The Implementation of Games in an EFL Classroom Using the Communicative Approach for Enhancing the Speaking Skill of 6th Grade Students at "Colegio Municipal Gremios Unidos" An Action Research

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APPROVAL NOTE

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Presentation of the proposal

This study aims to enhance the speaking skill in an EFL classroom of 6th grade students through the implementation of games using the communicative approach at "Colegio Municipal Gremios Unidos". The present study is divided into four chapters.

To begin with, the Pedagogical Component comprises the execution of a project with the purpose of improving the speaking skill in EFL students by implementing games, using the communicative approach. Furthermore, this pedagogical component looks at upgrading the speaking skill.

Then, in the Research Component, the training of the reflective spirit to raise the quality of educative processes where is carry out the pedagogical practice, is considered crucial in pre-service teachers as active agent participants of self-reflection as an innovative instrument of didactics processes in a professional space in order to contribute to the description, identification and analysis of the pedagogical practice itself.

Subsequently, the Outreach Component is centered on the awareness of the English language in primary schools with the intention of contributing to the basic education in the foreign language, for the requirements of these levels. The pre-service teacher is responsible for the attention to problems of the educational field tending to decrease the inequity of the educative system.

Finally, in the Administrative Component, the pre-service teacher is part of different extra-curricular events that take place in the school for the purpose of getting a real experience as future teacher.

Introduction

The learning of a foreign language is demanded to live in a globalized world, where English as a communication system is the most used language to interact among people from different countries. In the same way, English is a language that increases its prominence in Colombia since 1994, when the importance of learning English as a foreign language was recognized by the general law of education (Law 115 of 1994). Hence, it is indispensable for Colombian people to deal with this foreign language, for this reason the Ministry of Education formulated the national bilingualism program 2004-2019 that includes the new standards of communicative competence in English according to the common European framework of reference.

Although, the government mention the importance of learning a second language, it is evidenced the government's lack of commitment to the public education in this country. This issue comes from the scanty investment in the national educational system; even knowing the needs of the education sector, the change of mentality and methodology used by the teachers when imparting knowledge in an EFL classroom becomes relevant because, in times of globalization and constant development, everything can be updated and improved.

Whereas to acquire knowledge of a language, the learners must develop the four skills, for that, the national education ministry established a guide "Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés" in which the teachers find a fundamental orientation about the communicative competences to develop. Even though the four skills are meaningful to develop a language proficiency; there is the speaking skill that prevail in any development field due to the fact of being humans and being the speech our main means of communication.

Through several observations implemented in five different English courses of 6th grade at "Colegio Municipal Gremios Unidos" it was identified that the students can understand simple phrases or commands through listening exercises moreover, they can express their ideas using the writing skill and besides, they are able to read and comprehend short texts. Nevertheless, the learners do not feel confidence nor comfortable using English language when saying their ideas, questions, opinions or comments. The majority of them does not like to communicate in English because they feel afraid of making mistakes, they receive criticism from their own partners, they feel the social pressure to look normal or even mediocre, they say to sound ridiculous when talking in English and some of them do not want to leave the comfort zone.

Therefore, the implementation of games as a playful and fun strategy to promote the English language as a means of communication in a EFL classroom is proposed to enhance the speaking skill as well as the listening comprehension. Additionally, working with these skills bring with it many benefits such as to complement the learning of different topics in an enjoyable way, to create a pleasant environment where the students learn playing games and to change the traditional process of teaching-learning promoting a competitive and participative space. As mention Ruben (1999) "students are naturally drawn together and bond in the comfortable competitive environment of the game, it is almost impossible to sit passively and not become involved in games, particularly when they are entertaining".

Justification

The English language has turn into an international language. In today's world, this specific language is used to solve the differences and the communication needs that exist between certain nations that speak and those non-English speaking ones as well, for this reason this means of transmitting information is known as lingua franca. Therefore, in this world so connected and globalized, the English language has become indispensable for the distinct action fields such as business, medicine, industry and especially for the field of education.

Even though, learning English has been a very important factor; in Colombia, according to Mario Hurtado (project coordinator in education, 2016) “only one in ten Colombians speaks this language, due to the fact that English has been considered a differentiating element in the education of the middle and upper classes, in other words, the majority of Colombians do not have access to a bilingual education and the state's policies are very fragile to visualize a change in the next years and that is because, in this country, English is considered a cultured language and not franca ”. The importance of speaking skills hence, is enormous for the learners of any language. Without speech, a language is reduced to a mere script. In our context, in the field of education, the students have the same drawback of feeling inhibited when speaking in English because of several factors that affect the development of this skill.

Otherwise, the main population beneficiated by the implementation of this project aiming at enhancing the speaking skill are the students because, through the application of this strategy, they have a different option of learning the English language and improving their speaking skill by using games as a fun, interactive, didactics and involving way of developing this communicational competence in the classroom. In addition, the use of games allows the learners to be part in the process of acquiring knowledge while they participate in a competitive,

voluntary and free way because they see the games as a recreational space where they can find the motivation to learn unconsciously without any pressure. As Consuelo Castaño (2010) confirms in her research "Playing becomes a facilitating entity of the learning because it allows motivation through the teaching-learning process of English" (P.61)

Furthermore, On the one hand, one of the most esteemed interests in the implementation of this project and its respective strategy is to have the satisfaction that students improve their second language and above all, that they can develop little by little the ability to communicate in the classroom using short and simple sentences in English. On the other hand, it is very rewarding to be part of an innovative process in which not only exist a beneficiary population, but also others as the teacher (supervisor), the trainee teacher and the school; all of them are involved in this process in which the learning and the improvement is developed jointly.

Objectives

General objective

- To enhance the students' speaking skill through the implementation of games in an EFL classroom, suing the communicative approach.

Specific objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting the development of a critical spirit in Students-Practitioners that allows them to analyze their pedagogical work.

- To teach English to the students in primary schools in Cúcuta city.
- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Cúcuta city.
- To participate actively in all academic and administrative activities proposed by “Colegio Municipal Gremios Unidos”.

Institutional observation

With the objective to carry out the implementation of the integral practical project in the educational institution, it was of vital importance the gathering of previous data, corresponding to certain elements of the chosen place, with the aim of knowing the school and its components in detail. The aspects that were took into account for the data collection are the follow: topographical school’s location, educative authorities, fundamental aspects of the Institutional Educational Project (P.E.I), rule-book, physical facilities, institutional organization, institutional calendar, teacher timetable and the pedagogical aspects observed in the classroom.

Topographical school’s location

According to the minutes of installation of the Sociedad de Artesanos Gremios Unidos "Colegio Municipal Gremios Unidos" is an educational institution that was founded on May 11, 1912 by the following founding members: Victor M. Ontiveros, Saul Matheus Briceño, Victor Manuel Galvis, Juan Luis Vega, Ramon Pelayo, Jose Antonio Fortuna, Froilan Savila and Leandro Cuberos Niño; who met on December 29, 1909 at 8 pm, in the house of Mr. Meliton

Angulo Heredia to make the last debate on the statutes that govern the Society. This school is located in the street 6 AN #4-73 neighborhood Colpet, Norte de Santander, in the city of San José de Cúcuta.

Figure 1 Colegio Municipal Gremios Unidos

According to the philosophy of this governmental establishment the educational community is regulated by the principles of Colombian education, enshrined in the Political Constitution of 1991 and the General Law of Education (Law 115 of 1994), which indicate that "education is a process of permanent, personal, cultural and social formation that is based on an integral conception of the human person, their dignity, their rights and their duties ". And its

purpose is expressed in Article 5 of Law 115 of 1994, in accordance with Article 67 of the Political Constitution.

The educational action is aimed at making the democratic coexistence a form and an institutional lifestyle, through the development of methodological strategies and forms of agreement that promote the integral and permanent training of educational actors and the socialization of the educational community.

Institutional authorities

The structure of the institutional authorities of Colegio Municipal Gremios Unidos is composed by the principal's office, the coordination office and the secretary's offcie which is divided into the parent association, the parent council, the student council, the alumni association and the productive sector, whose names are presented in the data table below:

Table 1 *Institutional authorities*

Charge	Name
Principal	Obregon Rodriguez Jackeline
Coordinator	Pabón Garcia Nelly Maria
Coordinator	Bautista Calderón Rafael Elias
Coordinator	Gallardo Aponte Carlos Felipe
General Secretary	Acevedo Perez Alba Esther
General Secretary	Mendoza Velasquez Ledy Yohana
General Secretary	Patino Sandoval Esperanza

Fundamental aspects of the Institutional Educational Project (P.E.I)

The institutional educational project P.E.I. It is a permanent process of human and institutional development assumed as a research and collective construction of the being and the task of the educational community. The institutional educational project, P.E.I. aims to create a propitious environment for students to appropriate of meaningful learning, where they can develop skills, attitudes, feelings and knowledge, and where they can assume the values and necessary commitments to improve the quality of life, both personal and social, transforming and enriching their context.

The Institutional Educational Project is organized by four components: directive component, administrative and financial component, academic component and community component which were very important during the adjustment process of the P.E.I. This School, focused its efforts on certain approaches that guarantees the development of an inclusive, pertinent, integral and qualitative education.

Mission

The educational institution “Colegio Municipal Gremios Unidos”, has as its mission to offer an educational service aimed at the formation of humans who relate being with knowledge and know-how, thought reflective, participatory, democratic, autonomous, critical, creative, investigative, and technological thinking that allows coexistence in harmony with the community and promotes the construction of a dynamic society of changes and transformations in favor of life’s quality and a better future for all.

Vision

By the year 2026, the Educational Institution “Colegio Municipal Gremios Unidos” will promote in its students the development of critical and reflective thinking, the curiosity for research, the creativity and the appropriation of values, from their integral training, from a perspective of entrepreneurship, innovation, the promotion of science and healthy coexistence, so that they can fully participate in activities of a social, personal and productive nature, based on the generation of academic, cultural and sport spaces, demonstrating, at all times , respect for each member of the educational community, taking advantage of the current opportunities offered by new technologies in relation to teaching and learning likewise, contributing to the care and the preservation of the environment.

Symbols of the institution

Anthem of the school.

Coro:

Guardad Gremiounidense
El lema que el dolor,
Ha puesto en vuestras frentes
Virtud, trabajo y amor.

I

La patria es todo el mundo
Que libero bolívar
La humanidad es toda
La que Jesús amo.
Colombia es toda América
Atlántico y Pacifico
Son una sola lágrima
Purísima de Dios.

II

El pueblo es el gran árbol

Cuya raíz no muere,

Y en cuya altiva cumbre,

Vive la tempestad,

Da flores como Washington

Como colon da frutos

Y en su fecunda sombra

Sueña la humanidad.

III

El libro es el constante

Amigo que no engaña

El yunque es el maestro.

Del arte de vivir.

Tenemos dos escudos,

La raza y el idioma

Y un estandarte solo

Renovarse o morir.

IV

Es la enseñanza libre

Nuestra mejor bandera,

Para poder el mundo

Con ella convencer

Al par que el intelecto

Hacemos fuerte el musculo

Amamos dos apóstoles

Marino y Santander.

V

Queremos patria bella

Pero que sea muy propia

Sin que un poder extraño

Se crea su protector,

Pues los andinos montes

Tiene cautivo un cóndor

Que da su se lo pierden

Otro libertador

Lyrics: TEODORO GUTIÉRREZ CALDERÓN

Music: FAUSTO PÉREZ

School shield.

Figure 2. Shield of the institution

School flag.

Figure 3. Flag of the institution

Institutional principles

The scholar institution takes up the principles of Colombian education enshrined in the Political Constitution of 1991 to be developed in an integral manner in all its administrative, pedagogical and community processes. Those principles are:

- Principles that are related to the Political Constitution: The school community must be democratic, participatory and pluralistic; founded on respect for human dignity, on the work and solidarity of the people that integrate it and on the prevalence of the general interest.
- They are essential purposes of the educative institution, to promote the general prosperity and to ensure the effectiveness of the principles, duties and rights enshrined in the constitution; to facilitate participation of all in the decision-making that will affect in some way the life of the educational community.
- The institution recognizes, without any discrimination, the primacy of the inalienable rights of the person.
- The school community must recognize, teach and protect the ethnic and cultural diversity of the Colombian nation.
- It is the obligation of the educational community and the people who belong to it to protect the cultural and natural wealth of the nation.

Quality objectives

- To manage resources effectively, developing inter-institutional agreements that favor the possibility of continuity and the improvement of the quality of academic secondary education.
- To Increase the atmosphere of cordiality and respect in the interpersonal relationships.
- To raise the good achievement of human talent through training and continuing education processes.

- To raise the student's competence level, providing an appropriate educational service, which contributes to the integral training of our students permanently.
- To increase the settlement of parents and students.
- To increase the efficiency of the processes, carrying out processes of continuous improvement.

Rulebook

The rulebook of the Educational Institution "Colegio Municipal Gremios Unidos", has as legal foundations: The Political Constitution of Colombia, the Code of Childhood and Adolescence (Law 1098 of 2006); Law 1620 of 2013: "By which the national system of school coexistence and training is created for the exercise of human rights, sex education, prevention and mitigation of school violence", and its regulatory decree No. 1965, of September 11, 2013; Decree 1075 of May 26, 2015: "Whereby the Regulatory Decree of the Education Sector is issued" and Law 1437 of 2011: "Whereby the Code of Administrative Procedure and Administrative Litigation is issued" and the Decree 1421 of August 29, 2017: "By which is regulated, within the framework of inclusive education, the educational attention to the population with disabilities."

Additionally, this rulebook is divided into ten chapters which present a detail information of different guidelines that each one of the members conforming the educational institution must followed with the purpose of maintaining the order, some of those chapters show certain data related to the profiles of the students, teachers and parents, the democratic participation, the rights, duties and prohibitions, the scholar coexistence committee, the situations that affect the

scholar coexistence, the rating scale, stimuli and recognitions and besides about the uniform, school day and absence.

Institutional Organization

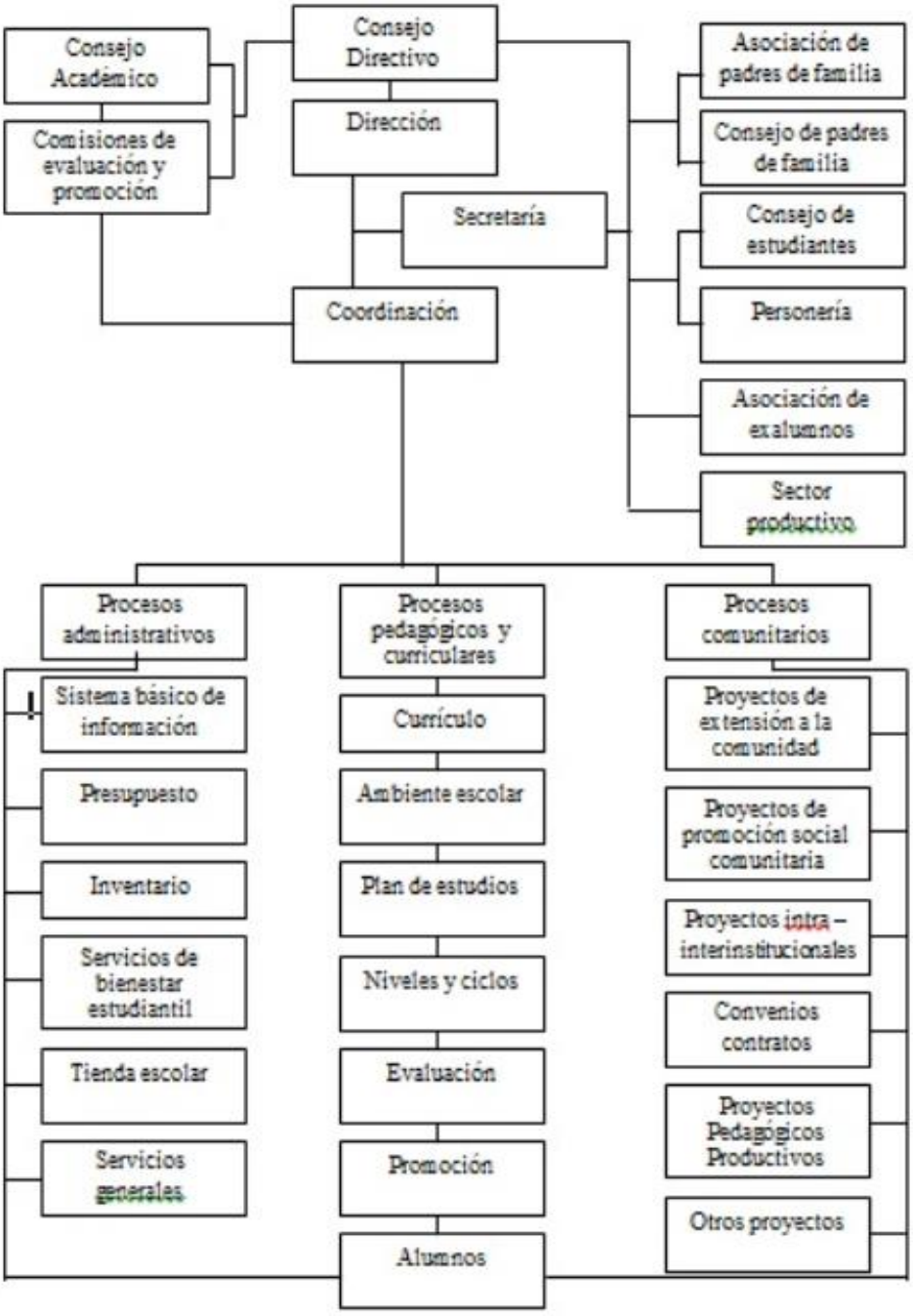


Figure 4. Institutional organization

Pre-service teacher schedule

Table 2 *Cooperating teacher schedule*

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00-6:55 am	**601**	**604**	**603**		**601**
6:55-7:50 am	**601**	**604**	**603**		
7:50-8:45 am	**603**		**605**		**602**
8:45-9:40 am					
9:40-10:10 am	**DESCANSO**				
10:10-11:05 am			**602**		**605**
11:05-12:00 pm					

Supervisor's academic schedule

Table 3 Supervisor's academic schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00-6:55 am	**601**	**604**	**603**	**1001**	**601**
6:55-7:50 am	**601**	**604**	**603**	**1001**	
7:50-8:45 am	**603**		**605**	**1002**	**602**
8:45-9:40 am				**1002**	
9:40-10:10 am	**DESCANSO**				
10:10-11:05 am			**602**		**605**
11:05-12:00 pm	**604**		**602**	**1002**	**605**

Pedagogical aspects

As mentioned above, a week of observation was carried out in the school; through this process it was possible to detect, analyze and gather a lot of valuable data for the creation and implementation of this project. Within all the information that was collected, some pedagogical aspects were evidenced through the teaching and learning process in the classroom; Some of these aspects were the following: the classroom environment, the use of the second language and the material used to teach English.

The classroom environment was very varied; the 6th grade students have a neutral degree of discipline although, it could be noticed that sometimes the teacher called the attention of students repeatedly since, these students tended to get distracted from the activities they were doing and they started doing other things like, talking with the other classmates or get up from their seats, but the students paid attention when the teacher called their attention.

On the other hand, 6th grade students worked following the orders and instructions recommended by the teacher when developing the proposed activities.

In general, the observed courses handled a low use of the second language, even in some cases they could not understand phrases or simple commands. Finally, for the realization of the classes, the teacher implemented their own material through workshops that were done inside the classroom, occasionally, the teacher tried to implement different activities to get students' attention.

Chapter I Pedagogical Component

The Implementation of Games in an EFL Classroom Using the Communicative Approach for Enhancing the Speaking Skill of 6th Grade Students at "Colegio Municipal Gremios Unidos" An Action Research

Introduction

The English language began a process of expansion some years ago due to the phenomenon of globalization, which has been eliminating boundaries of any kind between the different nations of the world. The number of people who learn this language is increasing therefore, there is an increasing need to master this communication system in the different fields of activity and production. Chango (2009) states that it can practically be said that it is the language of the world today, it is, in this era, the great international language, a lingua franca that has impacted all non-Anglo-Saxon countries, and that affects more or less directly the diverse fields and professions, their possession can no longer be treated as a luxury, but is an obvious necessity.

Thus, in our Colombian context, during the last decade, more attention has been paid to the English language and that is why entities such as the Ministry of National Education of Colombia have been in the task of creating the bilingual program, as a strategy for competitiveness 2004-2019, through which it is expected to achieve the goal that students of the institutions of basic, secondary, higher education and non-formal studies acquire skills in this language, Uribe (2012). To accomplish this objective of learning English, the students have to follow the process through the four skills (writing, reading, listening and speaking) to acquire the

respective knowledge about the language when working on in the English subject into the classroom. Nevertheless, it is important to mention that this pedagogical project in focused on the improvement of the speaking skill because it is considered to be the most difficult skill and most of the students usually obtain some difficulties and they have problems when they are interested in expressing their ideas even in a simple form of conversation.

