to practice spoken production skills. It means that in formal academic contexts vlogging is not the most accurate strategy to learn English, but it can enhance the improvement of informal areas of the target language. That is the case of spoken language and idioms.

Furthermore, with regard to participants' perceptions, they claimed that they learned some idioms and expressions through video blogs. In this respect P4 affirmed that one of the advantages of video blogs is that it is possible to learn "las expresiones de los hablantes de esa lengua, sus costumbres, sus usos, qué relación tiene o que parecido tiene con la nuestra, qué diferencias hay". Likewise, P1 remarked the opportunity of learning new expressions. "Pues yo me voy más por las expresiones. Pienso yo que ayuda más como a las expresiones que usan, que algunas veces no son literales que usted lee y no entiende lo que están diciendo, como con los idioms" (focus group session).

### **Disadvantages of videoblogging implementation**

Overall, it is necessary to analyze whether there are disadvantages about video blogs alternative in academic settings. In this respect, from participants' answers analysis different difficulties emerged.

### ***Affective factors***

As mentioned before, affective factors influence is evident during video blogs filming stage. Some of the participants claimed that nervousness affected their performances, as it has been stated nervousness could be a sign of anxiety or lack of self-confidence influence. Although

some of them were able to overcome these difficulties “Poco a poco con el desarrollo de más actividades de este tipo desaparece ese miedo de querer hacerlo a la perfección sin reflexionar en que el verdadero aprendizaje esta en arriesgarse, en cometer errores, en interactuar oralmente (en inglés) y ojalá todo el tiempo de manera natural” (P5, questionnaire), there are some recurrent constraints due to the influence of those factors.

In addition, participants 2,4 and 5 were the ones who mentioned that nervousness was one of the disadvantages when filming the videos after being asked about the difficulties they went through:

P5: Bueno pues creo que esta dificultad fue bastante notoria ehh, y es los nervios a la cámara más que todo... P4: Bueno yo creo que siempre he tenido un problema y son los nervios, yo tengo manejo de vocabulario ehh, considero que me defiendo, pero a mí me atacan los nervios y a mí se me olvida todo. P2: ... pues obviamente los nervios, aunque eso fue mejorando a comparación del primer vídeo al último. (focus group session)

### ***Lack of resources***

This category can be understood as the lack of tools or instruments to film the video blogs, but also there are more necessities such as a good internet connection and a proper spot to meet when doing collaborative activities.

In respect to this kind of difficulties P3 expressed “Los problemas que he encontrado son de mala conexión o ponernos de acuerdo para reunirnos entre compañeros...” (questionnaire)

Slightly progress could be made in terms of this factor, in this research there were not found evidences about students’ lack of resources, maybe because nowadays is really easy to



have a camera thanks to technology advances, everyone at the street has a cellphone with a decent camera.

### ***Memorization and Lack of spontaneity***

These two factors would be studied together taking one as a cause, and the other one as the consequence. P5,P4, P3 accepted the use of memorization of the script in order to show a broad understanding about the topic (questionnaire), consequently they had problems when forgetting words and when showing eloquence. P4 “Realmente al principio me costó bastante porque lo que hacía era memorizarme el libreto”. One of the difficulties of videoblogging according to P3 was “También olvidar palabras al momento de hacer la grabación”.

However, the result of memorization strategy was the lack of spontaneity. P5 claimed that it was really hard to be spontaneous “en el momento de grabar estoy pensando siempre en no olvidar lo que tengo que decir. De cierta manera no logro ser espontanea.” In addition, P2 agreed with this thesis statement “Una de las dificultades que he encontrado es hablar con elocuencia el idioma extranjero ya que me preocupo por pronunciar correctamente una palabra” in this case not taking into account memorization as the main cause of the problem, but the need of pronouncing correctly the words.

### **Crossed linkages**

Beyond linguistic improvement there are more skills and knowledge to gain from this audio visual tool implementation. Based on Fidan&Debbağ (2018) vlogging can be implemented in order to complement some knowledge areas and to enhance some skills attached to the teachers’ and students’ endeavors because “it contributes to recognizing the shortcomings, reviewing and correcting them (reflective learning, self-regulation skill) and to the development

of self-expression, communication, information sharing, critical thinking in terms of individual and social development” (p.161).

Nevertheless, there are more areas to cover when analyzing the crossed linkages of this new learning adapted strategy.

### ***Technology use***

One of the advantages of working on this kind of audio visual products is that students can master computer skills and software management while producing creative and eye-catching videos. Participants were free of using the software of their preference to edit the videos. The pre-service teacher suggested Filmora software which is free or the standard Windows movie maker.

With regard to ICTs learning and use, participants 1,2,3 and 5 claimed that thanks to video blogs they were closer to this kind of technological tools and they had to learn how to use video editing software. (focus group session). P5 affirmed “Pues sí, yo creo que aprendimos conocimientos de las ciencias tecnológicas e informáticas incluso de las ciencias humanas y ciencias sociales porque pues el contenido o la temática de los trabajos realizados fueron diferentes”

Taking into account other aspects, P1 remarked the importance of creativity when using technological aids:

“Yo si me centro más como en el manejo de las TIC que algunas personas se les dificulta mucho, la edición de videos, que meter por ejemplo la creatividad porque para uno hacer un video necesita creatividad porque mientras uno hace el video uno piensa que podemos meter eso, una foto aquí, es la escenografía...” (focus group sesión)

Another important aspect to highlight was the contact with the YouTube platform, students were able to manage their own produced content, they got noticed about some copyright policies and learned how YouTube channels work.

### **Conclusions**

In conclusion, it is necessary to recognize participants' improvement not only about linguistics descriptors, but in all the areas of knowledge that they addressed. It was showed how video blogs can help students not only to improve their oral production skills. Participants were able to learn about history, technology management, policies, ethics and so on. This strategy allows teacher to apply a more integral vision of learning.

It was stated the usefulness of video blogs in order to improve oral production. Most of the students (not only participants) showed an outstanding improvement, taking into account that they followed a process the first version of each one of them was quite different from their final performances.

Task based learning approach facilitates lots of strategies and groundbreaking alternatives to use thanks to its particular features. Reaching a task was not the only goal that students achieved, while they took some steps, they were learning several things by doing different activities. TBL approach could be a way to integrate more ICTs to FL environments.

### **Recommendations**

To whom it may concern, it is necessary to consider some facts before implementing alternative methods such as video blogs or a different ICT tool.

Firstly, I highly recommend to guide students throughout the whole process at the beginning of the interventions, during the execution of the tasks and at the end of the process. Feedback, rapport and self-assessment play an important role during the process.

Secondly, I do not advice to use video blogs with children or population in danger, as we all know internet is not safe from rapists and undesirable people who aim to hurt innocent people.

Thirdly, when conducting research with this kind of instruments choose a “friendly” research design in order to facilitate data analysis afterwards, not all the designs are compatible with this strategy.

## **Chapter II – research component**

### **The formation of reflective spirit in foreign language program practitioners: a formation tool for qualifying the pedagogical practicum**

#### **Introduction**

When analyzing the context of foreign languages programs in superior education, the pre-service teachers' pedagogical practicum is outlined as one of the focus of interest, as much as to be recorded, analyzed and updated, in order to enhance the teaching-learning procedures, towards the qualification of education.

Although there is a stated interest facing the evident necessity of over stand and renovate the pedagogical practicum, most of the local studies are mainly focused on learning issues more than teaching problems.

It has been considered relevant to conceive a project that sets up a reflexive approach about the practicum stage as a way of objectifying knowledge, behaviors and attitudes, more than leading the teaching labor. As well as an exercise of internalization, immersion and self-conscious exploration of the teaching subjectivity, through the formulation of questions and the research of information aimed at solving problems and the self-recognition.

#### **Problem**

At school some core aspects about the constitution of the subjects, about institutional life itself are assumed without questioning. These aspects are seen like stamps and steady traits that play a part in the school identity and culture. When events go on without any alteration, the

teacher run the risk of becoming part of a model that does not allow a pedagogical evolution, as well as the renovation of the school culture.

Furthermore, a non-reflective practicum does not allow any upcoming problematic situation; Those kind of issues are ignored and kept hidden. In this way, the pedagogical practicum is assumed from reproductive codes that place teachers in a traditional context of cultural reproduction, becoming an obstacle for the emergence of groundbreaking practicum spaces in terms of thinking and knowledge, something necessary to afford social necessities.

Given this situation, that differently affects almost teaching staff, it is necessary that the teaching training fosters their critical and reflective spirit contributing to the improvement of their pedagogical practicum. These considerations should be taken for the purpose of reaching an impact and the transformation of their personal endeavor and future professional performance.

In the case of the foreign language program at the University of Pamplona, the reflection is conceived as a basic exercise for the practicum students to achieve a high level of self-assessment and a constructive perspective about their teaching role.

Before starting this study, these guiding questions were proposed:

How the implementation of reflection contributes to the transformation of the pedagogical processes inherent in the development of the integral practicum?

How does it influence the exercise of reflection in the development of the practitioners' critical spirit in the analysis of their pedagogical endeavor?

## **Rationale**

The formulation of this project in the foreign languages practicum students' context is aligned with the professional conception of the practicum as the spearhead to improve the educative procedures in the institutions where the teaching practicum is carried out. It is considered that giving importance to the reflexing role in the teaching process could be the first step to understand the difficulties of this profession and the self- conducts. Also, the reflexing role allows researchers to take an interest in the understanding of the models and approaches to face a problematic situation and set up an analytic insight about it.

In keeping with Jhon Dewey's statements in the ground of education, as the forefather in reflexive thinking applied to teaching, it is justified the necessity of this project to be carried out, in order to provide students with tools of analysis and self-observation that can allow them to make a distinction between routine actions and reflective actions. It is considered that a reflective approach protects the agents against the traditional context of inertia as well as polarized institution authorities.

## **Objectives**

### **General objectives**

- To implement reflection as a transformative tool of the pedagogical inherent processes to the integral practicum.
- To promote the development of critical spirit on practicum students in order to allow the analysis of their pedagogical endeavor.

### **Specific objectives**

- To strengthen a teaching-practitioners staff with critical spirit that reflect and propose alternatives of solution facing emerging problematic situations in their pedagogical practicum experiences.
- To socialize insights, share ideas and guidelines to assume their pedagogical practicum and to effectively immerse themselves in the institution.
- To identify and analyze the strategies that the student use throughout the pedagogical practicum.
- To implement workshops of reflection and the development of didactic units that would guide the reflection of the practicum students.
- To analyze the own beliefs regarding teachers' work and students.

### **Theoretical framework**

The theoretical framework of this study contains the following terms: teaching profession, reflection, reflective practice and pedagogical practice. There is an approximation of a definition of the aforementioned terms next in order to give a higher degree of clarity on them.

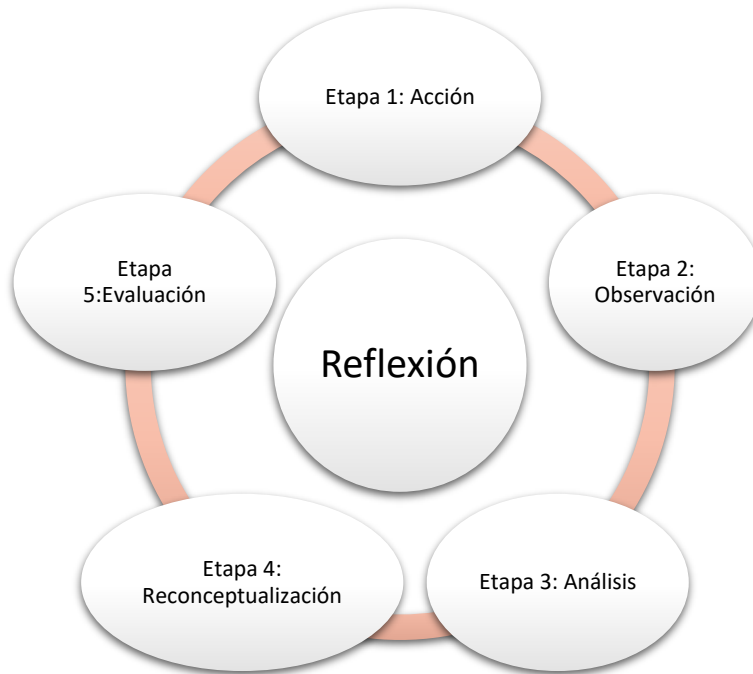
**Teaching profession:** one of the most fundamental elements in every educational institution is the teacher. Even though his main function is that of sharing knowledge related to a specific science or art, the teacher is also in charge of the comprehensive formation of the students.



Currently, this profession demands a series of competences, such as the conceptualization, as well as a way of operating in the planning and administration of human resources, pointed towards easing an articulation among management, work and education. In this way, every teacher has to achieve with some *competences in the discipline* that will allow him to have a hold of a set of skills and knowledge in the specific area, since the first intellectual requirement in a professional is the level where he puts his activity into operation. In the same way, every teacher is required to possess *competences in the contents organization*. In other words, besides arranging the components to be learned by the students, the pedagogical practicum demands to foresee the conditions for learning, both inside the educational context and outside of it.

**Reflection:** to talk about reflection implies as well to address the different conceptions on this notion. To go in depth about its definition, two aspects will be taken into account: *reflection as a process*, and *reflection as a subject*.

***Reflection as a process:*** reflection is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010) the reflection based on experience implicates “*un tipo de diálogo 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 schema.



*Figure 5: Reflection as a process*

***Reflection as a subject:*** based on Grimmet et al (1999) cited by Correa Molina et al (2010), reflection comprehends three perspectives: *reflection as a tool of mediation, reflection as a deliberation and reflection as reconstruction of experience*. For the two first perspectives, the external aspects are the source of knowledge for reflection; for the third one, the contextual aspects are the means to achieve reflection. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: *action, context, colleagues* and even *the person who reflects*.

**Reflective practice:** in order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences

it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

In this sense, the teacher holds a central role in the current educational world; his action takes place in a complex space under constant changes, determined by the interaction of a variety of factors and conditions. The teacher's profession demands that: "teachers develop their professional knowledge in relation with the changing environment" (Ebutt y Elliot:1986). For this, the practicum problems in class environments demand a particular treatment oriented towards comprehension and social interaction.

The necessity of addressing the changing social reality with one's pedagogical labor is evidenced in the existence of numerous attempts that try to explain school phenomena, as well as in the search of ways to respond to the already mentioned phenomena, to make school work effective.

This study will serve as a way for the teachers participating to think about their methodological processes to the light of reflection as the unique rational and ethical way of intervention (Sacristán 1999).

According to Van Manen (1997) there are several levels of flexibility in the classroom. The first one is about having an effective implementation of skills and technical knowledge; reflection, in this level, is applied to the teacher's selection and adequate usage of educational strategies.

In the second level, reflection is based on the implicit outcome of the specific practices of the classroom. For this, the analysis relies upon the consequences of the adopted strategies, curriculum and practices, aiming for the application of educational practice criteria towards

teaching, in order to take pedagogical decisions that adapt to the reality of the institution and the context.

For the third one, Van Manen establishes an exercise of critical reflection; for this, there is a formula to present the most elaborated reflection as well as a questionnaire of ethical, moral and normative criteria that are in direct or indirect relation with the classroom.

**Pedagogical practicum:** for the analysis and reflection on the practicum, there is a consideration of methodologically recurring to a conceptual operation dedicated to practicum; to do so, Zeichner has established several practicum methods such as:

**Academic practicum:** it is oriented towards the preparation of teachers capable of reflecting upon the courses they give, in way that they get transformed in understandable structures for students.

**Social work practicum:** its main goal is to accomplish an effective way of teaching through the application of educational techniques, deduced from general principles that have been the product of pedagogical research. In this case, reflection is about taking a strategical decision: “to select the most effective one among a spectrum of available techniques”. This is the way how technical rationality works.

