

Use of games and oral tasks to improve the oral production in 10th students of a public high school in Cúcuta

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Faculty of Education

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Practicum

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To me, it is exciting to be at this moment because I am only a few steps away from achieving the desired dream, which is becoming a Bachelor of Foreign Languages. I also want to thank my sister, who from distance, I know she is with me.

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Acceptance note

Teaching Practicum Committee

Laura Marcela Torres Álvarez
Supervisor

Contents

Acknowledgements.....	3
...List of figures.....	9
Justification and statement of the problem	11
Objectives	12
General objective:	12
Specific objectives:	12
Institutional observation.....	13
Historical review	13
Identifying Institutional Authorities.....	14
Fundamental Aspects of the Institutional Educational Project	14
Mission.....	14
Vision	15
Philosophy.....	15
Symbols of the institution	15
Institutional anthem.	15
Rulebook	18
Physical infrastructure.....	19
Organizational chart:.....	19
School calendar	21
Supervisor academic schedule	23
Pedagogical aspects.....	24
Chapter I: Pedagogical component.....	26
Statement of the Problem and Justification.....	27

General objective.....	28
Specific objectives.....	28
Theoretical framework.....	28
Constructivism.....	28
Law of bilingualism (Ley de Bilingüismo).	29
Communicative approach.....	30
Teaching English.....	31
Oral Production.....	32
Role-plays.....	32
Games.....	32
Literature review.....	33
Role-plays to improve oral production.....	33
Principles of planning.....	34
Games to teach and learn English.....	34
Methodology.....	34
Research methodology.....	35
Type of research and design.....	35
Population and sample.....	36
Observation:.....	36
Journal.....	37
Survey.....	37
Results.....	38
Roleplay as a technique for improving oral production.....	38
The game as a teaching method.....	41
Conclusion.....	42

Chapter II: Research component.....	44
Introduction	44
Justification	44
Statement of the problem	45
Objectives.....	45
General objective.....	45
Theoretical Framework	46
The teaching profession	46
Reflection	47
Reflection as a process	47
Reflection as a theme	48
Reflective practice.....	48
Pedagogical practicum	49
Generic	50
Methodology	51
Reflective workshops	51
Objectives.....	51
Self-observation checklist.....	51
Narrative.....	52
Class recordings	52
Data collection timetable.....	53
Results.....	54
Conclusions.....	54
Chapter III: Outreach component	55

Macro-project: “Sensibilización a la lengua inglesa en escuelas de primaria de la ciudad de Cúcuta”	55
Introduction	55
Justification	56
Objectives	57
General objectives	57
Specific objectives	57
Typology of the project	58
Lines of contribution	58
Theoretical Framework	59
Languages teaching	59
“Programa Nacional de Bilingüismo”	60
Bilingualism	62
Teaching English in primary school	62
Why learn a foreign language in primary school?	64
Sub-project	66
The use of flashcards to teach vocabulary and pronunciation in English to students of third and fifth grade at José Aquilino Durán High School	66
Identification of needs	66
Justification	66
Objectives	67
General objective	67
Specific objectives	67
School context	67
Population	67

Fifth grade's English class timetable	68
Theoretical framework	68
Methodology	69
Results.....	70
Chapter IV: Administrative Component.....	71
Introduction	71
Justification	71
Objectives.....	71
General objective	71
Specific objectives	72
Results.....	72
Conclusions.....	72
Evidences	73
References.....	74

List of Tables

Table 1	20
Table 2	21
Table 3	24
Table 4 CEFR levels in Colombia according to grades	30
Table 5 Percentage of survey responses.....	41
Table 6 Data collection timetable.....	53
Table 7 Academic Schedule in Primary School.....	68

...List of figures

Figure 1 Institutional flag	17
Figure 2 Institutional shield	18
Figure 3 Pie chart representing students' interest for English	39
Figure 4 Stages of the reflection process	47

Introduction

Learning a foreign language has become an increasingly important aspect in the formation of a person, whether it is in the work or personal field. Thus, learning another language is now a mandatory requirement to respond to the needs of the world.