The entire project has its principal axis in the implementation of games to enhance the speaking skill using the communicative approach, what means that the students improve their oral production through the use of communicative acts related to real context, authentic material and their sociocultural aspect. To do so, this pedagogical component is divided into different sections: The statement of the problem identifies the gap between the problem and the goal of the product, the justification describes the purpose of the project, the objectives guides the pedagogical component to the results, the theoretical framework to understand the phenomenon, the literature review and the methodology presents the model to employ to achieve the project objectives.

Statement of the problem

During the course of a week, in which an observation was carried out at "Colegio Municipal Gremios Unidos" in 6th grade; it was possible to analyze different elements that influence the teaching-learning process within the classroom. Some of these identified elements were the methodology that the teacher used to teach their students, the way in which the students acquire knowledge, the issues that students present when they learn the English language, the strengths and weaknesses that showed 6th grade students facing certain linguistic competences,

the most worked skills in the classroom and the attitude of the students regarding the English subject.

On the one hand, according to what the MEN (2016) indicates in its suggested English curriculum proposal for Colombia from 6th grade to 11th grade of the Colombia bilingual program, the students of 6th grade must have a level language of A1, and According to the Common European Framework of Reference for Languages (2001) a student with this level "Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help".

Zhang (2009) argued that "speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English". On the other hand, and taking into account these approaches, during the observation it was detected that for 6th grade students the speaking skill is the most complicated one to develop and that they also present certain difficulties that prevent them from mastering the level of language they required to this school grade. The students do not use English to communicate or express themselves in class, in the same way, they are not able to relate to their interlocutor using simple sentences or simple structure therefore, children feel unable to ask, answer or exclaim sentences in English within its academic context due to the lack of encouragement or motivation to learn the target language and as mentioned Littlewood (1984) "In second language learning as in every other of human learning, motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres" (p.53).

A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Littlewood, 1984). Seeing that the students need changes in the way they progress in their acquiring of learning; the implementation of games contributes with many advantages for learners because while they are involved in an enjoyable atmosphere, they can learn having fun without noticing that they are learning the target language. McCallum (1980) states that "games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques" (p.9).

With regard to the communicative approach; Littlewood (1981) suggest that:

> "a communicative approach opens up a wider perspective on language. In particular, it makes us consider language not only in terms of structures (grammar and vocabulary), but also in terms of the communicative function that it performs. Furthermore, In the language classroom, the language teacher must provide learners with ample opportunities to use the language themselves for communicative purposes" (p.11). Then, with the use of this approach students have the opportunity to develop worthwhile communicative exercises and besides, to get the motivation they need to learn.

In accordance with the evidenced information through the execution of the observation, it is pertinent to implement a pedagogical proposal with the purpose of improving the speaking skill through the use of games. Hence, to guide the development of this pedagogical project, the questions below were formulated:

- How does the the implementation of games enhance the speaking skill in a EFL classroom of 6th grade students?
- How can the communicative approach contribute to the improvement of the speaking skill?
- How does the use of the oral production encourage 6th grade students?
- What happens to students' oral production when they are engaged in games?

Justification

As it is stipulated in the constitution, Colombia is a multi-lingual and multi-cultural country that is interconnected with the world by the use of languages. Nowadays, it is evident that the proficiency of a single language is insufficient to live in a globalized world; for this reason, the study of English as a foreign language in Colombia has increased its importance rank; for that, the government has invested in programs that through their history have been strengthened to improve the learning of English, some of them are the National Program of Bilingualism 2006-2010, the Program for Strengthening the Development of Competencies in Foreign Languages (PFDCLE) 2010-2014 and the National English Program "Colombia, very well!" 2015-2015.

In order to have a suitable development in the acquisition of the English language, it is very essential to learn the four skills (writing, reading, listening and speaking); although, in this specific case, this study is mainly focused on the improvement of the speaking skill through the implementation of games. According to Ur (1996) “speaking is considered as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is

more important than just knowing about it because there is no point in knowing a lot about language if you can't use it". (Scrivener, 2005, p.146).

Otherwise, the implementation of games in EFL classrooms have many advantages, as states Lee (1995) in his book Language Teaching Games and Contests said that games give a chance to escape from unusual routine, but they are very important in terms of motivation and challenges. Moreover, games provide encouragement to interact and communicate successfully for learners and permanence to carry on the effort of learning and create a context to use the language meaningfully, decreases anxiety, and allow learners to study in a relaxed and enjoyable atmosphere.

However, there are other grounds to base the implementation of this pedagogical project, above all, it is really relevant to mention the problem evinced at (Colegio Municipal Gremios Unidos) in a 6^{th} grade classroom thus, with the execution of this project students will be more involved in each one of the activities that take place in the classroom moreover, the learners will feel more confident, comfortable and encouraged about speaking since they will do it while they play games in the classroom, another reason is that the students will work with a different and enjoyable methodology which will drive them to be more interested, captivated and focused on the development of the whole process of teaching and learning.

Objectives

General objective.

- To enhance the students' speaking skill through the implementation of games in an EFL classroom, using the communicative approach.

Specific objectives.

- To develop games and materials as a verbal communication strategy to encourage student's speaking skill in the classroom.
- To promote the communicative interaction among students by using games.
- To motivate students to participate actively during the development of the class.
- To analyze the improvement of the speaking skill in 6th grade students at "Colegio Municipal Gremios Unidos".

Theoretical framework

With the aim of providing a better a detailed understanding of this pedagogical project, a definition bank is presented in a hierarchical way from the general to the specific ones.

Speaking skill.

Speaking can be considered in this study as an interactive process with the purpose of allowing students to express themselves through a suitable use of the language and the communicative competence. Reviewing previous studies that attempt to provide a definition of speaking skill, it was noticed that all the languages has two types of skills, one of them correspond to the receptive skill in which we can find the listening and the reading skill, the other one is fitting in the productive skill where the writing and speaking play their role. Burns & Joyce (1997) and Luoma (2004: 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is an interactive process of getting and evaluation of information in order to produce meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney, 1998; 13).

Speaking Sub-skills.

In accordance with the article entitled Teaching Speaking Sub-skills by Ken Lackman (2010) there are certain sub-competences that need to be develop to enhance the speaking skill:

- Fluency: Students practice speaking with a logical flow without planning or rehearsing.
- Accuracy with Words & Pronunciation: Students practice using words, structures and pronunciation accurately.
- Using Functions: Students use specific phrases for purposes like giving advice, apologizing, etc.
- Appropriacy: Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.
- Turn-taking Skills: Students practice ways of interjecting, eliciting an interjection or preventing one.
- Relevant Length: Students practice speaking at a length appropriate to a situation.
- Responding and Initiating: Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.
- Repair and Repetition: Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.
- Range of Words and Grammar: Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.
- Discourse Markers: Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize).

Aspects of speaking.

Fatmawaty A. and Muh. Arief (2019) mention in their study, eight aspects of speaking skill: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension, Interactive Communication, Appropriateness and Complexity.

Pronunciation.

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. A definition taken from Oxford Dictionary states “pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect.”

Grammar.

Harmer (2001) states that “the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator” (p. 12).

Vocabulary.

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. According to Richards (2002) vocabulary is the core component of

language proficiency and provides much of the basis for how well learners speak, listen, read, and write (p. 255).

Fluency.

Fluency is defined as the ability to speak communicatively, fluently and accurately. Richards (1992) defines fluency as "the features which gives speech the qualities of being natural and normal. (p. 141)"

Comprehension.

The comprehension of a specific language is the ability to perceive and process stretches of discourse, to formulate representations of the sentences' meaning. According to Howatt and Dakin (1994) "listening is the ability to identify and understand what others are saying. This process involves understanding a speakers' accent or pronunciation, the speakers' grammar and vocabulary, and comprehension of meaning".

Interactive Communication.

Thornbury (2005) "Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements" (p. 129).

Appropriateness.

Richard Nordquist (2017) in linguistics and communication studies, appropriateness is the extent to which an utterance is perceived as suitable for a particular purpose and a particular audience in a particular social context. The opposite of appropriateness is (not surprisingly) inappropriateness. As noted by Elaine R. Silliman et al (2002) "All speakers, regardless of the

dialect they speak, tailor their discourse and linguistic choices to meet social conventions for interactional and linguistic appropriateness”

Complexity.

The term complexity in linguistics has been used to refer to aspects of a language that make communication easier or simpler when speaking or to describe features of linguistic production (Palloti, 2014).

Speaking genres.

According to the web page Using English for Academic Purposes (UEFAP, 2019) Students are asked to produce many different kinds of texts when speaking. Depending on your subject, these could be formal presentations, seminar discussions, questions in a lecture, interviews, discussing methods in a practical essay, justifying your research proposal, and so on and are normally referred to as genres. Genres are defined by their purpose, their audience and their structure. Looking at typical structures can help you with your organization. These different genres can be constructed from a small range of different text types.

Fortanet (2005, p. 32) distinguishes the following academic spoken genres:

1. classroom genres
2. institutional genres
3. research genres:

3.1 conference genres

3.2 other research genres

Figure 5. Classification of academic genres according to their purpose

Rhetorical functions in academic speaking.

Leech & Svartvik (1975). propose a list of typical rhetorical functions used in academic speaking:

1. Describing objects, location, structure and direction
2. Reporting and narrating
3. Defining
4. Giving instructions
5. Describing processes, developments and operations
6. Classifying / categorizing
7. Giving examples
8. Including tables and charts

9. Comparing and contrasting: similarities and differences

10. Generalizing

11. Expressing degrees of certainty

12. Expressing reasons and explanations / cause and effect

13. Arguing and discussing

14. Giving introductions

15. Drawing conclusions

Games.

Games play an important role in the language learning classrooms despite the fact that most of the teachers are not aware of it as a learning strategy. However; it has lots of benefits to the learning process of the learners. Firstly; games prevent the lesson to be ordinary and boring. Conversely, they create a successful and positive classroom environment where students and their learning are central. Games are always fun for the learners so they attract their interest unlike the ordinary lessons. The learners both learn the language and have fun in the classroom with the help of the games. Even shy and reluctant children react positively to them (Mei & Yu-Jing, 2000). A formal Definition of Game is given by Salen & Zimmerman (2003) "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome."

Classification of games.

Wright, Betteridge & Buckby (1984) provided the following classification of games:

- Picture Games: Most of these games involve the learners in the relative free use of all language at their command. They involve comparing and contrasting pictures, considering differences or similarities and possible relations between pictures.

- Psychology Games: These games let us work with the human mind and sense. They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.

- Magic Tricks: Language can sometimes be exemplified in a concise and memorable way through a magic trick. These tricks always attract attention and invite comments.

- Sound Games: Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.

- Card and Board Games: These games can be adaptations of several well-known card games and board games like snakes and ladders.

- Word Games: These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use. Students, in many cases, have to communicate in full sentences, give new ideas and argue at the same length.

- True-false Games: In these games someone makes a statement which is either true or false. The game is to decide which it is.
- Memory Games: These games measure the players' ability to remember different events which, in turn, leads to discussion, in which opinions and information are exchanged.
- Caring and Sharing Games: These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class member.
- Guessing and Speculating Games: In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.

Communicative approach.

The communicative approach or communicative learning teaching is defined by Lightbown and Spada (1999) in the following terms: "CLT is based on the premise that successful languages learning involves not only a knowledge of structure and forms of the languages, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms" (p172).

The four components of communicative competence identified by Canale and Swain (1980), grammatical, discourse, sociocultural and strategic are very used in communicative contexts. Cuq (2005, p.265) provides a definition this components:

- Linguistic component: knowledge of rules and grammatical structures, phonological, vocabulary.

- Sociolinguistic component: it refers to knowledge of the socio-cultural rules of language use and imposes the ability to use the appropriate linguistic forms according to the situation and the intention of communication.

- Discourse component: it ensures the cohesion and the coherence of the different types of speech according to the parameters of the communication situation.

- Strategic competence: it consists of the ability to use verbal and nonverbal strategies to compensate for failures or "failures" in communication.

This CTL is more of an approach or philosophy than a highly structured methodology. David Nunan (1991) famously listed five key elements to the communicative approach:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.

Literature review

The literary review takes on a revision of previous studies related to the topic, in order to give guidance during the study. For this work, several authors have identified the effects of using games to teach EFL classrooms. There are many factors that influence teaching English in a classroom within it is found games as subject that is highlighted in several research articles by some authors such as Gozcu & Caganaga (2016); Amrullah (2015); Dewi, Kultsum & Armadi (2016); Rabbani, Vianty, & Zuraida (2016) and Alfi (2015).

Gozcu & Caganaga (2016) affirm that "Games are important for teaching English because they are a way to provide for learner not only having fun and amusement with the target language but also practice incidentally". In this regard the article entitled "using communicative games in improving students' speaking skills" in Indonesia, demonstrates a determined conclusion gave by the authors.

The study revealed that using communicative game as means of instruction improved the students' achievement and results of speaking skill. Students enjoyed their lesson and got more motivation, interest and confidence through their learning. Therefore, communicative game should be applied as designed activities in teaching speaking skills. It is recommended that the study should be preserved and extended to other language skills (Dewi, Kultsum & Armadi ,2016, p.69).

Furthermore, Rabbani, Vianty, & Zuraida (2016) "games can be applied by teacher of English as one of the techniques in teaching speaking. It can enhance students' speaking performance" (p.819) In this study entitled "using games to enhance speaking performance of the

seventh grade students of smp negeri 43 palembang" the researchers found the positive effect of using games to teach English to students.

> "First, there was a significant increase in speaking performance between the seventh graders of SMP Negeri 43 Palembang before and after taught through by using games. Second, the students who were taught using Games got higher score in post-test. It shows that the use of Games can serve as an alternative technique in teaching speaking". (Rabbani, Vianty, & Zuraida , 2016, p.819)

Based on the results of the named research "improving the students' speaking skills through communicative games for the grade viii students of mts n ngemplak", Alfi (2015) states that "the implementation of communicative games proved to be effective to increase the students' speaking skills. It also made the English teaching and learning processes run better".

Communicative games were fun and challenging. Everybody was actively involved in the activities. By playing communicative games, students spoke English in more relaxing and secure atmosphere as they played games in small groups or in pairs. As the result, their English production was improved also, pronunciation drills done regularly every meeting successfully improved students' pronunciation skills and Vocabulary practices helped students improve their vocabulary mastery finally, Classroom English used in carrying out the English teaching and learning processes gave students chances to hear and use English. They were familiar with expressions used by the researcher. Further, they could respond using English as well (Alfi, 2015, p.124-125).

In addition, Amrullah (2015) through his research aiming at developing language games to teach speaking for the students joining English Study club and trying to develop the suitable speaking games and to investigate the students ‘responses toward the developed games.

> Second, the handbook entitled ―A Library of Games, gained various positive responses from the students. However, the most responses which were seen in the questionnaire result of development testing showed that most of the students were interested in playing the games, enjoyed the whole activities, learnt from each other, and expected to play the games again. It indicated that most of the students expressed their good responses towards the English instructional games to teach speaking that the researcher was developing (Amrullah , 2015, p.32).

Research methodology

Type of research.

This action research belongs to qualitative research approach. According to McTaggart (1991) “by conducting action research, researchers are able to make changes in order to improve the settings in which they conducted research, rather than just gathering data and formulating theories, as in traditional research paradigms”. Stringer (2013) “the researcher first looks at the situation by defining the problem and gathering data. Then, the researcher thinks about the data, reflecting on possible causes of the outcomes”. This method fits to be used in this study because, through it, the researcher can identify needs of the students and that’s when teachers become committed to change that problem by implementing a brand new strategy. Additionally, actions research promotes processional growth and improve practice to improve students’ learning.

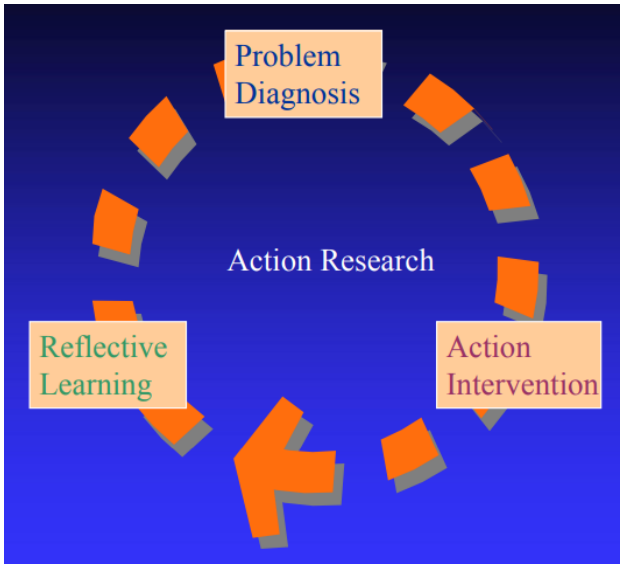


Figure 6. Action Research

Population.

The population of this study are students from 6th grade of "Colegio Municipal Gremios Unidos". the 6th is composed by 5 different classrooms but for carry out this study, the 6th-01 was chosen; in this classroom there are 43 students aged between 11 to 12 years old. However, six students were selected to participate voluntarily in this project. In addition, the involved participants received a pseudonym and a permission letter signed by their parents in order to be recorded by video.

Instruments and techniques to collect data

The purpose of this action research is to enhance 6th graders speaking skill through the implementation of games; then, to accomplish this purpose the researcher has to collect the pertinent data in order to give final results for this study. Therefore, the researcher implemented

four data collection techniques: non-participant observation, participant observation, journals and interviews.

Participant observation.

DeWALT & DeWALT (2002) "Participant observation is the process enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides".

Non-participant observation.

Williams (2008) defined "non-participant observation is a relatively unobtrusive qualitative research strategy for participants. Non-participant observers sometimes are physically co-present with research participants in a naturalistic setting, but other times may not be present in the setting".

> Researchers may engage in non-participant observation for a number of reasons. First, the researcher may have limited or no access to a particular group and therefore may not have the opportunity to engage in participant observation. Second, the research setting might be one in which participant observation would be dangerous or difficult. third, the researcher may be interested less in the subjectivity experienced dimensions of social action and more in reified patterns that emerge from such an action. (Williams, 2008, p.561).

Journal.

According with 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). Journals are used with three purposes:

- In the first phase the teachers recorded freely their feelings from school and teacher work.
- In the second phase, after initial analysis of teacher statements, categories were extracted, which were the subject of further writing of teachers, this time in a clear and closed structure.
- The third phase of the phase is still open. It should be focused on summary reflection of each teacher (Wiegerová, 2013, p. 243).

Data analysis

In order to analyzed the gathered data, the researcher used the triangulation technique because it facilitates validation of data through cross verification from more than two sources. Cohen and Manion (1986) define triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint” (p.254). In order to facilitate the analysis of data and organization about the implementation of this proposal the pre-service teacher planned a schedule to carry put the whole process.

Schedule of instruments implementation.

Table 4 *Instruments implementation schedule*

WEEK	Institutional observation		1	2	3	4	5	6	7	8
INSTRUMENTS										
non-participant observation	x									
participant observation			x	x	x	x	x	x	x	x
journals			x	x	x	x	x	x	x	x

Methodology of the implementation of the pedagogical proposal

The pedagogical methodology used to implement this study was based on the procedure offer by the CTL (Communicative Language Teaching) or Communicative approach when creating lesson plans. In this approach, students are given tasks to accomplish using language instead of studying the language. According to Richards (2006) The syllabus is based primarily on:

- Functional development.
- Not structural development.
- In essence, a functional syllabus replaces a structural syllabus.
- There is also less emphasis on error correction as fluency and communication become more important than accuracy.
- Authentic and meaningful language input becomes more important as well.
- The class becomes more student-centered as students accomplish their tasks with other students, while the teacher plays more of an observer role. (p. 2).

Table 5 *Pedagogical planning model*

GROUP	LEVEL	DATE
LINGUISTIC OBJECTIVE	PRAGMATIC OBJECTIVE	SOCIO-CULTURAL OBJECTIVE
TASK	MATERIALS	TOPIC
STAGES / DESCRIPTION OF THE ACTIVITY	PEDAGOGICAL OBJECTIVE OF THE RESEARCH	TIME
A) Pre-speaking stage Step 1:		

Step 2: Step 3: Step 4:		
B) While-speaking stage Step 5: Step 6:		
C) Post-speaking stage Step 7: Step 8: Step 9: Step 10:		

Chronogram of activities

In order to satisfactorily fulfill the proposed objectives, a chronogram was established with all the dates and activities to be developed. In this chronogram it is possible to perceive the dates of the creation, execution and evaluation of each workshop.