**Development practicum:** teaching is based on students’ interests and development and, at the same time, it considers teacher’s development as a professional and as a person.

**Social reconstruction:** the object of reflection is the social, economic and political context, in a way that they encourage real democratic relations inside the classroom, which are equal and fair in social matters.

Generic: the different programs make reference to reflection in a general way, without specifying the goals or contents upon which the reflection should be made, nor the strategies to encourage reflective learning.

Reflection triggers: according to Schulman (1987), they are the cognitive foundations of the teacher about classroom's dynamics; indispensable, since these triggers are the key element on how reflective thought contribute in the process of acquiring the necessary knowledge for a teacher to take decisions in class.

The critical component in reflective thought: this element makes reference to the "moral and ethical aspects of compassion and social justice", according to what was stated by Sparks-Langer y Colton (1991:39). Taking this into account, these authors established some classifying categories for knowledge:

1. Knowledge of the content.
2. General pedagogical knowledge.
3. Knowledge about the curriculum (materials, programs, etc)
4. Teacher's knowledge and professional ethics.
5. Knowledge of the students and their features.
6. Knowledge of educational contexts.
7. Knowledge of foundations: philosophical, historical, and axiological.

The narrative element, is another element of reflective thought that is included as an instrument in the present study. This has relation with the teachers' narrations, in order to inspire

them to describe their experiences in the classroom, which come up in all sorts of ways and fulfill diverse functions in subjectivity and its constitution. Teachers' journals are included in this component, since they unleash in them the development of a reflective thought about their practicum experiences, either objective, subjective or intersubjective.

### **Methodology**

The proposed methodological strategy has as a central axis the continuous reflection that additionally implies the convening of meetings, in order to strengthen the practicum staff as an initial stage to address the occupational and educative problems. The organizational principles are the autonomy, the planning and the self-observation.

To check the impact of the proposal of reflection about this practicum process some stages of socialization and systematization will be carried out.

This study fits into the qualitative research approach, from the perspective of the reflection as a professional training space that will contribute, in a high way, to the description, identification and analysis of the pedagogical practicum itself.

With regard to the data gathering process in this project, it is proposed the implementation of the following instruments:

#### **Reflection workshops**

The main purpose of the reflection workshops is to guide the reflection process of the practicum students, but simultaneously to socialize and share labor experiences, in order to enrich their process and insert new tools to allow transforming their pedagogical practicum.

## **Objectives**

- To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.
- To socialize insights, share ideas and guidelines to assume their pedagogical practicum.
- To qualify, facilitate, and to effectively immerse themselves into the assigned institution.

During the reflection process three workshops were carried out. The first, it was related to a socialization about the institutional observations made by practitioners at the Virgen del Rosario headquarters, thanks to these workshops practicum students were able to describe how their experiences were. In addition, they could explain some particularities about their assigned educative establishments, most of them were working on elementary and high school focused institutions. In my case, I could narrate how different the experience was when applying for a practicum vacant at the University of Pamplona. Although this was only the beginning of the process, practitioners were able to express their insights about the difficulties and advantages found during their endeavors. Therefore, this was the first step in order to identify drawbacks and benefits related to individual teaching performances facilitating opportunities to improve in many aspects.

Due to an unexpected inconvenient with regard to national strikes because of government decisions in terms of education, the practicum authorities had to look for an alternative spot in order to carry out the second reflection session. One of the practicum students facilitated the meeting in a non-academic setting, however the goal of this workshop was accomplished. It was necessary to be aware about the situation of the university as well as the possible changes that could come after the strike. The person in charge of the practicum process explained how

practitioners had to keep working in the institutions, regardless the difficulties. Moreover, she clarified some doubts about the research guidelines for the analysis of the gathered data. At the end of this encounter she gave students' grades from some previous activities to inform practitioners about their partial results.

After the university strike, FL program practitioners reassume their responsibilities, that is why a final encounter aimed to collect final insights about practitioners' work was carried out.

The aforementioned meeting took place at the Rosario, the two PLEX practitioners talked about positive aspects and difficulties throughout the process and also they gave some advices in order to improve further practicum experiences inside the program.

### **Sheets of self-observation**

The purpose of the self-observation sheet is to guide the practitioner towards a personal overview not only about the teaching practice itself, but also about his role inside the classroom and the educative community setting to which he belongs.

In order to achieve a more reflective and autonomous spirit, practitioners are called to self-evaluate their practices. There is an online instrument to do so (see Appendix 9), through this instrument pre-service teachers can analyze their performances, later on they might change some elements that should be improved. One of the most important aspects about this assessment is the reflection about the environment inside the classroom and students' motivation. Sometimes we only focus on what we do without taking into account how people, in this case learners, react to those decisions. If we take into account, for example, the action oriented approach implemented nowadays in the foreign languages program, we can see how the change can affect not only teachers, but students. Some teachers are still working on more communicative



approach oriented activities, this change is still hard to face for students, they do not differentiate the two approaches and it is necessary to follow a process to adapt them to this new path.

These self-observation sheets were really useful when assessing practitioners' performances. In my view this was an opportunity to identify information or knowledge gaps based on how we were supposed to prepare, perform and evaluate the classes. After these self-observations a road map was set in order to keep improving as pre-service teachers.

### **Narratives**

The exercise of reflection will allow the student to express himself about his labor, starting from the narrative of his experience like a way of giving sense to the teacher's everyday life.

#### **Improvement through reflection**

There are some aspects that can be analyzed through reflection. In this case the narrative reflection allows pre-service teachers to express their ideas, to understand their weaknesses/strengths and to improve their pedagogical experience.

Overall, the improvement can be categorized in some groups. We can talk about positive changes and personal adaptation to the context.

#### ***Positive changes***

When writing the narratives, we can compare what was wrong in the previous one and to analyze whether the change or modification carried out fixed the issue addressed. For instance, after starting my practicum stage I realized that discipline was so hard to handle for me, this aspect was affecting the classroom interaction. Therefore, I decided to be more serious inside the classroom and to keep the right distance with the students without becoming rude or boring

them. Consequently, I found out that it helped me to manage the classroom, they were not uncomfortable, even they were more respectful with me and the classes were calmer than expected.

In terms of planning, the pre-service teacher discovered that it would be better to plan the classes depending on the place the class takes place. In this respect, elementary English II courses take place at the Rosario twice a week, but also at the department of languages and communication once a week.

The reason why it was decided to do so was that each classroom has different resources. Taking into account the pedagogical project, the researcher needs more ICT's activities and the use of audiovisual tools, that is why this setting was selected to implement the project. In addition, classes at the Rosario are focused on didactic activities and course book work.

### *Personal adaptation to the context*

Another important fact to take into account is that each teacher or student has specific features, behavior and rituals. Focusing on those individual features, addressing the ground of linguistics, each human being has his own way of speaking or expressing his ideas. Being more specific, everyone adopts a way of speech, sometimes necessary to catch the attention of different audiences. In this case, it is so hard to catch the attention of young teenagers, because they are used to a familiar language. They still keep in mind the emotional way of teaching from high school and elementary school, it does not mean that it is wrong or negative. However, pre-service teachers get used to mind their language and sometimes to use the most complex structures to express their ideas in their target language. This is mostly due to research subjects

and the mandatory improvement that the degree requires. This vocabulary richness can become counterproductive in some cases, in the researcher's view, there were some problems to keep a simple speech.

Sometimes, some of the students did not understand what the pre-service teacher want to express because they did not know some unfamiliar words that are used in research language or literature. After writing in the narratives that sometimes they did not catch the message completely, simpler words were used, some of them quite similar to their mother tongue. This adaption was necessary to increase the students' level of understanding inside the classroom.

### ***Duality of the instrument***

Narratives were also implemented as journals to be adapted in terms of the Pedagogical Component. These narratives were divided into sections in order to show how students reacted to the interventions made by the practitioner. Also, whenever necessary information about the outreach and administrative components could be added allowing a record of all the activities done during each week.

### **Class records**

To have evidences of the practitioners' performances inside the classroom will allow them to reflect different aspects in terms of the teaching/learning process of foreign languages. These aspects could be taken into account or not by practitioners in their training during their reflection exercise. These records will allow an external and constructive insight about the pedagogical practicum.

## Context

The city of Pamplona, founded in 1549, this is the oldest city of the department of *Norte de Santander*. This city is located in the valley of the *Espiritu Santo* in the *Andes* of Colombia. Founder of cities in the time of the colonies, this city has been throughout history the center of confluence and religious influence. Furthermore, Pamplona sheltered a lot of religious communities among which are: *la comunidad se franciscanos*, *la Hermanas clarisas*; *los Hermanos de San Juan de Dios*, *la Compañía de Jesús*, *la Comunidad la sallista*. Likewise, female communities: *Hermanas de la presentación*, *Hermanas bethlemitas*, entre otras. The concurrence of these communities in the city brought in the foundation of educative institutions with projection of their values and beliefs. In this geographic context where the study is located, the school is the agency in which the scholar actors are involved: foreign language program practitioners.

The school is taken like a specific educative community that in this role is responsible for of the institutional education, it means this is the place where education takes place, where it is finished and organized.

Nowadays, the school is considered as the form of life of the community, that is to say, the school shows up all the learning and values that are considered necessary in the community. These contents lead the students to use and improve their capacities for their benefit and the society as well.

At the school, we always find several basic elements that intervene that is the case of teachers and students whose actions and behaviors belongs to a socio-cultural order which serves as a basis for the school organization.

The school is a society dependent institution aimed at managing the systematic education that conditions the formation and organization of the groups represented by teachers and students (Crespo,2010)

The school seen as an educative institution comply some specific functions, in which we can highlight:

### **Socializing function**

This is related to the teenagers' learning, the values, the codes, behaviors, attitudes or aptitudes, focused on the mainstream social culture in the politic and economic context that they belong to. This function covers all the processes of socialization in which all the members of the school participate.

### **Instructive function**

The instructive function use two features, the improvement of the spontaneous processes of socialization to guarantee the training of the human capital that requires the operation of the labor market. The idea is that a higher level of culture, knowledge, values, etc, there is a higher possibility of adaptation.

### **Educative function**

The educative function requires a life community of democratic participation, as well as an intellectual searching of dialogue and learning. An educative community that breaks the artificial barriers between the school and society, a space of culture where concepts, technical tools and codes of culture of mankind are learned as a consequence of the active participation in the exchange of meanings, wishes and behaviors with partners and adults (Vizcaino,2010).

### **Population**

The population of this study is composed of 13 students from tenth semester, practitioners of the foreign languages English-French program of the University of Pamplona.

Direct beneficiary population:

Teachers in formation

Supervisor teachers

Students community from the implementation center of the integral practicum

**Indirect beneficiary population:**

It is composed of the teaching staff of the foreign languages program and the feedback results of the agents' vision about the practicum program.

**Institutional agencies joint to the project**

- Foreign languages program
- Language and communication department
- Education faculty

**External institutions linked to the project**

- *Colegio José Antonio Galán*
- *Colegio Brighton*
- *Colegio La Presentación*
- *Normal Superior de Pamplona*
- *Colegio José Rafael Faría*
- *Institución Educativa Cristo Rey*
- *Centro educativo rural los guayabales.*

**Research component timeline**

Table 14

*Research component timeline*

N°	Description of the activity	Date
<b>1</b>	<b>Narratives-journals: weekly.</b>	<b>#1 September 14<sup>th</sup></b> <b>#2 September 21<sup>st</sup></b> <b>#3 September 28<sup>th</sup></b> <b>#4 October 5<sup>th</sup> (not accomplished because of a French congress)</b> <b>#5 January 25<sup>th</sup></b> <b>#6 February 1<sup>st</sup></b> <b>#7 February 8<sup>th</sup></b> <b>#8-9 February 26<sup>th</sup></b> <b>#10 March 1<sup>st</sup></b>
<b>2</b>	<b>Reflection workshops</b>	<b>Three times during the practicum stages</b> <b>1.October 23<sup>rd</sup></b> <b>2 and 3 (during the university strike)</b>
<b>3</b>	<b>Final meeting (report)</b>  <b>Practitioners' insights about the process</b>	<b>February 28<sup>th</sup></b>

*Table 14, encounters and responsibilities dates*

## **Conclusions**

Being reflective teachers is a necessity when starting the path of teaching an FL. In order to conclude this component some aspects must be taken into account:

- When regarding planning lessons, practitioners should consider that this is the basis of their interventions. A well planned class goes in the right direction even when some objectives are not accomplished. Therefore, with regard to this aspect pre- service teachers should take into account not only what they want to teach, but the way students learn. A proper lesson plan offers the opportunity to all the students to achieve the established goals beforehand. Regarding eventualities and unpredictable situations practitioners have to make decisions on the go, no matter how difficult it is. It is always necessary to write down alternative activities to implement, keeping in mind that learning environments are unstable when there is not enough experience.
- Following the road map offered by preparation beforehand, planning a class must be done in accordance with the setting where the class takes place. That is why when there are ICT's tools teachers have to take advantage of the resources to facilitate FL learning. Implementing interactive activities is a way to end up monotony inside the classroom, therefore teachers should not stay in a comfort zone where traditional methodologies close the door to new methods.
- Evaluation is an important part of the process in any field of learning. However, there is no need to constrain it. Teachers are not the only ones allowed to assess students. Self-evaluation, co-evaluation and formative assessment are complementary and inclusive



ways of assessment. When there are different methods of evaluation students have more opportunities to improve and learn, which is the main goal.

- Having a reflective spirit is a remarkable feature that all teachers must highlight. Journals or narratives are not only related to research. Teachers can use them as a mirror in order to see what is not right. Maybe to have evidences about whether they keep improving or they are stuck, otherwise they will not grow in terms of professional development.

## **Chapter III – Outreach component**

### **KET exam preparation workshop for the students of the elementary English II courses and tutoring sessions**

#### **Introduction**

In the frame of a globalized world, learning English is one of the key aspects to get immersed in the worldwide dynamics in terms of education, professional and personal development. At the moment of learning a foreign language there are some guidelines to follow in order to be proficient enough to manage each competence properly. According to the European council (2001), there are some guidelines to be tracked from a basic user of the language (A1-A2 levels), until a proficient user (C1-C2 levels). That is why all foreign language formation programs should take into consideration this road map as a tool to survey and self-asses the inherent processes involved in this area. With regard to the University of Pamplona foreign languages program, all the actors involved have made a continuous effort in order to reach a high quality accreditation regarding pedagogical, linguistic and integral components. One of the main aspects which are needed to preserve this recognition is to show up how the students' learning goals are achieved, being the standardized exams a technical source of proof and self-assessment not only for students, but also for teachers' labor and strategies in the case of the linguistic and cultural formation. In addition, tutoring sessions could help students to review grammar or lexicon topics, also to strengthen their skills while having a direct contact with the teacher outside the classroom environment.

## Rationale

In the foreign language program some complementary workshops are offered. Although some of these workshops aim to prepare students to the DELF/DALF exam in French and the mandatory SABER PRO test for undergraduate students, there is not a specific focus of attention in terms of familiarizing students with a standardized exam in English. Even though most of the program English exams are based on the Cambridge assessment organization, it is necessary a deeper instruction so as to get in contact with more complex tests. Otherwise, students will not be prepared to afford the requirements of the new job market, increasingly competitive.

Likewise, one of the requirements for foreign language university graduates is to reach a C1 proficiency level:

Table 15

### *Common European equivalence in Colombian context*

NIVELES SEGUN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

*Table 15 minimum level of proficiency for FL university graduates.*

## **Objectives**

### **General objective**

- To raise awareness about the importance of taking a proficiency standardized tests in English.

### **Specific objectives**

- To get elementary English II course students prepared to take the KET exam in a short term.
- To familiarize students with the structure, content and strategies related to Cambridge English qualifications.
- To set up a space of English reinforcement outside the classroom in the foreign languages program.

