The Use of Cooperative Learning Strategy (CLS) to Enhance Speaking Skills in 7th Grade

Students at the Seminario Menor Santo Tomas De Aquino School in Pamplona

Yessica Zurith Cancino Rueda

University of Pamplona

Faculty of Education

Foreign Languages Program

Integral Practice

Pamplona

2019-2

The Use of Cooperative Learning Strategy to Enhance EFL Speaking Skills in 7th

Grade Students at the Seminario Menor Santo Tomas De Aquino School in

Pamplona

Yessica Zurith Cancino Rueda

Mentor

Daniel Ricardo Pedraza Ramírez

University of Pamplona

Faculty of Education

Foreign Languages Program

Integral Practice

Pamplona

2019-2

APPROVAL NOTE

_____

_____

_____

_____

_____

_____

Practicum Committee Signature

_____

Cooperative Teacher Signature

Table of content

List of tables

List of figures

General Presentation

This study is divided into four chapters, concerning to the pedagogical, research, outreach and administrative components. These are part of the practicum process, in which each one has a relation among them in order to develop and to foster the learning process as much in pre-service teachers as in students.

Firstly, the pedagogical component includes the problem perceived at the institution. After the previous observations already done, it was found that students had some gaps in oral communication skills. This component focuses on the implementation of a strategy to help seventh Grade Students at the Seminario Menor Santo Tomas De Aquino School to improve their oral production in English. Thus, the pre-service teacher implemented a pedagogical research: The Use of Cooperative Learning Strategy (CLS) to Enhance Speaking Skills.

Subsequently, in the research component the pre-service teacher is a participant of a macro-project entitled "Training of reflective spirit in trainee teachers from the Foreign Languages program, a tool to qualify pedagogical practice" which objectives are: to implement reflection as a transformative tool of the pedagogical processes of Integral Practice and to promote in trainee-teachers/pre-service teachers, the development of a critical mind which allows them to analyze their pedagogical practice in the research component, the pre-service teacher develops the reflection process.

Afterwards, the outreach component that in the particular case of the Seminario Menor Santo Tomas De Aquino School, the strategy for improving English on students are not going to be carried out teaching in primary school, but assisting primary and high

school students who have presented some inconvenient in the learning process, providing them some personalized assistance through an English club of the school in order to help them to overcome these difficulties.

Finally, the Administrative Component deals with the pre-service teachers' participation in activities proposed by the institution in order to have the experience of what teachers do in real context, which includes extracurricular activities and events such as teachers' meetings, flag raising ceremonies, among others. This component shows the emersion of the pre-service teacher in the institution due to the fact that he is not only a teacher within the classroom but also, he may integrate in the institutional activities.

Introduction

According to the UNESCO (1991), there are many factors that make English an essential language for communication terms in the 21st century and it has become one of the priorities in the educational setting around the world. In Colombia, children are initiated and motivated to learn EFL. However, the Inter-American Dialogue analysis center published in the year 2017, a study that showed that Colombia is in the last place of all the countries that have a low level of English. With regards to the speaking skill, Colombia needs teachers of English that to look for the best way to help students to increase their level of language proficiency generating an active participation.

Unfortunately, a vast number of seventh graders have many difficulties to speak English as a foreign language (EFL) and to use it whether inside or outside the classroom. As it was observed, this weak production could lie in the lack of practice of the target language. Thus, this proposal aims at enhancing seventh grade students' oral production

through the use of Use of Cooperative Learning Strategies (CLS) at the Seminario Menor Santo Tomas De Aquino School. During the observations carried out in the English classes of 6th and 7th, the researcher could identify the lack of implementation of speaking activities in the classroom.

This action research allowed the pre-service teacher to accomplish most of the goals previously established and to approach learners to adopt useful strategies to enhance the students' oral performance, also, to help them to feel more comfortable to speak the English language in the classroom through CLS, and to try to motivate them to use it outside the classroom.

Justification

The implementation of this project benefited not only the pre-service teacher, but also all the participants, allowing her to work with a type of population that is just beginning to speak a foreign language; in turn, this helps the personal and professional training, since it was possible to apply new methodologies and strategies that will improve English speaking skills in each student.

On the other hand, it was expected students would deal with some problems related to the communicative competence in its spoken way, such as the lack of high levels of self-confidence when speaking EFL and the use and acquisition of vocabulary to express ideas or thoughts in English.

Moreover, the main idea was to motivate them and raise up their curiosity, so in that manner they acquire the language without even noticing that it is happening. This, with the only purpose of improving students speaking skills. The pre-service teacher attempted to encourage the teacher of the school to take into account this strategy in their future classes. It could help other teachers to know the importance of using Cooperative Learning Strategy (CLS) in communication, written and spoken.

Objectives

General Objectives

- To enhance 7th grade students' speaking skills through the use of cooperative learning strategy (CLS).

Specific Objectives

- To promote the development of the reflective spirit in practitioners that allow them to analyze their pedagogical practice.
- To implement the reflection as a shifter tool in the pedagogical process of the practicum.
- To reinforce English on primary and high school graders at the Seminario Menor Santo Tomas De Aquino School in Pamplona.
- To participate actively in all the activities organized by the Seminario Menor Santo Tomas De Aquino School

General Conclusions

Based on the development of this project the following aspects are considered as results that the implementation of cooperative learning strategies develops the students' active participation and communication in EFL classrooms creating an interactional atmosphere in which learners are expected to help each other, correct each other mistakes, exchange ideas and information in a situation that students feel comfortable to speak and participate.

In addition, reflection and the self-evaluation are for the pre-service teachers to take advantage of the practicum process allowing their daily improvement in the teaching process.

As a general perspective, the use of didactic material is a significant aid and tool that allows students to comprehend and acquire more vocabulary. Hence, the activities implemented with this didactic material motivate students to participate in a classroom.

Taking part of the cultural, civic and extracurricular activities proposed by the educational institution, it is a remarkable traineeship for the pre-service teacher, as the role of an integral guide in students' formation and accompaniment is assumed.

Institutional observation

After having done the observational institution, some important facts related to the Seminario Menor Santo Tomás de Aquino School were identified. All this, to be more informed and to be more in contact with this institution.

Topographical school's location

Seminario Menor Santo Tomás de Aquino School is part of the catholic religion emerged in Pamplona city during the 80s. This educational institution is located in the urban area of Pamplona, North of Santander. This school was built on August the 1st, 1843 being diocesan bishop Monseñor José Jorge Torres Stans. "Seminario Menor" comprises a large space that has contact with the nature, a stimulator of students learning process. Furthermore, a huge number of the students (80%) belongs to the upper social status, most of them are professionals' sons. This institution counts with preschool, elementary education: primary, high school and secondary education. The school is situated on Calle 10 # 8 – 185 Escorial neighborhood.

Educative authorities

The information given by the Educational institutional project (PEI) establishes that at "Seminario Menor" School there is a team of teachers ruled by the private politics proposed by the Pamplona Archdioceses. The institution comprises authorities that are the major members in the school, as follow; Mr. Javier Alexis Rangel Suárez who is the head of the institution. Moreover, there are different institutional committees composed by the academic coordinator, disciplinary coordinator, psychology, the academic and the financial

secretary who ensure the good development, quality and performance of the educational institution. On the other hand, others dependencies are part of the "Seminario Menor" school such as teachers, the teacher council, students, the student council members composed by the student's representative, school coexistence committee and the parents' association.

NOMBRE	ÁREA	TITULO
Javier Alexis Rangel Suárez, Pbro.	Rector	Ciclos Filosóficos y Ciclos Teológicos
José Gregorio Conde Parada	Coordinador de Disciplina	Licenciado en Lengua castellana y comunicación
Mauricio Alberto Mogollón Vera	Coordinador Académico	Licenciado en Supervisión Educativa Maestría en Educación
Diana Milena Flórez Peláez Cotitular 11º	Psicorientadora	Psicóloga

Figure 1. Academic Authorities/Administrative staff.

Fundamental Aspects of the Educational Institutional Project (PEI)

Figure 2. School

The Educational Institutional Project (PEI) aims to guide the student in order to be a subject of his own development and able to be involved in social transformation through spiritual values that benefits his abilities and qualities. Also, the PEI integrates students with special educational needs and is currently preparing to provide a quality inclusive education. This educational institution comprises all the academic, social, research, technological, inclusive and culture processes with the main purpose to educate competent men and women in order to be social actors. On the other hand, the pedagogical approach implemented by high school is social constructivism focused on the Christian humanist.

The Educational Institutional Project of the "Seminario Menor" is based on different fundaments such as the philosophical that looks to enhance the person concept. In that way, the axiological fundament aims to stimulate on students the importance of life, the creation of a new and better society and values such as justice, love, solidarity in order to help

people in need. Moreover, the sociological fundament has the purpose to make student social actors and finally the epistemological that is based on constructivist learning.

Mission

"Seminario Menor" school is an Educational Institution inspired by the Gospel and the Doctrine of the Church oriented by the Archdiocese of Nueva Pamplona and committed to the formation of candidates for the Priesthood and Christian leaders, in the context of the global Archdiocesan plan of New Evangelization. As a Catholic Educational Community, the institution aims to serve the country and the Church formed with integral excellence, competent and conscious men and women committed to the cause of peace capable of responding with attitudes and facts to the historical moment we are living.

"Santo Tomás de Aquino" school has the help of God. It has the educational experience that exceeds the 150th anniversary ruled by the Colombian legal framework and with the human quality of those who are part of the "Tomasina" Educational Community such as the teachers, parents, students and administrative staff and services team.

Vision

In 2019, "Seminario Menor Santo Tomás de Aquino" will be the first alternative in education based on values in the Colombian Northeast leader in educational management, excellent in the quality of the pedagogical criteria and strategies that has adopted to guide its educational process. The institution will be always in the light of the Gospel and the Magisterium of the Church to build a just and supportive society.

School symbols

Figure 3. Institutional field
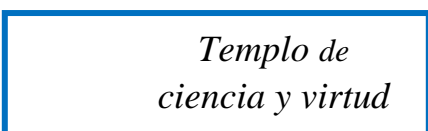
Figure 4. Moto

Figure 5. Institutional flag

The "Seminario Menor Santo Tomás de Aquino" has created the institutional

rulebook in order to promote a harmony environment in the educational institution. These

School Rules have the purpose to integrate students' values, beliefs and educational aspects

that are conceived in the mission and vision of this school. On the other hand, the Rulebook

was created having in mind the physical, psychological integration of the member of the

educative institution. It comprises twelve chapters divided into different aspects such as rights and duties all the educational community have to accomplish.

Physical facilities

The "Seminario Menor" school is one of the largest educational institution in Pamplona. It is divided into 22 buildings that comprises recreational and academic spaces in which students, teachers and administrative personal have access to. The administrative buildings are places where these spaces are the cafeteria, the major office, the security classroom, the secretary, teachers' classroom, bathrooms, the academic coordinator office, psychologist.
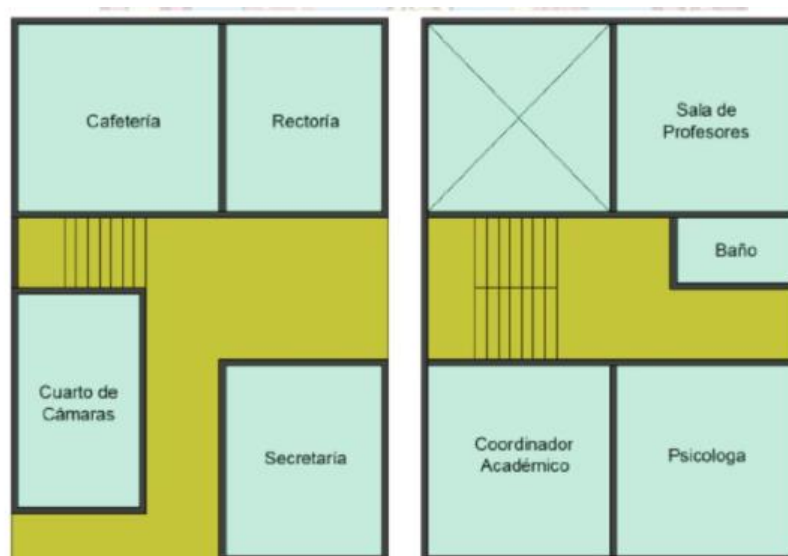
Figure 6. Administrative buildings

Regarding the academic buildings where teachers and students are currently, the educational institution counts with an informatics lab and three more classrooms. There are also five classrooms that correspond to each grade. Sixth, seventh and eighth grade are

organized in a rising structure. The same situation is presented in ninth and tenth grade.