Tabla 6 *Timetable of pedagogical component*

1rst week	2nd week	3th week	4th week	5th week	6th week	7th week	8th week
Planning the first workshop.	**Introduction of the project.** **Implementation of the first workshop.**	**Implementation of the 1st workshop.**	**Planning the 2 nd workshop.**	**Evaluation and feedback** **implementation of the 2nd workshop.**	**Evaluation and feedback** **Planning the 3 rd workshop.**	**Implementation of the 3rd workshop.** **Evaluation and feedback.** **Preparing the final product.**	**Final product** **Evaluation and feedback.**

Implementation of the proposal

Before carrying out the three workshops, it was necessary to talk with the students of the project so that they knew it better. For this reason, the first week of practice, the preservice teacher decided to take a few minutes to make them known in general terms the objectives of This project, also the pre-serviced teacher asked who wanted to participated voluntarily in this pedagogical project and finally the teacher explained some concepts and solved different doubts of the students.

It is important to highlight that each planning contains each one of the activities that they carried out during the workshop; they also contain different annexes and evidences that prove their execution. On the other hand, each glider contains the researcher's reflection

First workshop: "what I want to be".

This first workshop was carried out in the second and third week, from May 20 until May 31st. The students in this workshop should use different professions in present tense to talk about the job they will want to develop and to know the most recurrent professions in our country.

Tabla 7 First workshop planning

GROUP: 6-02	LEVEL: A1	DATE: 13 – 31 May
LINGUISTIC OBJECTIVE: To recognize the vocabulary related to professions while using the verb to be.	PRAGMATIC OBJECTIVE To use the different professions in present tense to talk about the job students want to develop.	SOCIO-CULTURAL OBJECTIVE To know the most recurrent professions in our country.
WEEKS: 3	MATERIALS: Flash cards, texts, worksheets and board.	TOPIC Professions / verb to be / personal pronouns.
STAGES / DESCRIPTION OF THE ACTIVITY	PEDAGOGICAL OBJECTIVE OF THE RESEARCH	TIME
D) Pre-speaking stage Step 1: welcome! Step 2: Warm up activity (hot potato). It begins with a warm-up activity in which students brainstorm with the help of the teacher, through the activity called "hot potate" which involves passing a ball from one student to the other while the leader of the activity repeats "hot	Introducing to students the use of Games in an EFL classroom to improve their speaking skill and listening comprehension in	Total 6 hours

potate" once finished repeating, the student who stays with the ball must answer a question about the topics already seen. Step 3: Brainstorming (what do you want to be). A new vocabulary is introduced through questioning the students about the different professions they know; through the question (¿what do you want to be?) By brainstorming together. The students are then, asked for information on the personal pronouns and the conjugation of the verb to be for each of the pronouns.	English and starting to work on the first game in order to encourage students.	
E) While-speaking stage Step 5: Once the activity has been completed, a new vocabulary is learned through the use of memo cards (Annex 3). Students are shown some of the different professions in their respective English names, such as: policeman, nurse, doctor, taxi driver, mechanic, cook, fireman, dentist, farmer and dancer. Once the flash cards are shown, the respective pronunciation of each of the professions is done,	Creating awareness of the most presented professions in our country by using some of ten in the proposed exercises.	

after this, the students must repeat what the teacher says. To mechanize the pronunciation of the exposed vocabulary, a memorization activity is proposed, this activity consists in 1. The ten flash cards of the professions are pasted on the board and the teacher repeats the pronunciation of each one of them in the illustrated order. 2. All students must say the pronunciation of each one the professions in the same order. 3. Next, the first memo card is removed, leaving only nine memo cards on the board, but students have to name the same ten professions in the same order. 4. The second memo card is removed from the board, then the students will repeat the same ten professions and so on with the rest of the flash cards. Step 6: Next, the personal pronouns are illustrated and an explanation is done about their respective use, in the same way, some examples	Fostering students speaking production by using likable games in which all of them can participate in the process.	

are created for a better understanding, then an explanation of the verb "To be" is done about, when it is used, how to use it and its respective conjugation for each of the personal pronouns. Step 7: As a way of verifying the understanding, an activity is proposed in which the students must put the personal pronoun with its respective conjugation as it is appropriated (appendix 2). Step 8: Next, a workshop is implemented (Annex 4) which is divided into three points: the first point consists of the completion of a crossword, in the second point an activity is presented in which the students must order some sentences as appropriate and the third is a listening exercise in which students must mark what they understand (the audio is played three times). Step 9: In order to establish clarity of the vocabulary learned, an activity is done in which the students must organize some papers (Annex 5) in which the professions and definitions are	Encouraging students to speak in the classroom by using other	

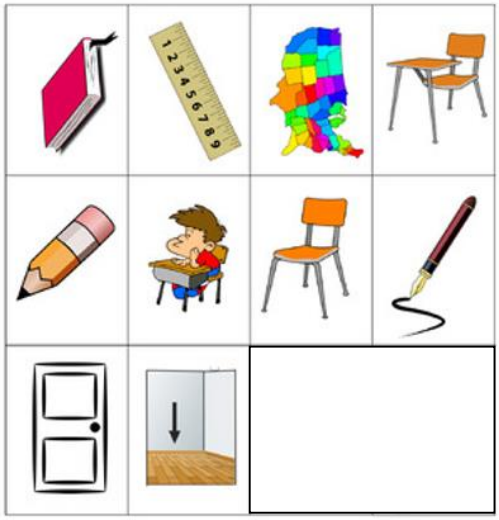
found, then they must match these two; once they finish matching, each group shares the result they obtained, then it is corrected if necessary and at the end of this activity the students must copy in their notebook each of the professions with their respective definition. Step 10: Next, a riddle game called "Charades" is presented; the game consists of dividing the room into five teams, each one of them sends a leader of their group for each turn, this leader must remain on his back facing the board and looking towards his teammates, who refers to the profession that corresponds to him, a Once the mimicry is done, this leader must answer which profession is represented and mention it with the following sentence, example (He is a taxi driver, She is a dancer, etc). The team with the most correct answers will be the winner. Step 11: To deepen the learning of the subject, two exercises are proposed, the first is to rewrite the sentences but in the correct way, correcting the grammatical errors presented and the second	game in which the only way to participate and win was by saying the sentences.	

is to match the professions with each one of their definitions.		
F) Post-speaking stage Step 12: A quiz is done (Annex 6) in which the acquisition of knowledge is verified, this quiz consists of the following points: in the first point students must write sentences using the personal pronoun plus the verb to be conjugated and the profession, all depending on the image that appears; The second point is about listening to an audio and marking the correct answer.	. Assessing students' knowledge about last grammar topic worked on class.	

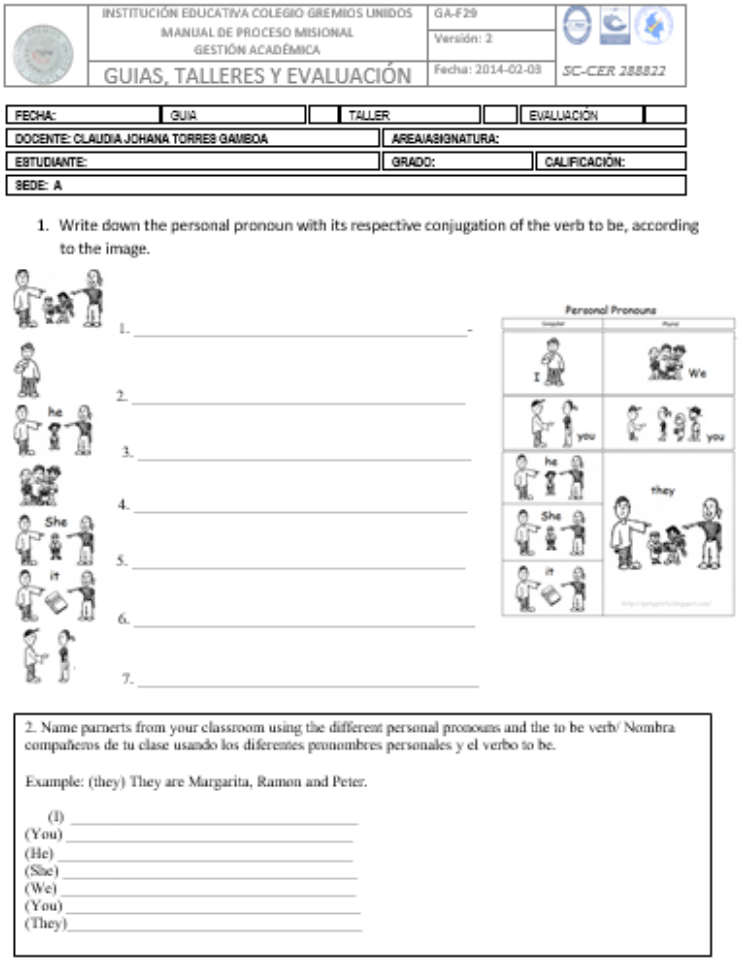
Appendix

Appendix 1.

- what is this object of the classroom? (¿Cuál es este objeto del salón?)
- What is the translation of this greeting? (¿Cuál es la traducción de este saludo?): How are you? / welcome, good morning / goodbye / excuse me / good evening.



Appendix 2.



	INSTITUCIÓN EDUCATIVA COLEGIO GREMIOS UNIDOS MANUAL DE PROCESO MISIONAL GESTIÓN ACADÉMICA	GA-F29 Versión: 2	
	GUIAS, TALLERES Y EVALUACIÓN	Fecha: 2014-02-03	SC-CER 288822

FECHA:		GUIA		TALLER		EVALUACIÓN	
DOCENTE: CLAUDIA JOHANA TORRES GAMBOA			AREA/ASIGNATURA:				
ESTUDIANTE:			GRADO:		CALIFICACIÓN:		
SEDE: A							

1. Write down the personal pronoun with its respective conjugation of the verb to be, according to the image.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

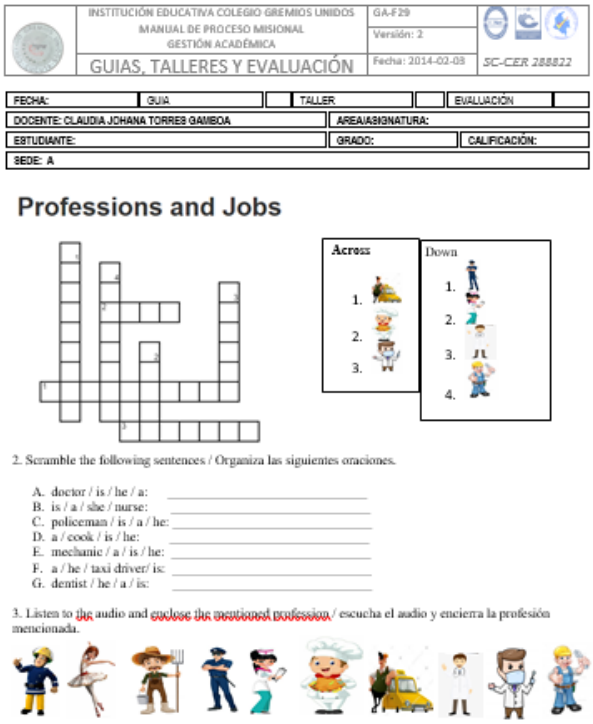
2. Name parnerts from your classroom using the different personal pronouns and the to be verb/ Nombra compañeros de tu clase usando los diferentes pronombres personales y el verbo to be.

Example: (they) They are Margarita, Ramon and Peter.

(I) _____
(You) _____
(He) _____
(She) _____
(We) _____
(You) _____
(They) _____

Appendix 3.

Appendix 4.



INSTITUCIÓN EDUCATIVA COLEGIO GREMIOS UNIDOS | GA-F29 | Versión: 2 | Fecha: 2014-02-08 | SC-CER 288822
MANUAL DE PROCESO MISIONAL
GESTIÓN ACADÉMICA
GUIAS, TALLERES Y EVALUACIÓN

FECHA:	GUIA	TALLER	EVALUACIÓN
DOCENTE: CLAUDIA JOHANA TORRES GAMBOA		AREA/ASIGNATURA:	
ESTUDIANTE:		GRADO:	CALIFICACIÓN:
SEDE: A			

Professions and Jobs

Across
1.
2.
3.

Down
1.
2.
3.
4.

2. Scramble the following sentences / Organiza las siguientes oraciones.

A. doctor / is / he / a: _____
B. is / a / she / nurse: _____
C. policeman / is / a / he: _____
D. a / cook / is / he: _____
E. mechanic / a / is / he: _____
F. a / he / taxi driver/ is: _____
G. dentist / he / a / is: _____

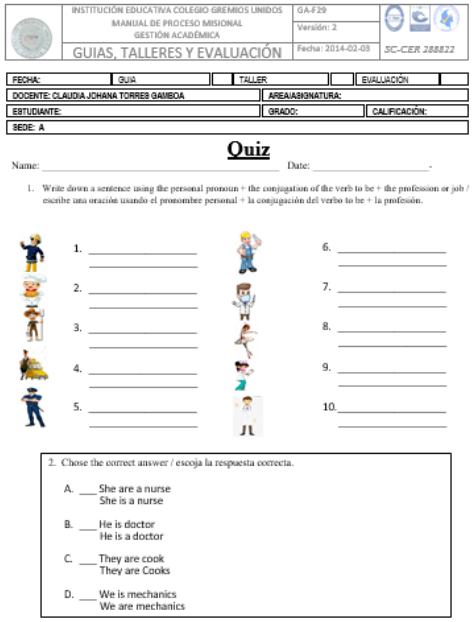
3. Listen to the audio and enclose the mentioned profession / escucha el audio y encierra la profesión mencionada.

Anexo 5.

Fireman	a man whose job is to stop unwanted fires from burning.
Dentist	a person whose job is treating people's teeth.
Mechanic	someone whose job is repairing the engines of vehicles and other machines.
Dancer	someone who dances either as a job or for pleasure.
Farmer	someone who owns or takes care of a farm.
Policeman	a male member of a police force.
Nurse	a person whose job is to care for people who are ill or injured, especially in a hospital.
Cook	When you cook food, you prepare it to be eaten by heating it in a particular way, such as baking or boiling, and when food cooks, it is heated until it is ready to eat.

Taxi driver	someone who drives a vehicle.
Doctor	a person with a medical degree whose job is to treat people who are ill or hurt.

Appendix 6.



INSTITUCIÓN EDUCATIVA COLEGIO GREMIOS UNIDOS
MANUAL DE PROCESO MISIONAL
GESTIÓN ACADÉMICA
GUIAS, TALLERES Y EVALUACIÓN
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FECHA: | GUIA | TALLER | EVALUACIÓN
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ESTUDIANTE: | GRADO: | CALIFICACIÓN:
SEDE: A

Quiz

Name: _____ Date: _____.

1. Write down a sentence using the personal pronoun + the conjugation of the verb to be + the profession or job / escribe una oración usando el pronombre personal + la conjugación del verbo to be + la profesión.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2. Chose the correct answer / escoja la respuesta correcta.

A. ___ She are a nurse
She is a nurse

B. ___ He is doctor
He is a doctor

C. ___ They are cook
They are Cooks

D. ___ We is mechanics
We are mechanics

Second Workshop: ¡Home sweet home!

The second workshop was carried out the fifth and sixth week, precisely from June 10th until July 12. With this workshop, the students were able to describe their houses orally. The students express themselves in order to show their own houses, they exposed the different parts of their houses using a suitable grammatical structure and the suitable vocabulary by using a poster. This presentation allowed students to show their improvement in their speaking skill in terms of pronunciation, fluency and intonation.

Tabla 8 *Second workshop planning*

GROUP: 6-02	LEVEL: A1	DATE: 03 – 14 June
LINGUISTIC OBJECTIVE:	PRAGMATIC OBJECTIVE	SOCIO-CULTURAL

To learn the lexicon about the parts of the house and some of the most common furniture in the house.	To use the grammatical structure there is and there are to express the parts of their houses.	OBJECTIVE To know the structure of an North American house.
WEEKS: 2	MATERIALS: Poster, images, worksheets and board.	TOPIC Parts of the house / there is and there are.

STAGES / DESCRIPTION OF THE ACTIVITY	PEDAGOGICAL OBJECTIVE OF THE RESEARCH	TIME
G) Pre-speaking stage Step 1: welcome! Step 2: The class begins with a warm-up dynamic, which has the purpose of capturing the attention of the students; the start activity is called "Clap Clap" is a concentration activity that allows the whole group to participate. Step 3: The theme of the class is questioned in order to analyze and determine the prior knowledge about the vocabulary that will be	Introducing to students the use of Games in an EFL classroom to improve their speaking skill and listening comprehension in English and starting to work on the first game in order to encourage students.	Total 5 hours

handled in the course; To do this, each student is given a piece of paper with an image and he has the task of mentioning it in English if he remembers it.		
H) While-speaking stage Step 5: The vocabulary about the parts of the house is introduced; the students are illustrated by means of a poster (annex 1) all the lexicon to work and the appropriate way to write and pronounce it. Step 6: Once this process is finished, we proceed to explain the grammatical structure "there is / there are" in its positive, negative and interrogative form. It shows some examples that allow students to see the use of this structure in a context. Step 7: Next, a work guide is explained and then	Creating awareness of the most presented professions in our country by using some of ten in the proposed exercises. Fostering students speaking production by using likable games in which all of them can participate in the process.	

implemented (annex 2), which consists of developing different points taking into account the topics explained; The guide is intended to verify and reinforce previous knowledge acquired.	Encouraging students to speak in the classroom by using other game in which the only way to participate and win was by saying the sentences.	
I) Post-speaking stage Step 12: An oral presentation activity is developed, in which the students must make a small poster (drawing) on the parts of their houses and through an exhibition describe their houses using the respective vocabulary learned in class and the grammar seen.	Assessing students' knowledge about last grammar topic worked on class.	

CUADRO
DE HONOR

My House

Parts of the house & Furniture

Identify the parts of the house. Use the words below.

kitchen attic roof
hall living room door
chimney bedroom bathroom

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....

In the picture we can see some objects.
bath – sofa – toilet – chairs – lamp – pictures – bed – washbasin – fridge – table – mirror – cupboard – cooker – stairs
Put them in the correct places.

kitchen: .....
hall: .....
living room: .....
bedroom: .....
bathroom: .....

What's in the rooms? Use the structure there is / there are.

Is there a bath in this room?
.....
Is there a washbasin in this room?
.....

Is there a bed in this room?
.....
Are there pictures in this room?
.....

Is there a lamp in this room?
.....
Is there a sofa in this room?
.....

Is there a table in this room?
.....
Are there two fridges in this room?
.....

Are there any stairs in this room?
.....
Is there a door in this room?
.....

Answer about yourself.

1. Is there a sofa in your living room?
.....
2. Are there two fridges in your kitchen?
.....
3. Is there a lamp in your bedroom?
4. Are there any pictures in your house?
.....
5. Is there a table in your house?
.....
6. Are there mirrors in your house?
.....

Third workshop: ¡let's act!

This last workshop was carried out in the seventh and eighth week, from July 15th until July 26th. In this workshop students were able to demonstrate what they do in an ordinary day using the present continuous, and also they were able to transmit information through different activities that encouraged them to speak and to work in team. Through the use of some videos the students could evidence the use of the present continuous in a specific context.

Tabla 9 *Third workshop planning*

GROUP: 6-02	LEVEL: A1	DATE: 03 – 14 June
LINGUISTIC OBJECTIVE: To learn different action verbs.	PRAGMATIC OBJECTIVE To use the grammatical structure of present continuous	SOCIO-CULTURAL OBJECTIVE To know a basically routine of

	for describing actions that are happening in the moment.	an American person.
WEEKS: 2	MATERIALS: Videos, worksheets, flashcards.	TOPIC Action verbs and present continuous tense.