## **Methodology**

This complementary workshop was carried out with elementary English II course students from the foreign languages program. The course was divided into two groups, training them during ten weeks. The sessions took 2 hours per week each group.

All of the content was based on free practice exercises available on internet.

Furthermore, the course had 5 components:

- First session: Introduction and explanation of the competences evaluated in the exam (reading, writing, listening and speaking). In addition, type of questions evaluated.
- Second and third session: reading component
- Fourth and fifth session: writing component.
- Sixth and seventh session: listening component.
- Eight and ninth session: speaking component.

- Tenth session: simulation of the exam.

### Methodology implementation

#### Schedule

Table 16

*Original schedule KET/Tutoring*

WEEK	ACTIVITY	ACCOMPLISHED
1 <sup>st</sup> week	- Introduction and explanation of the competences evaluated in the exam (reading, writing, listening and speaking). In addition, type of questions evaluated.	Yes
2 <sup>nd</sup> week	Speaking workshop	Yes
3 <sup>rd</sup> week (Chía congress- Didac FLE)	-----	-----
4 <sup>th</sup> week	University strike	-----
5 <sup>th</sup> week	University strike	-----
6 <sup>th</sup> week	Speaking workshop	Yes

<b>7<sup>th</sup> week</b>	<b>Tutoring</b>	<b>Done</b>
<b>8<sup>th</sup> week</b>	<b>Tutoring</b>	<b>Done</b>
<b>9<sup>th</sup> week</b>	<b>Tutoring</b>	<b>Done</b>
<b>10<sup>th</sup> week</b>	<b>Tutoring</b>	<b>Done</b>

*Table 16, schedule arrangement after the university strike.*

### **Workshops intervention**

The KET workshops had a special planning arrangement focused on facilitating a more comfortable environment for the students (see Appendix 10). The teacher tried to involve all the audience in the class development. The students' participation was really important, also it was easier because we worked on small groups. Although the few people participating of the workshops, we could feel an accurate environment, they seemed to enjoy the activities and the methodology implemented. I took into account their necessities, that is why I started with the speaking component, in order to help them to get prepared to first term oral exams of the program.

In terms of students' motivation, they looked really different from the attitude that they had taken inside the classroom. They were calmer but they participated much more of the activities, also they were more curious and critical. I tried to use a familiar language and mother tongue sometimes. It was nicer for them and they asked me to do the same every workshop.

### **Limitations**

Generally speaking, some limitations affected the implementation of the proposed outreach component methodology. First, the university strike that affected teachers, practitioners and students' processes. After coming back to classes the classroom availability was not the

same. Taking into account that the KET training workshops took place in Casa Agueda, some attempts were made to ask for permission once again, however it was not possible, the classroom was already booked with other purposes. There was still the necessity of facilitating a space of dialogue and guidance outside the classroom, that is why tutoring sessions were implemented to fill in students' needs.

Therefore, with regard to the KET course only four weeks of intervention were possible to accomplish. English Elementary II students were able to be in contact with the main features about the exam (introductory session).

Afterwards, they could practice exercises about speaking, writing and reading competences throughout four different sessions. Unfortunately, the only competence that was not addressed was listening, there was not opportunity to do so. The second half of the practicum was focused on tutoring sessions in order to help students with their difficulties and to accomplish the mandatory 40 hours of this outreach component.

### **Tutoring sessions to finish the process**

After analyzing possible solutions to the inconvenient with the KET course, the most doable and pertinent option was to replace the remaining workshops with individual tutoring.

Frankly speaking, the main focus of the activities would change, however this is another path in order to offer a service which is free and really useful for the ones who may concern.

Therefore, in order to accomplish the mandatory 40 hours of service two weekly tutoring sessions had to be scheduled during the five remaining weeks.

Control de Asistencia a Asesorías		Código	FGA-22 v.02	
		Página	1 de 1	
NOMBRE DEL DOCENTE:		FIRMA DEL DOCENTE:		
FECHA - HORA	ESTUDIANTE	ASIGNATURA - PROGRAMA	OBSERVACIONES Y COMPROMISOS	FIRMA
4:00 pm	Karel Silvio Garcia	Inglés II	11 <sup>th</sup> February	Karel Silvio
4:00 pm	Olga Lucía Anula	Inglés II	11 <sup>th</sup> February	Olga
4:00 pm	Carla Daniela Bellet	Inglés II	11 <sup>th</sup> February	Daniel Belletta
4:00 pm	Laura Pizar	Inglés II	11 <sup>th</sup> February	Laura Pizar B
4:00 pm	Mariana Madona	Inglés II	11 <sup>th</sup> February	Mariana Madona
4:00 pm	Mariana Cisneros	Inglés II	11 <sup>th</sup> February	Mariana Cisneros
5:00 pm	Silvia Garcia	Inglés II	11 <sup>th</sup> February	SILVIA
8:02 am	Olga Lucía Anula	Inglés II	20 <sup>th</sup> February	Olga
9:35 am	Leidy Mariana López	Inglés II	20 <sup>th</sup> February	Leidy Mariana López
9:42 am	Karel Silvio Garcia	Inglés II	20 <sup>th</sup> February	Karel Silvio B
9:50 am	Carla Daniela Bellet	Inglés II	20 <sup>th</sup> February	Carla Daniela Bellet
9:50 am	Laura Pizar B	Inglés II	20 <sup>th</sup> February	Laura Pizar B
9:55 am	Mariana Cisneros	Inglés II	20 <sup>th</sup> February	Mariana Cisneros
9:55 am	Olga Lucía Anula	Inglés II	20 <sup>th</sup> February	Olga
7:30 am	Natalia Ormaiztegui	Inglés II	24 <sup>th</sup> February	Natalia O.

PEER TUTORING CONTROL 6<sup>th</sup> February 2018

Teacher: Ulises Manuel Lopez Duran

No.	TUTOR	TUTEE	GROUP	TOPIC	MATERIAL	DATE
1.	Ulises Lopez	Sandra Salazar	B	3 <sup>rd</sup> script	- -	6 <sup>th</sup> February
2.	Ulises Lopez	Leidy Carolina Lopez	B	3 <sup>rd</sup> script	- -	6 <sup>th</sup> February
3.	Ulises Lopez	Natalia Ormaiztegui Lopez	B	3 <sup>rd</sup> script	- -	6 <sup>th</sup> February
4.	Ulises Lopez	Alexandra Garcia G.	B	3 <sup>rd</sup> script	- -	6 <sup>th</sup> February
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Figure 6, Tutoring sessions evidences.

### Conclusions

In conclusion, it is necessary to raise awareness about the importance of English language, because sometimes students are more concerned about French activities, initiatives, exams and consequently standardized tests.

One of the reasons that students usually claim is that English proficiency exams are more expensive than French DELF/DALF exams, that is why the university authorities should look for an agreement with a certified institution in order to help students to get access to those exams, because it is mandatory to take them and show a C1 proficiency level (both in English and French for FL students) in accordance with the MEN policies.

In addition, a KET course can be taken as a basis if the FL program at the University of Pamplona aims to keep excellence and high quality standards. This path can be followed opening training courses based on others Cambridge exams (PET, CAE, among others). The students showed that being in a different environment would facilitate a supplementary amount of knowledge useful to overcome students' obstacles and difficulties. During KET workshops and tutoring students felt more comfortable, they were more opened to suggestions and advice.



With regard to tutoring sessions, these spaces were useful to connect this outreach component with the pedagogical component. Students took advantage of the situation and they saw tutoring as an opportunity to correct mistakes, check some writing productions, review grammar topics and improve the quality of their scripts (video blogs).

## **Chapter IV – Administrative component**

### **Introduction**

Being a member of a superior education program as a practitioner implies a huge responsibility and duties with the institution and the program itself. From this view, that is why this stage requires an engagement with all the processes involved during the academic semester related to several kind of events such as cultural, teaching meetings and practicum orientation sessions, without getting away of all the academic obligations.

In addition, one of the main functions will be to get to know and respect all the policies and rules of the foreign languages program at the University of Pamplona, as well as the vision and mission of the degree. The practitioner role will be assumed also as a representation of the students' voice during all the processes carried out inside the program and the university, such as curricular renovation, institutional accreditation, etc.

### **Objectives**

#### **General objective**

- To actively participate of all the processes and events managed by the FL program during the semester.

#### **Specific objectives**

- To express any thought and opinion about the program endeavors with all the due respect and following the chain of command.
- To help teachers and students to organize all the cultural events of the degree.
- To assist to all the meetings and pedagogical activities inside the program.

## Methodology

The teachers staff of the foreign language program at the University of Pamplona has arranged a general meeting every Tuesday at 14:00 at the department of languages and communication. The practitioners' responsibility is to assist and participate of this meetings as well as the English area ones carried out once a week. These spaces allowed the launch of the processes and the decisions made by each member of the teaching community. Also, the achievement of the main goals of the program.

Among all the events and meeting topics of the collective here can be mentioned:

- Organization of academic events: chanteclaire, PBL projects, English and French macro events, etc.
- Curricular renovation process.
- Monitoring of teachers and practitioners' responsibilities
- Participation on administrative and institutional activities

Table 17

*Main activities of the program*

DATE	DESCRIPTION /ACTIVITY
<b>EVERY TUESDAY AFTERNOON</b>	Teachers' meetings (Program)
<b>TO BE DATED</b>	Teachers' meetings(English-area)
<b>TUESDAY SEP. 4</b>	Program meeting (Modernización Curricular)
	English Cultural Event
	Chanteclair
	English proficiency exams (University)

*Table 17, curricular and extra-curricular activities of 2018 II*

Moreover, the practitioners' direction has scheduled some important dates and compromises for 10<sup>th</sup> semester students:

Table 18

*Practicum timeline before the strike*

**CRONOGRAMA PRÁCTICA INTEGRAL II SEMESTRE 2018**

	ETAPAS Y ACTIVIDADES	FECHAS
1	Inducción	Lunes 13 a viernes 17 de agosto
2	Observación institucional y elaboración de la propuesta	Martes 21 a jueves 30 de agosto
3	Entrega de la propuesta (vía e-mail a su respectivo tutor)	Viernes 31 de agosto 6:00 p.m.
4	Evaluación de la propuesta por parte del tutor	Lunes 03 y martes 04 de septiembre. Los tutores envían correcciones el día 4 de septiembre de 2018 a los estudiantes.
5	Socialización de la propuesta	Viernes 07 de septiembre 08:00 a.m. – 18:00 p.m.
6	Implementación de la propuesta	Lunes 10 de septiembre a viernes 23 de noviembre (10 semanas de clase, teniendo en cuenta semana de receso 8 al 12 de octubre).
7	Entrega de notas y carpetas por parte de supervisores a coordinación de práctica	Viernes 30 de noviembre de 2018
8	Entrega del informe de avance	Viernes 19 de octubre
9	Entrega de correcciones y sugerencias hechas al informe por parte del tutor	Viernes 26 de octubre
10	Entrega del informe final (vía e-mail a su respectivo tutor)	Lunes 3 de diciembre
11	Entrega de consideraciones y correcciones al informe por parte del tutor	Viernes 7 de diciembre
12	Revisión y corrección de observaciones hechas al proyecto (entregar vía e-mail a su respectivo tutor)	Desde el viernes 7 de diciembre hasta el martes 11 de diciembre
13	Revisión final del informe	Miércoles 12 de diciembre
14	Socialización informe final	Viernes 14 de diciembre 08:00 a.m. – 18:00 p.m.
15	Entrega de notas y actas de sustentación	Viernes 14 de diciembre

*Table 18, practicum responsibilities, duties and due dates.*

Table 19

*Final timeline of teacher's activities*

<b>DATE</b>	<b>DESCRIPTION /ACTIVITY</b>
<b>Every Tuesday afternoon</b>	Teachers' meetings (Program)
<b>Tuesday afternoons (after general teachers' meetings)</b>	Teachers' meetings(English-area)
<b>Every other Thursday</b>	Students representatives' meetings (representing 10 <sup>th</sup> semester)
<b>Tuesday September 4<sup>th</sup></b>	Program meeting (Modernización Curricular)
<b>Thursday, October 4<sup>th</sup></b>	Participant in the "Journées DidacFLE: 1ères journées de rencontre sur la recherche en didactique du français" held in Chia, Cundinamarca, Colombia.
<b>November 1<sup>st</sup>-3<sup>rd</sup></b>	Presenter in the III International and IX National Foreign Languages Research Congress, held in Monteria, Cordoba, Colombia.
<b>March 6<sup>th</sup></b>	Participant in the "Café poème" PBL project.
<b>March 11<sup>th</sup></b>	"El Dorado Festival" English Cultural Event (See appendix 11)
<b>March 13<sup>th</sup></b>	Chanteclair

<b>March 14-15</b>	Participant in the 9 <sup>th</sup> Congress of Foreign Languages Undergraduate Researchers, held in Pamplona, Norte de Santander, Colombia.
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*Table 19, foreign languages program meetings and events.*

### **Teachers' meetings**

During the ten weeks of the practicum process, I participated of five Foreign languages program teachers' meetings. In the first one, my colleague Oscar Acevedo and I, we were presented as the new practitioners of the program. Then, we had a first contact with the processes that were starting in the degree, mainly the curriculum updating process.

Afterwards, I was invited to participate of the English area teachers' meetings that take place every Tuesday at 4 pm.

These meetings have helped me to understand all the responsibilities that teachers have when being part of an academic institution, this is not only about being responsible of a course. There are more duties to be part of.

### **Curriculum updating**

These activities took place twice, first of all the socialization of each component of the Curriculum, for instance; assessment, flexibility, grammar, etc.

Afterwards I was part of an 8 hours work day, where some important decisions about the curriculum modernization were made taking into account teachers' opinions and suggestions.

Fortunately, thanks to this experience pre-service teachers can know a lot of concepts and new trends in education that they did not know so far, in the future the teacher will be more competent in a professional performance when putting in practice all the knowledge that was gathered.

### **Self-assessment and socialization event**

On October 2<sup>nd</sup>, the foreign languages teachers of the University of Pamplona socialized the results of the self-assessment and the plan of improvement of the foreign languages English-French program.

All the FL community attended to that event, there was a space for questions. FL practitioners were in charge of collecting the questions from the students. It was an active role inside the event and some of the students realized that we were working at the program on our integral practicum stage.

### **Conclusions**

After having experienced all the practicum stages inside the foreign languages degree at the University of Pamplona I can frankly state that teaching is not an easy job. The importance of this component is to find out, immersed in a real context, how difficult teaching is. Being a teacher is not only about going to a class and following a course book, this is not only about planning classes or grading homework. There are too many endeavors that other professions do

not need to face. Activities such as teacher meetings, cultural events, attendance to research congresses, self - assessment, curriculum updating processes, etc.

The program meetings were really important during this experience because I could learn several aspects about what teachers must do outside the classroom, one of the most remarkable was the responsibilities that each teacher face within the program. If we take into account the curriculum updating process, it can be said that each teacher has to take part in the analysis of a specific number of factors such as teachers, students, evaluation, graduated students, flexibility, etc. After this analysis it is necessary to raise awareness about the importance of the factors and the implications of the aforementioned. Therefore, it was a valuable process because I learned a lot about each factor and its influence.

As pre-service teachers, there is the opportunity of becoming someone to look up to. If we take part in the events and activities that the program offers, the students will probably get motivated to participate as their teacher does. Consequently, taking part in cultural activities, congresses and university initiatives can be the first step in order to encourage students to increase their sense of belonging and affectivity within the degree. However, this is not the only advantage, because traveling and representing the university in a national congress is a high opportunity of learning in terms of experience and improvement of teaching practices.