Through the General Law of Education, the Colombian government has recognized the importance of learning English language by including in the definition of the compulsory areas of the basic and the average "Humanities, Spanish language and foreign languages" (Mineducación, 1994)

Even so, in Colombia, English proficiency, even though it has risen, is still at a low level, occupying the 60th position of 88 countries analysed by the international education company Education First (EF) (El Tiempo, 2018).

In order to assess one's proficiency in a language, English in this case, four skills need to be developed according to the Common European Framework of Reference for Languages: Learning, teaching, and assessment, in which reading and listening are taken as receptive skills, and speaking and writing as productive skills (Council of Europe, 2001). In this way, the Ministry of Education has programs such as Colombia Bilingüe, "whose main objective is to ensure that children and youth communicate more and better in English and, in this way, facilitate their access to a new professional, work and cultural opportunities" (MEN, 2016). This program uses strategies such as teacher and student training through monitoring and evaluation so that there is a sensibility towards the English language.

In this way, with the objective of sensitizing the English language, this project was develop the implementation of oral tasks in order to work on communication skills, especially oral production in 10th grade students of a public school in the city of Cúcuta. The purpose consists of improving their level in a foreign language and achieve the purposes established by

the MEN, in addition to sow in them the love for a second language. For its accomplishment, the researcher applied oral production tasks such as role-plays in order to work on the oral competence as well as games in order to catch the student's attention for English and get the student acquire an extended learning.

This study is thus divided into four main components that range from the pedagogical and the research component of the outreach and the administrative component. The pedagogical component comprises the research proposal that was conducted at José Aquilino Durán High School regarding tenth graders' learning through the implementation of diverse tasks such as games to catch the student's attention and play roles to improve the oral production. Then, the research component deals with the development of a macro research project in the light of reflective practices in pre-service teachers from a Foreign Languages program at the University of Pamplona. Additionally, the outreach component concerned about the execution of a classroom project proposal at primary school level regarding English language awareness. And finally, the administrative component encompassed the active role of the pre-service teacher in the educational centre.

Justification and statement of the problem

The Ministry of Education establishes that students at the end of their studies in secondary school must have the level B1.1 according to the Common European Framework of Language References, however, through the observations, I could verify that, in English, students have many flaws in pronunciation and also in the use of grammar.

Those observations were applied from 2th to 6th September in the main headquarter, the high school José Aquilino Durán, with the objective to see clearly the needs of the students concerning English, however, it was inevitable to see other aspects in other classes. Concerning English, as it was mentioned before, the learners have problems with the use of the language, especially in the use of oral discourse. In the case of 9th, the teacher asked o the students to expose what they want to be in the future. They had to say the profession the reason why they had chosen that and a representative character regarding that profession. Here it was observed

that they felt uncomfortable because they didn't have knowledge about pronunciation. Besides that, the practitioner could see that students get distracted easily.

Another aspect to take into account is that teachers believe that English is only learned through text translation. When studying the general population, the supervising professor let the practitioner know that the students were accustomed to that kind of activities. Only until a few weeks ago they are working under another method proposed by a new teacher. However, it is necessary to mention that their level is still low and students do not take a foreign language learning seriously. This leads me to think that it was necessary to implement a project in which students can appreciate the English language besides improving it, especially, their oral production.

Based on that observation, it was necessary to implement a project that emphasizes oral production because students, first, have focused only on reading, that is, readings and translations. Secondly, because people most of the time communicate through oral language. For this reason, taking into account that the students of this high school have been focused on reading comprehension, the practitioner was focused on their oral production through dynamics activities, that means, activities that catch students' attention because, another fact that is necessary to mention is that students don't feel so much attraction for learning foreign languages.

Objectives

General objective:

To promote English language as a useful tool by improving the oral production in students of 10th in José Aquilino Durán High School.