STAGES / DESCRIPTION OF THE ACTIVITY	PEDAGOGICAL OBJECTIVE OF THE RESEARCH	TIME
J) Pre-speaking stage Step 1: welcome! Step 2: The class begins with a dynamic "ice breaker" called (the broken telephone) for this activity, an English phrase is given to each row of students and they have to pass the information to the last person in the row, at the end we listen The result of the sentence that remains. Step 3: Next, a video is presented in which the students must identify what the people in the video are doing and the phrases they use to say	Introducing to students the use of Games in an EFL classroom to improve their speaking skill and listening comprehension in English and starting to work on the first game in order to encourage students.	Total 6 hours

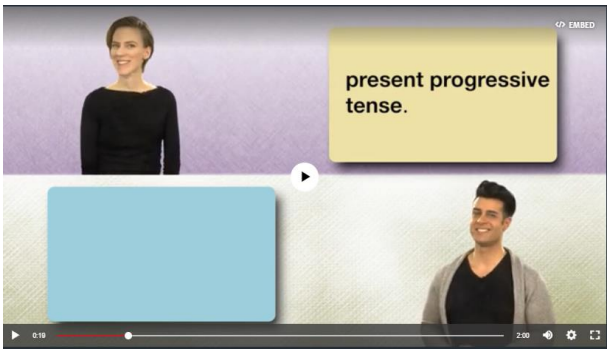
what they are doing at the moment (Annex 1). Step 4: Next, students are presented with an explanatory video where they can associate the previous sentences with a grammatical time, in this case the present progressive (annex2). Once the exercise of the video has been developed, a work guide is carried out taking into account what has been seen (Annex 3).		
K) While-speaking stage Step 5: With the purpose of introducing the theme and vocabulary of the class, the teacher illustrates some commands using simple cards (annex 4), which students must pronounce and develop as the teacher mentions them. Vocabulary about action verbs is introduced; Students are illustrated by means of flashcards (annex 4) all the lexicon to work and the appropriate way to write and pronounce it. Step 6: Once this process is finished, the grammatical structure of the present continuous	Creating awareness of the most presented professions in our country by using some of ten in the proposed exercises. Fostering students speaking production by using likable games in which all of them can participate in the process.	

is explained in its affirmative, negative and interrogative forms; Several examples are presented and students are given open participation to participate with their examples. Afterwards it is explained and then implemented a work guide (annex5) which consists in developing different points taking into account the topics explained; The guide is intended to verify and reinforce previous knowledge acquired. A second workshop (annex 6) is implemented with the objective of practicing all the vocabulary and grammar seen in class.	Encouraging students to speak in the classroom by using other game in which the only way to participate and win was by saying the sentences.	
L) Post-speaking stage Step 12: A dictation is implemented where students must write what they are told.	Assessing students' knowledge about last grammar topic worked on class.	

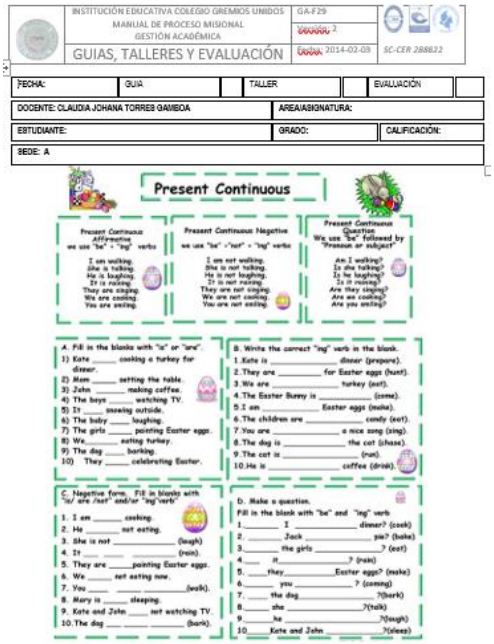
Appendix.

Appendix 1

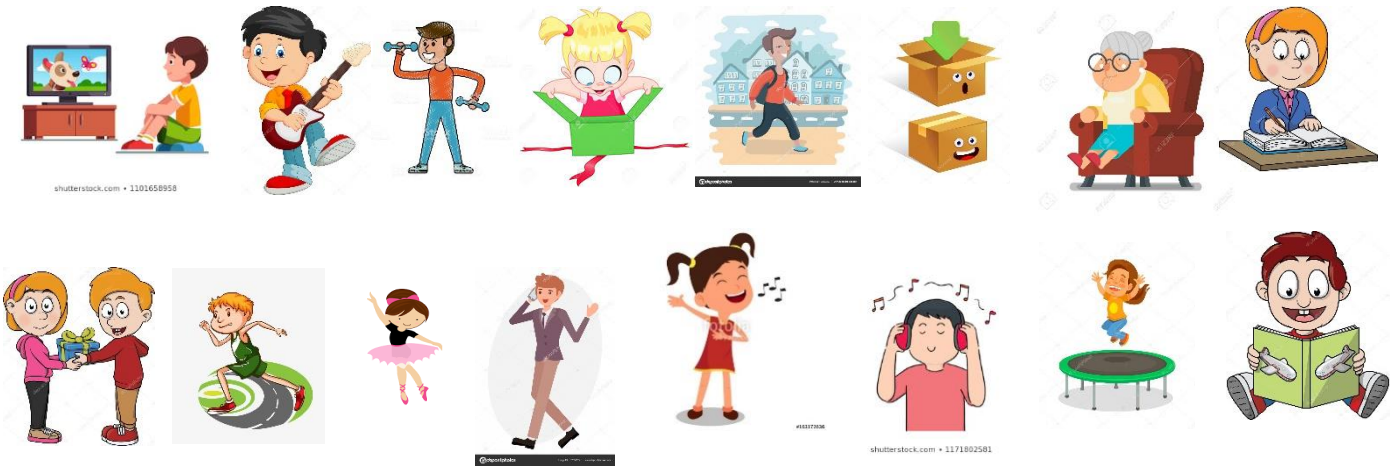
Appendix 2



Appendix 3



Appendix 4



Final product

As a final product, the students created a video in which they had to present their school, and the things they like the most in it. In this presentation the students had to use their speaking skill and the different themes worked in the workshops and in the classes.

Figure 7 Final product video

Findings

Three categories emerged from the data collection process: a) Students' oral production improvement., b) Fostering students' motivation, c) Students' awareness about Anglophone culture. These three categories present some subcategories that are supported by the information taken from the journals, oral productions and participant observations.

This section describes the findings that came up from the pedagogical implementation that aimed to enhance speaking skills through the use of games in 6th-grade students at "Colegio Gremios Unidos"

Students' oral production improvement.

Burkart (1998), says that speaking is an activity which involves the areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation (P.11). This category is the central point of this project aiming at enhancing this useful skill since the students had to improve this means of communication in order to assess their knowledge through a different and integral way in which they had to use one skill that involved others; In their oral production they had to show what they knew or learned about the English language, for that reason, it was necessary to established six sub categories for analyzing their improvement: Pronunciation, vocabulary, fluency, accuracy clarity of message and interaction.

Pronunciation.

Thanks to the implementation of games, the oral production advanced in an unconscious way because, students were playing and having fun almost all the time and when they had to speak or pronounce some sentences or words in English, so the participated without realizing they were learning at the same time they were playing. Pronunciation was defined as the way for students to produce clearer language when they are speaking even though they have limited vocabulary and grammar. Moreover, pronunciation includes articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. This sub category is evinced when the students were speaking in the different activities proposed in the workshops, for example: in the first production P1 committed some mistakes (7 words) in pronunciation: "poli**ce**man /pəˈliːs.mən/" "**fire**man /ˈfaɪr.mən/" "me**ch**anic /məˈkæn.ɪk/" "nu**rse** /nɝːs/"; These results were different to the ones of the following intervention, in which the P1 mispronounced (4 words): "Fl**oo**rs /flɔːr/, Ta**ble** ˈteɪ.bᵊl**,** Gara**ge** /gəˈrɑːʒ/**",** just Some syllables were

mispronounced. Taking into account, that the topic and the studied vocabulary was different to the other workshop, the student had an excellent development when talking about pronunciation, intonation when intervening. Equally, for the first intervention of the P4, this student committed certain mistakes because he felt so shy when he was in front of the class. He mispronounced words such as “fireman /ˈfaɪr.mən/” “nurse /nɝːs/” “policeman /pəˈliːs.mən/” “mechanic /məˈkæn.ɪk/” and “dentist /ˈden.t̬ɪst/”; although in the second workshop the difference was notorious; the student is so disciplined but his nervous affect him, he mispronounced some words: “fridge /frɪdʒ/” “table /ˈteɪ.bᵊl/” “stairs /steərz/” “roof /ruːf/” but the student improved the pronunciation of the words, it was successful thanks to the games previously applied with the aim of improving pronunciation which allowed them to express themselves orally.

Vocabulary.

Acquiring lexical competence means mastering specific words (nouns, adjectives, verbs, expressions, among others), meanwhile it is not enough to know them, it is also necessary to know how to use them with their specific meanings when needed within the situational contexts that appear discursively. Then, using games when teaching new vocabulary was an excellent strategy; According to Aalen (1983) if a game is chosen wisely it can help the pupils to acquire words correctly and make them realize that some words are important and necessary in order to complete the games and reach the objectives (p.10). As it was evinced in the first workshop, the students tried to answer the question: what do you want to be? But they doubted a lot. At the end, most of the students repeat the same profession because they didn’t know more vocabulary or the forgot it but when a new game (magic eyes) was presented to the students in which they had to form groups with the objective of identifying the vocabulary previously seen; The students easily recognized all the vocabulary and they were able to use it in the game. For example: in the

second workshop, P2 The student got confused with this words, he had to say Kitchen but he said chicken the rest of it was good. The vocabulary was used in an excellent way, the students tried to use almost all the words learned in the class for competing against their partners.

Fluency.

Fillmore (1979), defined fluency is the ability to talk at length with few pauses. A speaker is able to express his or her idea in a coherent way and to deal with lexical and syntactic items at a fast speed. According to Bayetto (2013), there are three components of fluency: Accuracy, the ability to effortlessly name words or to draw on a mediated process when unfamiliar words cannot be automatically recognized; rate, speed and fluidity a speaker uses as he/she speaks; and prosody, comprised of the intonation, punctuation, phrasing and stress. The games can be a facilitator of fluency improvement due to they have to speak all the time in order to achieve the goal of the game. Throughout the use of the game the students had the opportunity to participate orally in all the process, however it was difficult because they didn't know the entire vocabulary due to it was brand new for them but the students showed an improvement when speaking because they had to make sentences using the grammar structure and the words, some of them used connectors what was really interesting. For example: in the first production P3 fluency was good and when he committed mistakes, she was able to correct himself quickly in another hand, in the second production P3 She stopped when pronouncing some words but in general it was better. The oral production of the students was improved by the use of some games then, the fluency was a bit better because they had to participate for winning points; this competence forced them to speak more.

Accuracy.

In terms of accuracy, according to the British Council (2012), Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. When starting the workshops, the students weren't accurate at moment of speaking since they didn't have a good basis in grammar neither in vocabulary then, this sub category was a bit complicated to improve but students could show a great advance in terms of accuracy, for example: as it's described in the second journal, the students showed a limited control using the grammatical structure, most of them knew how to use the explained grammar but a few were lost and in the journal seven the students committed some mistakes but the message was understood. It's important to say that some of the students achieved an appropriated accuracy when telling simple sentences.

Clarity of message.

Regarding the clarity of message, this sub category is essential when transmitting a message or an information then, when the transmitting person uses an excellent, cohesive and clear speech, the message will be understandable; for this reason, the clarity of message is so important when interacting in English since it is composed of various linguistics factors such as grammar, pronunciation, lexicon, coherence and cohesion. Thanks to the use of the games, students tried to transmit message as clear as they could with the purpose of winning the games; for example: as it was observed and described in the journal 3, even though they mispronounced some words and they didn't use all the grammar in a suitable way, they were able to give the message when playing "charades game", in the journal 5, it could be noticed that students were

getting better because now, they were able to express simple sentences using grammar structure and they had less mistakes, the messages were more comprehensible when playing "describing and drawing pictures" students were really focused on the message they had to transmit in order to be the winner group and in the journal 8, the information they transmitted was well understood; students played "the broken phone" so they had to transmit the message the listened. It was notorious the way in which students improved their speaking through the use of games.

The speaking skill was improved considering the five analyzed sub categories; thanks to the implementation of the games that was the central strategy that helped to have a great advance in this specific skill.

Games for fostering students' motivation.

Games are always fun for the learners so they attract their interest unlike the ordinary lessons. The learners both learn the language and have fun in the classroom with the help of the games. Even shy and reluctant children react positively to them (Mei & Yu-Jing, 2000). In the second language acquisition, motivation has been identified as one of the most important factors in language learning success. Student motivation has always been a reoccurring problem for teachers in education. The lack of motivation from students is one of the crucial challenges that teachers face in teaching (Edmunds & Bauserman; Gambrell, 1996). According to the Merrian-Webster dictionary, motivation is defined as factors within a human being that arouse and direct goal-oriented behavior.

For analyzing the increase of students' motivation through games in the English classroom, it was necessary to established three sub categories: Interaction, Learning interest and Language use in class.

Interaction.

During the workshops, the pre-service teacher focused his attention on the interaction students developed since interaction is an important aspect in language learning because it is what people do in their daily routines, then language learning is the result of the opportunities to interact with other people in the target language. Interaction is synonymous with the learning process itself (Allwright, 2008), interaction develops the learner's ability of a language. By interaction a language learner can get more opportunity to use language successfully. Interaction also measure the learner's progress. At the beginning when joining to the English classes, the students understood the lesson and they activities they had to develop but they avoid interacting with the teacher. They kept silent when the teacher asked them some questions to be answered orally. They never expressed their opinions or their own ideas in English. When starting the workshops many inconvenient were presented because students felt ashamed, they didn't have self-confidence and they felt afraid of making mistakes, thus it was a process in which throughout the implementation of games as an active strategy, the pre-service teacher could achieve little by little; for example: in the first workshop P1 he was really nervous but in spite this, he just did what he had to do and in the second workshop P1 The student was able to answer one of the question that a partner ask him. So, here as it could be noticed the student advanced and he had self confidence in order to answer a random question; in the case of P3 The interaction was a little complicated because she didn't have self-confidence in the first workshop

but in the second one, her interaction was well done and she answered a couple of questions, hence she improved because wasn't afraid of committing mistakes when speaking. On the other hand, as it's described in the journal and the observation, the students started with a low range of interaction due to different issues but they were enhancing their interaction every class; for example: in the journal 1, Students were really receptive but at first they were a little lost because they didn't paid attention and also they felt the impact of the English language, in the journal 3 Students work in groups, most of the time students participated in the activities and they felt shy but due to the competition they participated fluently, in the journal 6 students took part of the games, oral presentations and activities that allowed them to compete against their peers in order to demonstrate their abilities in terms of English language acquisition, grammatical, lexical, phonetic and language skills, in this class they participated confidently and in the journal 8, it could be identified that students used the target language a 50 % of the class. In actual fact, this finding was significant because it demonstrates that the implementation of games serves as a strategic for encouraging students to improve their speaking skill in an EFL classroom.

Learning interest.

Dewey (1993) describes interest as 'being engaged, engrossed, or entirely taken up with an activity, object, or topic. Some scholars, influenced by more cognitive-developmental theorists such as James (1890), Baldwin (1906, 1907), and Piaget (1940, 1981), explore interest in relation to a person's activity within a larger socio-cultural environment. This pedagogical project looked for encouraging and increasing the level of interest for learning the English language specifically to improve the speaking skill, thus with the implementation of the interactive games in which all the students participated, the learning interest was successful point as students felt motivated and

concentrated because they showed tendency to develop the games with the purpose of winning while they were using the English language effortless. Most students demonstrated that they liked and they were interested to learn the English language and a few of students did not show interest in learning the language. Some of the students did not show any interest in English because they had difficulty in understanding the teachers' instruction especially in creating sentences using the correct grammar but a large number of them showed their attentiveness and were really focused when learning a subject and playing in the classroom. For example: as it was observed, Students enjoyed the English classes and they participated in the activities that were carried out; in the journal 1, it could be noticed that students felt so motivated because of the new activities. They enjoyed the games so they paid attention and demonstrated interest. They were really focused, they enjoyed participating in the ice breaker and memorization activity; in the journal 2 The class was very active since most of the students have been motivated to participate thanks to the change of methodology and the new activities implemented; in the journal 3 the pre-service teacher could see that they were really paying a lot of attention, besides that they saw they were learning everything the teacher taught them; for that reason, they feel interested because in the way they were learning was easy for them; in the journal 6 All the students participated actively in this process because they were very motivated and this interested them too much because all the teams wanted to win. From a point of view, games in English classes have worked successfully because it allows all students to voluntarily participate and also allows them to develop their language skills while improving and reinforcing the topics seen in previous classes. Therefore, the use of games as an innovating instrument works effectively since students were engaged and entirely taken up with the activity they were developing.

Language use in class.

Regarding the use of the language in the class, this element carries a lot of benefit for the students because when a EFL student use the English language, he or she will have a superior memory function, increased problem-solving abilities and greater comprehension for how language works and is used, thus in this pedagogical project the use of the language in the classroom was an extremely important challenge that could be accomplished on a smaller scale. For example: in the journal and observation 1 students used rarely English inside the classroom. they just used the language when they felt they need it in order to compete against their partners in the games. This was what happened in the firs intervention but, in the journal and observation 3, the pre-service teacher had realized through all the activities implemented since the students are able to answer the questions and are also able to develop and fulfill the objectives of the activities proposed in the class and in the next journal and observation the student used the English language almost the whole class because they had to present their posters so, it was necessary and mandatory to use it and as time passed, in the journal and observation 8 it could be noticed that the students tried to use the English language in many occasions due to the implemented activities, so they used the target language a 50 % of the class and that was a real advance because it was noticeable.

Students' awareness about Anglophone culture.

Culture may mean different things to different people. In the anthropological sense culture is defined as the way people live (Chastain 1988:302). Trinovitch (1980:550) defines culture as "...an all-inclusive system which incorporates the biological and technical behavior of human beings with their verbal and non-verbal systems of expressive behavior starting from

birth, and this “all-inclusive system” is acquired as the native culture. Learners of a second language need to understand cultural differences, to recognize openly that everyone in the world is not “just like me”, There are real differences between groups and cultures (Brown,1994:167). Therefore, language teachers cannot avoid conveying impressions of another culture whether they realize it or not(Rivers,1981;315).

In the workshops of this pedagogical project were implemented some activities including a video, and an audio. Watching videos and listening to English helps in several ways in order to understand the English language and also to know more about this foreign culture. In the different interventions, more specifically in the first workshop, the students were motivated because they wanted to know which were the most common professions in united states, so when they saw the information they were surprised because of the difference also students watched a video about the meaning of each one of the jobs in united states. Therefore, it was found that when students understand a context which contains certain known words, the learner use English more effectively and communicate more clearly. It’s true that students could learn English when using a cultural context but when they played games to put in practice what they learned, that’s different because they focused themselves on the goal which allows them to kept more information in order to use when the moment of the competence comes. In doing these activities, the aim is to increase students’ awareness and to develop their curiosity towards the target culture and their own, helping them to make comparisons among cultures with the purpose to make them aware of the diversity in a globalized world.

Conclusion

The purpose of this pedagogical project was the implementation of games in an EFL classroom using the communicative approach for enhancing the speaking skill of 6th grade students at "colegio municipal gremios unidos", when developing the first objective: "to develop games and materials as a verbal communication strategy to encourage student's speaking skill in the classroom", this objective was carried out adequately since it was one of the main axes to be able to develop the project and as it can be noticed, the games and the materials implemented were the starting point that allowed to generate a permanent motivation on the part of the students; This tool was invaluable because it allowed teaching in a different way in which the learners felt interested in learning the English language.

With regards to the communicative interaction among students by using games, this aspect was developed thanks to the activities that were implemented, the interaction environment that was created when the students were playing, it was excellent since everyone participated very actively and at all times the students tried to use the English language.

Additionally, the students were motivated to participate actively during the development of the class because they enjoyed each one of the implemented games, Then, it was shown that the use of games was the primary tool that helped to encourage students to speak, improve and interact in the English class.

In terms of the improvement of the speaking skill in 6th grade students at "Colegio Municipal Gremios Unidos", this objective was demonstrated when they participated in the

activities or games orally and also with the accomplishment of the objective of this pedagogical project, and according to the analysis done, these students improved in several aspects such as their speech ability, their Self-confidence when speaking in public, in addition to these, they lost shyness and fear of making mistakes when they expressed themselves in the target language.

Recommendations

As a pedagogical recommendation it's very essential to mention that the use of games as a strategy to improve the acquisition of the English language in any aspect or skill, is a relevant tool to teach children and teenagers, for whom the game represents a commonly and daily activity in which they can interact freely without feeling obliged to learn a subject. In addition, it is essential to mention some aspects that must be taken into account when teaching English, such as the proper use of feedback, the appropriate assessment by means of suitable rubrics to the context and finally, to maintain an extremely positive attitude where always the teacher is willing to achieve goals.

Chapter II: Research component

The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.

Introduction

In the PLEX training context, the pedagogical practices of pre-service teachers are considered to be essential aspects to study and research for the improvement of the learning-teaching processes for the education quality. However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum.

In this sense, it seems pertinent to formulate a project that establishes a reflective approach about the practicum as a way to reach knowledge, behaviors and attitudes that help to orientate the teaching profession; besides, it would serve as a conscious exercise for internalization, involvement and exploration of the teaching self-subjectivity through the design of question and the information search, aiming to solve problems, as well as creating a sense of self-recognition.