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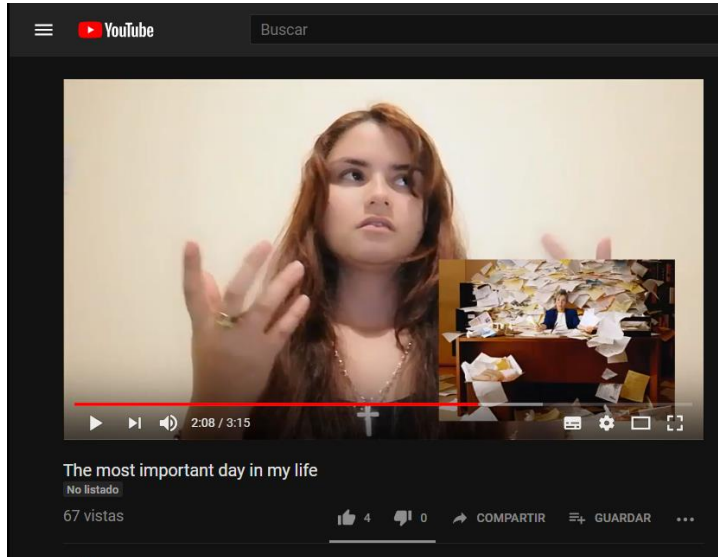
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## Appendix

Appendix 1 : videos and flashcards examples

[https://www.youtube.com/watch?v=Pc6\\_kejJ7xg&feature=youtu.be](https://www.youtube.com/watch?v=Pc6_kejJ7xg&feature=youtu.be)



<https://www.youtube.com/watch?v=0ZSWJEUDqOs&feature=youtu.be>

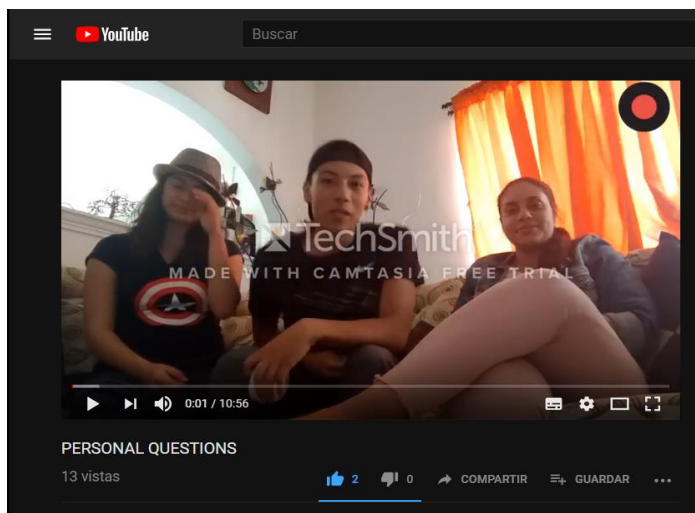


<https://www.youtube.com/watch?v=1h06PCaitpY>



2<sup>nd</sup> task example:

<https://www.youtube.com/watch?v=iDZkhhZaKeI&feature=youtu.be>



3<sup>rd</sup> task example:

<https://www.youtube.com/watch?v=6HPJgPGSS6I&t=126s>



#### 4<sup>th</sup> task example

<https://www.youtube.com/watch?v=NqV7DI-bfhw&feature=youtu.be>



#### Corrective flash cards

Oleg A:  
someone to play with (V) use (P)  
Come ≠ come (G)  
up (P)  
anxious (P)  
(h)as soon as possible (P)  
pain ≠ point... (P)  
months (P)  
dress up (disguise, porosa delyanka) (V)  
come (P)  
phoned (P)  
niece (P) zhenovushka (troublye on dase)

Riona Gama:  
in the Uni. (G) exciting ≠ excited  
were (P) sides (P)  
what it is (G) the most important  
celebrate (G) person in our life (G)  
most ≠ more (G)  
Harden (P)  
Possidon (P)  
Christians (P)  
leather (P)  
told (P)



Appendix 2  
Rubrics

**UNIVERSITY OF PAMPLONA**  
**ORAL ASSESSMENT RUBRIC**  
**ELEMENTARY II**

**TASK: presentation about comparatives and superlatives based on an old and a new photo.**

**Spoken production**

**Can use simple descriptive language to make brief statements about and compare objects and possessions. (photos)**

**Can describe people, places and possessions in simple terms**

**Vocabulary range**

**Has a sufficient vocabulary for the expression of basic communicative needs?**

**Grammatical accuracy**

**Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.**

**Pronunciation**

**Is mostly intelligible, and has some control of phonological features at both utterance and word levels.**

**Complementary aspects**

**Shows an appropriation and preparation of the topic.**

**Has a proper personal presentation.**

**Keeps to the presentation length established. (1m30seconds)**

	S-P (1)	S-P (2)	V-R	G-A	P	C-A	Score
	0-10	0-10	0-6	0-5	0-11	0-8	
<b>Nombres y apellidos</b>							
ARCHILA CARDENAS CAMILO ANDRES							
AVILA GUALDRON OLGA LUCIA							
BECERRA ALEY KAREN YULIANA							
BOTELLO MORA CARLOS DANIEL							
CELIS MANJARRES ANGIE KARINA BELÉN							
CIFUENTES NUÑEZ MICHELLY ANDREA							
DIAZ BERMUDEZ LAURA YURIZA							
GAONA CARRASCAL DIANA MARCELA							
GUERRERO PANQUEVA JOAQUIN DAVID							
LINDARTE PACHECO JEISI KARINE							
MADERA RUBIO MAYRENA SHAIRETH							
QUINTERO PELAEZ ANGIE MILEXIS							
RAMIREZ PALOMINO NERLY MILETH							
REY CASTILLO LAURA VALENTINA							
SILVA GARCIA KAROL VIRGINIA							
TORRES SANCHEZ SILVIA FERNANDA							
VILLALBA ARIZA LEIDY MILENA							

**UNIVERSITY OF PAMPLONA**  
**ORAL ASSESSMENT RUBRIC**  
**ELEMENTARY II**

**TASK: talk about an important event/celebration.**

**Rubric for Video blog activity**

<b>A2 Sustained monologue : describing experience</b>						
<b>Spoken production</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Can give short, basic descriptions of events and activities.</b>						
<b>Can tell a story or describe something in a simple list of points</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Linguistic aspects</b>						
<b>Vocabulary range</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Has a sufficient vocabulary for the expression of basic communicative needs?</b>						
<b>Grammatical accuracy</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</b>						
<b>Phonological control</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</b>						
<b>Spoken fluency</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</b>						
<b>Total : /30</b>						

Content and quality	Descriptors					score
Introduction	The introduction is motivating, and hooks the viewer from the beginning.					
	1	2	3	4	5	
Subject Content	Subject knowledge is evident throughout the video. All information is clear, appropriate and correct.					
	1	2	3	4	5	
Video content and organization	Video includes a clear statement of purpose. Events and messages are presented in a logical order, with relevant information that supports the video's main ideas.					
	1	2	3	4	5	
Production	Tape is edited. Video runs smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea. Graphics explain and reinforce key points in the video.					

	1	2	3	4	5	
Total /20						

<b>A2 Interaction activity</b>						
<b>Spoken interaction – conversation</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</b>						
<b>Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Linguistic aspects</b>						
<b>Vocabulary range</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Has a sufficient vocabulary for the expression of basic communicative needs?</b>						
<b>Grammatical accuracy</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</b>						

<b>Phonological control</b> <b>Is mostly intelligible, and has some control of phonological features at both utterance and word levels.</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Spoken fluency</b> <b>Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Total :</b>						<b>/30</b>

Appendix 3  
Questionnaire example

**PRIMER CUESTIONARIO DEL PROYECTO PEDAGÓGICO**

**TITULO DEL PROYECTO:** “THE IMPROVEMENT OF ORAL PRODUCTION THROUGH THE IMPLEMENTATION OF VIDEOBLOGGING AND TASK BASED LEARNING WITH THE COURSE ELEMENTARY ENGLISH II AT A PUBLIC UNIVERSITY IN COLOMBIA”

1. ¿Cuál es su opinión acerca de la implementación de video blogs como herramienta de aprendizaje de una lengua extranjera?

Pienso que, utilizar una herramienta tecnológica es de antemano un método eficaz para el aprendizaje de una segunda lengua, porque para la creación de un video blog, el estudiante interactúa de forma real y directa con el idioma y además desarrolla dos de las habilidades, que para mí son fundamentales (o las primeras que se deben desarrollar) para el aprendizaje de una lengua extranjera, listening y speaking, la primera receptiva que me permite

desarrollar la comprensión auditiva (discriminación fonética) y la segunda que es una habilidad productiva en donde desarrollo la correcta pronunciación.

2. ¿Qué dificultades ha encontrado al momento de trabajar éste tipo de técnica audio-visual para el mejoramiento de la producción oral?

Realmente al principio me costó bastante porque lo que hacía era memorizarme el “libreto”. Luego, poco a poco con el desarrollo de más actividades de este tipo desaparece ese miedo de querer hacerlo a la perfección sin reflexionar en que el verdadero aprendizaje esta en arriesgarse, en cometer errores, en interactuar oralmente (en inglés) y ojalá todo el tiempo de manera natural.

3. ¿De qué manera las mini-tareas propuestas en el aula de clase y los video blogs han facilitado el mejoramiento de su nivel de inglés?

Las mini-tareas en clase siempre están dirigidas a que interactuemos en forma oral acerca de temas de nuestro contexto con el docente y entre compañeros, entonces al estar hablando y escuchando, he adquirido más vocabulario, he aprendido a pronunciar correctamente, he logrado mayor fluidez y mayor precepción auditiva.

4. De los siguientes descriptores de producción oral, ¿cuáles considera que ha podido mejorar gracias a la implementación de los video blogs? ¿por qué?

*Grammatical accuracy* : porque al interactuar en forma oral retengo mejor las reglas gramaticales y/o tiempos verbales y se me facilita escribirlas correctamente.

*Vocabulary control*: realizo producciones orales en donde hablo sobre mi contexto, mis intereses, etc... y eso me motiva a buscar y adquirir más vocabulario.

*Phonological Control*: con las actividades de producción oral mejoro continuamente mi pronunciación.

*Spoken fluency*: entre más interactuo de forma oral más fluidez desarrollo, se vuelve tan natural y propio que se empieza a pensar en inglés y luego fácilmente se expresa en ese idioma.

Appendix 4  
Narrative example

**Narrative # 1 viernes 14 de septiembre de 2018**

**Practicante: Victor Manuel Campo Barrios**

En el marco del espacio de práctica para estudiantes del programa de lenguas extranjeras inglés-francés de la Universidad de Pamplona se ha establecido y acordado el envío semanal de una reflexión general acerca del proceso de cada practicante en su quehacer diario.

Es de mucho agrado para mi contar con la oportunidad de realizar mi práctica pedagógica en la Universidad de Pamplona, he llegado a cumplir una de mis metas y me esfuerzo diariamente al



máximo para estar a la altura del nivel de exigencia que esta tarea requiere. El nivel asignado ha sido inglés elemental II, los grupos A y B para ser más específico, con una intensidad horaria de 7 horas semanales por grupo de las cuales me corresponde trabajar 6 con cada uno, para así cumplir con el número asignado de horas totales que son 12 horas semanales. Los estudiantes de estos cursos me han acogido de la mejor forma posible, siendo muy pacientes y comprensivos durante el desarrollo de las clases

Primeramente, realizando un recuento general de mi experiencia, este proceso ha tenido una apertura con un carácter significativo para mi formación. El enfrentarse a un contexto real de enseñanza con estudiantes universitarios es una nueva experiencia para mí, los miedos se han ido dejando de lado y progresivamente las clases se han tornado más amenas.

Como aspectos a mejorar podría mencionar el manejo de la disciplina en ciertos momentos de la clase que de una u otra forma han propiciado cierto desorden cuando se trabajan actividades grupales. Algunos estudiantes toman una actitud de desinterés o falta de concentración en las actividades de clase debido a factores como el uso del celular o las conversaciones con compañeros alejadas de temas académicos o de la clase en sí.

Otro aspecto a mejorar es el manejo del tiempo de cada sección de la clase, en algunos momentos ha sido difícil controlar el tiempo dedicado a cada espacio, lo cual ha llevado a en algunos momentos hacer cambios y acelerar algunas actividades que no han podido ser aprovechadas al máximo.

Por otra parte, se pudo comprobar una diferencia enorme al momento de comparar las clases llevadas a cabo en los laboratorios del programa y las clases que se llevan a cabo en otras sedes.

Algunas clases en la sede rosario por momentos se tornan monótonas debido a la falta de

herramientas de aprendizaje complementarias en las aulas. Es por esto que se hace necesario el diseño de planes de clase innovadores con una variedad de actividades que permita lograr un equilibrio entre contenidos del curso y el goce del estudiante dentro del aula para así mejorar la experiencia de formación. La atención, participación y disposición de los estudiantes aumenta a menudo en las clases vistas en el laboratorio, caso contrario a las restantes.

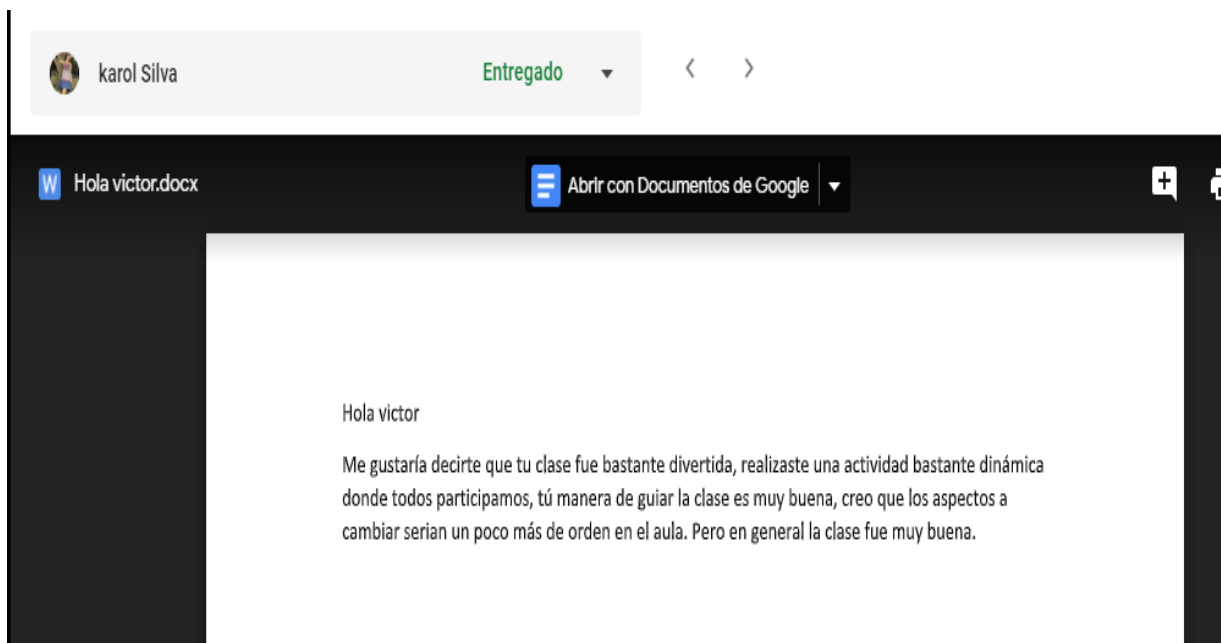
Como aspectos positivos puedo destacar la planeación y ejecución de las clases, se han cumplido en alto porcentaje los objetivos planteados para cada sesión. De la misma forma la reacción de los estudiantes ha sido positiva, se les requirió realizar una reflexión crítica de la primera clase y la mayoría de comentarios de los estudiantes fueron constructivos no muy lejos de la realidad observada por la supervisora de los cursos.