Next to tenth grade there is an extra bathroom and the recreate and sports classroom.

Figure 7. Academic buildings

The educational institution is composed of rich lab equipment resources such as a
chemistry, physics and biology lab as well as a theatre that allow students to be interested
on the learning process proposed by teacher and the institution.
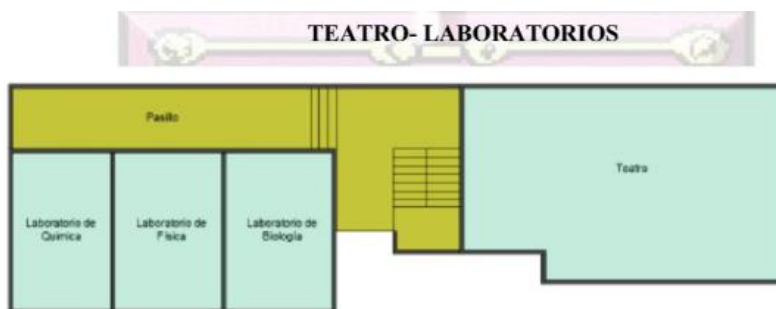
Figure 8. Lab equipment

On the other hand, as mentioned before the educational institution counts with recreational spaces where students can share and interact with others during the break time such as one court, green spaces, a big yard and different aisles.

Institutional organization
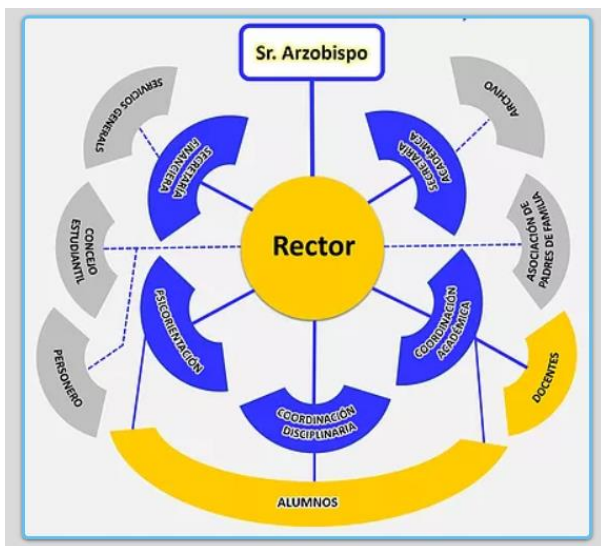
Figure 9. Institutional organization chart.

Scholar calendar

The scholar calendar of this educational institution is organized by the different entities and administrative committees at the beginning of the scholar year. The committees stablish everything to do during the year, that is why in the calendar are presented the different activities and events the educational community is going to develop. Hereafter is presented the "Santo Tomás de Aquino" scholar calendar.

Table 1

September Scholar calendar

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
1 EUCARISTÍA 2°	2 BIMESTRALES Semana por la paz (2-8)	3 BIMESTRALES Eucaristía pre-escolar	4 BIMESTRALES	5 BIMESTRALES	6 BIMESTRALES	7
8 EUCARISTÍA 2°	9 Retroalimenta-cion bimestrales Nivelación tercer bimestre	10 Eucaristía 5° Retroalimenta-cion bimestrales Nivelación tercer bimestre	11 Retroalimenta-cion bimestrales Nivelación tercer bimestre Consejo academico y convivencia	12 Eucaristía 9° Retroalimenta-cion bimestrales Nivelación tercer bimestre	13 Retroalimenta-cion bimestrales Nivelación tercer bimestre	14
15 EUCARISTÍA 2°	16 Nivelaciones tercer bimestre	17 Eucaristía 4° Nivelaciones tercer bimestre	18 Nivelaciones tercer bimestre	19 Eucaristía 8° Nivelaciones tercer bimestre Izada de bandera maestros	20 Nivelaciones tercer bimestre Celebración amor y amistad	21

22	23	24	25	26	27	28
EUCARISTÍA **Profesore primaria** **Retiros 11° 2**	Retiros 11°	Eucaristía 3° Día del recluso Retiros 11°	**Anversario fundación Arquidiósesis.** Reunión docentes Retiros 11°	Eucaristía 7° Entrega de bolestines Retiros 11°	Convivencia Jardín y pre-jardín Clubs Retiros 11°	
29	30					
EUCARISTÍA **prof** **secundaria**						

Table 2

October Scholar calendar

OCTUBRE – CONFIADOS						
DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
		1 Semana cultural	2 Semana cultural	3 Semana cultural Song festival	4 Semana cultural	5
6	7 RECESO	8 RECESO	9 RECESO	10 RECESO	11 RECESO	12

13	14	15	16	17	18	19
		Eucaristía 2°	Reunión docentes	Eucaristía 6°	Retiros primera comunión Clubs de 2:30 p.m. – 5:00 p.m.	
20	21	22	23	24	25	26
Eucaristía 5° Primeras comuniones	Reunión general con padres de inclusión	Eucaristía 1° Proyecto sexualidad, afectividad y buen trato	Reunión docentes	Eucaristía 11°	Retiros confirmación Clubs de 2:30 p.m. – 5:00 p.m.	
27	28	29	30	31		
Eucaristía confirmaciones Padres de familia 11°	Jornada deportiva primaria	Eucaristía pre escolar	Reunión docentes	Eucaristía 10° Jornada deportiva bachillerato		

Table 3

November Scholar calendar

NOVIEMBRE – SOLIDARIOS						
DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
					1 Hollywins Celebración del día de todos los santos	2

						Primer día novena de navidad Clubs de 2:30 p.m. – 5:00 p.m.
3	**4**	5 Bimestrales Eucaristía 5° Segundo día novena de navidad	6 Bimestrales Tercer día novena de navidad	7 Bimestrales Eucaristía 6° Cuarto día novena de navidad	8 Bimestrales Quinto día novena de navidad	9
10 **Eucaristía Administrativos y psicología**	11 Bimestrales Sexto día novena de navidad	12 Bimestrales Eucaristía 4° Septimo día novena de navidad	13 Bimestrales Octavo día novena de navidad	14 Bimestrales Eucaristía 11° Entrega de símbolos izada 11 y 10 Noveno día novena de navidad	15 Bimestrales	16
17	18 Nivelaciones	19 Nivelaciones	20 Nivelaciones	21 Nivelaciones	22 Consejo académico y de convivencia	23
24	25	26	27 Entrega de notas grados de transición y 5°	28 Encuentro de egresados homenaje 25 y 50 años	29 **GRADOS 11°**	30

Supervisor's schedule

Figure 10. Supervisor's schedule

Pre-service teacher schedule

Table 4

Pre-service teacher schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
07:00-07:50					7th grade
07:50-08:40		7th grade	7th grade	5th grade	

Time					
			08:05-08:55		
08:50-9:40	5th grade 08:55-09:45	Planning time			
BREAK					
10:20-11:10	7th grade	6th grade 10:55-11:45	3th grade 10:00-11:40 Tutorial		6th grade 10:00-11:40
11:10-12:00	6th grade			6th grade	
LUNCH					
02:00-02:50					02:30-04:30 English Club
02:50-03:40				7th grade	
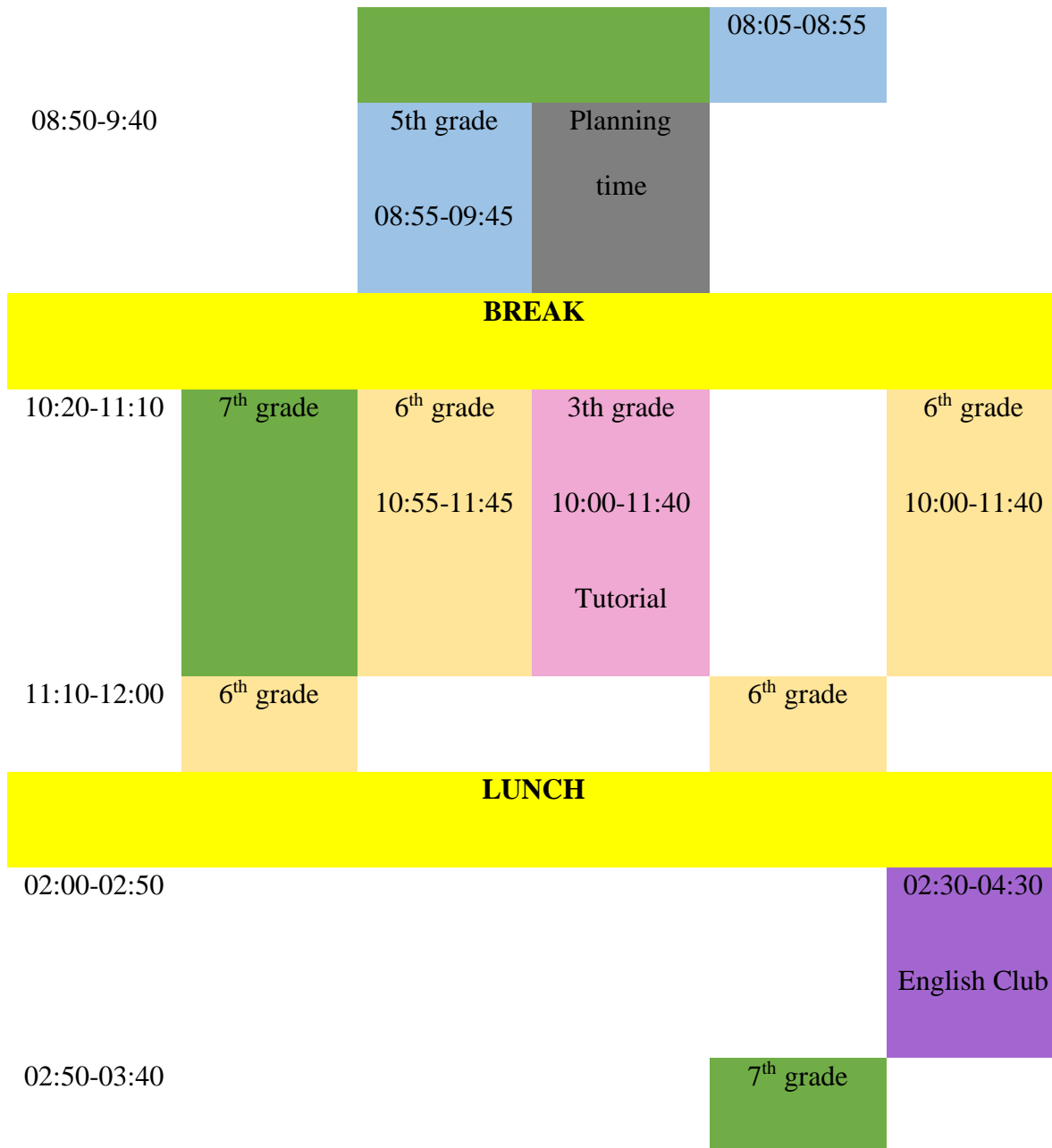
Pedagogical aspect

"Seminario Menor Santo Tomás de Aquino" school is an institution based on different fundaments. According to the pedagogical aspect the PEI, the pedagogical approach followed by the institution is the social constructivism focused on the Christian humanist approach understanding this model from a cognitive, social and significant

perspective based on Piaget, Vygotsky and Ausbel learning theories. Teaching is conceived such as a critic, interactive and participative activity between the educational actors.

The implementation of the social constructivism approach in this institution aims to understand the epistemology about how to know reality and how to learn. That is why the significant learning is the principal point in "Semimario Menor" pedagogical approach where students' interests, dimensions meaning and the knowledge construction are important factors in the construction of the students' comprehensive training.