Justification

The design of this project in the foreign languages integral practicum context focuses on a more professional conception of practice as a spearhead to improve educational processes in the application centers where PRADO 1 is carried out. It is considered that conceding relevance to

the reflection role in the teaching process is the first step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

Following what was said by the philosopher of education Jhon Dewey, pioneer on the field of reflective thinking applied to education, this project is based upon the need of providing students with enough tools for analysis and self-observation that will allow them to distinguish between the routine work and the reflective action. The reflective approach is considered, since it protects the individual from the traditional context of inertia and authority present in the institution.

Statement of the problem

At school, the main aspects of the constitution of the subjects are assumed, of the institutional life without questioning any aspect, are seen as imprints, stable and invariable features that become part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of being fixed in actions that do not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed as some reproductive codes that set teachers in a traditional way, of cultural reproduction, becoming a barrier for the emerging practices tending to generate transformations to respond to social needs.

Taking into account this situation, which affects the faculty to some extent, it is necessary that the process of teacher's formation encourages in the future professor a critical and reflective

spirit, looking forward to contribute to the improvement of his pedagogical practicum, so this element may become essential in impacting and changing his future professional performance.

In the case of the degree in Foreign Languages of Universidad de Pamplona, the reflection is conceived as a fundamental exercise for the students, who carry out their integral 118 practice, self-evaluate, retail a critical and constructive look at their work in the teaching role. To begin this study, the following questions are asked:

Research questions

General questions.

- How does the implementation of reflection contribute to the transformation of the pedagogical processes proper to 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.

- To implement reflection as a transformative tool in the pedagogical processes that are characteristic of the pedagogical practicum.
- To promote, in the teachers-students, the development of a critical spirit that allows them to analyze their pedagogical labor.

Specific.

- To establish a group of teachers-students with a critical mind, capable of reflecting upon the predicaments present in his pedagogical practicum, and who looks forward to present proposals and alternate solutions to them.
- To share criteria, ideas and guidelines with teachers-students for them to accept responsibility of their pedagogical practicum and effectively get involved in the institution.
- To identify and analyze the strategies used by the student during his pedagogical practicum.
- To implement workshops for reflection and the development of educational units aiming to guide self-awareness in the teachers-students.
- To analyze one's beliefs about the professor's labor and about the students.

Theoretical Framework

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, it is presented an approximation of each one of them.

The teaching profession.

The teacher is one of the most important elements of every educational institution, who has the function of sharing framed knowledge in a determine science or art, but also who is responsible for the integral formation of the students.

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

Reflection.

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

Reflection as a process.

reflection is carried out starting from a series of cyclical stages whose result comes out as a process. According to Schön (1983), cited by Correa Molina et al (2010) the reflection based on experience implicates "un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación". The stages of reflection as a process are shown in the following schema.

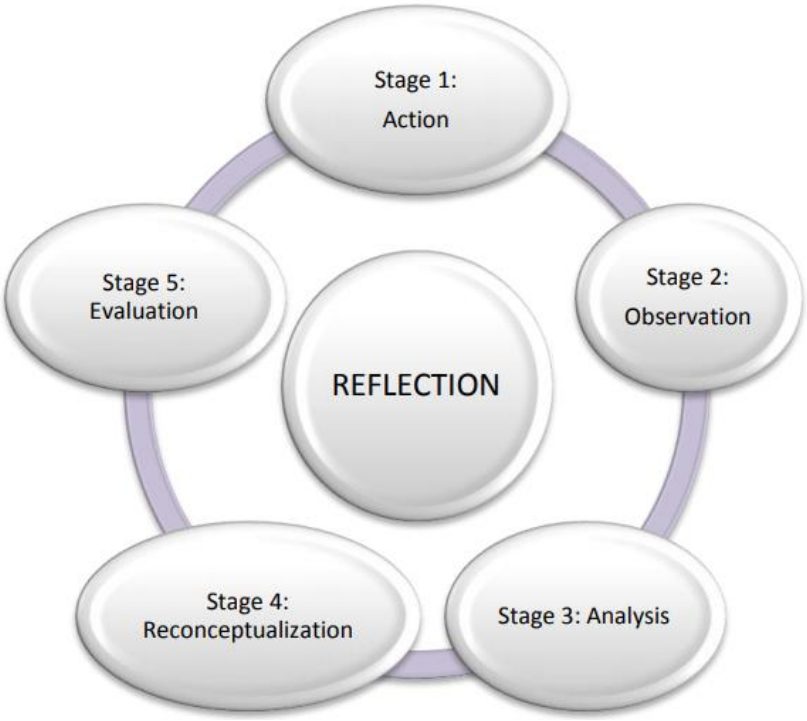


Figure 8. Reflection as a process

Reflection as a theme.

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

Reflective practice

In order to achieve the actualization and qualification of the university, as well as the guidance of the students towards new ways to interact with their reality, it becomes necessary that the teacher asks himself about his own practice and the consequences it has generated. For this, he is also required to have the capacity of objectifying his own behaviors, and of assuming the different roles that make part of the different pedagogical fields.

Teacher has an important role in the current scholar world, he is in a complex space where is subject to constant changes determined by the interaction among different factors and conditions. The teacher profession demands that they develop their professional knowledge in relation with the continuous changes (Ebutt & Elliot:1986). In this context, the biggest difficulty when teaching is that the classroom demands a particular solution addressed to the comprehension and social interaction.

The need of articulating the changing social reality to our pedagogical work, it is evidenced in the existence of several efforts for trying to explain the scholar phenomenon and the search of ways to meet those phenomenon's, to do effective the scholar work.

This study will help the participants to reflect about their own methodological processes, seeing the reflection as the only rational and ethical method of intervention. (Sacristán 1999).

According to Van Manen (1997) there are different levels of re-flexibility, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

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.

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

Pedagogical practicum

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

Academic practicum.

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

Social effective practicum.

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

techniques what is considered most effective". This is the way of proceeding from technical rationality.

Development.

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

Social reconstruction.

The objective of reflection is the social, economic and politic context, so as to propitiate democratic relationships in the classroom and equality and fair in the social area.

Generic.

The programs allude to the reflection in a generic way, but without specifying the contents or the programs on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Reflection triggers.

According to Schulman (1987), these promotors are the cognitive foundations of the teacher about life in the classroom; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledge that a good teacher contemplate when making decisions in the classrooms.

Critical element on reflective element.

This element of the reflective thinking is related to the moral and ethical aspects of the compassion and social justice according to Sparks-Langer and Colton (1991;39). The interest for

all related to the social justice and ethics in education. These authors stablished several classificatory categories of the knowledge:

1. Knowledge of content.

2. General pedagogical knowledge.

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional.

5. Students' knowledge and their characteristics.

6. Knowledge of educational contexts.

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

Methodology

The proposed methodological strategy has as central axis, the ongoing reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning and self-observation.

To reviewing the impact of the reflective proposal about this process of practicum, it was carried out a socialization process as well as a systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as a professionalizing space that contributed to the description, identification, and analysis of the pedagogical practice itself.

For data collection in this project, it is proposed to implement the following instruments:

Reflective workshops.

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

Objectives.

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

Self-observation card.

The main objective of the self-observation card is to guide the student practitioner towards a view of her practice as a teacher and of her role in the classroom and in the environment of the educational community of which she is a part.

Narrative.

The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher.

Class recordings.

To have evidences of the practitioners‟ actions in the classrooms, it is necessary to reflect about different aspects related the teaching-learning processes in the Foreign Languages context that are taken into account by the training teacher in his/her reflection exercise. Those records allowed teachers to have an external and constructive look to the teaching practice. Class recordings were carried out once during the ten weeks' period in which practicum was done.

Chronogram

Table 10 *Time table for data gathering*

DESCRIPTION	**DATE**	
Classroom observation	**29th April - 3rd May**	
Narratives	**13th-17th May** **20th-24th May** **27th-31stMay** **4th-7th June**	**10th-14th June** **8th-12th July** **15th-19thJuly** **22nd-26th July**
Reflective workshops	**29th May** **19th June** **17th July**	
Self-observation card	**20th-24th May** **4th-7th June** **8th-12th July**	

	22nd-26th July

Conclusion

During the professional practice process; The different instruments that were used to reflect on the process of pedagogical practice, such as narratives, self-observation cards and reflective workshops were essential tools that helped to improve professionally in different aspects such as methodology, planning according to the needs and classroom management. As for the first improved aspect, the methodology is one of the most important axes when teaching since it has to adapt a methodology according to various elements that are in the context in which it works, for this reason it was necessary first of all, to analyze and then, to implement a flexible methodology in which all the proposed objectives for the improvement of learning could be achieved. Regarding the second aspect, planning according to the needs of the context; In this regard, it was necessary to be very analytical and careful with the planning and the activities that were proposed since, being such a different and enormous context, the activities had to fit in order to keep an excellent discipline of the group in. In the last aspect, the management of the group was an issue in which reflection played a very important role since it helped to improve with the strategies that were implemented to fulfill this objective.

However, little by little pre- service teacher learned how to do it correctly and more quickly. Finally, it is important to say that a good reflection and critical analysis of our process as pre-service teachers will allow us to change or improve aspects that will have a positive impact on the students' learning process, but at the same time in the process of the future teachers

Chapter III: Outreach component

Implementation of Games as an Instrument for Developing and Enhancing the Lexical Competence.

Introduction

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

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

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

Justification

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

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

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

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

General objective

- To implement the use of games as an instrument for developing the lexical competence at Colegio Gremios Unidos.

Specific objectives

- To motivate students to use games in the classroom for learning new vocabulary.
- To encourage students to participate actively and autonomously.
- To promote student's knowledge trough, the implemented activities based on the lexical competence.

Theoretical references

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

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

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

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

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

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

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

Methodology

The main objective by which this pedagogical project is implemented in the school is to provide a service to the community helping to solve the needs or difficulties that this community presents, in this case the primary school students of the "Colegio Municipal Gremios Unidos" of 5th grade. This project has the purpose of improving the lexical competence of the students through the implementation of motivational and participatory games.

> Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal.

Playing games teaches us how to strategize, to consider alternatives, and to think flexibly (Martinson and Chu 2008: 478).

Chronogram

Table 11 *Pre-service teacher schedule*

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
12:10 pm					504
1:10-2:10 pm				502	
2:10-3:10 pm					
3:10-3:40 pm					
3:40-4:40 pm		501			
4:40-5:40 pm		503			

Table 12 *Outreach schedule*

Weeks	Topic			
	5°-01	5°-02	5°-03	5°-04
1 (Magic eyes)	Family	Family	Family	Family
2 (guessing)	Nationalities	Nationalities	Nationalities	Nationalities
3 (board game)	Professions	Professions	Professions	Professions
4 (let's move)	commands	commands	commands	commands

5 (let's found)	Places of the house	Places of the house	Places of the house	Places of the house
6 (simon)	Clothes	Clothes	Clothes	Clothes
7 (memorization game)	Days and months	Days and months	Days and months	Days and months
8 (flash card game)	The hour	The hour	The hour	The hour

Conclusion

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

During the development of the project "Implementation of Games as a tool for the development and improvement of lexical competence" it was possible to prove that this tool is indispensable when teaching English as a foreign language to children of 5th grade. As meaningful experiences, we can highlight that during the development of the different games used by the teacher the students: they were motivated to learn new vocabulary (level A1), they participated more actively when developing the class and they built a meaningful knowledge from the implemented activities.

The game has a great power at the time of the acquisition of knowledge especially in early ages, this can be a very useful tool when teaching vocabulary to children, since through the games their concentration and motivation are more present. The games not only enrich the knowledge of our students but also create social bonds of teamwork, communication and respect, as well as giving teachers the opportunity to use more dynamic methods when teaching a foreign language and gradually leaving behind traditional teaching methods.

Chapter IV Administrative Component

Introduction

Being a teacher is a unique profession which not only consists of teaching or transmitting knowledge to students but also to involve much more work and an enormous responsibility. To be a teacher is a way of life since, it implies accepting our own humanity for then, being able to be honest and understand the humanity of every person that is in the classroom. This vocation implies continuous training in which the teacher constantly prepares to be able to demand to his pupils an advancement in the acquisition of knowledge.

Teachers develop activities outside the classroom, these activities are recognized as extracurricular in which teachers participate actively. Thanks to the administrative component, the pre-service can participate in these activities, contributing a high degree of responsibility and collaborating in the development of these events.

Objectives

General objective.

- To participate actively in all the academic and extracurricular activities proposed by "Colegio Municipal Gremios Unidos"

Specific objective.

- To collaborate in the organization of extra-curricular events that involve students and teachers.
- To implement the English language when being pertinent and required in an event.

- To analyze the importance of extra-curricular events in the school.

Methodology

The procedure to follow in this administrative component is focused on the attendance and participation of the extra-curricular activities which take place in this educational institution "Colegio Municipal Gremios Unidos". To carry out this active participation, the pre-service teacher assumes his responsibility with the entire institution in order to cooperate with the organization of the events and also attending to meetings and other extra-curricular activities.

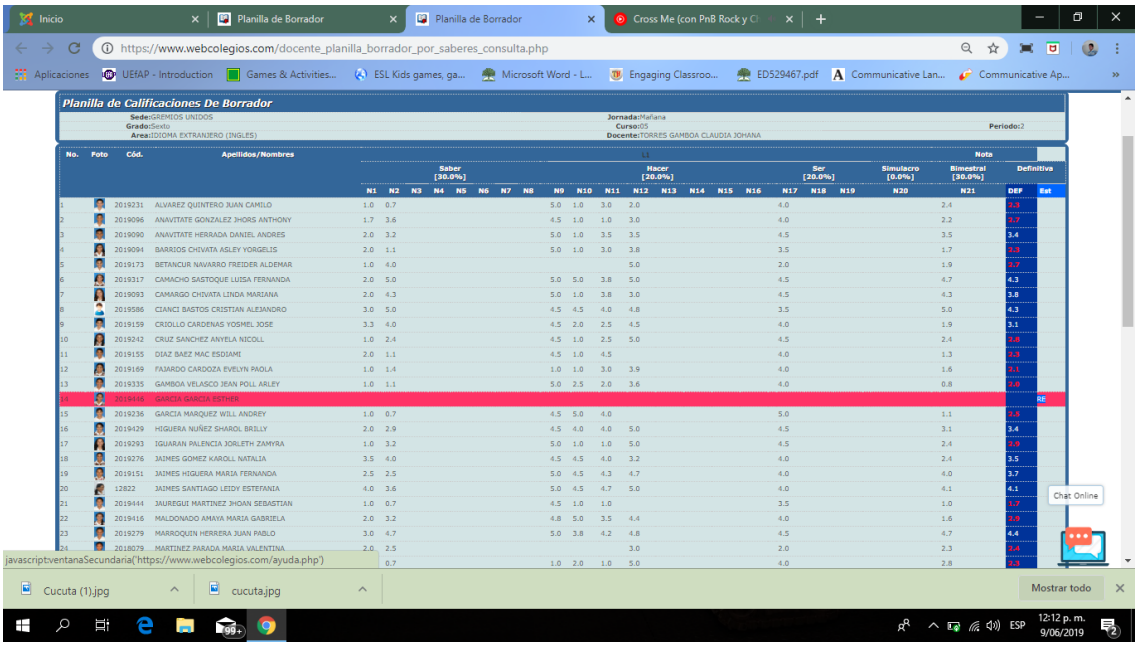
Table 13 *Events and activities the pre-service teachers' attended*

Event or activity attended	May	June	July
Institutional Teacher's Day Celebration	17		
Meetings to assess social behavior of the second period		3	
upload grades to the system		6	
Spelling Bee		12	
Flag hoist Headquarters			19

Figure 9 *Institutional Teacher's Day Celebration*

During this first that took place on Friday 17th may, this event was in the school ground, first of all, it started with an introduction of the coordinator, then some teachers express some words with the purpose to thanks students for the performances they had prepared for the teachers' day.

Figure 10 *upload grades to the system*



This process of uploading grades to the system was carried out through a week, for this occasion the pre-service teacher was responsible for adding the grades of the second period for each one of the students besides, the pre-service teacher was encharged of grading the different activities and givig the respected grades for the students.

Figure 11 *Spelling Bee*

The spelling Bee was presented in June 12, for this occasion the pre-service teacher helped this student to prepare because she was the only participant who was representing the school while she was competing against other students from different school of Cúcuta.

Figure 12 *Flag hoist Headquarters*

Conclusion

Generally speaking, all members of school, treated the pre-service teacher with great respect, this made everything flowed with a good environment and an excellent rhythm. The role of the pre-service teacher in the institution and the interaction with the school teachers- students and members of the administrative staff both have been developed satisfactorily.

Therefore, it is important to emphasize that students not only go to school to study, but also they will learn how to be integral people in a society. As a practitioner, it was really important to be part of this school because I had the responsibility to be part of the planning and execution of different activities which made the institution known as a committed place.

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Appendixes

Appendix 1. Journals

Journal 1.

Reflection: May 13th – 17th

During the course of the first week of implementation of the pedagogical proposal in the classroom, the proposed content was developed in an orderly manner and following all the steps and activities proposed for the teaching and learning process that takes place within the classroom of classes; Throughout this process, the supervising teacher was presented, she was paying attention to the processes, situations, activities, and methodology implemented, for which, I as a practitioner was always accompanied and in some occasions I was guided when it was necessary.

In the classes, there were several situations that obstructed the normal development of the course, some of them were the following: indiscipline fomentation by some students and distortion of attention. Although some focal points of indiscipline were presented, the group was managed in a very fluid way since, through the activities presented, sixth grade students participated in each of the games in which they could learn English unconsciously, from this way all the students felt the desire to compete with each other which created an interactive environment where the students' goal was to win or carry out the activity successfully. On the other hand, the distortion of attention was presented in 2 students who for unknown reasons did not want to participate in the proposed activities, for this reason, they were encouraged to participate and to be part of the activities that were being developed, by means of questions in which they had to observe to be able to respond. When the children did not know how to respond, this generated impotence and grief with their other classmates, that is why they were given challenges or questions that in order to answer they had to pay attention and in this way, all the students were able to participate in the games raised.

They tried to answer the question: what do you want to be? But the doubted a lot. At the and most of the students repeat the same profession because they didn't know more vocabulary or the forgot it.

Although these two drawbacks were presented, the students participated very actively during all class sessions; They always had questions, doubts and sometimes opinions on the subject, which allowed to see the interest and motivation they had to learn the English language.

The entire teaching and learning process was developed successfully and without major inconvenience, In terms of the implemented methodology, this fit excellently with the way of acquiring knowledge of the students, which allowed them to learn without any effort or obligation.

Journal 2.

Reflection: May 20th – 24th

Regarding the teaching and learning process taught during the course of this week, it was possible to show different elements in the classroom. This week there was a work stoppage for two days so the classes could not be carried out normally. For this week the students were presented with an activity which they had to carry out in groups with the objective of identifying the vocabulary previously seen; The students easily recognized all the vocabulary easily, the only part that was a little complicated was the writing that although they had already practiced it was difficult for them, as for the matter of the pronunciation of the words, it was successful thanks to the games previously applied with the aim of improving pronunciation which allowed them to express themselves orally without any inconvenience.

Some of the students had a difficulty when pronouncing, for this reason they did a review orally and also in writing to overcome the problems they presented in their writing. The class was very active since most of the students have been motivated to participate thanks to the change of methodology and the new activities implemented, which has played a very important role in the development of the proposal since it is showing little to little the development of the objectives of the pedagogical project.

Regarding the discipline of the course; the students were devoted all the time to the development of the activities, almost do not give them the time to be forming indiscipline. It should be noted that when working in groups within the classroom, some students take these moments to form indiscipline, while others decide to work actively in groups; but as for forming working groups within the classroom it can be said that it is not such a good option since first the structure of the room does not allow it to be too small and have such a large crowd of students within it and also that it could be note that in this way more time is lost while organizing the room and also lends itself to build pockets of indiscipline which hinders the normal development of the teaching and learning process.

Journal 3.

Reflection: May 27th – 31st

During the course of this week, the students were a little more active in the classroom because they were very encouraged with my arrival because they knew that the class was going to be taught in a different way which caught their attention; The class started with a motivating dynamic in which students had to participate by teams, this activity increased the sense of competitiveness among the students and increased the participation in the classroom since the activities of competition between classmates motivates them to participate.

This week I felt very enthusiastic when I was teaching the students because I could see that they were really paying me a lot of attention, besides that they saw that they were learning everything I taught them; of this I have realized through all the activities implemented since the students are able to answer the questions and are also able to develop and fulfill the objectives of the activities proposed in the classes.

although it is important to mention that, in some moments of the classes, some students were a bit skeptical to the teaching and learning process taught in the class since, according to my personal analysis, these students thought about other issues that had nothing to do with academic subjects, then these students maybe had some kind of problem which did not allow them to get involved in this process of knowledge acquisition. This caused some interruptions during class because at times it was necessary to stop the class to ask these students, to know how they were progressing, to verify if they were meeting the objectives set or to explain again what they should do; but this did not cause major inconvenience since they were situations that could be handled very easily and without major inconvenience.