Al momento de analizar los avances en cuanto al componente pedagógico de mi proyecto puedo informar que se está llevando a cabo la primera tarea del proceso. Siguiendo las tres etapas del task based learning, los estudiantes se encuentran en la fase pre de una actividad oral que consiste en crear un video acerca de una celebración/evento memorable de su elección. En este momento nos encontramos en la etapa de desarrollo de la actividad ya que los criterios y directrices de estas han sido explicados, así como en la primera etapa se realizó una instrucción con respecto a la parte lingüística de la actividad. Se realizarán correcciones al script de cada estudiante y se procederá a la revisión del producto final de cada uno haciendo una actividad de feedback general en las clases y un feedback individual en las tutorías.

Finalmente, con respecto a el componente de extensión a la comunidad que consiste en la preparación de los estudiantes de segundo semestre de inglés para presentar el examen KET se han llevado a cabo algunas actividades de tipo informativo y administrativas. Las aulas de clase

ya han sido solicitadas y otorgadas. Algunos aspectos a solucionar la próxima semana son el trámite de una sala de clase extra en Casa Agueda y la inscripción de los estudiantes del grupo C de este nivel que no se encuentran a mi cargo, pero serán cordialmente invitados para hacer parte de este proyecto.

## Appendix 5 Students' reflection



Lalii

Entregado



Buenas tardes.docx

Abrir con Documentos de Google



Buenas tardes,

La clase me gustó bastante, fue dinámica y divertida, mientras trabajamos la parte auditiva en inglés. También me pareció que usted, Víctor, supo manejar muy bien el aula y los tiempos, no dejó que hubiese desorden y aprovechó la energía que se despertó cuando se hizo el mini-concurso de las fechas. Todo estuvo, a mi criterio, muy bueno.

Sugerencia: hablar un poco más alto.

Buena tarde,


Laura Rey.

Olga Avila Entregado

Reflection.docx Abrir con Documentos de Google

**Reflection**

Dear victor,  
I think you're a good teacher, you have a great charisma but I think that you need improve to be more authoritarian when people start to talk a lot because it's so annoying try to hear you but others doesn't be quiet.  
However you're nice keep it up 🐶🐶



## Group B

gina marcela quintana delgado Entregado

opinion.docx Abrir con Documentos de Google

It was a good experience, we notice you prepared the meeting, you follow the guidelines of the teacher Karen, and you gave us space to talk and share opinions, it is so important for us to don't get bored of the class. I only give you an advice, you should speak a little more loud and be more clear to express the ideas because sometimes we don't understand you.

Thanks.

Gina Marcela Quintana Delgado

Ferley Vera Entregado

Hey.docx Abrir con Documentos de Google

Hey, how u doing? It was nice to meet you and to be in your class with you as a teacher, i think you're really good at it.

ADVICES:

- Try to speak more.

Um, I think that's my only advice, all the class was fine and comfortable for me, just try to speak more and fluid.

Good luck, and it's fine to know that you are going to give us more classes, keep it up man.

Leidy Carolina López Rojas Entregado

comentario.docx Abrir con Documentos de Google

Buenos días

Victor Campo

En cuanto a esta experiencia en clase contigo, quiero decirte que fue muy enriquecedora para mí, ya que considero que es bueno salir un tanto de la monotonía de la clase. Las estrategias de enseñanza que utilizaste fueron muy oportunas y pertinentes para los temas que se trabajaron. Aprecio también tu dinamismo, tu compromiso con el desarrollo de la clase, la manera como interactúas con nosotros; tu interés por la preparación de esta clase.

Appendix 6  
Focus group session transcription

E: Bueno y con las cuales vamos a implementar un instrumento de mi proyecto de práctica integral el cual está relacionado con la implementación de video blogs para mejorar la producción oral, entonces en este grupo focal, lo primero que hay que aclarar es que es un grupo focal y un grupo focal es digamos un encuentro entre varios participantes con un investigador en el cual pues se hacen ciertas preguntas y a modo de debate pues todos responden según su propia percepción del tema, cierto? entonces el hecho de que Olga diga algo no significa que Diana no pueda decir algo diferente etc, entonces la idea no es que se dejen influenciar de lo que diga la otra persona si no que digan lo que ustedes quieran, entonces son 1,2,3,4,5,6,7,8,9,10,11,12 preguntas, entonces yo hago la pregunta y ustedes respondemos derecha a izquierda o como quieran, si? Bueno, entonces la primera pregunta sería

A través de la implementación de los video blogs para el desarrollo de la producción oral ¿Cuáles de los siguientes aspectos considera usted mejoró más? Enumérelos de 1 a 5 siendo 5 el mayor y 1 el de menor avance.

Entonces los 5 aspectos que vamos a evaluar aquí, fue como ya les dije, vocabulario, gramática, fonética y la capacidad de expresión, entonces ya saben 5 el que más mejoraron y 1 el que crean que menos mejoraron, entonces empecemos con Olga

P1: Mmmm, pues creo que el que mejor.. que mejoré bastante fue fluencia?... fluidez y capacidad de descripción eh, los que más o menos, serían ya vocabulario ese podría ser 3 o 4 más o menos y los otros cuáles son?

E: Gramática y fonética

P1: Gramática 3 y fonética 3 también

P2: Yo creo quee, en el aspecto que más mejoré fue eh, vocabulario seguido de la fluidez y capacidad de descripción y finalmente la fonética y la gramática

E: Me puedes repetir Olga el orden en el que tú los ponías, el número 5 cuál sería, el que más mejoraste

P1: Eh, fluidez, 4 gramática, 3 capacidad descripción, 2 vocabulario, 1 fonética

E: Por qué crees que lo que más mejoraste fue, cómo me dijiste... fluidez ¿Por qué?

P1: Pues sentí que podía como hablar más fluido más de recorrido, sin hacer como tantas pausas, sin tener que decir palabra por palabra sino que poderlas unir, pues por la práctica de uno estar haciendo el vídeo una y otra vez, uno como que le va cogiendo el ritmo de decir esas palabras, también las que son difíciles de pronunciar también ayuda.

E: Por qué crees que lo que menos mejoraste fue la fonética?

P1: Porque todavía tengo la cosa de que no apropio bien los sonidos, de acordarme por ejemplo, la unión de este con este se dice así o las excepciones de que se dice que a pesar de tener una regla básica se dice de otra forma y así.

E: Ok, tratemos de referirnos no como fonética sino como pronunciación para que sea más simple ok?

Diana, me puedes repetir el orden?

P2: La que mejor mejoré fue vocabulario, seguido de la fluidez, capacidad de descripción, fonética y gramática

E: Por qué crees que la que más mejoraste fue vocabulario?

P2: Porque bueno., tenía un vocabulario muy básico y pues con los video blogs pude... al momento de hacer los script ehh pues indagar, buscar vocabulario depende al tema que estaba investigando y con respecto a lo último que menos mejoré sería la gramática porque a veces tengo la confusión con frases afirmativas y interrogativas, el orden, a veces me confundo

P3: Pues lo primero sería 5 la capacidad de descripción, 4 fluidez, 3 la fonética, 2 vocabulario y 1 pues sería gramática, con respecto al 5, ¿por qué lo mejoré? Porque como ya hemos hecho esto varias veces pues es como más fácil para mí tratar sobre un tema, o sea que me digan hábleme sobre este tema, entonces para mí ya es como más fácil decir esto es así así así y lo he hecho con más fluidez pues siento que he mejorado la pronunciación y con respecto a la gramática y el vocabulario que son como los más bajos porque pues siempre he utilizado un vocabulario bastante sencillo, simple para que me puedan entender en los video blogs y para que sea fácil la pronunciación y con respecto a la gramática opino lo mismo que mi compañera, a veces confundo las oraciones afirmativas e interrogativas.

P4: Bueno, el que mejoré definitivamente fue pronunciación seguido de vocabulario, ehmm, sigue capacidad de descripción, fluidez y por último la gramática. Pronunciación porque en clase me ayudó bastante que viéramos la transcripción fonética de las palabras y me parece que eso es muy esencial antes de uno aprender a hablar, y gramática porque coincido con mis dos compañeras, me confundo mucho todavía en los tiempos y a la hora de escribir se me facilita por ejemplo diferenciar entre una oración afirmativa o negativa o interrogativa, pero al momento de hablar se me olvida, me confundo y hasta ahí llego.

P5: Bueno, el orden en que yo mejoré estas habilidades sería el siguiente, 5 Fluidez, 4 vocabulario, 3 fonética, 2 capacidad descriptiva y 1 gramática. Considero que la fluidez fue la habilidad que más desarrollé que mejoré porque se me dificultaba pues hacerlo así, eh, hablaba muy pausado eh, pensaba mucho antes de hablar y había momentos en los que quedaba como en 0 entonces eso me ayudó bastante, la práctica, la repetición, el hecho de ver los vídeos, los ejemplos de los video blogs me sirvió bastante y en cuanto a la gramática pues porque aún se me



dificulta manejar los tiempos verbales vistos, tengo aún unos problemas con los auxiliares y algunos modales.

E: Por qué fue tan difícil mejorar la gramática? Quizás la forma en la que yo buscaba corregir este tipo de errores gramaticales, los que yo encontraba en sus videos y todo esto era el feedback, el feedback no tuvo esa relevancia que se esperaba, no les sirvió el tipo de feedback que les di? Qué piensan al respecto?

P3: Pues yo creo que como todos esos videos han sido distintos pues siempre tenemos como diferentes errores aunque bueno, unos si han incidido... unos si se repiten varias veces pero es porque bueno, yo me considero que tengo severa memoria de pescado así que pues... ese sería como el lado malo pero pues fue muy bien ejercicio porque siempre nos dimos cuenta de que estamos haciendo mal y que podíamos corregir, sin embargo pos a veces no lo tomamos en cuenta.

P5: Pues yo considero que los feedback si sirven bastante y nos ayudan bastante a mejorar ese proceso y a retroalimentar ese proceso pero entonces creo que lo que pasa, como lo dijo Natalia, la temática de todos los videos no es la misma entonces como que usted se fija en el error que cometió pero más no trabaja en él para mejorarlo y no ser consecuente en el mismo

E: Quizás es falta de repetición

P4: Después de un video parábamos ahí, no lo retroalimentábamos, pasábamos otro tema, otro video

P1: Sí, digamos ahí lo que faltó fue digamos, del feedback coger los errores que teníamos, tanto gramaticales, como de pronunciación y todo eso y mirar bien como fue la manera en la cual nosotros lo dijimos, lo hicimos y darnos cuenta que sí, obviamente estaba mal y hacer una especie un tipo de ejercicios que con esas palabras o algo por el estilo.

E: ¿Qué dificultades encontró al momento de realizar los video blogs?

P5: Bueno pues creo que esta dificultad fue bastante notoria ehh, y es los nervios a la cámara más que todo, porque puede que yo haya preparado mi discurso lo que tengo que decir, lo que debo decir y intentar que esto salga de una manera natural pero sin embargo considero que la cámara intimida bastante

E: Crees que esos nervios tienen una causa específica?

P5: No, o sea yo digo en mi caso, yo me siento nerviosa, no precisamente de pronto por la cámara sino por el cómo lo estoy haciendo, cómo me van a ver en cuánto salga la producción del video.

P1: Yo creo que es más como de, uno quiere que quede perfecto si es posible y por eso mismo, de uno querer eso perfecto hace uno errores en palabras que hasta uno sabía pronunciarlas o frases que uno sabe armar y comete uno esos errores por el querer hacer el video perfecto que quede bien y todo eso

P4: Bueno yo creo que siempre he tenido un problema y son los nervios, yo tengo manejo de vocabulario ehh, considero que me defiende pero a mí me atacan los nervios y a mí se me olvida todo, inclusive, por ejemplo, yo puedo estar escuchando una compañera y inclusive yo la puedo estar corrigiendo, yo le digo que palabra usar, que frase o expresión usar, pero al momento de hablar me bloqueo y se me borra, además, de los nervios es que en el colegio o en los otros cursos, estudios que uno ha hecho y en el momento que uno va a ver inglés, siempre fue la metodología de antes, entonces memorice... método tradicional, y esa es como la primera vez que estoy teniendo ese tipo de actividades que es interacción con video, conversación, entonces para mí fue un choque muy grande y pues ahorita que estamos haciendo el video pues ya ni siquiera nos pusimos a escribir sino empezamos a hablar con Leidy y todo fluye, antes no, al principio era yo.... Mirar la hoja de lo que había escrito y mirar la cámara mire la hoja, mire la cámara, mire la hoja Son dos cosas los nervios y la metodología a la que uno estaba acostumbrado.

P3: Pues yo estoy de acuerdo con mis dos compañeras, es uno de los factores, o sea una de las dificultades, otra es que por ejemplo a mí se me olvidaban las cosas y segundo como que también quería que el video saliera perfecto o que saliera con una buena fluidez entonces al hacerlo rápido, al hacerlo fluido se me dificultaba la pronunciación, entonces al quererlo hacerlo bastante rápido al no hacer mm mmm mmmm sino que me equivocaba en la pronunciación y me tocaba volver a hacer el video, porque obviamente si yo sabía que estaba mal no lo iba a sacar así. Obviamente me tocaba volver a realizarlo... pero si sería eso por quererlo hacer bastante fluido se me dificultaba, pero del resto nervios no

E: Te enfocabas más en la fluidez quizás que en la pronunciación

P3: Sí o sea que todo me saliera natural, como que yo dijera no, quiero hacer el video y que se note que es natural si? Pero por quererlo hacer así es como que me fallaba la pronunciación.

P2: Bueno la dificultad que yo tuve fue con respecto a la pronunciación ya que como que depende del video había nuevo vocabulario entonces me enfocaba en las palabras nuevas, en pronunciarlas correctamente y por hacer eso descuidaba las que ya sabía, entonces esa fue mi pequeña dificultad y pues obviamente los nervios, aunque eso fue mejorando a comparación del primer video al último.

E: En tu caso los nervios también serían como sin causa o tú tendrías alguna causa específica para eso?

P2: Yo creo que es la cámara, porque uno aprende todo, sabe lo que va a decir pero al momento de tener la cámara en frente, es como ¿qué es lo que digo?

P4: Es que en inglés deberían enseñarlo así ahora, hable, empiece a hablar, no empiece a memorizar las estructuras, la gramática.

P3: Pues yo creo que primero obviamente uno debe aprender a memorizar, pues no memorizar pero si tener en cuenta esto, porque si usted no sabe que cómo se dice esto, no creo que logre decirlo

P2: La manera de aprenderlas no sea escriba escriba, haga ejercicios, resuelva.

P1: Pues si lo que dicen todas los nervios pero en mi caso pues si los nervios son por querer hacerlo todo perfecto, de que quede bien, de que se escuche, como si no estoy forzando las palabras de que estoy hablando como si fuera mi lengua materna, no como un robot y lo otro sería pues si vocabulario, como decía Diana, que uno algunas veces descuidaba las palabras que pues ya uno sabía que sabía cómo también como pronunciarlas y todo eso y uno las descuidaba por ponerle más atención a las nuevas y era un ciclo repetitivo ahí.

E: ¿Qué beneficios se pueden alcanzar a través de los video blogs?

P4: En Inglés hay un método que se llama método de enfoque comunicativo, ese es el mejor método para enseñar porque es a través de experiencias, a través del contexto, a través de lo que usted sabe partiendo de lo que usted es pero hablando, entonces me parece que el inglés debe enseñarse así, debe enseñarse de la forma como se adquiere la lengua nativa

E: Repito la pregunta ¿Qué beneficios se pueden alcanzar a través de los video blogs?

P5: Bueno yo creo que uno de los principales beneficios que se puede alcanzar es la interacción completa con la lengua y como la capacidad de lograr una expresión natural y a la vez como de compaginar con la persona... por ejemplo en los videos que teníamos que manejar un tipo conversación, entonces es como tener esa conectividad con la otra persona.