Regarding the English teaching process, the educational institution follows "Hit the Road" English book from 6th to 11th grade. This book is based on the Common European Framework and it is distributed by levels for each grade. There is the teacher's, student and workbook where they have access to the different content such as listening, reading, writing, speaking, grammar exercises, quizzes and vocabulary proposed by the book. The structure of the book is divided into six units each one proposes different goals to accomplish during the five lessons. The purpose of Hit the Road book is to achieve a B1 level. The book has a wide variety of activities using a combination of learning strategies (memory, cognitive, compensation, metacognitive, affective and social), which motivate students to play an active role in their learning process and foster autonomy.
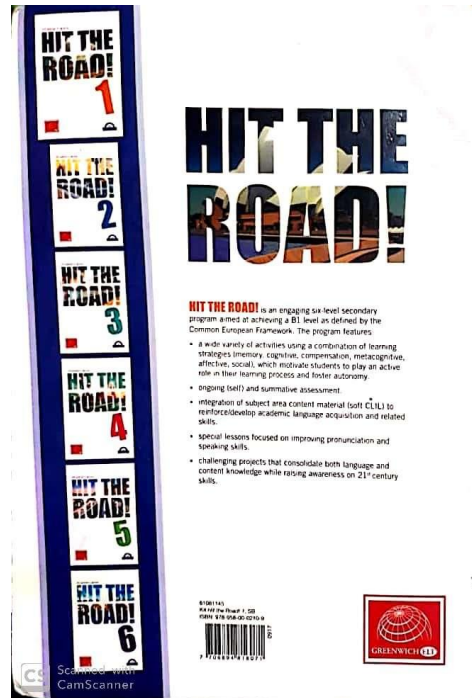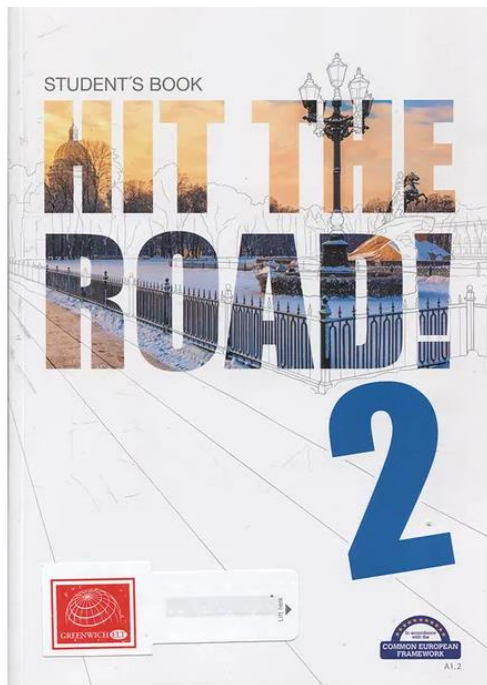
Figure 11. Book worked by teacher

After having observed the classes conducted by the English teacher, it was found that all the classrooms have a video-beam and speakers in order to promote teachers to be familiar with technological tools. The teacher uses in 60% these tools in order to catch students' attention. He implements different strategies such as slides, videos, audios, the book and worksheets to work on.

CHAPTER I: Pedagogical component

The Use of Cooperative Learning Strategies (CLS) to Enhance Speaking Skills in 7th Grade

Students at the Seminario Menor Santo Tomas De Aquino School in Pamplona

Introduction

Nowadays, a large majority of the schools in America have included the subject of English among their curricular spaces. Although it is still usually asked because this subject is taught from the first year of classes to facilitate student learning and be able to integrate it from an early age. In Colombia, the awareness of the English learning and teaching need was already recognized by the national government. For this reason, the Ministerio de Educación (MEN) has introduced the National Bilingual Program (Programa Nacional de Bilingüismo, Colombia 20142019). This policy has announced the notion of bilingualism which talk about standardizing foreign language teaching and learning in the whole educational system establishing the Common European Framework of Reference for Languages (2001) as the guiding norm for this reform. All this for being able to communicate better, open borders, understand other contexts, appropriate knowledge and make them circulate, understand and make us understand, enrich and play a decisive role in the development of the country. Further, to have more knowledge and opportunities to be more competent and competitive, and improve the quality of life of all citizens.

Although speaking is fundamental to communicate each other, people find it difficult. That is why, this current project aimed at Enhancing Speaking Skills in 7th Grade Students at the Seminario Menor Santo Tomas De Aquino School in Pamplona. This, with the only purpose of smoothing the learning process by means of catching

learners' attention with the implementation of CLS. In the institutional observations, it was identified the lack of the implementation of new strategies for speaking activities in the classroom, so this study aimed also at providing tools that help students to improve easily this skill in order to supply their weaknesses in speaking English.

Statement of the problem

Accordingly, the four non-participant observations at the "Seminario Menor Santo Tomas De Aquino School" and on the basis of the data gathered during the first initial week of the current semester, the teacher in training observed and analyzed different aspects of sixth and seventh grades' English classes. Students experienced some troubles in the pronunciation of words, also when they had to create a coherent sentence, likewise, they were so interested on participating, but they got frustrated because they did not know the translation of the words that they wanted to say.

On the other hand, the teacher researcher noticed the lack of cooperative and interactive activities to teach, the teacher guided them for working individual speaking exercises. Further, the pre-service teacher noticed that in one of the courses students were not interested to speak and they were losing the motivation. So, the necessity for improving the speaking skills is vital for a proper development of the subject. This proposal aimed at enhancing seventh grade students' oral production through the use of Use of Cooperative Learning Strategy (CLS) at the Seminario Menor Santo Tomas De Aquino School. For enhancing these circumstances in 7th graders students, the following questions are asked:

Grand tour question:

      ✓ How does the use of cooperative learning strategies can improve speaking skills in 7th grader students?

Specific questions:

      ✓ How does the implementation of didactic tools increase English use within the classroom?

      ✓ How does the application of CLS contribute to learn the topics easily?

      ✓ How do the speaking classroom activities promote a communicative environment?

Justification

Due to the weak students' oral production, the purpose of this project was to strengthen the speaking skills. Taking into account the institutional observation done, to implement a pedagogic project was very useful and helpful to solve the difficulties that some students had when speaking in English. While for the new students, it contributed to raise their English level and establish a language balance among the students who have an advanced level.

The students of the Seminario Menor Santo Tomas De Aquino School have the ability to communicate very short social exchanges. In other words, they are able to understand simple instructions and commands as well as understanding basic sentences. However, the pre-service teacher noticed that they could not usually keep the conversation going of their own accord, they presented difficulties with their speaking production

because they look inhibited or many of them felt afraid of making mistakes and being criticized in activities which involved oral production and speaking skills.

That is why, the pre-service teacher executed the cooperative strategy that approached her to achieve the objectives in the classroom such as promote the interactive environment to turn learners into active speakers through the CLS and develop the speaking skills.

Furthermore, the pre-service teacher had two personal reasons that really encouraged her to carry out this project. First, to improve her skills as teacher and to obtain more experience and knowledge about how to work with speaking through the use of CLS.

Objectives

General Objective

- ✓ To enhance 7th grade student´s speaking skill through the use of Cooperative Learning Strategy.

Specific Objectives

- ✓ To increase English use within the classroom implementing didactic tools.

- ✓ To implement CLS in the classroom that can contribute to learn the class topics easily.

✓ To promote a communicative environment in class through speaking

activities that encourage students to participate.

Theoretical Framework

As this study aimed at enhancing seventh grade students' oral production through the use of Use of Cooperative Learning Strategy (CLS) at the Seminario Menor Santo Tomas De Aquino School, it was necessary to establish some relevant definitions for the reader may comprehend the nature of the study and to go smoothly over the entire pedagogical component.

Communicative competence. Human beings have the vital need to relate. Canale and Swain (1980) stated that the integration of grammatical competence and social competence play an important role for effective communication. The relationships in the social context are possible thanks to communication, which implies being into relationships with others and in an exchange of views, because alternatively we are emitters and receivers. This is why communication is considered the most essential skill to stablish a relationship. As described by the Council of Europe (2000), "Communicative language competences are those which empower a person to act using specifically linguistic means." (p.9). They are emphasized on the abilities that a human being uses to interact with others, which are not only based on receptive skills such as reading and listening but also on productive skills such as speaking and writing.

According to Savignon (1997), the communicative competence, in a foreign / second language, can be developed through realistic interactions using meaningful and contextualized language. For instance, the pre-service teacher wanted to promote an interactive environment and provide students as much opportunities for expose them to

English as possible, in that way, students had the possibility to create a team work to learn together.

Speaking Skill. The speaking skill turns into a fundamental part to communicate. It allows people to interact with others through the expression and understanding of messages. It is linked to transmit a message through gestures and verbal expressions. "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information". (Brown, 1994, p. 32).

In addition, Torky (2006) affirms that "Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers". It is vital to determine the speaking skills EFL learners have to acquire in order to speak in a confident and comfortable way. Thus, the trainee teacher expected that students can interact better in real daily situations inside and outside the classroom increasing the use of English.

Cooperative Learning Strategy. Cooperative learning is a teaching strategy that brings students of different levels into small groups to work together towards a common goal (Slavin, 1995). In Cooperative Learning (CL), students learn how to contribute to a team, demonstrate individual responsibility, and also share accountability for the outcomes of the group. Although students of different learning levels work on an assigned task together, each of them has an equal responsibility for the group's work (Strickland, Morrow & Pelovitz, 1991). Cooperative learning groups delegate subtasks for each student, and every one of them has his/her role in the team work. Similar to cooperative learning,

communities of practice are also a group of people who are working towards the same task and fulfilling each other's roles by interacting with each other.

According to David Johnson and Roger Johnson (1999), there are five basic elements that allow successful cooperative learning:

- Positive interdependence: Students feel responsible for their own and the group's effort.

- Face-to-face interaction: Students encourage and support one another; the environment encourages discussion and eye contact.

- Individual and group accountability: Each student is responsible for doing their part; the group is accountable for meeting its goal.

- Group behaviors: Group members gain direct instruction in the interpersonal, social, and collaborative skills needed to work with others occurs.

- Group processing: Group members analyze their own and the group's ability to work together.

Classroom Speaking Activities. Considering that speaking should be taught in attractive and communicative activities to generate an appropriate atmosphere. The pre-service teacher applied the CLS through some classroom speaking activities that provided them opportunities for free expression. Harmer (2001) proposes six classroom speaking activities: acting from script, communication games, discussion, prepared talks, questionnaires, simulation/role play.

1) *Acting from script*

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In playing scripts, it is important for the students to act out it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2) *Communication games*

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3) *Discussion*

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small group interactions. The first is the buzz groups that can be used for a whole range of discussion activities. The second is instant comments which can train students to respond fluently and immediately. This involves

showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as „panel speaker" produce well-rehearsed „writing like" arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) *Prepared talks*

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared. However, if possible, students should speak from notes rather than from a script.

5) *Questionnaires*

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) *Simulation and Role play*

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Literature Review

To teach and guide students to learn a foreign language, teachers have to try to find pedagogical tools in order to help the students' learning process effectively. In order to have an overall view of this study's background, this section is divided into two categories: The importance of communicative competence and Cooperative Learning Strategy to improve EFL learners' speaking skills.

The importance of communicative competence

Light (1989) & Savignon (1983) defined communicative competence as a dynamic rather than a static concept which depends on the negotiation of meaning that applies to both written and spoken language as well as to many other systems in a specific context within a variety of situation, where participants are involved.

Canale and Swain (1980) aimed at providing a general background to communicative approaches and distinguishing the notion of communicative competence and communicative performance. The study carried out in elementary and secondary schools in Ontario, Canada. The findings understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication.

Further, Baquero and Gamboa (2006), aimed to describe what the effect and implication of the Communicative competence were over oral performance on second

grade students. This study was carried out in Bogotá, Colombia. The findings showed that the communicative competence was effective in the oral production as long as the teacher gives communicative situations where students are 'forced' to use oral skills so they can interact among them, expressing themselves naturally, without giving too much importance to the grammar rules but to the message's intention.