In general, this week was very productive and allowed to develop a variety of activities that complemented the previous ones, in order to verify and ensure that the students understood and learned the whole subject correctly. The week was carried out successfully because all the objectives were developed and the participation of the students was key in this process, for this reason the week ended as planned and expected.

Journal 4.

Reflection: June 3th – 7th

In this week, classes started with a different dynamic in which all students were actively involved in the learning process; during the activity all the students were quite active and participative although at the beginning it was difficult for them to grasp the rhythm of the activity at the end they were able to carry it out successfully. In this week there were several factors that intervened in each of the classes, some of them were a bit negative because they did not allow the students to be totally concentrated and other points especially in the methodology implemented countered these obstacles.

This week bimonthly evaluations of each of the subjects were carried out, for these reasons the students spent most of their time thinking about the bimonthly and some even felt nervous and restless. This made the learning process during this week a little obstructed since there was not the total concentration of the students; but thanks to the methodology that was carried out this week, I was able to counteract this inconvenience a bit since the activities led to the students participating in a motivating and dynamic way. Through the game, students were able to forget a little of their concerns and take the class as a place where they can learn and have fun at the same time.

In conclusion, although this week did not have all the time necessary to learn the subject, a great effort was made by both the teacher and the students to carry out all the planned planning and above all to meet the objectives proposed for this week. It was an excellent week in which I allowed myself to reflect on all the inconveniences that can arise in an institution and above all to reflect on the use of strategies to teach more effectively when there are moments when time is insufficient.

Journal 5.

Reflection: June 10th – 14th

During this week, regarding the teaching and learning process that took place with the students, it was a bit more dynamic, since the students had to participate and interact most of the time through a presentation activity in the which they should use the topics seen in last week's classes; this represents a total challenge for all the students since they are not used to speaking in English at any time, so it was a challenge that, in a general way, they were able to complete successfully.

During this week the students were a little anxious about the fact that they were about to go on vacation and this issue created a bit of deconcentration and even a bit of disorder, but thanks to the activities implemented it was possible to capture the attention of the students without any effort and in this way a very fluid and enriching teaching was taught.

As for my personal point of view, this week I felt that I had improved in some points because, I thought a bit more the management of the room, the handling of the voice during the class session and it seemed to me that everything flowed without any inconvenience. As a result of this week, I was able to reflect on the importance of the activities that are implemented in the classes as a motivating means of learning even when the subject does not want to learn autonomously.

Journal 6.

Reflection: July 8th – 12th

During the course of this week, the experience was very enriching since we worked a lot with the students taking into account the topics of the previous classes; In this week there was a bit of indiscipline since the students were returning from the holidays, for this reason they had a long time without meeting their classmates and this created the need to be talking, although they behaved and as the implemented activities were excellent, This managed to capture their attention and maintain an excellent concentration to complete all the activities. During this week, students took part in games, oral presentations and activities that allowed them to compete against their peers in order to demonstrate their abilities in terms of English language acquisition, grammatical, lexical, phonetic and language skills.

All the students participated actively in this process because they were very motivated and this interested them too much because all the teams wanted to win. From my point of view, games in English classes have worked successfully because it allows all students to voluntarily participate and also allows them to develop their language skills while improving and reinforcing the topics seen in previous classes.

Journal 7.

Reflection: July 15th – 19th

During this week, the experience with the students was very amazing because they were involved in several activities where the students could participate actively during the whole process in an oral way and this kept them really entertained and everyone was very motivated and they felt focused. ; In the activity called the broken phone, the students had to receive a message in English and had to transmit it to the next classmate in the row and at the end the result of the message was discovered.

In addition, other games were made, in which the students also participated orally, for this game they formed groups and each group described to their leader, the things they had to draw on the board in the English language. These games allowed students to participate in teams and also allowed them to develop their oral and listening skills; This also allowed the entire teaching and learning process to be presented in a more active, participatory and enriching way.

In conclusion, this week was really excellent since everything flowed in a very moving and dynamic way, I was able to get a lot of profit and knowledge from this week.

Journal 8.

Reflection: July 22th – 26th

During the course of this week, the teaching and learning process took place in a very pleasant way, as it was the last week, the students were very excited to work with me the last hours, so this helped a lot to have an excellent discipline. For the classes of this week students worked in a new context, they worked in the audio visual classroom, using the TICS; this part motivated the students quite a lot because we worked with videos and we did different activities that they found entertaining.

During this week a very deep observation was made, especially to the speaking part of the students, and through the implementation of different activities a very important difference was observed regarding the pronunciation of the students and it was also possible to identify that the students did not have fear to speak English, any word they mentioned, they said it without thinking so much; This identification was excellent, in the classroom and also to demonstrate that the project of the implementation of games to improve and motivate students to speak in English, is actually a good bet within the educational field.

In conclusion, this whole process of implementing new strategies to teach the English language has left me too many lessons for me as a professional as well as for my students in general.

Appendix 2. Participant observation

Participant observation checklist

Pre-service teacher researcher: Yohan David Agudelo Escalante
Week number 1: May 13th – 17th
Observing: student's general oral production in English classes

objective

The purpose of this instrument is guiding the pre-service teacher research to understand the student's evolution while conducting the pedagogical component.

The aspects to observe are oral production and motivation.

Criteria	Most of the time	Some of the time	Rarely	Not at all
Learning process				
Students respond the questions proposed by the teacher			x	
Students use English inside the classroom				x
Students work in group			x	
Students use the dictionary		X		
Students present their homework on time	x			
Motivation				
Students enjoy the English classes	x			
Students participate in the activities	X			
Students misbehave in the class			x	
Students listen to the instructions provided by the teacher		X		
Students participate actively in oral production		x		
Oral production				
Students pronounce words in the right way			X	
Students repeat the studied words in class		X		
Students forget the right pronunciation of the words during the classes		x		
Students ask for the right pronunciation when forgetting it		X		
Students use the studied word in class			X	

Participant observation journal

Pre-service teacher researcher: Yohan David Agudelo Escalante
Week number 1: May 13th – 17th
Observing: student's general behavior in English classes

Objective

The purpose of this instrument is to analyze the pre-service teacher reflections about his performance in the classroom and how the students respond while the project continues.

Grade: 6°

Quality evidence

What did the pre-service teacher do?	What does the students do?	Reflection: How does the students' oral production progress?
During the first week, some activities in order to capture students' attention were implemented and it was really useful. The pre-service teacher was active all the time, motivating students to participate and trying to prove what students like to do in order to learn easily.	P1. Was able to answer to the questions easily without any problem. Also he felt so motivated because of the new activities. P2. Was really receptive but he was a little lost because he didn't paid attention. P3. Was all the time participating. P4. Didn't participated a lot but when she did it was enough. P5. She felt shy but the activity was like an ice breaker so she tried to participated. P6. She felt motivated but it was hard to her to participate in public.	The oral production advanced in an unconscious way because, students were playing and having fun almost all the time when they had to speak or pronounce some sentences or words in English, so the participated without realizing they were learning at the same time they played.

Comments and extra information:

It is a challenge trying to improve the speaking skill in an EFL classroom where students just know some vocabulary and some grammar structure, so they don't even have strong base in English.

Participant observation checklist

Pre-service teacher researcher: Yohan David Agudelo Escalante
Week number 2: May 20th – 24th
Observing: student's general oral production in English classes

objective

The purpose of this instrument is guiding the pre-service teacher research to understand the student's evolution while conducting the pedagogical component.

The aspects to observe are oral production and motivation.

Criteria	Most of the time	Some of the time	Rarely	Not at all
Learning process				
Students respond the questions proposed by the teacher		x		
Students use English inside the classroom				x
Students work in group		x		
Students use the dictionary		X		
Students present their homework on time	x			
Motivation				
Students enjoy the English classes	x			
Students participate in the activities	X			
Students misbehave in the class		x		
Students listen to the instructions provided by the teacher		X		
Students participate actively in oral production		x		
Oral production				
Students pronounce words in the right way			X	
Students repeat the studied words in class	x			
Students forget the right pronunciation of the words during the classes		x		
Students ask for the right pronunciation when forgetting it		X		
Students use the studied word in class			X	

Participant observation journal

Pre-service teacher researcher: Yohan David Agudelo Escalante
Week number 2: May 20th – 24th
Observing: student's general behavior in English classes

Objective

The purpose of this instrument is to analyze the pre-service teacher reflections about his performance in the classroom and how the students respond while the project continues.

Grade: 6°

Quality evidence

What did the pre-service teacher do?	What does the students do?	Reflection: How does the students' oral production progress?
During the second week, at the beginning of the class, the teacher implemented an ice breaker in order to motivate students, then the teacher made a review of the last vocabulary and it was recognized by the students. This week, the pre-service teacher implemented a worksheet to study the las topic and also a memorization game with the purpose of finishing the thematic.	P1. Was really focused, he enjoyed participating in the ice breaker and memorization activity. P2. He was a little deconcentrated because he felt tired. P3. He was happy because of the games implemented but he didn't like to develop the worksheet. P4. She was more comfortable working on the worksheet because it seems she doesn't like to socialize. P5. She was more active and participated some times in the activities. P6. It was difficult for her to pronounce certain words but she tried to do it.	The students revised the previous vocabulary and they learnt how to make sentences using that lexicon with a grammar topic and a socio cultural context, what made easier the participation of students.

Comments and extra information:

The discipline plays a really important role when learning something, for that reason it is important to capture the attention of all the students .

Participant observation checklist

Pre-service teacher researcher: Yohan David Agudelo Escalante
Week number 3: May 27th – 31st
Observing: student's general oral production in English classes

objective

The purpose of this instrument is guiding the pre-service teacher research to understand the student's evolution while conducting the pedagogical component.

The aspects to observe are oral production and motivation.

Criteria	Most of the time	Some of the time	Rarely	Not at all
Learning process				
Students respond the questions proposed by the teacher		x		
Students use English inside the classroom			X	
Students work in group			x	
Students use the dictionary			x	
Students present their homework on time		x		
Motivation				
Students enjoy the English classes		x		
Students participate in the activities	X			
Students misbehave in the class		x		
Students listen to the instructions provided by the teacher		X		
Students participate actively in oral production		x		
Oral production				
Students pronounce words in the right way		x		
Students repeat the studied words in class	x			
Students forget the right pronunciation of the words during the classes		x		
Students ask for the right pronunciation when forgetting it		X		

Participant observation journal

Pre-service teacher researcher: Yohan David Agudelo Escalante
Week number 3: May 27th – 31st
Observing: student's general behavior in English classes

Objective

The purpose of this instrument is to analyze the pre-service teacher reflections about his performance in the classroom and how the students respond while the project continues.

Grade: 6°

Quality evidence

What did the pre-service teacher do?	What does the students do?	Reflection: How does the students' oral production progress?
During the third week, the pre-service teacher implemented another different activity to start the class, in order to go on with the topic and also for preparing students for the test. In this week the teacher carried out some repassing activities and at the end he tested the students for grading their understanding and knowledge about the topic.	P1. He participated a lot, because he is competitive. P2. He tried to compete but it was hard for him. P3. He liked the activity because his team wont and he participated all the time. P4. She was in the same team as P3 so she was really glad to play. P5. She didn't participate a lot, she felt sick that class. P6. She tried to participate all the time and that was good because that demonstrate a lot of advance.	The oral production of the students was improved by the use of some games in which they had to participate for winning points, this was a competence then, students were really attentive and they learned while the got fun.

Comments and extra information:

Participant observation checklist

Pre-service teacher researcher: Yohan David Agudelo Escalante
Week number 4: June 3th – 7th
Observing: student's general oral production in English classes

objective

The purpose of this instrument is guiding the pre-service teacher research to understand the student's evolution while conducting the pedagogical component.

The aspects to observe are oral production and motivation.

Criteria	Most of the time	Some of the time	Rarely	Not at all
Learning process				
Students respond the questions proposed by the teacher		x		
Students use English inside the classroom			X	
Students work in group			x	
Students use the dictionary			x	
Students present their homework on time		x		
Motivation				
Students enjoy the English classes		x		
Students participate in the activities	X			
Students misbehave in the class		x		
Students listen to the instructions provided by the teacher		X		
Students participate actively in oral production		x		
Oral production				
Students pronounce words in the right way		x		
Students repeat the studied words in class	x			
Students forget the right pronunciation of the words during the classes		x		
Students ask for the right pronunciation when forgetting it		X		

Participant observation journal

Pre-service teacher researcher: Yohan David Agudelo Escalante
Week number 4: June 3th – 7th
Observing: student's general behavior in English classes

Objective

The purpose of this instrument is to analyze the pre-service teacher reflections about his performance in the classroom and how the students respond while the project continues.

Grade: 6°

Quality evidence

What did the pre-service teacher do?	What does the students do?	Reflection: How does the students' oral production progress?
During the fourth week, the pre-service teacher opened the class whit a very energetic warm up that captured students' attention, then the teacher introduced a new topic in a different way for changing the strategy and it worked.	All the students were really attentive because the already knew that after explaining the topic, the teacher would implement an activity, so they paid as much attention as they could because the pre-service teacher would use the topic in order to develop the activity. When students started to participate it was a little bit difficult because that was a new topic and they didn't know a lot about that but they achieved the goal of the activity.	Throughout the use of the game the students had the opportunity to participate orally in all the process, however it was difficult because they didn't know the entire vocabulary due to it was brand new for them.

Comments and extra information: it is complicated for them to learn new vocabulary, they have to repeat many times in order to remember the words.

Appendix 3. Non- participant observation

PRÁCTICA INTEGRAL DOCENTE
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN. LICENCIATURA EN LENGUAS EXTRANJERAS
UNIVERSIDAD DE PAMPLONA
2019-1

OBSERVACIÓN DE CLASE
Profesor: Johana Torres Fecha: Abril 29 Observadores: David Agudelo Hora: 3 8-9am

N (nunca) **AV** (algunas veces)**CS** (casi siempre) **S** (siempre)

El profesor...		N	AV	CS	S
1	Sigue el plan de clase				X
2	Desarrolla actividades de acuerdo con los objetivos del plan de clase				X
3	Privilegia la interacción de las competencias comunicativas		X		
4	Desarrolla las competencias subyacentes (fonética, sintáxis, etc)			X	
5	Utiliza variedad de material didáctico			X	
6	Emplea material auténtico		X		
7	Tiene en cuenta los diferentes estilos de aprendizaje		X		
8	Centra el desarrollo de la clase en sí mismo	X			
9	Centra el desarrollo de la clase en los estudiantes				X

Comentarios

INTERACCIÓN

El profesor ...		N	AV	CS	S
1	Facilita la participación de los estudiantes				X
2	Da instrucciones precisas a los estudiantes				X
3	Da tiempo suficiente a los estudiantes para que respondan				X
4	Propicia actividades que involucran el trabajo en grupo		X		
5	Orienta el trabajo de los estudiantes (individual y grupal)				X
6	Corrige los errores de los estudiantes				X
7	Refuerza continuamente el aprendizaje de los estudiantes			X	
8	Circula por el aula atendiendo las necesidades de los estudiantes				X
9	Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				X

Comentarios

COMPETENCIAS COMUNICATIVAS

El profesor ...		N	AV	CS	S
1	Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos.)				X
2	Domina los contenidos trabajados durante la clase				X
3	Se expresa correctamente en forma oral en la lengua extranjera				X
4	Se expresa correctamente en forma escrita en la lengua extranjera				X
5	Se hace entender en la lengua extranjera			X	
6	Alterna el uso de la lengua materna y la extranjera				X

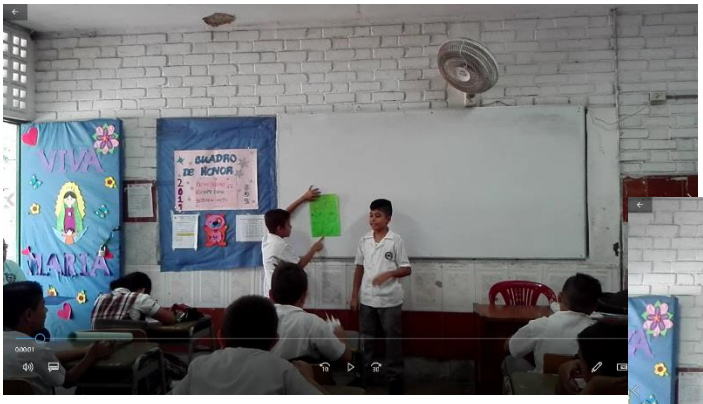
Comentarios

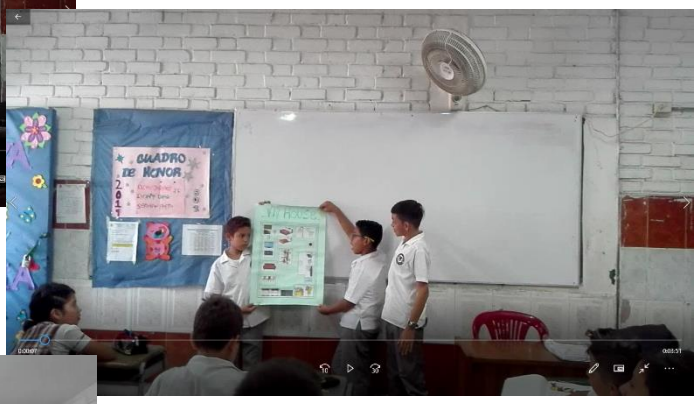
EL ESTUDIANTE

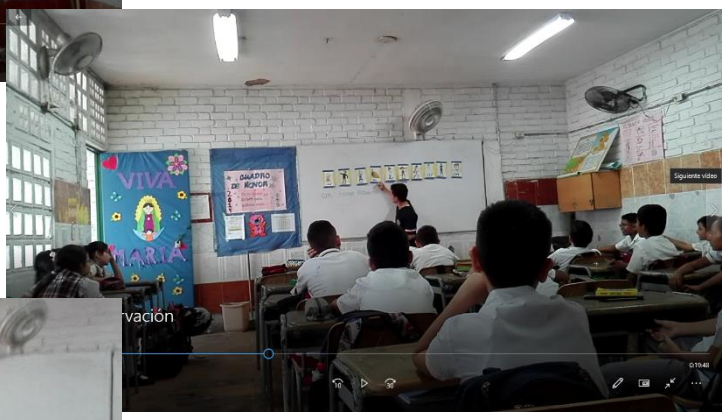
		N	AV	CS	S
1	Participa individualmente de forma activa durante la clase			X	
2	Participa grupalmente de forma activa durante la clase		X		
3	Participa activamente en actividades orales		X		
4	Participa activamente en actividades escritas			X	
5	Sigue las instrucciones del profesor				X
6	Muestra respeto y disciplina hacia el profesor				X

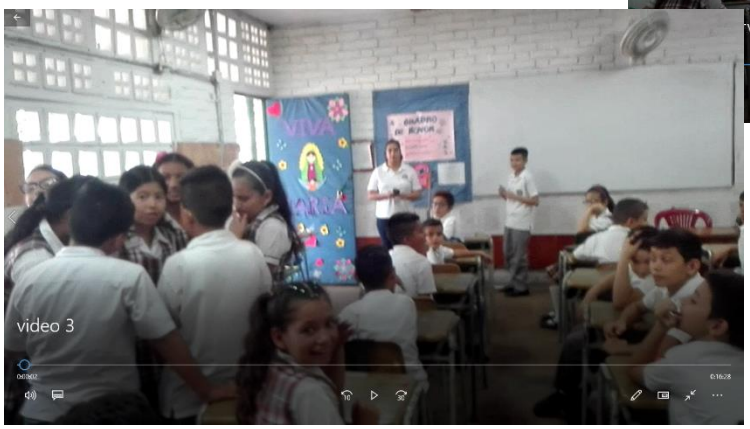
Comentarios

Appendix 4. videos









Appendix 5. permission letter for recording students

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

San José de Cúcuta, 27 de mayo de 2019

Estimados,
PADRES DE FAMILIA, sexto grado
Cordial saludo,

Yo, Yohan David Agudelo Escalante, identificado con C.C 1.093.785.449 de Los Patios, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos de sexto grado, acompañado de la supervisión de la docente Claudia Johana Torres Gamboa. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "La Implementación de Juegos en un EFL Salón de clase, Usando el Enfoque Comunicativo para Mejorar la Habilidad para Hablar" esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto los estudiantes serán grabados en el aula de clase. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

Agradeciendo su atención.