P3: Bueno pues sí, otro beneficio puede ser, normalmente todos lo hemos dicho que los nervios o el pánico escénico eso también se puede superar porque pues usted luego va a poder hablar en público normalmente, no va a tener tantas dificultades, bueno en mi opinión, porque pues si usted puede hablar frente a una cámara que sabe que lo va a ver mucha gente para usted va a ser fácil pararse en un público y hablarles a estos y va a ser normal, esto también puede ser un beneficio, eh, otro también sería como lo comentó la compañera de que va a hacer algo naturalmente... ya no se tiene que escribir, no se tiene que memorizar sino que ya se puede hacer fluido, ya se puede hacer natural, eso ayuda bastante.

P4: Yo Creo que hablando se recuerda más las frases y es más fácil luego ir a ver como se escriben

P2: Bueno creo que los beneficios serían la fluidez y el vocabulario ya que podemos adquirir bastante vocabulario en esto y mejora la interacción con las demás personas, ya por ejemplo, una situación real puede ser como un poco más capaces de mantener una conversación básica por decirlo así con otra persona

P1: Sí exactamente, yo opinaría lo mismo de mi compañera diciendo que con los vídeos se puede hasta soltar más, puede soltar ese miedo escénico porque usted puede hacer digamos hacer de cuenta que la cámara es una persona y ya la hora de usted hablar con otras personas se suelte más, pueda ir si más fluido, no sentir como tanto miedo al equivocarme, de que me van a

corregir, que es como el mayor miedo que uno tiene es que lo corrijan y sentirse de que uno no sabe nada, es como uno de los factores que me impide más a uno hablar.

P5: Bueno algo más que yo podría agregar sería que esta metodología de los video blogs es de cierta manera como transversal porque por ejemplo en mi caso, yo no conozco mucho de herramientas informáticas, tecnológicas, entonces como había que hacer ediciones, arreglos a los videos, recortes, buscar formatos de grabación, hay de pronto algunos formatos de grabación, entonces a la vez aprendimos mucho del componente lingüístico de la lengua inglesa pero también aprendimos acerca de otras áreas del conocimiento.

E: ¿Creen que pudieron alcanzar un mayor conocimiento cultural o no, quizás lo mimo de todos los cursos?

P2: Pues yo opino como que adquirimos un poco más de conocimiento de la cultura en la parte anglófona igualmente que de los sucesos que pasaron en la historia como fue el video que hablaba sobre las guerras

P4: Además de las expresiones de los hablantes de esa lengua, sus costumbres, sus usos, qué relación tiene o que parecido tiene con la nuestra, qué diferencias hay.

P1: Pues yo me voy más por las expresiones. Pienso yo que ayuda más como a las expresiones que usan, que algunas veces no son literales que usted lee y no entiende lo que están diciendo, como con los idioms ayudaba

P3: Pues yo quiero tocar lo que dijo la compañera acerca del video que usted nos mandó a hacer sobre los mapas mentales, o sea yo realmente me consideraba ignorante en esa parte, la verdad no sabía cómo habían pasado las cosas y creo que son esos videos aprendí bastante y lo que más me apreció como una meta mía fue entenderlos en inglés, me pareció súper genial por esa parte y pues también como mi compañera dice aprendimos a hacer un mapa mental y todo eso, aprendimos más de las herramientas tecnológicas.

E: Teniendo en cuenta el proceso que se debe seguir para realizar un video ¿Cree usted que, gracias a esto, logró conocer otras áreas del conocimiento fuera de lo lingüístico?

P5: Pues sí, yo creo que aprendimos conocimientos de las ciencias tecnológicas e informáticas incluso de las ciencias humanas y ciencias sociales porque pues el contenido o la temática de los trabajos realizados fueron diferente, todo fue diferente, la adquisición del nuevo vocabulario respecto a temas, entonces por esto

P5: Yo creo que de cierta manera, también podríamos mencionar la parte ética la construcción de valores porque el trabajo en equipo implica responsabilidad, implica compañerismo, dedicación, esfuerzo, respeto, entonces yo creo que esa área también la tocamos al momento del trabajo con los videos.

P3. Yo creo que fue un reto bastante grande porque la verdad pues poco yo había hecho esta clase de actividades y hacerla fue tanto dolorosas como beneficiosas porque tener paciencia de

que me equivocaba a cada rato y tener que volver y que también el trabajo en grupo que unos hacían y otros no, entonces yo creo que ayudo bastante

P2: Yo creo que pudimos adquirir un bagaje cultural gracias a esto y tener como más conocimientos sobre lo que pasó en nuestra historia anteriormente

P1: Yo creo casi que mis compañeras dijeron todo, yo si me centro más como en el manejo de las TIC que algunas personas se les dificulta mucho, la edición de videos, que meter por ejemplo la creatividad porque para uno hacer un video necesita creatividad porque mientras uno hace el video uno piensa que podemos meter eso, una foto aquí, es la escenografía, como que una cosa también podría ser la creatividad

P2: Adquirimos también la capacidad de manejar estas plataformas informáticas, tener también la capacidad de crear páginas como subir un video y todo lo que conllevan las TIC

P3: También lo de la página de publicidad en webpage fue muy genial porque llegado el caso nosotros a trabajar como empresarios o manejemos algún negocio, ya sabremos cómo hacerle la publicidad

P4: De otra parte también es importante mencionar que el componente pedagógico también intrínsecamente pero está, se evidencia en este tipo de actividades porque si nos ponemos a analizar la ejecución de todas estas actividades requiere del uso de una metodología apropiada para la ejecución de la misma, requiere de unos procesos de una planificación, de un desarrollo y de una ejecución.

E: ¿Cómo futuros docentes, recomendarían la implementación de esta herramienta?

P5: Claro que sí, en mi caso como futura docente si la implementaría porque primero los procesos de globalización, los cambios que se están dando en nuestras nuevas eras, todo apunta a la tecnología, día tras día se nos exigen más conocimientos informáticos y tecnológicos entonces en el aprendizaje y la adquisición de una segunda lengua creo que una herramienta como esta de los video blogs serviría bastante para el desarrollo de una clase y para el aprendizaje y método de la lengua

P4: Es una buena didáctica el implementar este tipo de aprendizajes porque mi clase no va a hacer monótona, el estudiante lo voy a enfocar hacia la nueva era de la tecnología porque es difícil decirles no, y otra porque que el aprendizaje va a hacer más significativo para mis estudiantes

P3: Yo los implementaría porque nosotros como estudiantes aprendemos más por ver, como por observar, por interactuar, por escuchar que simplemente memorizar y hacer como planas o algo así

P2: Yo obviamente si los implementaría cuando uno aprende una lengua, opino que debe ser algo más práctico y pues estas herramientas permite que el estudiante tenga un aprendizaje significativo, algo que pueda vivenciar y nunca pueda olvidar.

P1: Si, yo la implementaría, serviría muchísimo para los estudiantes que son tímidos porque ahí no tienen la presión de que yo como profesora los estoy vigilando si no que ellos tienen la facilidad de que no, lo cometí mal, vuelvo y grabo, entonces como venía diciendo anteriormente, uno con los videos pierde el miedo, entonces uno implementando eso en clase ellos van perdiendo ese miedo y le van participando a uno en clase a las pequeñas preguntas que uno haga

E: Teniendo en cuenta las intervenciones que yo realicé en clase, me podrían decir quién era el principal actor, yo como profesor o ustedes como estudiantes

P1: Los estudiantes porque usted siempre nos preguntaba algo “Muchachos ustedes qué opinan con respecto de lo que dice acá, es verdad, si, no. Por qué, justifiquen,” usted nos explicaba, y si era una palabra un poco compleja usted no la ponía en contexto y ya

P3: Yo creo que más que todo usted era como el guía ¿sí? El mediador de este proceso porque usted nos enviaba a hacer tal proceso o tal tarea y nosotros éramos los encargados de ejecutarlo, entonces creo que obviamente usted tuvo que influir mucho pero nosotros tenemos el papel principal.

E: Desde su percepción, ¿cree que la implementación del proyecto del practicante lo llevó a ser más/menos autónomo?

P2: Bueno, yo opino que más autónomo porque pues aquí el profesor Víctor tomó el papel de guía de mediador como lo dijo la compañera y nosotros fuimos prácticamente lo principal de la clase y fue en sentido autónomo porque él nos guiaba a ese camino al aprendizaje pero nosotros éramos los que desarrollábamos como lo que sacábamos adelante y él nos daba solo como las pautas a seguir

P4: El rol del profesor ya no tiene el todo el conocimiento, él es que guía, el que media, el que dirige, el que está ahí para ayudar y el estudiante es el que debe desarrollar todo el proceso de aprendizaje-conocimiento o con ayuda del profe y eso lo hace a uno autónomo, uno se vuelve más responsable, dedicado, nosotros éramos libres al escoger la metodología a implementar para hacer esas actividades.

P2: Yo creo que adquirimos también la capacidad investigativa, a ser más autónomos al enseñarnos algún tema y llegar uno a la casa a repasar, yo por ejemplo llegaba a volver a repasar, buscaba en internet y pues practicaba con ejercicios virtuales.

E: ¿Cómo se sintió al momento de trabajar en grupo tanto en clase como en casa en el cumplimiento de las mini tareas realizadas antes y durante la presentación de los videos?  
¿Destacaría algo en particular?

P3: Pues a mí nunca me han gustado los trabajos en grupo porque me considero una persona muy impaciente, intolerante la verdad, entonces fue también un reto, un desafío para mí, pues como que aprendí algo, y la verdad sí aprendí a ser más tolerante pero pues, antes quería matarlos, durante, aprendí a tenerles paciencia, la tolerancia, como a entender que cada quién piensa distinto y que cada quien tiene su diferente forma de hacer las cosas, entonces creo que eso se tiene que respetar y se tiene que tolerar, y pues lo aprendí y lo estoy realizando.

P4: Antes mi trabajo, era individual, realmente nunca me ha gustado trabajar en grupo por lo mismo, después de esos trabajos porque eso implica organización, planeación, implica trabajo en grupo y no es con 2, 3 personas a veces es con 5 o 6 personas, entonces es muy complicado, como dice Natalia, todo el mundo piensa diferente pero entre tanta variedad yo aprendí a ver que cada pensamiento diferente es un aporte muy válido, es algo muy compacto que hace que uno logre hacer unas cosas.

P1: Pues yo lo que sentía, digamos al principio como las compañeras han dicho, a mí tampoco me gusta trabajar en equipo, por lo mismo por la irresponsabilidad porque a la hora de uno coordinar, digamos, bueno muchachos hagámoslo tal día dicen, ay yo no puedo o dicen, sí a tales horas y después como una hora antes dicen, no, yo no puedo, hagámoslo un día antes de la fecha límite, eso fue un proceso estresante, tanto al principio, durante y al final, sigue siendo estresante en ese sentido por la irresponsabilidad de los compañeros y lo otro pues sí sería los diferentes puntos de vista, yo lo veía más de enriquecer los conocimientos, el video, yo tenía un punto de vista, él tenía otro punto de vista, entre los dos lo compartíamos y entre los dos decíamos yo puedo poner este punto de vista más esto que usted dijo y pues ayudó a poder compaginar las ideas entre varias personas.

P2: Bueno, yo opino que esto depende del grupo, si a uno le correspondió unas personas realmente irresponsables, si va a hacer el trabajo realmente estresante, peros i les correspondió unas personas, trabajadoras, estudiosas pues uno va a tener un trabajo muy genial, por ejemplo, en mi caso los grupos que siempre eran de varias personas por ejemplo de 5, yo trabajaba con Olga y me gustaba porque uno puede aprender de sus compañeros, nuevo vocabulario, por ejemplo Olga me enseñaba nuevas expresiones, entonces no todo es negativo, también como uno puede aprender de la otra persona

P5: Bueno pues yo considero que antes este proceso para mí fue difícil por lo mismo, lo que yo en estos dos semestres que pues llevo en esta universidad, siempre he tenido como una compañera única con la que trabajo y me entiendo siempre para trabajar, me entiendo mucho a la hora de realizar cualquier actividad, entonces era difícil tratar de compaginar con más personas, con un número elevado de personas, pero de la misma manera, me di cuenta que esto era como una dificultad que yo debo superar, que debo trabajar en ella, mi formación como futura docente depende de ello y ya pues después mejoró el proceso y ahorita pues los últimos resultados han estado bien.

E: Teniendo en cuenta que uno de los principios del TBL es *learning by doing* donde el estudiante es eje central de cada sesión, ¿cree usted que esto se evidenció en las clases y facilitó algún tipo de aprendizaje?

P3: No, yo creo que como dijimos anteriormente, nos hizo volvernos un poquito más autónomos o sea más independientes, por ejemplo, cada cosa que nos realizó en la clase, cada cosa nos ayudó desde los pequeños ensayos, los pequeños escritos, hasta los juegos que nos hacían que también fue una forma muy dinámica de introducir el aprendizaje para que nosotros lo colocáramos en práctica, la verdad me gustó mucho los juegos

P5: Bueno, yo creo que ese learning by doing si se evidenció porque como menciona Natalia nosotras en clase si tuvimos esa autonomía para ejercer para seguir esa ruta se vio que las actividades nos las trabajamos de la misma manera, que algunos tenían ciertas facilidades para desarrollarlo de una u otra manera, o sea como la gran variedad de aprendizajes que tenemos todos hizo que se complementaran

P2: Bueno yo creo que el PBL nos permitió tener un aprendizaje significativo, algo que realmente no vamos a olvidar porque todo fue práctico

P4: Lo que pasa es que uno al ser más autónomo uno comienza a proponer, entonces no es sólo el profesor el que lleva y propone actividades, si no que uno empieza a ver que uno de acuerdo al estilo de aprendizaje yo le digo al profe, hagamos más juegos o actividades de escritura, entonces llega un momento en el que uno no espera que el profesor implemente su actividad.

E: ¿Considera usted que fue creativo al momento de realizar los video blogs? Si-no ¿por qué?

P3: Sí, totalmente porque en la realización de estos videos pues obviamente lo que queríamos era que quedara algo gracioso algo creativo, que a la gente le gustara y solamente por el hecho de hacer un video, uno no solo lo hacía porque se merecía una buena nota sino también para que el video saliera de tal forma, no saliera todo mediocre y al realizar estos videos creo que también implementamos las plataformas y editarlo

P1: Uno trataba de buscar no las típicas expresiones o típico vocabulario así súper plano sino uno más raro, uno que escuchaba por ejemplo a usted, hubo algunas veces que yo utilizaba el vocabulario que usted utilizaba me parecían interesantes entonces traté de implementarlas y pues por ejemplo en el video que hicimos de las preguntas raras yo, pues uno con esas preguntas raras, como uno se divierte, el cerebro aprende más fácil, se aprende el vocabulario que el otro está diciendo de algo chistoso de una historia que le pasó.

P2: Yo creo que nos ayuda a ser más creativos y más llamativos y más como a tener esa autonomía porque de acuerdo al tema del vídeo pues nosotros indagamos, adquirimos vocabulario y tuvimos la capacidad de presentar algo divertido y también que nosotros disfrutáramos el proceso

P5: Yo creo que si fuimos más creativos, como la temática de todas actividades eran diferentes eso implicaba que hiciéramos un uso enmarcado de la lengua de otra manera, que lo contextualizáramos, que buscáramos las expresiones acordes para ese tema, para esa sección.

E: ¿cree usted que el proyecto facilitó el conocimiento de la cultura anglófona?

P5: Pues yo creo que sí, pero que no nos demos cuenta o no hicimos mucho énfasis en ese punto pero de manera implícita yo creo que si se evidenció.

P4: Claro, por los temas que se abordaron, la temática que usted tenía que enseñarnos se abordó desde la cultura anglófona, no fueron las tradicionales frases, la temática con esa estructura o nos enfocamos en historia general.