Cooperative learning strategy to improve EFL learners' speaking skills

Brahim (2015) carried out a study which aimed to investigate the significance of using cooperative group work on improving students" speaking production and communicative skills in EFL classes at the department of foreign languages at the University of Biskra. The data was gathered through two questionnaires. The findings from this research provide evidence that cooperative group work is the right technique for developing students" language use and increasing their classroom oral participation in interactional environment. The main conclusion drawn from this study has shown that using cooperative learning help third year LMD students in developing their self-confidence and reducing their classroom anxiety and inhibition. Finally, this study recommended some suggestions for teachers to guide them for effectively implementing this technique, and others for students that may help them to improve their speaking skill.

In the same way, Kandasamy (2018) conducted a study which aimed to investigate how cooperative learning could assist and guide students in speaking skills at the Language Academy at the University of Malaysia. The data was gathered through interviews. The target group consisted of 36 Form One students. They were interviewed using structured questions to find out the methods that they used while completing their tasks. The finding

showed that through cooperative learning, learners had social interaction among themselves through groupwork such as discussions, rephrasing, pronunciation, explanations, elaborations and motivating peers before the actual speaking or presentation session. The findings demonstrated that students enjoyed cooperative learning and carried out presentations without feeling nervous. The findings further showed that students learnt to depend on each other to complete the task which represented one of the main principles of cooperative learning.

On the other hand, Wang (2017) carried out a study which aimed aims examines the effect of cooperative learning on non-English major students' oral skills improvement in Chinese universities. The data was gathered through the use of surveys, interviews, class observation. Through analysing the findings of this study, it can be seen that cooperative learning has potential to help with the improvement of students' oral test scores, oral English production, and the use of vocabulary and expressions.

Finally, Babiker (2018) study aimed at investigating improving speaking skills through cooperative learning at the Jazan University. English programme at Hadhramout University, Yemen. The data were gained through a questionnaire and a check list. The findings showed that EL teachers are not familiar with coopeartive learning techniques, those teachers are affected by traditional methods used to teach them, students took group work seriously and these techniques lead to a noticeable progress in speaking skills

Methodology

In order to carry out this project, the pre-service teacher used three kind of different classroom speaking activities to work on. Hence, the trainee teacher applied consequently the speaking lesson planning stages proposed by Urrutia & Vega (2010) that includes the following steps:

To implement the classroom speaking activities, the pre-service teacher divided the class into three specific moments. First, the warm-up in which the teachers will "break the ice" and call the attention with an interesting activity in order to present the general topic to the class. Second, the instructions and rules of the activity were established and given to students and the activity will be carried out (giving them more opportunities to speak and to express freely). Third, each student filled out a questionnaire in which they were going to share their impressions about the activities done during the class.

As it was stated before, each class was comprised of a planning that included: the scheme of a topic, strategy (name of game) objective, resources, warming up and activities (procedures to develop the game).

Table 5 Lesson Plan model.

Time :

Course :	
Topic :	
Strategy :	
Objective :	
Resource :	
Previous Activity	
Warming-up	
Activities	

Research Methodology

Research Approach

Creswell (2007) defined qualitative approach as:

"The study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes." (p. 37).

The pre-service teacher decided to work under this type of approach mainly because in this way she can look for a problem that needs to be modified or treated in

order to improve the participants' conditions and to obtain different results. Thus, she tried to interpret and describe the problem regarding the natural conditions of the participants. In this case was the need of working on the speaking skills which requires an intervention to get better results in the state examinations. Accordingly, this approach was the proper one to conduct this study.

Type of Research: Action Research

This study has adopted Creswell's (2012) definition "action research designs often utilize both quantitative and qualitative data, but they focus more on procedures useful in addressing practical problems in schools and the classroom" p 45. Thus, the trainee teacher was in charge of some groups to identify major difficulties in learning a foreign language. The educational setting in which this study was carried out is the Seminario Menor Santo Tomas De Aquino School.

Population.

The students of this study were seventh (7) 7th grade students from the Seminario Menor Santo Tomas De Aquino School in Pamplona, Norte de Santander. From which the participants selected were 5 students whose ages range from 11 to 13 years old. The selection of the participants was taken thanks to the non- participant observations. The pre-service teacher noticed that some students were not motivated and got easily bored during the English classes.

Instruments.

In order to develop this action research and to gather the data, three

different techniques were implemented: Participant observations, Teacher journals, Questionnaires.

Participant observation

Taking into account Creswell (2012) definition "is an observational role adopted by researchers in which they take part in activities in the setting they observe" (p. 625) Through this instruments, the pre-service teacher and researcher, took part in the process of teaching and guiding the different activities and simultaneously observed what was happening in the classroom. This instrument was applied twice during the 2nd and 6th week of the practicum process. **(Annex 1)** *Participant Observations*.

This was the first activity related to my project that I carried out in the seventh grade. It was very noticeable that at the beginning the students felt nervous about starting the activity, many of them did not know how to construct the questions, since they did not remember it. The creation of two groups made them support each other as a team, I could identify that when a student did not understand, his classmate explained what he did not understand, all this, in order to be the best and beat the other group. It was very clear peer support, none were left behind, they motivated each other. At the time of presenting the questions, I saw that they were very well done, I knew that everyone had participated, I did not see only one person writing, but that everyone gave their opinion and expressed their ideas. Although this activity is not very applied in these grades, the result was excellent. The group that was going to ask the questions sent their leader, and the group that was going to answer sent theirs putting all hope in their leader. The activity was so entertaining and fun, the next day the simple past was evaluated with WH questions and the result was very good. They were very motivated and did not want the activity to end, so in the suggestions of the questionnaire after the activity, they asked that these types of activities be developed more frequently. I can perceive that from the fear and nerves of speaking, a very striking and profitable activity for the English language was passed. I firmly believe that this activity will be a very important fact for my project, because it showed me that Speaking is not boring and can become a very interesting tool to encourage the use of the foreign language in the classroom. Working individually would have been very disastrous, as the students would not feel support and avoid participating.

Figure 12. Participant observation

Reflective Journal

According to Wiegerová (2013) "a journal is a personal document of the teacher. It is used to capture the passed through and subjectively experienced situations and events" (p.239). It is a tool in which the researcher can make reflections on their own learning process, can describe and make comments about the implementation of the CLS in the classroom. This instrument helped the pre-service teacher during each week of the practicum process. **(Annex 2)** *Reflective Journals*

This activity aimed to encourage oral production through a game where all students could actively participate. Knowledge of the vocabulary to work was required and imagination also prevailed. In this activity the classroom was divided into two groups, each group sent a leader who was going to be given a word of the corresponding vocabulary: "Cry, Insult, Respect, Make fun of, Defend, Hide, Hurt, Brave, Stressed, Humiliate, Dignity, Protect, Throw, Laugh, Ignore, Offend, Clever, Violence, Obey, Afraid, Fear, Rights, Attitude, Freedom, Racism, Cruel words "Thus, the student should do the mime or representation of the word, either alone or asking a partner for help to dramatize, his group had to guess the word and earned a point, if they could not, the other group was given the chance to guess and was given a point. This activity was very satisfactory, it was a relatively easy vocabulary, but there were words that had a high degree of difficulty, and even more its use. However, thanks to this game, the motivation to think and remember the word in order to earn a point, made the student indirectly add another word to his vocabulary. Today was a very special day, since I could see the joy on their faces and also the interest to participate. The students did not want the English time to end. When they didn't know a word, they wondered between their group and their classmates explained each other. Their motivation as a group made my motivation to carry out this project grow even more. It is very satisfying to see that after the first activity, which was discussions, they were very open to any other activity that involved teamwork. So far I can say that CLS has been a very good strategy that should be applied in classrooms.

Figure 13. Reflective journal

Questionnaires

Questionnaires are "doubtless one of the primary sources of obtaining data in any research endeavor" as stated by (Richards & Smith, 2002, p.438). The pre-service teacher used questionnaires to notice in a written way how students felt after the classroom speaking activities and in which activities they felt more confident to speak with fluency. This instrument was applied twice during the 2nd and 6th week of the practicum process. (**Annexe 3**) *Questionnaire*

FIRST QUESTIONNAIRE

¿DISFRUTAS TUS CLASES DE INGLÈS? ¿POR QUÈ?

_____

¿DISFRUTAS TRABAJAR EN EQUIPO? ¿POR QUÈ?

_____

¿PUEDES HABLAR FLUÏDAMENTE EL INGLÈS DURANTE LAS CLASES? ¿POR QUÈ?

_____

¿TE GUSTAN LAS ACTIVIDADES DE SPEAKING? ¿POR QUÈ?

_____

Figure 14. Questionnaire

Type of Analysis

This qualitative study following a research action design aims at enhancing seventh grade students speaking skills through the use of CLS.

To analyze all the gathered data, the typological analysis design was adopted since it allows breaking the data into groups or categories based on the predetermined typologies that emerge from the research questions (Hatch, 2002). So that, it will be taken into account the main steps of this design as the following:

1. Identify typologies to be analyzed.

2. Read the data, marking entries related to your typologies.

3. Read entries by typology, recording the main ideas in each entry on a summary sheet.

4. Look for patterns, relationships, themes within typologies

5. Read data, coding entries according to patterns identified and keeping a record of what entries go with what elements of your pattern.

6. Decide if patterns are supported by the data, and search data for non-examples of your patterns.

7. Look for relationships among the patterns identified.

8. Write your patterns as one-sentence generalizations.

9. Select data excerpts that support your generalizations.

Weeks	1st	2nd	3rd	4th	5th	6th	7th
Instruments							
Participant observations		X				X	
Journals			X	X	X	X	X
Questionnaires		X				X	

Table 6 Application of Instruments

Implementation of CLS (Cooperative Learning Strategies)

The pre-service teacher adopted and applied a didactic sequence proposed by Urrutia and Vega (2010) which allowed her to organize the information that was implemented in each speaking classroom activity.

Before implementing each speaking classroom activity, the pre-service teacher had to modify the didactic sequences to include them the previous topics already explained by her. These modifications had the purpose of connecting the subjects that were established by book in which they were working with "Hit the road". So, the pre-service teacher decided to articulate some of the topics with the speaking classroom activities she implemented.

Discussion	September 25th, 2019
Communication games	October 17th, 2019
Questionnaires	October 22nd, 2019
Prepared talks	October 31st, 2019

Table 7. Pedagogical implementation schedule.

On September 25th, the pre-service teacher applied the first speaking classroom activity named "Discussion". She followed the planning format proposed at the beginning

of the project. This planning allowed the pre-service teacher to describe the generalities of

the activity, how the activity would be implemented.

Time : 40 min	
Course : 7th grade	
Topic : Past simple - Wh questions	
Strategy : CLS – Questions and answers discussion	
Objective : To reinforce the use of WH questions in past simple by promoting a communicative environment in class through asking and answering questions.	
Resource: Two groups, questions. (No notebooks, no books)	
Previous activity	The pre-service teacher will review the use of WH questions to ask for specific information in past.
	Students will give examples about the construction of WH questions and possible answers.
Warming-up	The pre-service teacher will simulate a conversation with the teacher, by asking and answer some questions related to something done in the past. The questions will finish when the pre-service teacher doesn't know what to answer.
Activity	**Questions and answers discussion:** The pre-service teacher will divide the classroom into two groups. Students will prepare questions by using WH questions in order to ask them to the other group. They will have 10 minutes to prepare the question and the possible answer to generate more questions. If the students answer the question and the generated ones, they will get a point. The questions will finish if the student who is asking don't have more questions or if the student answering doesn't know what to answer.

Table 8. First speaking classroom activity

Some reflections emerged after the implementation of each speaking classroom

activity. It was noticed that students were concentrated and fully motivated about the

activity they would be part of. They were involved in the explanation since they listen

carefully to the instructions what made them to be excited to create a team and compete among them. They participated actively.

It is important to mention that the instructions were given in English. When students had questions, the pre-service teacher tried to explain them in a clear way. Once the activity started, students were encouraged to talk and share their opinions because they tried to answer the right answer. Furthermore, the activity caught all the attention, since it was a dynamic activity and not an academic one.

Thus, there were some students-participants that gave more elaborate answers than others. However, when one student did not know a word or how to answer, he/she was helped by their partners. Even so, all students were motivated to participate and all of them tried to talk in English.