Cordialmente,

c.c. 1093785449

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Firma del padre de familia

Appendix 6. Data analysis

Análisis de datos de diarios de campo (jornal)										
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal) N1	Frases literales del diario de campo (journal) N2	Frases literales del diario de campo (journal) N3	Frases literales del diario de campo (journal) N4	Frases literales del diario de campo (journal) N5	Frases literales del diario de campo (journal) N6	Frases literales del diario de campo (journal) N7	Frases literales del diario de campo (journal) N8
Students' oral production improvement.	Pronunciation	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	Students respond the questions proposed by the teacher rarely. Students rarely pronounce words in the right way. They just repeat what the teacher tell them to repeat, they don't use English language.	the pronunciation of the words, it was successful thanks to the games previously applied with the aim of improving pronunciation which allowed them to express themselves orally without any inconvenience. Some of the students had a difficulty when pronouncing, for this reason they did a review orally Some of the time students repeat the studied words in class.	Students rarely pronounce words in the right way. In this week the teacher carried out some repassing activities and at the end he tested the students for grading their understanding and knowledge about the topic. when carrying out the test of the oral part, most students demonstrated they learned the right pronunciation but not all of them..	Some of the time students pronounce words in the right way.	Students ask for the right pronunciation when forgetting it. The pre-service teacher was focused on the pronunciation of the students and he corrected them most of the time. The students tried to repeat the right pronunciation after they committed the mistake.	Some of the students had a good development of the oral skill since they were able to pronounce a lot of words appropriately. Students pronounce w in the right w	the students had to use their speaking skill, trying to pronounce the words with a high proficiency, for this game they formed groups	Through the implementation of different activities a very important difference was observed regarding the pronunciation of the students and

	Vocabulary	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	They tried to answer the question: what do you want to be? But the doubted a lot. At the and most of the students repeat the same profession because they didn't know more vocabulary or the forgot it.	the teacher made a review of the last vocabulary and it was recognized by the students. the students were presented with an activity which they had to carry out in groups with the objective of identifying the vocabulary previously seen; The students easily recognized all the vocabulary easily. Most of the time students repeat the studied words in class	Students had to use the vocabulary of the previous class because of the game they were playing, so the activity allowed them to use and remember the lexicon.	it is complicated for them to learn new vocabulary; they have to repeat many times in order to remember the words.	The students presented their posters and they presented their oral production using the vocabulary they learnt from the previous class.	Students learnt a lot of vocabulary which they putted on practice for this classes.	A new kind of vocabulary was introduced to the students by using some flash cards, the students were familiarized with this vocabulary in several situations so for them to use it when it was necessary; they used it for the games but sometimes they just made some mistakes.	Students repeat the studied words in class. Students use the studied word in class.
	Fluency	Can manage very short	For some students it was able to answer to the questions easily without any problem.	the pronunciation of the words, it was successful thanks to the games previously applied with the aim of	The oral production of the students was improved by the use of some games then, the fluency was a bit better because they	Throughout the use of the game the students had the opportunity to participate orally in all the process, however it	The students showed an improvement when speaking because they had to make sentences using the grammar structure and the words, some		The oral production of the students was improved by the use of some games then, the fluency was a bit better because they had to participate for	They presented certain little problems with the fluency but they did a great effort.

		and to repair communication.		improving pronunciation which allowed them to express themselves orally without any inconvenience.	had to participate for winning points; this competence forced them to speak more.	was difficult because they didn't know the entire vocabulary due to it was brand new for them.	of them used connectors what was really interesting.		winning points; this competence forced them to speak more.	
	Accuracy	Shows only limited control of a few simple grammatical structured and sentences patterns in memorized repertoire.		They committed some simple mistakes when using the verb to be for making sentences.	The control was limited, most of them knew how to use the grammas explained but a few were lost.		They committed some mistakes using the grammar topic .	They committed some mistakes using the grammar topic .	They committed some simple mistakes when using the grammatical structure.	They committed some mistakes but the message was understood.
	Clarity of message	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, thought there may be some jumpiness in a long contribution.			Even though they mispronounced some words and they didn't use all the grammas in a suitable way, they were able to give the message.		They are getting better because now, they are able to express simple sentences using grammar structure.	They had less mistakes, the messages were more comprehensible.	In spite, they mispronounced some words, they were able to give the message.	the information they transmitted was well understood.
	Interaction	Can imitate discourse, take his/her turn when appropriate and end conversation when he/she may not always do this elegantly. Can help the discussion along	Students were really receptive but at first they were a little lost because they didn't paid attention.	It should be noted that when working in groups within the classroom, some students take these moments to form	Students work in group Most of the time Students participate in the activities They felt shy but due to the competition	Students participate in the activities. classes started with a different dynamic in which all students were	Most of the time Students participate in the activities. the students had to participate and interact most of the time through a presentation	students of the gr presenta activitie allowed compete their pee order to demonst abilities		

Games for fostering students' motivation.			on familiar ground confirming comprehension, inviting others, etc.	They were participating all the time. They felt motivated.	indiscipline, while others decide to work actively in groups.	they participated fluently.	actively involved in the learning process; during the activity all the students were quite active and participative.	activity in the which they should use the topics seen in last week's class.	of English language acquisition, grammatical, lexical, phonetic and language skills	
	Learning interest	Dewey (1993) describes interest as 'being engaged, engrossed, or entirely taken up with an activity, object, or topic.	they felt so motivated because of the new activities. They enjoyed the games so they paid attention and demonstrated interest.	They were really focused. they enjoyed participating in the ice breaker and memorization activity. The class was very active since most of the students have been motivated to participate thanks to the change of methodology and the new activities implemented	I could see that they were really paying me a lot of attention, besides that they saw that they were learning everything I taught them; for that reason, they feel interested because in the way they were learning was easy for them.	Students participate actively in oral production. thanks to the methodology that was carried out this week let the students participating in a motivating and dynamic way.	They felt interested and anxious because of the activity and the challenge they had to accomplish.	All the students participated actively in this process because they were very motivated and this interested them too much because all the teams wanted to win. From my point of view, games in English classes have worked successfully because it allows all students to voluntarily participate and also allows them to develop their language skills while improving and reinforcing the topics seen in previous classes.	they were involved in several activities where the students could participate actively during the whole process in an oral way and this kept them really entertained and everyone was very motivated and they felt focused.	The students were very excited to work with me the last hours, so this helped a lot to have an excellent discipline. For the classes of this week students worked in a new context, they worked in the audio visual classroom, using the TICS; this part motivated the students quite a lot because we worked with videos and we did different activities that they found entertaining.

	Language use in class	Major problems in simple/complex constructions, frequent errors of negation, agreement, tens, number, word/order function, articles, pronouns, prepositions and/or fragment run-ons deletions, meaning confused obscured.	Students use rarely English inside the classroom. They just use the language when they feel they need it in order to compete against their partners in the games.	Some of the time, Students respond the questions proposed by the teacher.	I have realized through all the activities implemented since the students are able to answer the questions and are also able to develop and fulfill the objectives of the activities proposed in the classes. Students respond the questions proposed by the teacher	When students started to participate it was a little bit difficult because that was a new topic and they didn't know a lot about that but they achieved the goal of the activity.	The students used the Engliig language almost the whole class because they had to present their posters so, it was necessary and mandatory to use it.	The students' oral production advanced in a high grade due to they weren't forced to do it, they just had the necessity of doing it, because as it was several competences it was mandatory for them to express themselves in the foreign language in order to win the game.	Students were all the time describing orally and the other classmate was drawing what he/she was listening; so it could be noticed that students could use an appropriated oral production and that they improve their listening skill.	The students try to use the English language in many occasions due to the implemented activities, so they used the target language a 50 % of the class and that was a real advance because it was noticeable.
Students' awareness about Anglophone culture.			The students were motivated because they wanted to know which were the most common professions in united states, so when they saw the information they were surprised because of the difference.	Students watched a video about the meaning of each one of the jobs in united states.			They learnt and they made a parallel between the structure of the parts of a Colombian house and an north American house.	They presented the parts of their houses taking into account the different structures.	Through the use of a you tuber video, the students were aware of what north American people do in a day.	The students learnt about a simple routine of a north American person

Appendix 7. Oral production analysis

Análisis de datos, análisis documental (producciones de estudiantes) producción 1

Categoría general	Subcategorías	Descripción teórica	P1 Producción 1	P2 Producción 1	P3 Producción 1	P4 Producción 1	P5 Producción 1	P6 Producción 1
Students' oral production improvement.	Pronunciation	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	Some mistakes in pronunciation: "policeman" "fireman" "mechanic" "nurse" The student presented some basic mistakes when he was speaking but it was not so grave. He just committed mistakes when pronouncing certain vowels that change its pronunciation in English, so he just pronounced them as in Spanish.	He showed some mispronunciations in vowels such as: "nurse" "farmer" In general this student was good in pronunciation, just these few mistakes were noticed.	Good pronunciation management. However, she has difficulty for words begging with: "Th" Or some words that finishes in: "ble"	This student felt so shy when he was in front of the class. He mispronounced a lot of words: "fireman" "nurse" "policeman" "mechanic" "dentist" It was evidenced that this student really prepared the presentation but he felt nervous for that he forgot the pronunciation of those words.	Difficulty for words with the "th" sound, "u": mispronounced. The intonation is poor.	Good pronunciation management. However, she has difficulty for words begging with: "Th" Or some words that finishes in: "ble" "th"
	Vocabulary	Has a very basic repertoire of words	The vocabulary was	When the student	The vocabulary used	The vocabulary used	The vocabulary used	When the student
		and to repair communication.	due to the student thought a lot before saying the next word when making sentences.	evidenced when the student has to say a long sentence. He says the sentence by dividing it into words.			student has to say a long sentence. He says the sentence by dividing it into words.	
	Fluency							
	Clarity of message	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, thought there may be some jumpiness in a long contribution.	the message is clearly understood even the students presented some mistakes everything was clear	the message is well transmitted so; it wasn't difficult to understand what he wanted to say.	The message is clearly understandable.	the message can be understood with a high grade of difficulty.	the message can be barely understood.	the message can be barely understood.
	Interaction	Can imitate discourse, take his/her turn when appropriate and end conversation when he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others, etc.						

Análisis de datos, análisis documental (producciones de estudiantes) producción 2

Categoría general	Subcategorías	Descripción teórica	P1 Producción 2	P2 Producción 2	P3 Producción 2	P4 Producción 2	P5 Producción 2	P6 Producción 2
Students' oral production improvement.	Pronunciation	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	Some mistakes in pronunciation: "floor" "garage" "table" The student presented some basic mistakes when he was speaking but it was not so grave. Some syllables were mispronounced.	He showed some mispronunciations such as: "roof " "bathroom" "television" For this production the student just committed few mistakes in the speech.	Excellent pronunciation and few mistakes: "cupboard" "washbasin" "picture"	The student is so disciplined but his nervous affect him, he mispronounced some words: "fridge" "table" "stairs" "roof"	Difficulty for words with the "th" sound, "ble" sound and the "g" sound.	The student had some difficulties with some pronunciation but in summary it was good speech. "cupboard" "stairs" "washing machine"
	Vocabulary	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	The vocabulary tried to used most of the words learned in the class.	The student get confused: Kitchen / chicken the rest of it was good.	The vocabulary used was that seen in class.	He has an excellent range of vocabulary.	The vocabulary used was that seen in class.	The vocabulary was used in an excellent way, the student tried to use almost all the words leaned in the class.
	Fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pau search fo expressio articulate familiar t and to req communi	The student tried to use connectors for being fluent.	The fluency is not so good even though some sentences had a tolerable flow. The student stops too	She stopped when pronouncing some words but in general it was better.	The fluency was difficult for him; in spite, he knows a lot of vocabulary, he mispronounced a lot of	The fluency is not so good even though some sentences had a tolerable flow. The student stops too much	The fluency is good; it was slow but accurate.
	Clarity of message	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, thought there may be some jumpiness in a long contribution.	the message is clearly understood even the students presented some mistakes everything was clear enough.	the message is understood, he tried to use his corporal expression for being more specific when he didn't know the suitable word.	the message is clearly understood even the students presented some mistakes everything was clear enough.	the message can be understood with a high grade of difficulty.	the message could be understood.	the message could be understood.
	Interaction	Can imitate discourse, take his/her turn when appropriate and end conversation when he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others, etc.	The student was able to answer one of the question that a partner ask him.	Regular interaction, the student was a little bit nervous.	The interaction was well done. She answered a couple of questions.	It was missing the interaction part.	The interaction was well done.	The interaction improved.

Appendix 8. Evaluation Grid

RUBRIC OF EVALUATION:

Workshop 1: Home sweet home (P2)

Participant Number: 1 Sketch N° 1	Assessment criteria	Number value					Comment
Fluency	The speaker express the ideas slowly, looking for the expression in order to keep the main ideas.	0	0.2	0.5	0.8	1.0	The student tries express his ideas in the better way but it gets a little bit complicated because he doesn't have a predetermined order while he is speaking for that reason he commits a lot of mistake at the moment of speaking.
Vocabulary	The speaker uses simple vocabulary forms by showing control of them.	0	0.2	0.5	0.8	1.5	The student didn't learn the words of the topic so it was difficult to express his ideas because he didn't find the right vocabulary to do it.
Pronunciation **Intonation**	The speaker can be mostly understood controlling intonation and word-phrase stress of known words.	0	0.2	0.5	0.8	1.5	The student has a lot of mispronunciations when he speaks due to the fact he felt really nervous when he was speaking.
Interaction	The speaker uses the expressions learnt in classes, reacting appropriately to the setting.	0	0.2	0.5	0.8	1.0	The expressions were well said but sometimes , he commited some mistakes.
	Total						2.6

RUBRIC OF EVALUATION:

Workshop 1: Home sweet home (P2)

Participant Number: 1 Sketch N° 1	Assessment criteria	Number value					Comment
Fluency	The speaker express the ideas slowly, looking for the expression in order to keep the main ideas.	0	0.2	0.5	0.8	1.0	It is missing a lot of practice, the student participated without any previous practice, for that, this part really affected his production.
Vocabulary	The speaker uses simple vocabulary forms by showing control of them.	0	0.2	0.5	0.8	1.5	The vocabulary was basic, but he tried to remembered the vocabulary studied in the class.
Pronunciation **Intonation**	The speaker can be mostly understood controlling intonation and word-phrase stress of known words.	0	0.2	0.5	0.8	1.5	A lot of mistakes were noticed in his oral production although, he made a great effort to continue his work.
Interaction	The speaker uses the expressions learnt in classes, reacting appropriately to the setting.	0	0.2	0.5	0.8	1.0	The student accomplished this but with many problems.
	Total						1.7

Appendix 9. Narratives

Narrativa #1

Semana del 13 al 17 de mayo 2019

Durante el transcurso de la primera semana de implementación de la propuesta pedagógica en el aula de clase, se desarrolló los contenidos propuestos de manera ordenada y siguiendo todos los pasos y actividades propuestas para el proceso de enseñanza y aprendizaje que se lleva a cabo dentro del salón de clases; durante todo este proceso, la profesora supervisora estuvo presente, prestando atención a los procesos, situaciones, actividades y metodología implementada, por lo cual yo como practicante estuve siempre acompañado y en algunas ocasiones fui guiado cuando fue necesario.

En las clases, se presentaban diversas situaciones que obstruían el normal desarrollo del curso, algunas de ellas fueron las siguientes: formación de indisciplina por parte de algunos estudiantes y distorsión de la atención. Aunque se presentaron algunos focos de indisciplina, se logró manejar el grupo de una forma muy fluida ya que, por medio de las actividades presentadas, los estudiantes del grado sexto participaban en cada uno de los juegos en los cuales podían aprender el inglés inconscientemente, de esta forma todos los estudiantes sentían el deseo de competir unos con otros lo cual creo un ambiente interactivo donde el objetivo de los estudiantes era ganar o llevar a cabo la actividad de forma exitosa. Por otra parte, la distorsión de la atención se presentó en 2 estudiantes que por razones desconocidas no querían participar en las actividades propuestas, por tal motivo, se les incitaba a participar y a ser parte de las actividades que estaban siendo desarrolladas, por medio de preguntas en las cuales ellos tenían que estar atentos para poder responder. Cuando los niños no sabían cómo responder, esto les generaba impotencia y pena con sus otros compañeros, por eso se les hacía retos o preguntas que para poder responder debían prestar atención y de esta forma se logró que la totalidad de los estudiantes participaran en los juegos planteados.

Aunque se presentaron estos dos inconvenientes, los estudiantes participaron de forma muy activa durante todas las sesiones de clase; siempre tenían preguntas, dudas y en algunas ocasiones opiniones sobre el tema, lo cual permitió ver el interés y la motivación que tenían por aprender la lengua inglesa.

Todo el proceso de enseñanza y aprendizaje se desarrolló de manera exitosa y sin mayor inconveniente; en cuanto a la metodología implementada, esta encajo excelentemente con la forma de adquirir conocimiento de los estudiantes, lo cual permitió que aprendieran sin ningún esfuerzo ni obligación.

Narrativa #2

Semana del 20 al 24 de mayo 2019

Frente al proceso de enseñanza y aprendizaje impartido durante el transcurso de esta semana, se pudo evidenciar diferentes elementos en el aula de clase. Esta semana hubo paro por dos días así que las clases no se pudieron llevar a cabo normalmente. Para esta semana se planteó a los estudiantes una actividad la cual debían realizar en grupo con el objetivo de identificar el vocabulario previamente visto; Los estudiantes reconocían fácilmente sin ningún inconveniente todo el vocabulario, la única parte que se les complicaba un poco era la escritura que aunque ya la habían practicado se les dificultaba, en cuanto al asunto de la pronunciación de las palabras, esta fue exitosa gracias a los juegos anteriormente aplicados con el objetivo de mejorar la pronunciación lo cual les permitió expresarse de manera oral sin inconveniente alguno.

Algunos de los estudiantes se les dificultaba la pronunciación, por tal motivo se hizo un repaso de forma oral y también escrita para superar los problemas que presentaban en su escritura. La clase estuvo muy activa ya que la gran parte de los estudiantes se han sentido motivados a participar gracias al cambio de metodología y a las nuevas actividades implementadas, lo cual ha jugado un papel muy importante en el desarrollo de la propuesta ya que va demostrando poco a poco el desarrollo de los objetivos del proyecto pedagógico.

En cuanto a la disciplina del curso; los estudiantes al estar todo el tiempo consagrados al desarrollo de las actividades, casi no les da el tiempo para estar formando indisciplina. Cabe recalcar que al momento de trabajar en grupos dentro del salón de clase, algunos estudiantes toman estos momentos para formar indisciplina en cambio otros deciden trabajar activamente en grupo; pero en cuanto a formar grupos de trabajo dentro del aula se puede decir que no es tan buena opción ya que primero la estructura del salón no lo permite al ser demasiado pequeño y tener tal multitud tan grande de estudiantes dentro de él y además que se pudo notar que de esta manera se pierde más tiempo mientras se organiza el salón y además se presta para armar focos de indisciplina lo cual obstaculiza el normal desarrollo del proceso de enseñanza y aprendizaje.

Narrativa #3

Semana del 27 al 31 de mayo 2019

Durante el transcurso de esta semana, los estudiantes estaban un poco más activos dentro del aula de clase ya que se animaban mucho con mi llegada porque sabían que la clase iba a ser impartida de una manera diferente la cual les llamaba mucho la atención; la clase empezó con una dinámica motivadora en la cual los estudiantes debían participar por equipos, estas actividad aumentaba el sentido de competitividad entre los estudiantes e incrementaba la participación en el salón de clase ya que las actividades de competencia entre compañeros los motiva mucho a participar.

Esta semana me sentí muy entusiasmado cuando enseñaba a los estudiantes porque veía que de verdad me estaban prestando mucha atención, además que se veían que estaban aprendiendo todo lo que yo les enseñaba; de esto me he dado cuenta por medio de todas las actividades implementadas ya que los estudiantes son capaces de responder a las preguntas y también son capaces de desarrollar y cumplir con los objetivos de las actividades propuestas en las clases.

aunque es importante mencionar que, en algunos momentos de las clases, algunos estudiantes se veían un poco escépticos al proceso de enseñanza y aprendizaje impartido en la clase ya que, según mi análisis personal, estos estudiantes pensaban en otros asuntos que no tenían que ver con temas académicos, entonces estos estudiantes tal vez tenían algún tipo de problema el cual no les permitía envolverse dentro de este proceso de adquisición de conocimiento. Esto causó algunas interrupciones durante la clase ya que en algunos momentos tocaba detener la clase para preguntar a estos estudiantes, para saber cómo estaban avanzando, para verificar si estaban cumpliendo con los objetivos fijados o para hacerles una explicación de nuevo sobre lo que debían realizar; pero esto no causó mayor inconveniente ya que fueron situaciones que se pudieron manejar de manera muy fácil y sin mayor inconveniente.

En general, esta semana fue muy productiva y permitió desarrollar cierta variedad de actividades que complementaron las anteriores, para de esta forma verificar y asegurar que los estudiantes comprendieron y aprendieron toda la temática correctamente. La semana se llevó a cabo de manera exitosa porque se desarrollaron todos los objetivos y la participación de los estudiantes fue clave en este proceso, por tal motivo la semana finalizó según lo planeado y esperado.