P1: Sí, o sea yo diría que no tanto cultura anglófona, yo la verdad no la sentí así porque varios de los videos fueron más de nosotros, entonces sería cultura de nosotros y en general

P5: Yo creo que la cultura anglófona se evidenció quizás en los videos que teníamos como referencia (de apoyo) por ejemplo, el que vimos de que estaban planeando un viaje y lo último que vimos acerca de un camping, las noticias

P2: Sí, yo creo que los videos que propuso el profesor, el teacher assistant fue como lo que nos ayudó a adquirir ese poquito de bagaje cultural sobre la otra cultura que estamos aprendiendo

E: ¿ qué fue lo que mas le gustó del proyecto?

P2: Bueno, lo que más me gustó fue muy práctico, esto permite que el estudiante deje la pena, sea más fluido en su manera de expresarse adquiera más capacidades como de interacción con sus compañeros, con el profesor, entonces fue muy chévere porque de verdad fue algo muy práctico y lo que uno realmente hace no lo olvida.

P4: Bueno a mí lo más me gustó fue que, primero fue una experiencia muy bonita, fue un privilegio contar con la práctica de Victor porque primero es una persona de nuestra misma edad, entonces es una persona a la cual le tenemos como más confianza cuando no entendemos y pues que Victor siempre estuvo como ahí abierto para todos y fue una persona muy paciente con nosotros, nos ayudó bastante, fue muy tolerante y entonces yo creo que esto facilitó el proceso

P3: Pues estoy de acuerdo con lo que dijeron mis compañeras y también por la parte que las clases fueron como más dinámicas ¿sí? Más didácticas, con respecto a los videos, los juegos, a los escritos, pues nos íbamos a nuestros puntos de vista, la interacción con usted también fue cool y pues como decía mi compañera, también me daba pena ir a preguntarle a la profe sin saber que cara iba a hacer entonces era como mejor acudir a usted, y muchas veces nos entendimos mejor con usted

P1: Eso es lo que comparto con usted, la interacción, con usted uno sentía que era más un compañero explicándole a uno o sea no como un profesor porque con un profesor es como que uno entendió y uno tiene como pena de decirle como “ Profe, no entendí” en cambio con usted uno es como más sincero, eso fue lo que más me gustó

P4: La didáctica, que usted llevara todas las temáticas a la práctica y que siempre hacía una exploración de conocimiento o algo para introducirnos al tema, eso es importante porque eso hace ver que realmente usted tiene muy claro que no todos aprendemos de la misma formas

E: ¿Qué sugerencia le daría al practicante o docente en una futura implementación de los video blogs?

P5: Bueno, en cuánto a los video blogs, algo que podría mejorar es dar más tiempo, también fue irresponsabilidad nuestra no asistir a tutorías para mirar cómo iba la realización del video entonces fue más irresponsabilidad por parte de nosotros, de pronto como otra ruta para que la producción final del vídeo sea más precisa, o sea que se haga el feedback, es decir como más seguimiento

P1: Yo comparto con lo del tiempo, algunas veces nos cogía muy encima, igual era como una manera de exigirnos.

P3: A mí la verdad me gustó mucho el trabajo que ejerció con nosotros porque como dijimos anteriormente, las clases fueron más prácticas, más dinámicas

P4: Primero reconocerle esa preocupación que usted llevaba cada día por llevarnos algo diferente, algún juego y que a usted se le acaben las ideas buscando luego agradecerle porque eso hizo que las clases fueran muy didácticas, muy prácticas, reconocerle ese proceso de evolución porque a usted las primeras clases le temblaban las manos, no lo veía a uno a los ojos para hablarle si no miraba a los lados y eso usted lo superó súper rápido que al final la profesora Karen lo dejaba solo y usted perfectamente tomaba la autoridad. No me gustó que utilizáramos siempre el libro, sería recomendable buscar otro material, no solamente libro

Appendix 7  
Complementary activities

Students' scripts

**SCRIPT**

**D: Diana Gaona**

**K: Karen Aley**

**L: Leidy Villalba**

**Link:** <https://youtu.be/LfVliUOepXY>

**D:** Hi guys, how are you feeling today? We hope you are very well, I'm Diana Gaona and I'm with my friends.

**K:** I'm Karen Aley.

**L:** I'm Leidy Villalba.

**D:** What are we going to do, today?

**L:** Ok, this topic is very interesting, what do you think about why should you visit Colombia?

**K:** Ok, our country is very beautiful and rich there are a lot of nature, culture and traditions, today we are going to travel around it!

**D:** Let's go.

**D:** Well, I'm going to talk about typical food of Colombia of course; Colombia has a great variety of delicious food, like: Ajiaco with chicken, it's a soup; in Colombia soups are sacred because all plates come with their soup. Other plate or other food is the arepa, we can prepare it with corn and

water and we can eat it with cheese, meats, chicken, avocado with what you want. Other plate is Changua or soup with eggs, we can prepare it with milk, eggs, some potatoes and some coriander. It's very common to eat it at breakfast or at dinner. Other food is Tamale, this plate has corn, meat and legumes. Other delicious plate is The bandeja paisa, it's a typical plate of Medellín this plate very very delicious because has a lot of things like: chicken, chorizo, pork rind, potatoes, tomatoes, onions, beans, a lot of things. And other plate is rice with chicken and finally the famous soup sancocho is the most typical soup.

Well now I'm going to talk about the most typical places in Colombia to visit, the first one is Bogota, Bogota has a great history and here you can go to Monserrate. The second is, Cartagena, Cartagena has a lot of beautiful beaches and it's called the enchanted city. The third is, Santa Marta, Santa Marta has the most beautiful beaches in the country, and here you can visit Tayrona National Park. The fourth is, Villa De Leiva, it's considered one of the most beautiful villages in Colombia. The fifth is, The Eje Cafetero, here you can see beautiful landscape and it's very very famous for his coffee. The sixth is, San Andres, here you can practice water sports. And finally the seventh place is, Santander, Bucaramanga here you can go to Chicamocha National Park, it's one of the most important tourist places in Colombia.

**K:** I would like to visit Eje Cafetero because I like coffee. Do you like coffee?

**D:** Yes, I like it.

**L:** I don't like it.

**K:** Well, now we are going to know some tradition, let's go!

**K:** Colombia is considered as one of the most multicultural countries in Latin America possessing a unique, exotic, and distinctive population with common and original costumes.

But talking about culture involves costumes, celebrations and holidays and Colombia has lots of those. Colombia has a calendar of 18 public holidays every year. Twelve of them are religious celebrations and the rest are civic holidays, such as Independence Day.

Now, I'm going to talk about four main festivities in our country:

1) El Carnaval de Barranquilla is the most important folk and cultural festival in Colombia. Every year this Caribbean city becomes the place of meeting of several folkloric expressions, dances and musicals, giving free rein to the joy of their own and visitors.

2) La Feria de Cali, also called Feria de la Caña, is a holiday celebrated annually since 1957 in Cali. It takes place between 25 and 30 December. Its most important events are el Salsódromo and el Superconcierto.

3) La feria de las flores is a traditional mass event carried out every year in the city of Medellín, Colombia; During these days diverse shows and events are developed, it's not just about flowers, this feria also offers shows and various concerts, this celebration is especial and unique in the world.

4) One day people make up their faces in black and the next day in white. These are the two central days of the Carnaval de Negros y Blancos, which since 2009 is part of the list of Cultural Heritage of Humanity elaborated by UNESCO. These festivals, which take place in the first days of January, stand out for the giant figures, made by local artisans.

**L:** I have gone to the Carnaval de Barranquilla 3 years ago.

**D:** I think to go to the Carnaval de negros y blancos, next year.

**K:** I hate flowers for this reason. I never go to the Feria de las flores.

**L:** Ok, I know that Colombia has the happiest people around the world. So I'm going to talk about Colombian people, let's get on.

**L:** Colombia has the best music around the world, because it has very varied music because it's a multicultural country. There, you can meet rock, pop, vallenato, regueton and others kind of music very interesting.

First, I want to talk a little about the international Colombians musicians like Shakira and Andrés Cepeda.

Shakira:

She's a singer, songwriter, dancer, record producer, choreographer and model. She was born in Barranquilla, Colombia. She released her first studio albums "Magia and Peligro" in the early 90's failing to attain commercial success. However, she rose to prominence in Latin America with her major-label debut "pies descalzos" and her fourth album "¿Dónde están los ladrones?"

Andrés Cepeda:

He's a popular Colombian artist and songwriter. He was born in Bogotá. He's the youngest of five children. He displayed an inclination towards music from an early age; he started studying piano since the age of five. He composed his first piece at the age of 12.

Also I would like to talk about the new artists like Sebastian Yatra, Esteman and Trapicalminds

Sebastian Yatra:

His full name is Sebastián Obando Giraldo. He was born on October 15 and he is singer and songwriter. He rose to prominence in Latin America in 2016 with his record "traicionera" he has some collaborations with great artists and also he has many interesting songs. His more recent collaboration was with Reik and it was "un año" It was in January.

Esteman:

His name is Esteban he is a singer, artist, musician and actor who appropriates a multiplicity of sounds of different kinds and few cultures for creates a musical, theatrical and unique style. The alternative music is his speciality. He is the creator of "no temas a mi facebook". He's my favorite singer at the moment.

Tropical minds:

It's a group shaped for Lalo Ebratt, Skinny Happy and Year Music. Their sound has champeta, hip hop, soul, funk and urban pop with a little mix of the electronic. They have a lot of aesthetics in their videos, their outfits and a representative style.

Colombia have a kind of traditional music named Vallenato that is representative both inside and outside the country. Vallenato have artist like Binomio de oro, Silvestre Dangond and Carlos Vives.

Binomio De Oro:

It's a Vallenato musical group that was founded by lead Singer Rafael Orozco and accordionist Israel Romero or Pollo irra on June 16 1976. The group grew up in popularity in the 80's and 90's developed mainstream popularity in Venezuela, Mexico and other countries.

Colombia has a lot of artist but its impossible names all of them in this video so in this moment we return with Diana and Karen.

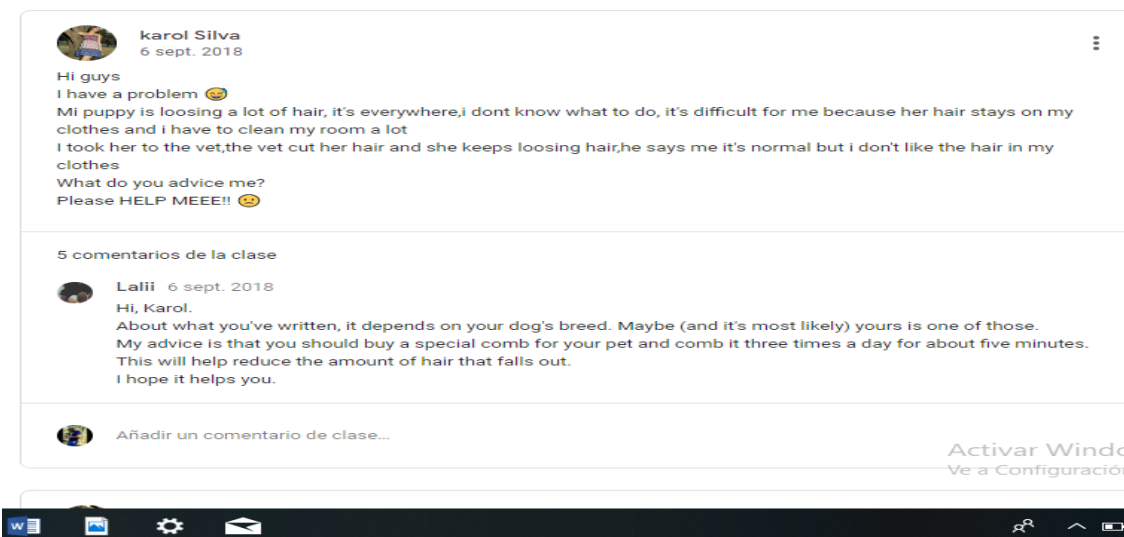
**D:** Ok guys, this is all

**K:** Don't forget to subscribe and get us like.

**L:** Comment which place would you like visit?

- Bye, Bye guys

Asking for advice



The screenshot shows a Facebook post from Karol Silva, dated 6 September 2018. The post asks for advice regarding a puppy's hair problem. Below the post, there is a comment from Lali, also dated 6 September 2018, which provides advice on using a special comb for the dog's hair. The interface includes a 'Activar Windows' button and a taskbar at the bottom.

**karol Silva**  
6 sept. 2018

Hi guys  
I have a problem 🙄  
Mi puppy is loosing a lot of hair, it's everywhere, i dont know what to do, it's difficult for me because her hair stays on my clothes and i have to clean my room a lot  
I took her to the vet, the vet cut her hair and she keeps loosing hair, he says me it's normal but i don't like the hair in my clothes  
What do you advice me?  
Please HELP MEEE!! 😭

5 comentarios de la clase

**Lali** 6 sept. 2018  
Hi, Karol.  
About what you've written, it depends on your dog's breed. Maybe (and it's most likely) yours is one of those.  
My advice is that you should buy a special comb for your pet and comb it three times a day for about five minutes.  
This will help reduce the amount of hair that falls out.  
I hope it helps you.

Añadir un comentario de clase...

Activar Windows  
Ve a Configuración

Grammar review

**Grammar Review units 1 to 6, group .....**

**Full name:**

**Code:**

A. Revision of questions:

Complete the questions with question words or phrases:

1. \_\_\_\_\_ has she been on holiday?
2. \_\_\_\_\_ color is your car?
3. \_\_\_\_\_ is the train so expensive?
4. \_\_\_\_\_ is her favorite trap singer?
5. \_\_\_\_\_ Planets has the solar system?
6. \_\_\_\_\_ do you clean your teeth?
7. \_\_\_\_\_ is Disney world located?
8. \_\_\_\_\_ are you going to grow up?
9. \_\_\_\_\_ does he call his best friend?
10. \_\_\_\_\_ does YouTube pay?

B. Write sentences from these words. Use the right form of the verb (arrive or arrives etc)

1. (always/ early/ Sue/ arrive)
2. (to the cinema/ never/ I go)
3. (work/Martina/hard/always)
4. (like/chocolate/children/usually)
5. (Julia/parties/enjoy/always)
6. (often/people's names/I/forget)
7. (television/Tim/watch/never)
8. (usually/dinner/we/have/at 7.30)
9. (Jenny/always/nice clothes/wear).

C. Write 10 sentences about what you did (or did not) yesterday. You cannot use regular verbs.

D. Complete the questions (past simple):

Key verbs: **go to bed late, happen, win, stay, arrive.**

A: We went to Buenos Aires last month.

B: Where .....

A: with a stranger, I was scared but he was kind.

A: I was late for the meeting.

B: What time .....

A: Half past ten.

A: I'm tired this morning.

B:.....?

A: No, but I didn't sleep very well.

A: The window is broken.

B: How.....?

A: I don't know.

A: Barcelona FC team played this morning.

B:.....?

A: No, they lost.

E. Complete with the right modal

1. I was tired, but I ..... sleep.
2. She is so talented, she ..... play the piano while she sings.
3. Mark wanted to speak to the teacher yesterday, but he ..... find him.
4. I don't think you..... work that hard.

5. What time do you ..... go to the dentist?
6. You watch soccer all the time, you ..... do it so much, you  
..... study for the exam.
7. .... you translate Spanish to Russian?
8. .... I stay, or ..... I go? Tell me.
9. When I was young, I ..... eat 3 hot dogs in a row.
10. We were so lucky after the accident, we did not ..... wait very long  
for the ambulance.