The second speaking classroom activity was implemented on October 17th, to promote fluency activities, the pre-service teacher decided to carry out a series of communication games as it is described in the following planning:

Time : 30 min
Course : 7th grade
Topic : A matter of respect – Vocabulary
Strategy : CLS – Communication game (Nonverbal and verbal)
Objective: To learn vocabulary trough a game that allow students to guess and participate.
Resource: Two groups, gestures, mime and a word.

Previous activity	The pre-service teacher will give them new vocabulary related to respect and bullying.

	- Cry, Insult, Respect, Make fun of, Defend, Hide, Hurt, Brave, Stressed, Humiliate, Dignity, Protect, Throw, Laugh, Ignore, Offend, Clever, Violence, Obey, Afraid, Fear, Rights, Attitude, Freedom, Racism, Cruel words.
Warming-up	The pre-service teacher will gesticulate one word (voiceless) and students will guess what word she is saying.
Activities	**Communication game:** The pre-service teacher will divide the class into two groups. Each group is going to send one or two leaders each time, in which she/he will be given a word and she/he will mime it for her/his group to guess what word it is about. If the group guess it, they will get a point. This will be a competition, the group who has more points will be the winner.

Table 9. Second speaking classroom activity

In this second implementation, it was notorious that students improved their levels of English as much as their levels of motivation and security when talking in front of their classmates. It was stated by some of them that they thought it was impossible to talk in front of their classmates in a correct way and at the end, they did a good job, it was gratifying to look their advances. Thus, they tried to correct themselves when one of their classmates made a mistake without being sarcastic and it demonstrates that they recognized the advances in their classmates.

The third speaking classroom activity was implemented on October 22nd, using a questionnaire being a basis for a discussion among the students.

Time : 45 min
Course : 7th grade
Topic: Life (and beyond) in color. Past simple.
Strategy : CLS – Questionnaire
Objective : To reinforce the past simple trough a questionnaire that will be the basis for a short discussion.

Resource : Worksheet and discussion	
Previous Activity	The pre-service teacher will explain the unknown vocabulary from the text.
	The pre-service teacher will explain that Egyptians had some costumes and beliefs.
Warming-up	She is going to give an example of Maya's culture and their beliefs about earth and the sun.
Activities	The pre-service teacher will give each student a worksheet containing a questionnaire that they need to answer based on the Student book page 75. She is going to indicate that they are going to read the text and answer the questions. Then, they are going to discuss the answers and compare them to our beliefs.

Table 10. Third speaking classroom activity

The basis of this questionnaire was a reading, students were really interested in answering correctly, for that, the asked the pre-service teacher many questions and ideas they had. It was satisfying the way they were encouraged to participate and share their opinions about the topic. None of them left the classroom without participating and being curious and motivated.

The last speaking classroom activity was about a prepared talk for Halloween. Students had to make a presentation of a mask in which they were no interventions; it was only the student talking for the classmates and pre-service teacher.

Time : 50 min
Course : 7th grade
Topic: Past simple. Masks
Strategy : CLS – Prepared talks
Objective : To reinforce the past simple through the presentation of a mask made by themselves and explain the whole process they did.

Resource : Masks, notes, slides.	
Previous activity	The pre-service will explain some unknown vocabulary referring to Halloween.
Warming-up	The pre-service teacher will present her mask by using past simple.
Activities	Students will prepare a brief presentation about the elaboration and choice of a mask. For that, they are going to use notes and slides containing some pics of the process. At the end of the presentation, the pre-service teacher is going to correct the mistakes they make.

Table 11. Fourth speaking classroom activity

At the end of each speaking classroom activity the pre-service teacher did a reflective journal that helped her to understand the development, the positive and negative points of each activity. Throughout these reflective journals it was possible to better understand students' behavior about the implementation of this type of activities inside the classroom to promote the cooperative learning. Moreover, the pre-service teacher applied a questionnaire at the beginning of the practicum process and at the end in order to observe the student's progress and perspectives about working in teams.

Data Analysis

With regards to the data analysis process, Hatch (2002) stated that "analyze" means organizing and interrogating data in ways in which the researchers can see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. That is to say, the data analysis process will help to assess the data collected, raw data into usable information in order to find something out, to answer the questions proposed in the study and verify if the main objectives were achieved. In order to get information for solving the research questions the pre-service teacher was

reading and analyzing the data due to the fact that they must be interpreted rigorously to see what were the possible categories. It is important to say that thanks to the analysis of the observations and the journals developed, the researcher made a diagnosis in order to start constructing the project.

Taking into account the data analysis there were two categories emerged from the implementation of CLS to enhance speaking skills: student's oral production improvement and increasing student's motivation.

Findings

After coding the three aforementioned instruments with the methodology already explained, it was necessary to start a triangulation process that is defined as a process in which the researcher examines each type of information gathered through the different methods in order to find evidence to support a theme. (Creswell 2012, p. 259). This is done to validate the results that emerged in this study.

INSTRUMENT	CODE	INFORMANT
Participant Observation	**PO1**	**Pre-Service Teacher**
Participant Observation	**PO2**	**Pre-Service Teacher**
Journal	**J1**	**Pre-Service Teacher**
Journal	**J2**	**Pre-Service Teacher**

Journal	J3	Pre-Service Teacher
Journal	J4	Pre-Service Teacher
Questionnaire	Q1	Students
Questionnaire	Q2	Students

Table 12. Codes

After the implementation of cooperative learning strategies, two categories emerged from the data gathered: participant observations, journals and questionnaires. The first category was students' oral production improvement and the second one was increasing students' motivation. This section describes the findings that came up from the pedagogical implementation that aimed at enhancing speaking skills in 7th grade students at the Seminario Menor Santo Tomas De Aquino School in Pamplona.
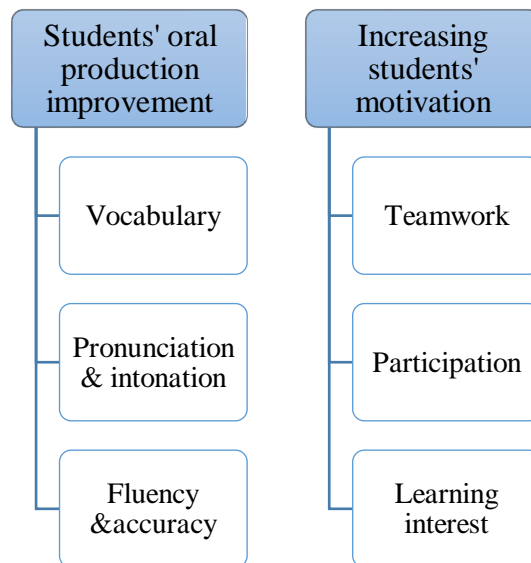

Figure 15. Categories.

Students' oral production improvement

In the first category, it was found that the use of cooperative learning strategies improved students' oral production. "The effects of CLS have consistently indicated that this method improves students' oral skills" (Pattanpichet 2011). In order to apply these strategies, the pre-service teacher implemented four different types of speaking activities in class. "Speaking activities have a central role in oral participation inside a classroom, these strongly impacts positively the English oral performance of students" (Cazden 1991). Moreover, when using those types of activities, the students improved their vocabulary, pronunciation, intonation, fluency and accuracy.

During the first questionnaire, students felt confused and insecure about answering and keep a basic conversation. This statement is supported by a questionnaire in which one student stated:

Q1P1: "No me siento muy segura de hablar en inglés, porque no tengo mucho vocabulario y me quedo pensando en cómo traducir tal palabra al inglés, lo que me hace perder tiempo y bloquearme por completo".

Afterwards, in the second questionnaire, another student stated that he acquired more vocabulary that helped him to accomplish their goal in each activity developed:

Q2P3: "Estas actividades me hacen pensar rápido. Sin ni siquiera pensar en español, puedo responder perfectamente en inglés usando el vocabulario que aprendí en las actividades".

It is important to highlight the development and progress during each speaking activity. Little by little, students were improving their English. They managed to expand their vocabulary in order to have more elaborated answers and ideas. In the Graphic below,

the reader will identify two bars, according to the questionnaires, the gray bar remarks the level of vocabulary that students had before implementing the CLS, the blue bar remarks the level of student's improvement in terms of vocabulary after implementing the CLS. This data was gathered from the rubrics already mentioned. **(Annex 3)** *Questionnaires*
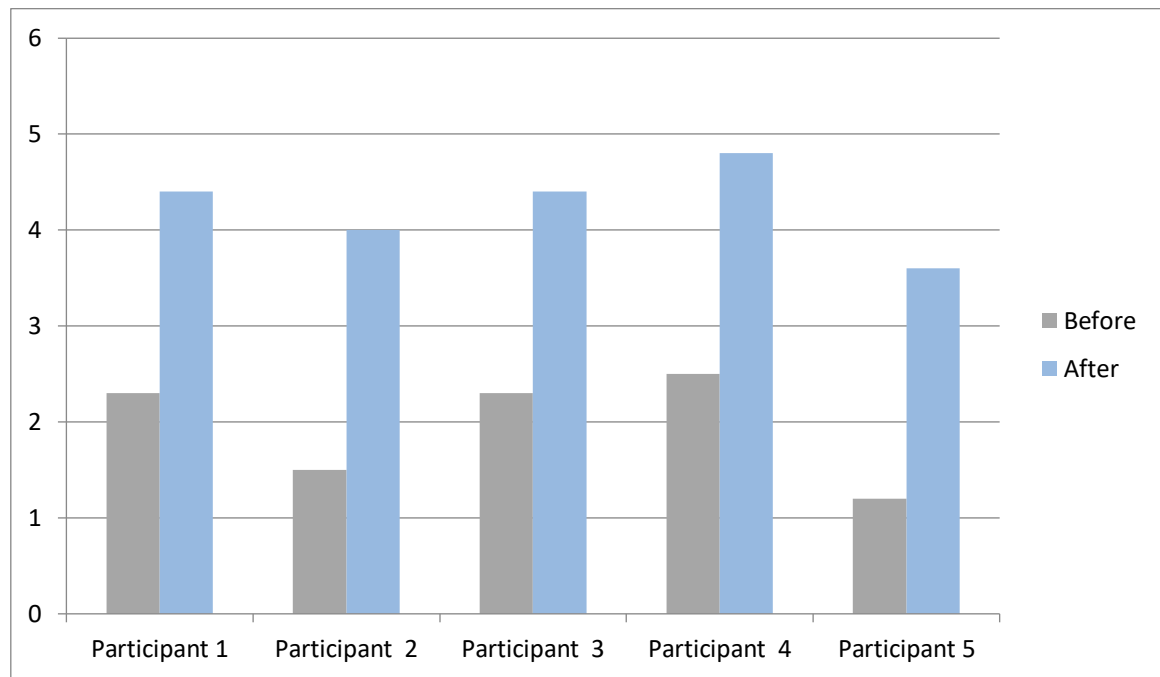
Figure 16. Before and after the implementation of CLS in terms of vocabulary

This graphic showed that students improved their vocabulary throughout the use of CLS inside the classroom.

Moreover, the implementation of CLS in a classroom not only helped students to increase their vocabulary, but also, it helped students to pronounce and intonate words and verbs in a correct way.

In the first questionnaire, students showed that they faced problems in the pronunciation of sounds which they were not familiar with:

Q1P5: "Aunque tenga las ideas en mi cabeza, no soy capaz de hablar porque cuando voy a pronunciar lo hago horrible y los demás se burlan, prefiero no hablar"

After the implementation of CLS, another student had a different way of thinking.

Q2P2: "Aprendí demasiadas palabras y además cómo pronunciarlas, con las reglas básicas que la teacher nos dio, puedo identificar algunos sonidos y pronunciaciones, como por ejemplo los verbos en pasado".

The pre-service teacher also noticed through the reflective journal that after implementing the CLS, the student's pronunciation was stronger. In this journal, she wrote the impressions and reflections of student's process when learning through the use of CLS. It was stated in the reflective journal that:

J2: "Furthermore, during the speaking classroom activities students expressed that they learnt many words and expressions that they did not know at the beginning of the activity. I feel really excited and motivated"

Finally, the same students perceived their progress in their fluency and accuracy in each speaking classroom activity. They stated that they saw advancement in their classmates in terms of fluency and accuracy in the development of each activity, as one student affirmed:

Q2P4: "Es muy chévere, vi a un amigo hablando rápido y le surgían ideas, eso fue muy extraño porque él normalmente no dice nada, impactada".