Specific objectives:

- To use reflective practices as an aid for pre-service teachers at the practicum stage.
- To participate actively in the academic and administrative activities organized by the institution during the practicum stage.
- To make the students of the headquarter Las Angustias primary school expand their vocabulary.

Institutional observation

The high school JOSÉ AQUILINO DURÁN is an official educational institution located in Cúcuta, Norte de Santander. It offers mixed-gender education -men and women- and it was created by the Municipal Decree 034 of 29 December 1992 to provide formal education in the levels of preschool, primary and high school as well as technical education through an agreement with the National Learning Service (SENA).

Education at JOSÉ AQUILINO DURÁN (JAD) is offered without any discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, vulnerability or disability and it is constantly promoting inclusion processes.

JAD has four centers in different locations of the city as follows:

- a. *Sede José Aquilino Durán*: Dirección: Avenida 17A N° 19-41 BARRIO SAN JOSÉ.-
Sede principal.
- b. *Sede Nuestra Señora De Las Angustias*. Dirección: Calle 22 N° 19-19 BARRIO SANTANDER
- c. *Sede Pedro Fortoul*. Dirección: Calle 28 # 22-67 BARRIO SANTANDER
- d. *Sede ATANASIO GIRARDOT*. Dirección: Avenida 24 # 24-21 BARRIO NUEVO.

This Project will be developed in the principal headquarters. The practitioner will also apply a subproject in the headquarter Nuestra Señora de las Angustias,

Concerning the headquarters of the JAD, these were linked by the decree 00803 of September 30 of 2002 to provide complete education at the levels of preschool, elementary primary, basic secondary and technical middle and thus optimize human, technical and financial resources and achieve efficiency and educational quality.

Historical review

The JAD High School was created by the municipal agreement No. 034 of December 29, 1992, at the initiative of a group of teachers including Mrs. Dora Armida del Real de Roza and Mr. Miguel Ángel Ortiz with the idea of supplying the needs of the community of that sector in terms of student coverage. The Councilman Eduardo Durán studied the project and advanced talks

with the honorable Municipal Council to approve the opening of the José Aquilino Durán school, which initially opened its doors to 50 poor students of this sector and also to a group of teachers under the modality of hired, being mayor the Doctor Enrique Cuadros Corredor.

Regarding the school Las Angustias, it was created by decree 2703 of October of 1959 of the Departmental Government, with the name of St. Paul the Apostle where it is currently the headquarters B, later on, April 7, 1978 being priest of Our Lady of Sorrows the Presbyter John Miguel Ardanaz seeing the need to expand the institution to the demand of students at that time makes the donation for the construction that today is the main headquarters being at that time Mrs Rosa Helena Carvajal, change by the name mixed urban school No. 24 the Anguish name that rests to date.

Identifying Institutional Authorities

The institution's board of authorities is composed of

- a) José Raúl Miranda Miranda, head of the institution;
- b) the coordinators of the mentioned centers;
- c) the representatives of the different committees, including teachers, students, parents and administrative staff.

Fundamental Aspects of the Institutional Educational Project

As an educational institution, the High School José Aquilino Durán is committed to gradual but continual improvement of its PEI which, is being modified. For this reason, this high school has engaged in a process of constant consolidation and adjust its proposal regarding PEI.

Finally, the construction of the PEI is conceived as a permanent, dynamic and participative process, in which adjustments, changes, and innovations must be made in terms of legal, pedagogical and technological nature in order to strengthen the institution's identity regarding quality, efficacy, efficiency, and autonomy.

Mission

The Educational Institution José Aquilino Durán spreads in its students throughout its fellowship from pre-school to eleventh grade a comprehensive quality training focused on the development of basic, labor, citizen and emotional skills from four fundamental knowledge and

competences: Learn to be, learn to know, learn to do and learn to live. This to promote individual, institutional, family and community quality of life by promoting the inclusion of children and young people in situations of vulnerability, guaranteeing the construction of solid life projects that facilitate the improvement of the dignity and quality of life according to the new scales of assessment and Colombian educational legislation and the transformations and advances of the globalized society.