F. Choose the correct answers:

1. Are you speaking/ Do you speak English?
2. Sometimes we're going/we go away at weekends.
3. It's a nice day today. The sun is shining/shines.
4. (you meet Karen in the street) Hello, Karen. Where are you going/do you go?
5. How often are you going/ do you go on holiday?
6. Emily is a writer. She is writing/ she writes books for children.
7. I'm never reading/ I never read newspapers.
8. Where are Michael and Jane?' 'they're watching/they watch TV in the living room'.
9. Helen is in her office. She's talking/ she talks to somebody.
10. 'Would you like some wine?' 'no, thank you. I'm not drinking/ I don't drink wine'.

G. Use comparatives and superlatives:

1. Her dress is (pretty) ..... than mine.
2. Cheetahs are (fast) ..... animals we can find.
3. Eating fruit and vegetables is (healthy) ..... than eating hot dogs.
4. I like milk (good) ..... than coffee.
5. China has (many) ..... people than any other country in the world.
6. The blue whale is (heavy) ..... animal in the world.
7. Which is (big) ....., Portugal or Spain?




8. Travelling by plane is (comfortable) ..... than travelling by car.
9. He is (untidy) ..... person in class.
- 10 Buying things from plastic is (bad) .....than buying things from recycled paper.
11. The Nile is (long) ..... river in the world.
12. In Mark's opinion History is (difficult) ..... than Geography.  
However,  
it is (interesting) .....
13. Antarctica is one of (cold) ..... places on Earth.
14. Greece is (hot) ..... than England.
15. Mirror, mirror on the wall, who's (pretty) ..... of them all?
16. Elvis Presley is one of (popular) ..... rock singers ever.
17. Jenny is (tall) .....than Alice even though she is (young)  
.....
18. Switzerland is one of (rich) .....countries in the world.
19. People in Africa are the (poor) ..... in the world.
20. Alexander the Great was a (good) ..... leader than Xerxes.

H. Which is right? do some research about the use of *will*, *going to* and *present continuous for future arrangements*.



2. What will you do/are you doing tomorrow evening? Nothing, I'm free
3. They'll go/ they're going away tomorrow morning. Their train is at 8.40
4. I'm sure your aunt will lend/is lending us some money. She's very rich.
5. Why are you putting on your coat? I'll go/ I'm going out.
6. Do you think Claire will phone/ is phoning us tonight?
7. Steve can't meet us on Saturday. He'll work/ He's working.
8. Will you/Shall you be at home tomorrow evening?
9. A: what are your plans for the weekend?  
B: some friends will come/are coming to stay with us.

## Description of an interesting place




**Olga Lucia Avila**  
29 ene.

Hi guys, today I want to talk to you about a special place which is Grüner See (Green Lake) is a unique place in Austria. This lake is so famous to practice diving, with its clear water like a mirror, the majestic and dense environment with a mountain range around there, and the most interesting thing about this location is in winter, we can see the park which hides under its water.

 lago-verde-austria.jpg  8ef73a73d061a81c\_4bfe...

## Mind mapping









**Victor Campo**  
31 ene.

Good morning,

I'm sharing with you some useful documents/links for you to learn how to take notes and create a mind map. First, read the document about "How to take notes" try to use the symbols. Then, watch again the videos in order to collect more information about the topic WWI. Afterwards, check the links about "mind mapping" and finally using the online software "mindmeister" create your own mind map about the videos in groups of 4 people(you only need your gmail account to take advantage of the web page).  
We will check the mind maps on lab class, 3 minutes of explanation each group.

Have a great day!

 Helpful-abbreviations-f...  WW1 - Oversimplified (P...  WW1 - Oversimplified (P...

 Mind Mapping - How to ...  How to Take Notes: The ...  Mind Mapping Software ...

## Web pages

<https://karitovi2000.wixsite.com/misitio>  
<https://dosmildieciocho.wixsite.com/misitio>  
<https://maymaaaa15.wixsite.com/pielrosastattoostu>  
<https://nerlyramirez14.wixsite.com/los-abuelos>

## Funny story

## Has anything funny or unusual happened to you ?

16

Han presentado la tarea

1

Asignada

Todas ▾



Angie Quintero 27 feb.

When i was at the school there was a child that i liked and i remember that one day when we were at rest, i was eating but i saw him, he was playing soccer then i decided to see him play with my friends after my friends told me to talk to him but i was not able because i have always been very shy but i wanted him to see me then i passed near to him but i was seeing to he and i fell in a puddle then everyone started laughing.

← Responder



Camilo Archila 27 feb.

Once, I was trying to take a picture of the sky at night with a friend who wanted to accompany me, for that we had to go to the outskirts of the town to be totally in the dark and so take the picture (it's necessary to be completely in the dark to make those kind of pictures), while taking the picture on the side of the road, we saw a shadow pass, I waited for the picture to be finished, I turned on the flashlight of my cell phone and right in front of it a dog appeared, immediately my friend shouted that it scared me more than seeing the dog suddenly, after that I was laughing the rest of the night the of scream that my friend made for an ordinary dog and that she was scared until he returned to town.

## Appendix 8 Planning

### Planning template

<b><u>GROUP</u></b> 2do A-b	<b><u>LEVEL</u></b> A1	<b><u>CLASS N°</u></b>
<b><u>TEACHERS</u></b> Víctor Campo	<b><u>OBSERVERS</u></b> Karen Garay (supervisor)	<b><u>DATE/DAY</u></b> February 5 <sup>th</sup> – 6 <sup>th</sup>
<b><u>LINGUISTIC OBJECTIVE</u></b> To learn the rules about the first conditional	<b><u>COMMUNICATIVE OBJECTIVE</u></b> Be able to describe a familiar place.	<b><u>SOCIO-CULTURAL OBJECTIVE</u></b> To get to know some aspects related to American families.
<b><u>GENERAL COMPETENCE</u></b>	<b><u>PREVIOUS SEQUENCE</u></b>	<b><u>TOPIC</u></b>

Communicative competence Linguistic competence Socio-cultural competence Listening comprehension Reading comprehension	<i>The article and quantifiers</i>	Adjectives for describing places First conditional
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Stages	Description of the activity	Time	Skills	Materials
<b>Opening</b>	<b>Group A</b> The teacher is going to start the class asking for the homework about “mind-mapping”. Students will have 3 minutes per group to explain what they did. (short feedback per group)	20 m	Speaking Listening Reading	Computer Mind map
	<b>Group B</b> The teacher is going to start de class greeting the students and giving the space for the teacher assistant to carry out the class about quantifiers.	1 h	Speaking Reading Listening Writing	----- --
	<b>Group A</b> The teacher is going to start the class asking for the homework about “mind-mapping”. Students will have 3 minutes per group to explain what they did. (short feedback per group)	20 m	Speaking Listening Reading	Computer Mind map
	<b>Group B</b> The teacher is going to start the class asking for the homework about “mind-mapping”. Students will have 3 minutes per group to explain what they did. (short feedback per group)			

<b>Warm up</b>	<p><b>WEB PAGE DESIGN</b></p> <p>Students will take the role of web designers and taking advantage of the photos and information that they collected in pairs, they will create a web-page for a local business or store.</p> <p>In order to do that the teacher will advise to use the webpage <a href="http://www.wix.com">www.wix.com</a></p> <p>At the end of the activity students will post the link of the web pages on google classroom.</p> <p>NOTE: students only need a gmail account or a facebook account to open the web page.</p>	40 m	Speaking Listening Reading	Computer
<b>Course book activities / explanation</b>	<p>Group A-B</p> <p>First of all, He will show some slides related to vocabulary about modern equipment and adjectives for describing places. In addition, he will write some examples on the board. <a href="#">Appendix 1</a></p> <p>Then, the teacher will ask students to open the book on page 82. Before starting the book exercises, the teacher will show a short video about “What age should kids leave home?” <a href="https://www.youtube.com/watch?v=t4Hz6Z98nX8">https://www.youtube.com/watch?v=t4Hz6Z98nX8</a></p> <p>He will stop the video twice or three times in order to summarize the information because the video doesn’t have subtitles. After this video, he will ask students “what age do people in your country usually move out of their parents’ house flat and why?”</p> <p>Then students will read Georgia’s email and answer point 2a orally. Afterwards, they will do exercises 3 and 4.</p> <p>Finally, Students will open a web site <a href="https://www.perfect-english-grammar.com/first-conditional.html">https://www.perfect-english-grammar.com/first-conditional.html</a></p> <p>In order to understand first conditional grammar topic, the teacher will be focused on the examples showed on the web page. If it rains, I won't go to the park. If I study today, I'll go to the party tonight.</p>	15 m	Speaking Listening Reading Writing	Board Markers Course book Computer TV Slides
		10 m	Listening Speaking	TV Computer Course book
		15 m	Reading Speaking Writing Listening	Course book Notebook Pen
		15 m	Reading Listening Speaking	TV Computer Markers Board
		15 m	Writing Speaking	Audio file Course book

	<p>If I have enough money, I'll buy some new shoes.  She'll be late if the train is delayed.  She'll miss the bus if she doesn't leave soon.  If I see her, I'll tell her.</p> <p><b>ENDS GROUP B CLASS</b></p> <p>Group A:  Exercises on page 83  Point 2a (listening) and practice 1.  The teacher will check them demanding some students to give the answers.</p>		Listening	Notebook Pen
<b>Production activities</b>	<p>Group A (optional)  Practice 2a, role play: complete the conversations. Page 83.</p>			
<b>Evaluation</b>				
<b>Closure</b>	<p>Group A  Make comments on one of your classmates' web page link on google classroom.</p> <p>Group B  Make comments on one of your classmates' web page link on google classroom.</p> <p><b>Exercises on page 83</b>  <b>Point 2a (listening) and practice 1.</b></p>	<p>5 m</p> <p>5 m</p>	<p>Speaking  Listening</p>	<p>Board  Markers</p>

References:

[www.wix.com](http://www.wix.com)

<https://www.youtube.com/watch?v=t4Hz6Z98nX8>

<https://www.perfect-english-grammar.com/first-conditional.html>

Appendix:

[Appendix1](#) slides



vocabulary.pptx

Appendix 9  
Self evaluation

**Auto-observación de clase, 2018-2**

UNIVERSIDAD DE PAMPLONA

FACULTAD DE EDUCACIÓN

DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN

LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS

PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

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**Nombre \***

Victor Manuel Campo Barrios

**Título sin título**

**Fecha \***

octubre ▼

19 ▼

2018 ▼

Appendix 10  
KET workshops

UNIVERSIDAD DE PAMPLONA

PROGRAMA LICENCIATURA LENGUAS EXTRANJERAS INGLÉS-FRANCÉS

ASISTENCIA PROYECTO DE EXTENSIÓN KET

PROFESOR: Victor Campo Barrios

FECHA \_\_\_\_\_ LUGAR \_\_\_\_\_

**Group B Thursday**

UNIVERSIDAD DE PAMPLONA

PROGRAMA LICENCIATURA LENGUAS EXTRANJERAS INGLÉS-FRANCÉS

ASISTENCIA PROYECTO DE EXTENSIÓN KET

PROFESOR: Victor Campo Barrios

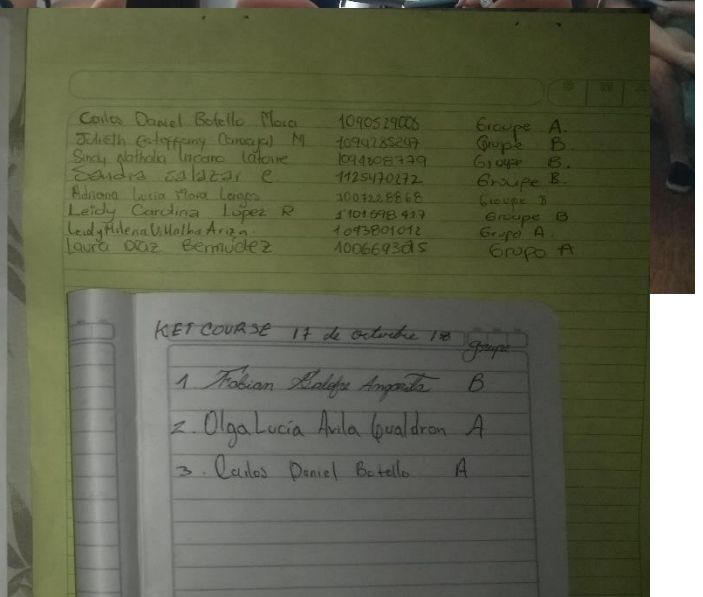
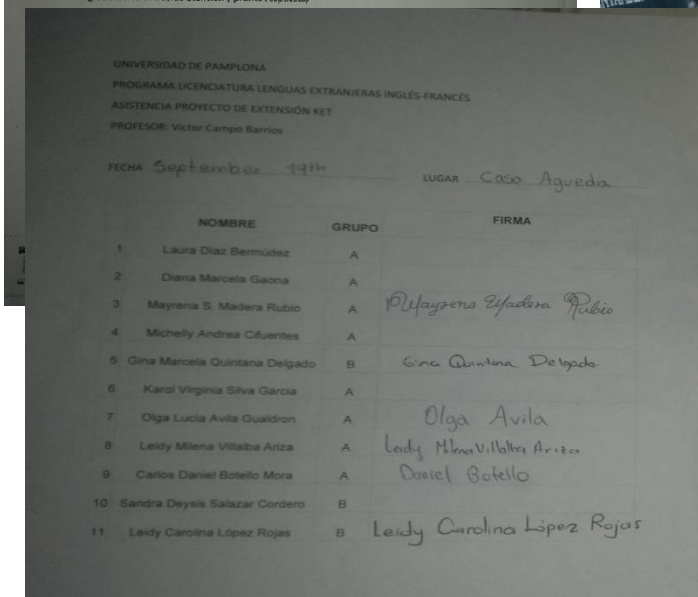
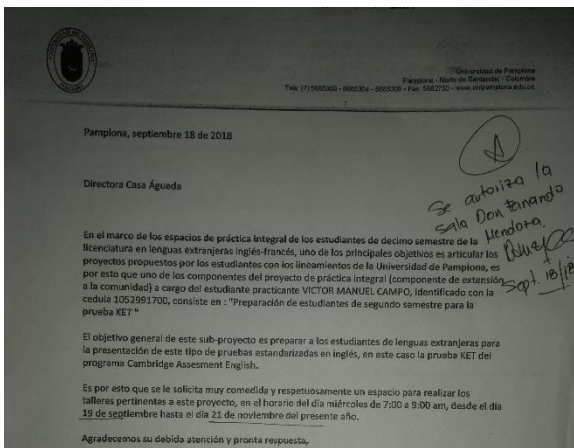
FECHA \_\_\_\_\_ LUGAR \_\_\_\_\_

<b>NOMBRE</b>	<b>Grupo</b>	<b>Firma</b>
David Guerrero Panqueva	A	
Nerly Mileth Ramírez Palomino	A	



Sindy Nathalia Lizcano Latorre	B	
Angie Karina Celis	A	
Angie Milexis Quintero Pelaez	A	
Natalia Omaña López	B	
Fabian Galofre Angarita	B	


### Evidences



planning example

Planning September 19<sup>th</sup>

Introduction about the KET exam course

Stage	Description	Time
Warm up activity	<i>Students will introduce themselves while playing hot potato game. They will say their names, age and city of birth.</i>	20 minutes
Explanation of the topic	<i>The teacher will show some slides about the KET exam which contain the information about the test, sections, exercises examples and more</i>  KET.pptx	45 minutes
Production activity	<i>students will perform a role play in pairs, they will have 5 minutes to prepare and 3 more to pass in front of the class.</i>	25 minutes
Feedback	<i>Teacher will give a general feedback about the activity</i>	10 minutes
Closure	<i>The teacher will thank students participation and will give them a little candy.</i>	5 minutes

Appendix 11  
El dorado festival evidences