Another student exposed:

Q2P1: "Estoy más que seguro, todos al principio teníamos pena de hablar, ni siquiera sabíamos qué decir, pero después de haber trabajado en grupo en esas actividades tan bacanas, pudimos soltar la lengua"

In the Graphic below, the reader will identify two bars, according to the questionnaires, the gray bar remarks the level of fluency and accuracy that students had before implementing the CLS, the blue bar remarks the level of student's improvement in terms of fluency and accuracy after implementing the CLS. This data was gathered from the rubrics already mentioned.
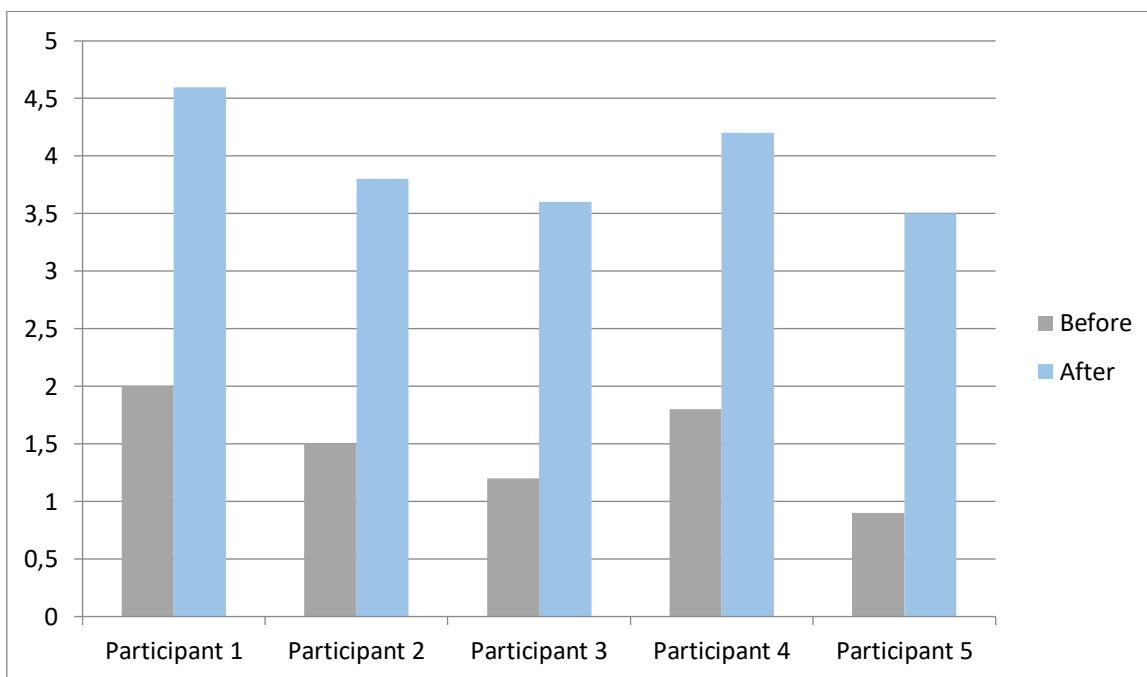

Figure 18. Before and after the implementation of CLS in terms of fluency and accuracy

The students experienced an improvement that was evidenced during their oral productions. That is to say that some students were able to improve their fluency and

accuracy, acquired more vocabulary and improved their pronunciation and intonation by using CLS through speaking classroom activities as a pedagogical tool inside the classroom.

Increasing students' motivation

Motivation helps achieve students' academic goals; it plays an important role when applying CLS in the classroom. "Motivation is considered as learners' orientation with regard to the goal of learning a second language" (Crookes and Schmidt 1991). It allows students not only to obtain concentration and interest but also to produce better learning conditions. Besides, they will accomplish learning at any stage, as motivation catches the students' attention toward learning and knowledge.

Q2P2: "Estoy fascinada con las actividades que vimos, me encantó trabajar en grupo y ver cómo nos apoyábamos entre todos, sin burlas, ni críticas"

Q2P5: "Estas actividades nos permitían expresarnos y compartir nuestras opiniones, promovía la participación y el interés"

Furthermore, the CLS created a very good atmosphere, the students' motivation allowed students to feel interested and encouraged to speak and perform in a freer and more confident way.

Q2P4: "Obviamente nos sentíamos muy inseguros, nos daba nervios y pena de hablar porque siempre nos equivocábamos, pero después de las actividades, se notó un gran cambio, muchos se atrevían y era evidente el apoyo entre nosotros".

In Addition, the pre-service teacher perceived that students' motivation increased and their lack of self-confidence, their anxiety and nervousness decreased when developing an activity:

J3: "Taking into account the results after each activity, I can understand through students' behaviors that they felt comfortable when talking in English and those students who did not participate before, then lowered their tension and anxiety"

Students were very curious and involved in the activities; they helped and supported each other all the time. Students stated that they felt comfortable to share time with their classmates during the activities in which they had to work in teams. This is really interesting because they had fun while learning and improving their speaking skills.

However, students were not used to work in teams; old teachers preferred to work on workshops, readings, and the book:

Q1P3: "Ni siquiera hemos hecho una sola actividad grupal este año, al profesor le gusta trabajar solo fotocopias individuales y ya, no sé qué es trabajar con mis amigas".

Q1P2: "Nunca hemos trabajado en grupos, creo que eso lo motiva a uno, porque entre compañeros nos podemos apoyar".

After implementing the CLS students had another perspective about English classes:

Q2P3: "Cambió completamente todo, definitivamente necesitábamos más actividades grupales, todos participábamos, estábamos súper motivados y las clases pasaron de ser aburridas a ser muy divertidas".

J1: "I am really impressed, they are not used to work in teams, and after applying the first activity, they were full motivated and happy, they all had a smile in their faces, I feel really excited to implement all the activities I have in mind"

Conclusion

The research findings affirmed that the implementation of CLS cooperative learning strategies may include some positive aspects since it is to the field of language learning extremely important for developing students' participation and communication in EFL classes because it creates interactional atmosphere where students are expected to help each other, correct each other mistakes, exchange ideas, and information in a situation that everybody feel comfortable to speak and participate.

CLS will always play an important part of learning a second or foreign language. These speaking classroom activities give students the opportunity to develop positively their English level since they increase their vocabulary, they also pronounce and intonate in a better way and they answer with fluency and their accuracy when answering is excellent at the end of the implementation of each activity.

These strategies not only improve students' speaking skills, but also, their attitudes. There is plenty of evidence that corroborates the notion that CLS has a positive effect on the formation of positive attitudes towards speaking among students such as motivation,

interest and curiosity. This study confirms that motivate students by using CLS may change their minds and generate a huge interest in English classes as they see their progress and development during the activities.

Therefore, this study allowed me to reflect that teachers in schools, especially teachers who teach English speaking skills, need to be aware of the benefits and importance of CL. There are positive changes taking place when teachers change their teaching methods; traditional form in this case, towards a more dynamic and interactive space.

Chapter II: Research Component

"The Formation of Reflective Spirit in PLEX Practice Teachers, Training Tool to Qualify

Pedagogical Practice"

Introduction

In PLEX training context, pre-Service teachers´ pedagogical practices are outlined as one of the areas of interest and an update to studying and documenting for the improvement of the teaching and learning process for the qualification of education.

Even though there is a clear attention in light of the evident necessity to understand and transform the pedagogical practicum. Hence, it is beneficial that local studies specially focused on the learning problem than in matters of teaching.

It is been considered to formulate a project that restores a reflexive approach on the practice was a way or targeting knowledge, behaviors and attitudes that orientate the educational labor; Also, as an assimilation, immersion, and conscious exploration exercise of one's own teachers' subjectivity, through the formulation of questions and search for information for problem solving and for self-recognition.

Justification

The design of this Project in the foreign languages integral practicum context focused

on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It was considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In accordance with John Dewey, a philosopher of education, precursor in the applied

teaching reflective thinking field, presented, it was confirmed the need of carrying it out this project with the aim of giving students analytic and self-observation tools that allowed them to distinguish between routine action and reflective action. It was considered that a reflective approach protect shields the agents in a traditional context of inertia and the authority they had in the school.

Statement of the Problem

At the school it is assumed some medullar aspects of the individuals, the constitutional

life without questioning, they are seen as a stamp, permanent and invariable features that

are part of the school's identity and culture.

When the events are unfolded naturally, the teacher takes a risk of getting used to

a

regular action that does not allow the pedagogical evolution and the renovation of the

academic culture. A practitioner lack of reflection does not promote the evidence of

problematic situations; those skills are ignored. Taking that into account, the pedagogical

practicum is assumed since repetitive codes that place the teachers in a traditional task, of

cultural reproduction, becoming a barrier to the emerging of practices that tend to transform

thoughts and knowledge, in order to solve social needs.

For this reason, this situation affects teachers, it is useful the teaching process that

in a future will be able to contribute to the improvement of their pedagogical practices, so

can be essential elements that impact and transform their work and future professional

performance. In the case of Foreign Languages Program at the University of Pamplona,

reflection is considered as an effective exercise so that students, who make their pre-

service can make their self-assessments, learn how to be critical and constructive about

their teaching activities

To start this study the following guiding questions were formulated:

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

✓How does the exercise of reflection influence the development of the critical spirit of

Student-practitioners in the analysis of their pedagogical work?

Objectives

General objectives

✓ To implement the reflection as a shifter tool in the pedagogical process of the practicum.

✓ To promote the development of the reflective spirit in practitioners that allow them to analyze their pedagogical practice.

Specific objectives

✓ To consolidate a collective of teachers in training with critical spirit that reflect and present proposals and alternative solutions for any problematic in the pedagogical practicum.

✓ To socialize standards, share ideas and guidelines to assume the pedagogical practicum and fit effectively in the institution.

✓ To identify and analyze the strategies that the student use in the teaching practice.

✓ To implement reflective workshops and develop didactic units that guide the reflection of

Theoretical Framework

The theory about the teaching profession, the reflection and the pedagogical practice, constitute this theoretical framework. In order to have a better grade of clarity on the concepts concerning this research project, we present an approximation to each one of them.

Teaching profession. The teacher is one of the fundamental members of every educational institution and has the function of sharing knowledge based on a specific science or art; who additionally, has the responsibility of his/her students' comprehensive training.

The teaching profession requires a series of competences, which currently establish a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education.

Thus, every educator must accomplish some competences that allow them to have control over the knowledge and skills of a specific area, since the first intellectual requirement of a professional is the performance level. Similarly, each teacher must possess some competences regarding the content organization, it means that the pedagogical practice not only requires to organize the content to be learnt by the students but also to anticipate teaching conditions inside or outside the educational context. The immediate function that a teacher must develop is to design or anticipate the teaching practice.

The reflection. Taking about refection, imply to discuss different conceptions

about

that notion. For that reason, in order to deepen in its definition, two aspects will be taken

into account: The reflection as a process and the reflection as a theme. (Correa Molina et al

2010)

The reflection as a process. The reflection is executed from some stages that

cyclically obtain as a result a process. According to Correa Molina et al (2010) to reflect

about the experience imply "a type of reflective dialogue with the situation, where the

language might favor the access to the individual's experiences, what might permit to

extract a new structuration from the situation".