Vision

In 2020, the JOSÉ AQUILINO DURÁN Educational Institution will have achieved great recognition and positioning at the municipal level, developing curricular programs and plans to meet the needs of educational and technical training and implementing projects to expand coverage and quality, training its students in the scientific, ethical and human values aspects, responding to the social commitment to become an institution that generates change, progress and quality forever.

Philosophy

The José Aquilino Durán Educational Institution of the City of Cúcuta, is guided by the philosophy of providing an integral education that takes into account “the education of the complete man, of each and every one of his faculties and dimensions” and of quality based on the civic and moral principles that lead to be the foundation of peace, through the practice of values such as: Justice, Honesty, Respect, Authenticity, Solidarity, Transparency, Tolerance and others. Starting from a process of teaching with love and through love that helps enrich ethical, moral and civic values, so that our students experience a balanced development guiding this to be an active and useful person to himself, the family and fully democratic and participatory and innovative society.

Regarding that, the high school aims to live and serve by forming citizens. ““Educating with love to grow as a person” and “Quality forever” are thoughts that should go to everyone's subconscious to act with a feeling of quality”.

Symbols of the institution

Institutional anthem.

Coro

Aquilinos cantemos altivos
nuestro himno con gran devoción
orgullosos somos aquilinos
te llevamos en el corazón.

i

Aquilinos tus hijos fecundos
hoy te cantan llenos de emoción
con las letras, el arte y la ciencia
los mejores poemas de amor.

ii

Una estrella que fulge en el cielo
e ilumina el sendero al andar
y en nuestro pecho orgulloso germina
la semilla de la libertad.

iii

Con los ojos fundimos luceros
y en las aulas se enciende la luz
y el estudio nos hace primeros
la constancia en nuestra virtud.

iv

el trabajo es nuestra bandera
es emblema de un mundo mejor
los principios forman a los hombres
con justicia, respeto y honor.

v

Un libro abierto es nuestro heraldo
que nos llama a la paz y al amor
y en nuestro escudo esculpido grabados
un laurel, una lira, una flor.

Coro

Aquilinos somos con amor

aquilinos ¡si ¡con orgullo y honor

Lyrics: José Rafael Parada Romero

Music: Humberto Pizzioti

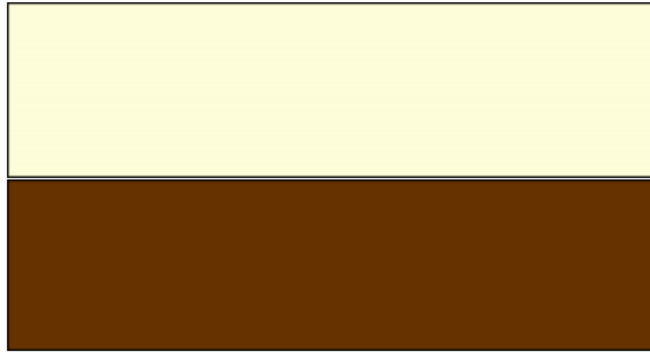


Figure 1 Institutional flag

The flag consists of two stripes: Beige and brown.

The color beige symbolizes the purity of the youthful soul, the grandeur of the pure heart, clean of evil, hatred and sin.

The color brown represents the hope had in the youth formed in the school and prepared for the triumph of tomorrow to be the pride of the family and the homeland.



Figure 2 Institutional shield

The Shield of the institution is composed of several parts, with the following meaning:

In the background is the color beige. At the top, there is an open book, which invites to the study, with a legend "SCIENCE AND VALUES". Next to the book is a torch: light that illuminates the understanding and leads it towards wisdom. Surrounding the book are two laurel branches between crossed by the base symbolizing the "V" of victory, acquired after the fight and the hard struggle, of the duty, fulfilled.