Narrativa #4

Semana del 03 al 07de junio 2019

En esta semana, las clases se iniciaron con una dinámica diferente en la cual se buscaba que todos los estudiantes pudieran participar activamente en el proceso de aprendizaje; durante la actividad todos los estudiantes se notaron bastantes activos y participativos aunque al principio les costó agarrar el ritmo de la actividad al final pudieron realizarlo con éxito. En esta semana hubo varios factores que intervinieron en cada una de las clases, algunos de ellos fueron un poco negativos porque no permitían a los estudiantes estar totalmente concentrados y otros puntos sobre todo en la metodología implementada contrarrestaron estos obstáculos.

Esta semana se llevaron a cabo las evaluaciones bimestrales de cada una de las materias, por tales razones los estudiantes se la pasaban la mayor parte del tiempo pensando en el momento de las bimestrales y algunos hasta se notaban nerviosos e inquietos. Esto hizo que el ´proceso de aprendizaje durante esta semana se viera un poco obstruido ya que no se contaba con la total concentración de los estudiante; pero gracias a la metodología que se llevó a cabo esta senana, yo pude contrarrestar un poco este inconveniente ya que las actividades conducían a que los estudiantes participaran de una forma motivadora y dinámica. A través del juego se pudo lograr que los estudiantes de olvidaran un poco de sus preocupaciones y que tomaran la clase como un lugar donde se puede aprender y divertirse al mismo momento.

En conclusión, aunque esta semana no se dispuso de todo el tiempo necesario para aprender la temática, se hizo un gran esfuerzo tanto del profesor como de los estudiantes por llevar a cabo toda la planeación programada y sobre todo por cumplir los objetivos propuestos para esta semana. Fue una excelente semana en la cual me permitió reflexionar sobre todos los inconvenientes que se pueden presentar en una institución y sobre todo reflexione sobre el uso de estrategias para enseñar más eficazmente para cuando se presentan momentos en los que el tiempo es insuficiente.

Narrativa #5

Durante esta semana, en lo referente al proceso de enseñanza y aprendizaje que se llevó a cabo con los estudiantes, fue un poco más dinámico, ya que los estudiantes debían participar e interactuar la mayor parte del tiempo a través de una actividad de presentación en la cual debían usar los temas vistos en las clases de la semana pasada; esto representó un reto total para todos los estudiantes ya que ellos no están acostumbrados a hablar en Inglés en ninguna ocasión, entonces representó un desafío que hablando de manera general lo pudieron completar de manera exitosa.

Durante esta semana los estudiantes se veían un poco ansiosos por el hecho de que estaban a punto de salir a vacaciones y este tema creaba un poco de desconcentración e inclusive un poco de desorden, pero gracias a las actividades implementadas se logró capturar la atención de los estudiantes sin mayor esfuerzo y de esta manera se impartió una enseñanza muy fluida y enriquecedora.

En cuanto a mi punto personal, esta semana sentí que había mejorado en algunos puntos ya que, me pareció un poco más el manejo del salón, el manejo de la voz durante la sesión de clase y me pareció que todo fluía sin ningún inconveniente. Como resultado de esta semana, pude reflexionar sobre la importancia de las actividades que se implementan en las clases como medio motivador de aprendizaje inclusive cuando el sujeto no desea aprender de forma autónoma.

Narrativa #6

Durante el transcurso de esta semana, la experiencia fue muy enriquecedora ya que trabajamos bastante con los estudiantes teniendo en cuenta los temas de las clases pasadas; en esta semana hubo un poco de indisciplina ya que los estudiantes estaban regresando de las vacaciones, por tal motivo tenían mucho tiempo sin verse con sus compañeros y esto crea la necesidad de estar hablando, aunque se comportaron y como las actividades implementadas fueron muy buenas, esto logro capturar su atención y mantener una excelente concentración para poder culminar todas las actividades. durante esta semana, los estudiantes hicieron parte der juegos, de presentaciones orales y de actividades que les permitían competir contra sus compañeros con el propósito de demostrar sus capacidades en cuanto a la adquisición de la lengua inglesa, la habilidad gramatical, lexical, fonética y de escucha.

Todos los estudiantes participaron activamente de este proceso ya que se encontraban muy motivados y esto les interesaba demasiado debido a que todos los equipos querían ganar. desde mi punto de vista, los juegos en las clases de inglés han funcionado exitosamente ya que permite que todos los estudiantes quieran participar voluntariamente y además les permiten desarrollar sus habilidades lingüísticas al mismo tiempo que mejoran y refuerzan los temas vistos en las clases previas.

Narrativa #7

Durante esta semana, la experiencia con los estudiantes fue muy buena porque se les presentaron varias actividades en donde los estudiantes podían participar activamente durante toda la actividad de forma oral y esto los mantuvo realmente entretenidos dando lugar a que todos estuvieran muy motivados y se sintieran enfocados; en la actividad llamada el teléfono roto, los estudiantes tenían que recibir un mensaje en inglés y tenían que transmitirlo al siguiente compañero de la fila y al final se descubría el resultado de la transmisión del mensaje.

Además, se hizo otros juegos, en los cuales los estudiantes participaban también de forma oral, en donde se hacían grupos y cada grupo describía en ingles a su líder, las cosas que tenían que dibujar en el tablero. Estos juegos permitieron la participación en equipo de los estudiantes y también les permitió desarrollar sus habilidades orales y de escucha; además esto permitió que todo el proceso de enseñanza y aprendizaje de presentará de forma más activa, participativa y enriquecedora.

En conclusión, esta semana fue realmente excelente ya que todo fluyo de una manera muy movida y dinámica, pude sacar bastante provecho y aprendizaje de esta semana.

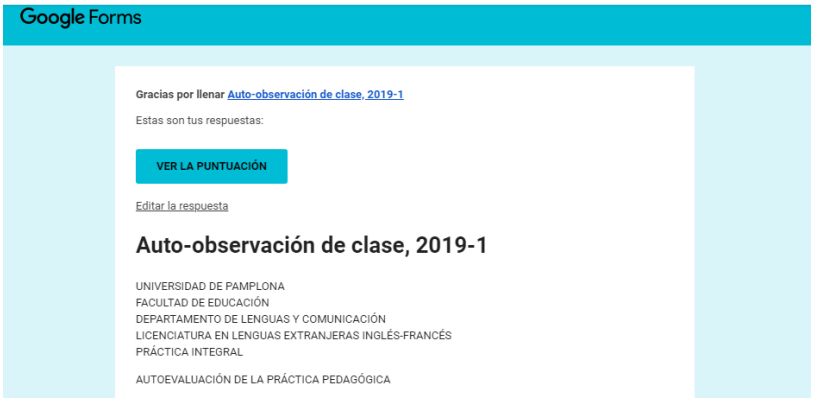
Narrativa #8

Durante el transcurso de esta semana, el proceso de enseñanza y aprendizaje transcurrió de una manera muy agradable, como era la última semana, los estudiantes estaban muy entusiasmados por trabajar las últimas horas con migo, entonces esto ayudo en gran parte a tener una disciplina excelente. Para las clases de esta semana se les presento a los estudiantes un nuevo contexto, se trabajó en el aula de audio visuales, haciendo uso de las TICS; esta parte motivo a los estudiantes bastante porque trabajamos con videos y realizamos diferentes actividades que les pareció entretenidas.

Durante esta semana se hizo una observación muy profunda sobre todo a la parte oral de los estudiantes, y mediante la implementación de diferentes actividades se pudo notar una diferencia muy importante respecto a la pronunciación de los estudiantes y además se pudo identificar que los estudiantes no tenían miedo de hablar inglés, cualquier palabra que mencionaron la dijeron sin pensarlo tanto; esta identificación fue muy buena tanto en el aula de clase como también para demostrar que el proyecto de la implementación de los juegos para mejorar y motivar a los estudiantes a hablar en inglés, es en realidad una buena apuesta dentro del campo educativo.

Como conclusión, todo este proceso de implementación de nuevas estrategias para enseñar la lengua inglesa, me ha dejado demasiados aprendizajes tanto a mi como profesional como también a mis estudiantes en general.

Appendix 10. self-observation card



Dirección de correo electrónico *

yohandavid.13@gmail.com

Autoevaluación

*

mayo 21 2019

Autoevaluación *

mayo 21 2019

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1 2 3 4

Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

1 2 3 4

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. *

1 2 3 4

Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

1 2 3 4 5 6 7 8 9

Observaciones y propuestas de mejora: *

planear de acuerdo con los objetivos planteados.

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *

1 2 3 4

Planteo situaciones introductorias previas al tema que se va a tratar. *

1 2 3 4

-Motivación a lo largo de todo el proceso:

no, solo a veces los motivo a que continúen aprendiendo

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

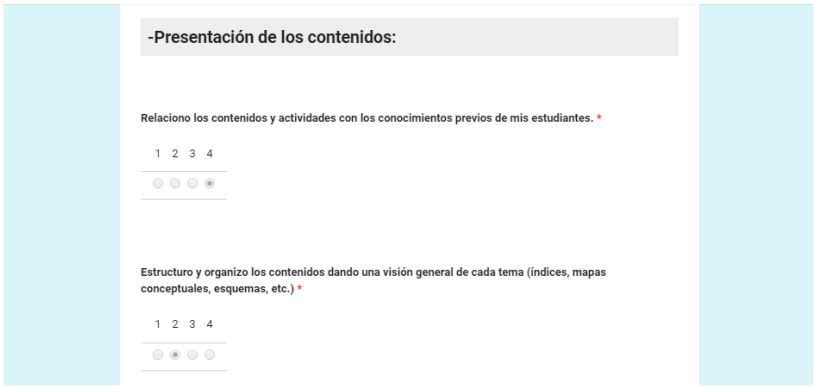
1 2 3 4

Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1 2 3 4

Doy información de los progresos conseguidos así como de las dificultades encontradas. *

1 2 3 4



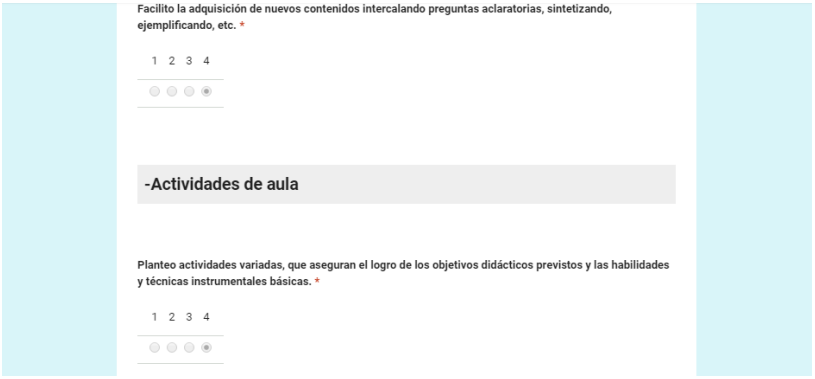
-Presentación de los contenidos:

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. *

1 2 3 4

Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) *

1 2 3 4



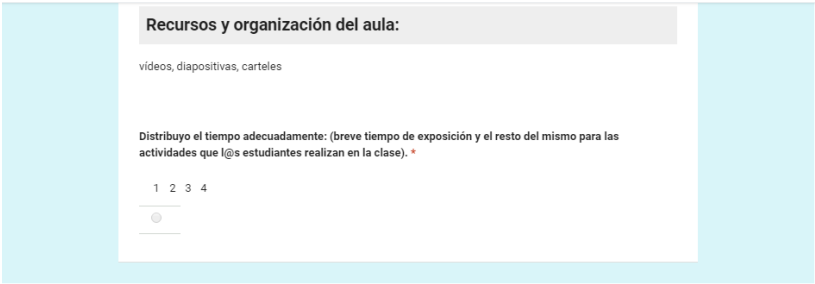
Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. *

1 2 3 4

-Actividades de aula

Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. *

1 2 3 4

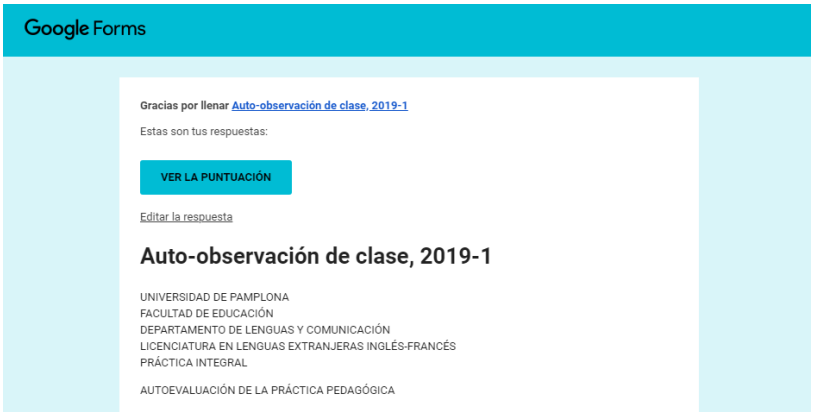


Recursos y organización del aula:

vídeos, diapositivas, carteles

Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase). *

1 2 3 4



Google Forms

Gracias por llenar Auto-observación de clase, 2019-1

Estas son tus respuestas:

VER LA PUNTUACIÓN

Editar la respuesta

Auto-observación de clase, 2019-1

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

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Autoevaluación

*

junio 4 2019

Autoevaluación *

junio 4 2019

I. PLANIFICACIÓN

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1 2 3 4

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1 2 3 4

Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

1 2 3 4

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. *

1 2 3 4

Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

1 2 3 4 5 6 7 8 9

Observaciones y propuestas de mejora: *

se planea de acuerdo a los objetivos.

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

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1 2 3 4

Planteo situaciones introductorias previas al tema que se va a tratar. *

1 2 3 4

-Motivación a lo largo de todo el proceso:

no, solo a veces los motivo a que continúen aprendiendo

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *

1 2 3 4

Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. *

1 2 3 4

Doy información de los progresos conseguidos así como de las dificultades encontradas. *

1 2 3 4

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. *

1 2 3 4

Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) *

1 2 3 4

Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. *

1 2 3 4

-Actividades de aula

Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. *

1 2 3 4

Recursos y organización del aula:

vídeos, diapositivas, carteles

Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase). *

1 2 3 4

Auto-observación de clase, 2019-1

UNIVERSIDAD DE PAMPLONA
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PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

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Autoevaluación

*

julio 12 2019

Autoevaluación *

julio 13 2019

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

1	2	3	4	5	6	7	8	9	
○	○	○	○	○	○	○	○	◉	Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

1	2	3	4
○	○	○	◉

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

1	2	3	4
○	○	○	◉

Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

1	2	3	4
○	○	○	◉

Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

1	2	3	4
○	○	○	◉

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. *

1	2	3	4
○	○	○	◉

Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	◉

Observaciones y propuestas de mejora: *

todo ha marchado excelentemente

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

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1	2	3	4
○	○	○	◉

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○	○	○	◉

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1	2	3	4

○	○	○	◉

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1	2	3	4
○	○	○	◉

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1	2	3	4
○	○	○	◉

-Presentación de los contenidos:

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○	○	○	◉

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○	○	○	◉

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1	2	3	4
○	○	○	◉

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○	○	○	◉

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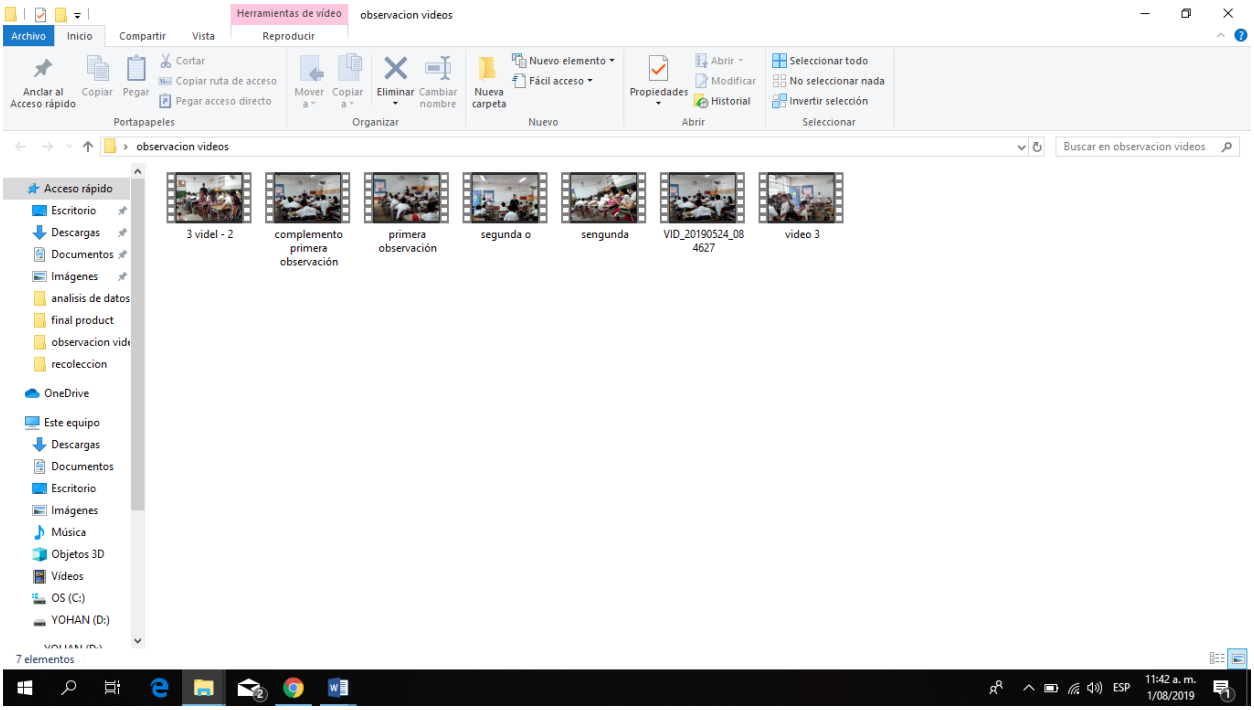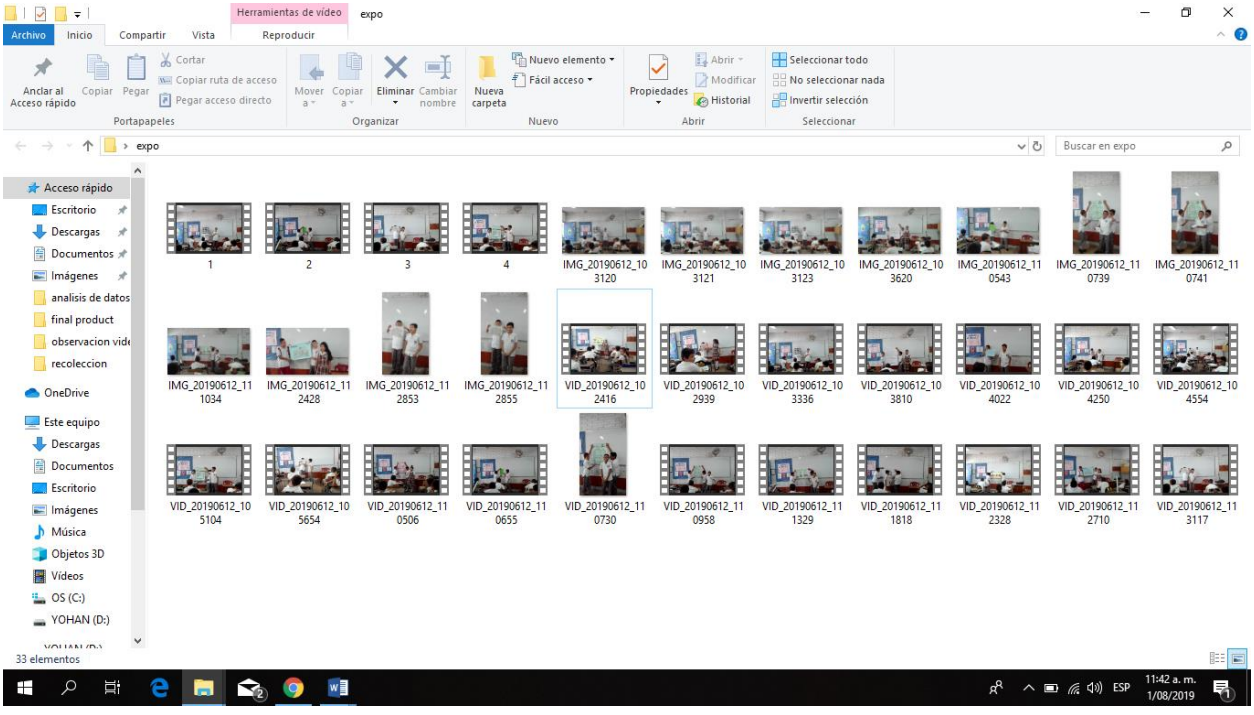
Appendix 11. class recording