The stages of the process of reflection were evidenced in the following
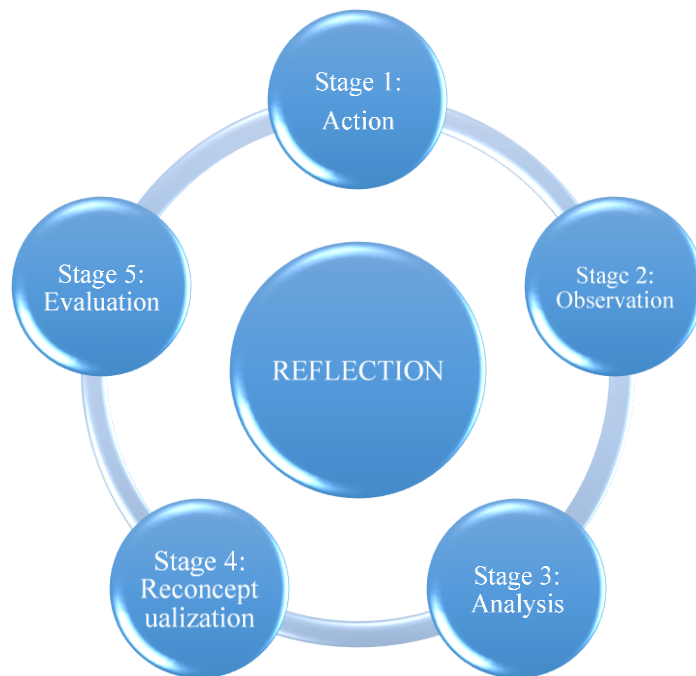
figure:

Figure 18 Reflection process

The reflection as a theme. The conception of reflection is based on a theme that

is

related with that concept. Having a Grimmet et al. (1999) as a reference cited by Correa

Molina et al (2010), the reflection is based on three perspectives: the reflection as an

instrumental mediation of the action, the reflection as a deliberation and the reflection as a

reconstruction of the experience. Being for the first two perspective, external aspects, the

source of the knowledge that allow reflecting; and the contextual aspects, which allow

reflecting from a third perspective. Likewise, those perspectives count on mediators to

execute that process. Firstly, it is found the action, the context, the colleagues and the

person who reflects.

The reflective practice. It was necessary that teachers asked themselves about their

own practice and about the impact they had generated in order to update and to qualify

academic proposals at the University and to orientate students towards new ways to relate

to the world. Teachers played a main role in the current educational world; they performed

in a complex space suppressed to a determined constant change with the aim of integrate

different factors and conditions. The teaching profession requires that "los profesores

desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes"

(Ebutt & EllioT:1986). In this context, the problems of the practicum and the classroom

setting required a particular treatment addressed to comprehension and social interaction.

The necessity to articulate the changing social reality of our pedagogical work was

evidenced in the existence of numerous attempts to explain the school dropout phenomenon

and in the search of different ways to face this phenomenon, to fulfill the school work. This

study served teachers who participated to reflect on their methodological processes in the

light of reflection as an only rational and ethical ways of procedure (Sacristán 1999).

According to Van Manen (1997) there exists different levels of reflexivity. At one level,

the effective application of skills and technical knowledge occur in the classroom;
reflection applies to the selection and correct use of the didactic strategies that teachers will
use.

In the second level, the reflection is on the implicit assumptions in the specific practice

of the classroom. Consequences of the chosen strategies, curriculum and practices are analyzed. The application of several educational criteria to the learning practice is opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

As third stage, Van Manen stablished a critical reflective exercise; in this stage, he proposed that the most elaborated reflection takes place, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical Practice.

To analyze and reflect on the practicum, it was considered appropriate to resort methodologically to a conceptual operation of practicum classification; to do so, it was assuming d Zeichner's proposal which established several modalities of the practicum as follows:

Academic practicum. It was focused on preparing teachers who were able of reflecting

on their courses, in a way that they transformed them in comprehensible structures for students.

Social Efficiency Practicum. Its purpose was to achieve an effective teaching through

the application of didactic techniques based on general principles that resulted from pedagogical research. In this case, reflection consisted of a strategic decision: "seleccionar

entre la gama de técnicas disponibles la que se considere más eficaz". This was the form of

proceeding from the

technical rationality.

Development. Teaching is based on students' interests and development, and, at

the

same time, it considers teachers' development as a teacher and as a person.

Social Reconstruction. The center of reflection is the social, economic and

political

context, in a way to promote democratic relationships in the classroom, and equal and fair

in the social context.

Generic. Programs refer to reflection in a generic way, but without specifying the

ambitions of the programs or the contents on what to reflect nor the strategies to foster

reflective learning.

Reflection promoters. According to Schulman (1987) these promoters are the

teacher's

cognitive basis for classroom life; they are essential because they constitute the element of

reflective thinking that contributes in the process of own knowledge that a good teacher

needs to make decisions in the classroom.

Critical element on reflective thinking. This element of the reflective thinking

relates

to "los aspectos morales y éticos de la compassion y la justicia social" according to

SparksLanger & Colton (1991 p. 39). The interest in social justice and ethics in education.

These author established the following categories of knowledge:

1) Knowledge of content

2) General pedagogical knowledge

3) Curricular knowledge (materials, programs, etc.).

4) Teaching knowledge and professional configuration

5) Students' knowledge and their characteristics

6) Knowledge of educational contexts

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

Methodology

The methodological strategy proposed had as its central axis the continuous

reflection that contemplates the realization of meetings for the strengthening of the

collective of practicums as an initial space of approach of the educational problematic and

labor. The principles of organization are autonomy, planning and self-observation. To

revise the incidence of the reflective proposal about this practicum process, it was carried

out a process of socialization and systematization of itself. This study belongs to

qualitative research approach, from the perspective of reflection as a vocational space that

contributed significantly to the description, identification and analysis of the own

pedagogical practicum.

For the data collection process of this project, it was proposed the application of

the

following instruments:

Reflection workshops. The reflection workshops had the fundamental purpose of

guiding the reflective process of the students-practitioners, but, at the same time to socialize

and to share own experiences of their work in order to enrich their process and include new

tools that allowed them to transform their pedagogical practices. Reflections workshops

were carried out three times during the ten weeks of practicum.

Objectives

✓ To consolidate a collectiveness of pre-service teachers with a critical spirit

that reflects and proposes alternatives of solution face to the educational

problematic of their pedagogical practicum.

✓ To socialize criteria, share ideas and directives to assume their

pedagogical practicum.

✓ To qualify, facilitate and be set in an effective way to the school.

Self-observation card. The self-observation card had as main objective to guide

the

student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

Narrative. The reflection exercise allowed students to express about their endeavor

based on the narrative of their experience as a way to provide meaning to teacher's everyday life.

Class recordings. To have evidence of what teacher students did in the classroom,

allowed to reflect upon different aspects in the foreign languages teaching/learning process that could have been taken into account or not by the pre-service teacher in his reflection process. These recordings allowed to have an external and constructive view of their pedagogical practices.

Data Collection Schedule

Table 7 Research component chronogram

ACTIVITY	NARRATIVE	SELF-OBSERVATION SHEET	REFLECTIVE WORKSHOP	CLASS RECORDING
Sep 23rd	X			

Sep27th				
Sep 30th Oct 4th	X	X	X	
Oct7th Oct 11th	X			
Oct 14th Oct 18th	X	X		
Oct 21st Oct 25th	X			X
Oct 28th Nov 1st	X	X	X	
Nov 4th Nov 8th	X			
Nov 11th	X	X		

Nov 15th				
Nov 18th Nov 22nd	X		X	

Findings

The findings of this component have emerged, from the four different instruments that were established in the methodology part of this. These instruments were: Narratives, class recording, self-evaluation sheets and reflection workshops. Each one implemented by the pre-service teacher in different dates during the whole practicum process.

Narrative

The main objective for this aspect was to identify and to analyze the strategies that the student uses in her pedagogical practice. It allowed the pre-service teacher to explore the perception she had when acquired the role of teacher, taking into account different aspects lived in the setting of the school such as methodology as teachers, management of the classroom, behavior of the students, among others. Thanks to these narratives, the practitioner was able to observe their virtues and shortcomings, since these were a support and guide to improve their classes every time.The reflection exercise also allowed the

student to express about their work based on the narrative of their experience as a way to provide meaning to the daily life of the teacher

(Annexe 4) *Narratives*

Yessica Zurith Cancino Rueda   25 de octubre de 2019

NARRATIVA 3

Esta semana fue muy especial para mí. El acercamiento de los estudiantes hacía mí, fue muy notorio, ver cómo se alegraban al verme llegar y su interés por preguntar por el tema de hoy era gratificante. Nunca había tenido un sentimiento, así como de orgullo y satisfacción. El lunes trabajé un review con ambos grados pues el martes se iba a evaluar sus conocimientos de la semana pasada. El review básicamente constaba de varias actividades de Speaking donde los estudiantes debían participar y estar atentos a todas las indicaciones, pues, eran actividades de lógica y de mucha concentración. Ningún estudiante se quedó sin participar y todos estaban muy motivados e interesados. El martes se les evaluó debidamente por medio de unos quices que yo califiqué y me llené de mucho orgullo al ver las notas y escuchar los comentarios que indicaban que mis clases les gustaba porque aprendían mucho. El miércoles desarrollamos nuevos temas, al ver sus notas se llenaron de mucha más inspiración y estaban muy interesados en aprender más para poder hacer más actividades, a pesar de que los temas eran complejos, ellos los captaron muy bien y se enfocaron en hacer preguntas para poder estar al tanto. Hoy viernes, se realizaron trabajos en el Workbook para practicar los temas aprendidos en la semana y no olvidar los temas que ya fueron evaluados antes. Esta semana fue muy provechosa, por primera vez pude calificar quices y ver su rendimiento académico, esto sirvió muchísimo para darme cuenta de sus falencias y la falta de participación de algunos, debido a sus necesidades. Pude percibir que alguno de ellos simplemente les da pena preguntar en clase, tienen muchas preguntas que requieren ser atendidas y aclaradas con mayor atención y así es como voy a planear los temas de la siguiente semana. Se siente muy motivador el hecho de salir de una clase y ver cómo cumplí el objetivo de esta, desarrollando todas las actividades y siguiendo mi planeador paso por paso. Reflexionar me ayuda muchísimo en esta etapa como practicante, puedo ver mis falencias y virtudes al momento de haber enseñado una clase, y ver qué hice bien y qué puedo mejorar a la próxima para seguir teniendo este tipo de clases exitosas en las que solo me queda aplaudirme a mí misma.

Figure 19. *Narratives*

Class records

This analysis was carried out between two classmates who observed the positive and negative aspects, it was possible to show the class structure and each of the activities conucted by the pre-service teacher. After reading the points for and against, she could understand what she was doing well and what she had to improve. Having evidence of what student-practitioners did in the classroom allowed us to reflect on different aspects in the foreign languages teaching / learning process that may have been taken into account or not

by the pre-service teacher in the reflection process. These records allowed an external and constructive view at their pedagogical practices.

Figure 20 . Class recording

Figure 21. Matrix class recording

Self-Observation Card

The self-observation checklist were online forms that the pre-service teacher had to complete regarding the teaching practice in terms of planning, executing, classroom

management, materials used in class, language use, students' participation among other aspects that served to check the practicum process.

The main purpose of the self-observation card was to guide the student practitioner towards a proper perspective from the professional activity as a teacher and from their role in the classroom and in the environment of the educational community of which they belong. In this part, there were several questions related to the teaching process in which we had to evaluate from 1 to 4 some important aspects when teaching English. Actually, these questions helped me to appreciate if I was doing a good job in the classroom and questioned me to force me harder so students can learn better.

Auto-observación de clase, 2019-2

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

yessicancino16@gmail.com

Figure 22. Self-observation card

Reflective workshop.

As established before starting the practicum process, three reflection workshops were meant to be carried out in order to follow and assess pre-service teachers' advancement in High Schools. On the reflective workshops we as pre-service teachers answered some questions about the process we carried in the educative institution. In the same way, we talked about the importance of the institutional observation and exposed four aspects that we, as teachers, must have. This workshop served as a reflection workshop because all the practitioners listened to their partners and reflected on their personal practices in order to socialize it with the rest of the group.

Conclusions

The reflection is essential in the educative field, as teachers we are working as well as forming and constructing our future society in which there will exist several difficulties. Implementing this tool helped at the transformation process of the practicum because it was necessary the analysis of each procedure done in class, for the purpose of improving every day and acquiring the criticism of the results. In fact, she was able to not only reflect on the good aspects he accomplished week by week during her practicum process but also to reflect on aspects to improve as a future teacher.

Besides, the process of reflection is required in the different situations, because it is easy to consider the decisions taken or the process carried out and to study if they accomplished successfully the necessities of the community, specifically the students. In this last stage the fact of being constantly reflecting started playing a crucial role because

there will always be aspects to highlight, no matter if there were some bad or good ones. The idea of reflecting in this process becomes the basis of this practicum, this in order to ameliorate what can be improved.