Rulebook

The rulebook is based on a legal framework, which in this case is the Political Constitution of Colombia of 1991.

The General Law of Education (115 of 1994), in Article 5 establishes the aims of education. It poses training in respect for life, human rights, peace, democratic principles, coexistence, pluralism, justice, solidarity and equity as well as in the exercise of tolerance and freedom. This same law, in article 114 literal c, indicates that it is the function of the Directing Council to adopt the regulation or Coexistence Manual for each educational establishment. Actually, one of the established sentences is that “the Regulation of the educational establishment is a fundamental guiding base of the discipline of the high school, because without it, it would not be possible to maintain an organizational level.”

In this way, the rule book contains 11 titles, which are divided into several chapters in which we find the presentation of the high school, the generalities of the rulebook and the profile of the aquiline student. Additionally, it presents the duties of the board of directors, teachers and counsellors; it also shows the school government and other instances of participation of the school organization.

Finally, the stimuli, support and welfare services besides the administrative and the institutional evaluation system are also mentioned.

Physical infrastructure

The high school JAD's infrastructure and facilities aim at responding to the requirements and needs of its students, teachers, members of the administrative sector and others.

This place counts on two floors. In the first one, there are 4 classrooms as well as a lounge for teachers and the director's office. Moreover, here is the booth, which is opened during the break time, the bathrooms for boys, girls, and teachers. In addition to this, there is a little auditory and also the secretary's office. All this is around a playground.

In the second floor, there are 3 classrooms and the computer room.

Organizational chart:

ACADEMIC COUNCIL

Higher instance to participate in the pedagogical orientation of the Students

MEMBERS:

- a. The principal.
- b. Coordinators
- c. A teacher as the head of each area defined in the curriculum
- d. a representative of the preschool level
- e. School Counsellor

BOARD OF DIRECTORS

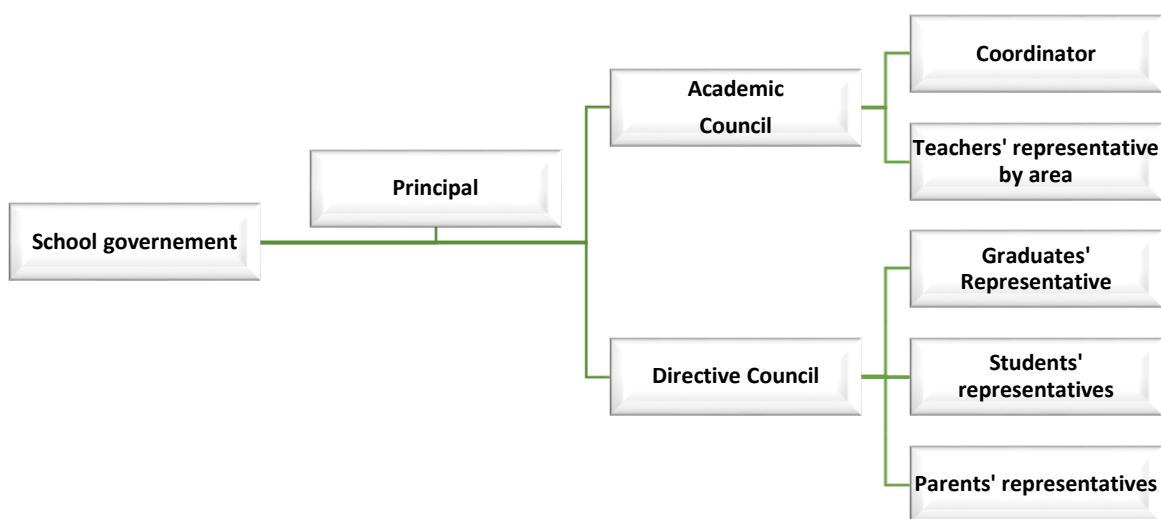
The Board of Directors is structured according to articles 143 and 144 of Law 115 is the highest academic body of the institution and adviser to the Rector.