CHAPTER III: Outreach component:

The use of didactic material for improving students' difficulties at the Seminario Menor Santo Tomas De Aquino School in Pamplona

Presentation

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

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

Introduction

The participation in the global policies in terms of culture and economics has motivated

the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which

allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the learning of English language in Colombia as well as creating competitive citizens, the MEN launched in 2004 its policy of bilingualism which has as a main objective "to have citizens able to communicate in English, with international comparable standards that insert the country in the universal communication processes, in the global economy and in the cultural openness". By the way, the Ministry has implemented a wide range of strategies in the different levels of education pointing at the accomplishment of this goal. A clear example of that is the creation of English high standards for elemental and high school education, the definition of a solid and coherent evaluation system and the description and development of training plans.

The University of Pamplona in Colombia, as a public institution trainer of trainers, and more specifically the Foreign Languages program has approximated to the reality that elementary schools in Pamplona face regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers who can address the training needs in elementary schools. The objective of this outreach component was focused on students with difficulties and not on supplying elementary school with English teachers.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for

trying to reduce the gap generated between the public and private schools in the foreign languages area.

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

Justification

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

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

The implementation of this project benefits greatly and reciprocally, the institutions and the student population of Pamplona, as well as the Foreign Languages

program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

General objectives

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

and French of the University of Pamplona seeks:

✔ To reinforce English on primary and high school graders at the Seminario Menor Santo Tomas De Aquino School in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal set two specifics

objectives:

✓ To help English students to overcome their difficulties at

the Seminario Menor Santo Tomas De Aquino School in

Pamplona implementing didactic materials.

✓ To engage students from the foreign languages program English and French in the reinforcing English processes at the Seminario Menor Santo Tomas De Aquino School in Pamplona.

Typology of the project

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

Contribution lines

Contribution to the academicals formation in the foreign languages areas.

❖ Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)

❖ Outreach towards the educational community in terms of University and program.

Theoretical framework

Teaching languages

  Languages international policies. The UNESCO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to make reference to the use of three languages: mother tongue, regional or national language, and international. This emerged from the idea that the particular needs from communities with different cultures which speak different languages, they just can be understood though the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

  The UNESCO (2003) considers that languages not only are ways of communication but they also represent the culture, identities and values of the world. For this reason, the UNESO suggest enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

  According to Lima M, (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir-

faire.

National bilingual program. Colombia, as other countries in Latin-American and the world, has adopted academicals policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines: institutions of basic, intermediate, higher education, educational programs for human development, the ethno-education and flexible models of education. This program aims at the formation of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6).

Bilingualism. Bilingualism refers to the different degree of domination by which a person can communicate in more than one single language and culture. This degree depends mainly on the context in which the individual is. Hence, based on how a different language is used, different from the native, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary School. According to Yesser A, & Chacon C, (2011) the process of acquiring a foreign language is a complex process in which there are cognitive and educational factors including the curriculum, the methodology and the formation of the foreign language teacher, In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE. "la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente

las reglas de la lengua" "Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)". Authors show their point of view regarding the topic and they differ in saying that the terms 'learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-Production, is the phase in which the child develops the ability of listening and comprehending the language through gestures and actions; it is a period distinguished by the silence. Therefore, at this stage it is advisable to implement the Total Physical Response (TPR) method proposed by Asher (1976) for stimulating the development of a foreign language through psychomotor activities without stressing on oral production.

Early production, in this phase one or two words/ phrases are said. It is recommended to focus in the meaning omitting grammatical mistakes.

Extended speech, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language. To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of

communication in a foreign language, they do so because they need to integrate with the rest of society.

Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason, learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language Yesser A and Chacon C, (2011) cite Ausubel (1986) who state that in terms of the cognitive psychology are many differences among the cognitive skills of children and adults in relation to the cognition and affectivity which are presented in motivation, creativity, spontaneity and flexibility which differentiate children from adults, generally adults have more problems when talking in a foreign language. Consequently, it is possible to say that the age is a factor that affects learning English as FL.

Methodology

The pre-service teacher helped students to overcome the difficulties related to EFL and the development of abilities from students by implementing different activities in a proposed schedule. This component was applied to the population in primary school at the Seminario Menor Santo Tomas De Aquino School. The trainee teacher used tools such as workshops, guides.

The pre-service teacher will implement the reinforcement activities in primary and high school students on Fridays at 2:00 p.m. to 4:0 p.m.

Findings

The outreach component proposed a series of activities during each week of the integral practicum. During these weeks the pre-service teacher carried out only two hours with the students. The academic calendar has not led to the development of these tutorials because of the lack of the time and the other activities already scheduled. Which has hindered her process in the extension component but it is something that sincerely gets out of hand. However, the only day the pre-service teacher was able to assist them has been quite interesting because she had managed to answer many of your questions; questions that they may not dare to ask during class and prefer to keep in silence.

For implementing this outreach component the pre-service teacher had created 1 reinforcement activity related to Halloween and new vocabulary. In the chart below, the reader will find the only activity realized by the pre-service teacher in primary school:

Tutoring process	Prepared talks about Halloween – Vocabulary	October 18th, 2019

Table 14. Topic worked with primary school

Figure 23 . Outreach Worksheet

Conclusion

This tutoring has helped the pre-service teacher to make a personalized assistance to each student in which she could notice their weaknesses and virtues during class. She may not be able to perceive during each class all the difficulties of every student and the doubts they had, but in tutorials she had easy access to meet them and help them. However, it was

full interesting to adapt her gliders in a different way and making the changes that are needed for everyone to learn in the same way. The development of this component allows the pre-service teacher to learn about the use of didactic material for students to better understand topics that may be difficult for them. Further, how the tutoring influence in students' motivation and participation.

CHAPTER IV:

Administrative component

Introduction

Any school proposes extra activities out of the classrooms in which the trainee teacher must to take part of, in order to get familiar with all the educational community. The pre-service teacher is required to have an active participation in cultural, academic, religious and institutional events scheduled in the current school calendar.

To contribute to the professional and integral formation, the pre-service teacher was involved to all the events proposed by the Seminario Menor Santo Tomas De Aquino School during the ten weeks period.

Objectives

General Objective

✔   To participate actively in all the activities organized by the

Seminario Menor Santo Tomas De Aquino School

Specific Objectives

    ✔   To collaborate in the organization of events and activities inside and outside the school.

    ✔   To give aid and support to other teachers in the development of cultural activities.

    ✔   To show respect to all the educative authorities of the school.

    ✔   To encourage students to participate actively in the extracurricular activities.

    ✔   To be punctual and responsible in each activity organized by the school.

Methodology

This component looks for the constant and active participation to all the extra activities

such as Eucharistic celebrations, school festivities, cultural events, teachers and parents'

meetings, exams week, among others, proposed by the Seminario Menor Santo Tomas De

Aquino School.

Bearing in mind the goal of this component, it was required that the practitioner be

an organized person in terms of time management. The pre-service teacher worked on the

Following extra-curricular activities during the development of the practicum:

Figure 24. Extra – curricular activities

On Monday, September 30th, an activity was held in which various 11th grade math

projects were presented. My role was as a spectator and I took care of some elementary

students for the mobilization in each stand.

Figure 25 .Rally Matemático

On Tuesday, October 1st, a Eucharist was held, which I attended with my partner Yelitza. Then we were on an ecological walk in which I took care of some elementary students and finally a procession in honor of Saint Thomas Aquino.

Figure 26 . Ecological walk

On Wednesday, October 2nd was the dance festival in which I was a spectator and then the heart of artist Tomasino.

Figure 27. Dance festival

On Thursday, October 3, the science fair was held in which I was a spectator and in the afternoon the English Song Festival in which I was a presenter.

Figure 28 . English song festival

On Friday, October 4, the Junior Chef Olimpiadas Tomasinas, a Eucharist and a toast for the

love of the school of which I was involved, were held.

Figure 29. Junior Chef Olimpiadas

Conclusions

Being a temporary administrative member from Seminario Menor Santo Tomás de Aquino was a great experience to the pre-service teacher in terms of knowledge and adaptation, especially in the role of an integral guide in students' formation and accompaniment. It was very gratifying to see the students participate in each activity and demonstrate what it is to be a Tomasino. During all the practicum process, all the members of the school community treated the pre-service teacher as a proper teacher. Through time, the pre-service teacher learnt the way in which the school managed and organized different activities. Furthermore, it was comprehended the purpose of the activities which aims at teaching students values formation for their life. Thus, it is remarkable to say that students go to the school not just to learn academic stuff; they have a comprehension training, in order to be part successfully of a community.

The pre-service teacher was fully engaged with the activities, in order to help teachers with the development of the celebrations, giving ideas and taking part of the group of logistic.

References

Babiker, R. (2018). Improving Speaking Skills in EFL Classes through Collaborative Learning. ISSN (Print) 2313-4410, ISSN (Online) 2313-4402

Baquero, N. & Gamboa, A. (2006), The role of communicative approach in second grade students' oral performance. Unpublished manuscript, Humanities, Universidad Pedagógica Nacional, Bogota, Colombia.

Brahim, A. (2015). Enhancing Students' Speaking Skill through Cooperative Group Work Technique.

Brown, H.D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

Canale, M. and Swain, M. (1980). "Theoretical bases of communicative approaches to second language teaching and testing, *"Applied Linguistics*

Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge, 2001. Print. P.

Consejo de Europa y commission europea (2000*). methodology in language learning t-kit* Council of Europe.

Creswell, J.W. (2007). Qualitative inquiry and research design: choosing among five approaches retrived from:

http://community.csusm.edu/pluginfile.php/21115/mod_resource/content/1/Creswell_J.W._2007_._Designing_a_Qualitative_Study_Qualitative_inquiry_and_research_design-_Choosing_among_5_approaches_2nd_ed._Thousand_Oaks_CA-_SAGE.pdf

Creswell, J. W. (2012) Educational research: Planning, conducting, and evaluating quantitative and qualitative research.

Harmer, J. 2001. The *Practice of English Language Teaching*. *3rd Ed*. Essex: Pearson Education Ltd.

Hatch, J. A. (2002). Doing qualitative research in education settings. Albany: State

Improve Speaking Skills through Games in a Colombian Public School. *Profile Issues in Teachers` Professional Development*, *12*(1), 11-31. Retrieved May 03, 2019, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S165707902010000100002&lng=en &tlng=pt.

Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.). Boston: Allyn & Bacon.

Kandasamy, C. (2018). Exploring Cooperative Learning Method to Enhance Speaking Skills Among School Students. LSP International Journal, Vol. 5, Issue 2, 2018, 1–16

Light, J. (1989) Toward a definition of communicative competence for individuals using augmentative and alternative communication systems, Augmentative and Alternative Communication, 5:2, 137-144

Ministerio de Educación Nacional. (n.d). *Programa nacional de bilingüismo.* Taken from http://www.colombiaaprende.edu.co/html/productos/1685/article-158720.html Retrived from https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

Richards, J. C., & Schmidt, R. W. (2013). Longman dictionary of language teaching and > applied linguistics. Routledge

Savignon, S. J. (1983). Communicative competence: Theory and classroom practice. Reading, MA: Addison-Wesley.

Stevens, R.J. & Slavin, R.E. (1995b). The cooperative elementary school: Effect on student achievement and social relations. American Educational Research Journal, 32, 321-351.

Strickland, D., Morrow, L., & Pelovitz, T. (1991). Cooperative, collaborative learning for children and teachers. The Reading Teacher, 44, 600–602.

Torky, S. (2006). The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. Unpublished PhD. Dissertation. Women's College, Ain Shams Universtiy.

UNESCO, (1991). *Education for the twenty-first century: Asia-Pacific perspective. Bangkok*.

Urrutia Leó, William, & Vega Cely, Esperanza. (2010). Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School. *Profile Issues in Teachers` Professional Development*, *12*(1), 11-31. Retrieved May 03, 2019, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902010000100002&lng=en&tlng=pt.

Wang, W. (2017). A Project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education. [Web log post]. Retrieved from http://wenger-trayner.com/introduction-to-communities-of-practice/

Wang, W. (2017). A Project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education. [Web log post]. Retrieved from http://wenger-trayner.com/introduction-to-communities-of-practice/

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