MEMBERS: In each educational establishment of the State there will be a Council-Manager composed of:

- a. The principal of the educational establishment.
- b. Two representatives of the teachers of the institution.
- c. Two represents the family's fathers.
- d. A representative of the students who must be attending the last degree of education offered by the institution
- e. A representative of the ex-students of the institution.
- f. A representative of the productive sectors of the area of influence of the productive sector.

Table 1

Organizational Chart



School calendar

In this institution, there is no annual academic calendar available. This is organized monthly because some meetings and situations may appear suddenly, changing the organization in terms of dates. For this reason, the JAD high school only provided the calendar of this month.

Table 2

Timeline

CRONOGRAMA DE ACTIVIDADES		
2019-2		
MES	FECHA	ACTIVIDAD
SEPTIEMBRE	2	LUNES A VIERNES: 02 AL 09 SEMANA POR LA PAZ. TODAS LAS SEDES.
	2	LUNES: PRUEBAS DE CALIDAD: PREESCOLAR D. SOCIOAFECTIVA (ÉTICA) D. COMUNICATIVA (P.LECTOR) PRIMARIA: ÉTICA P. LECTOR; BACHILLERATO: ESTADÍSTICA- ÉTICA
	2	DEL 2 AL 20 DE SEPTIEMBRE INSCRIPCIÓN DE ESTUDIANTES NUEVOS
	2	DEL 2 AL 6 DE SEPTIEMBRE APLICACIÓN DE PRUEBA AVANCEMOS GRADO 6°
	3	MARTES: PRUEBAS DE CALIDAD: PREESCOLAR D. ESTÉTICA (ARTÍSTICA) D. CORPORAL (ED FÍSICA); PRIMARIA: ARTÍSTICA ED FÍSICA; BACHILLERATO: BIOLOGÍA-ARTÍSTICA
	4	MIÉRCOLES: TALLER SOBRE CONSTRUCCIÓN DE INSTRUMENTOS OBJETIVOS PARA EVALUAR COMPETENCIAS COGNITIVAS DESDE EL ENFOQUE DE LA PEDAGOGÍA CONCEPTUAL. SEDE LAS ANGUSTIAS 6:15
	4	MIÉRCOLES: EXÁMENES LABORALES-TALLER PEDAGÓGICO
5	JUEVES: PRUEBAS DE CALIDAD: PREESCOLAR D. COGNITIVA (MATEMÁTICA) PRIMARIA: MATEMÁTICA;	

	BACHILLERATO MATEMÁTICA, RELIGIÓN, C. POLÍTICAS.
6	VIERNES: REPORTE DE INFORMACIÓN DE MATRÍCULA EN EL SIMAT.
6	DÍA E
9	LUNES 9 AL 20: APOYO PEDAGÓGICO
9	DEL 9 AL 13 DE SEPTIEMBRE APLICACIÓN DE AVANCEMOS GRADO 4
9	LUNES: PRUEBAS DE CALIDAD: PREESCOLAR D. COMUNICATIVA (INGLÉS) PRIMARIA: INGLÉS; BACHILLERATO: INGLÉS- SOCIALES
10	MARTES: PROYECTO BIENESTAR EMOCIONAL UDES. SEDES PEDRO FORTOUL, ANGUSTIAS Y ATANASIO JM. 6:30 A 8 SEDE LAS ANGUSTIAS
10	MARTES: PRUEBAS DE CALIDAD: PREESCOLAR D. COGNITIVA (INFORMÁTICA) PRIMARIA: INFÓRMATICA; BACHILLERATO: INFORMÁTICA- P.LECTOR.
11	MIÉRCOLES: ASITENCIA TÉCNICA: PROYECTOS TRANSVERALES PESSCPRAE
11	MIÉRCOLES: PRUEBAS DE CALIDAD: PREESCOLAR D. COMUNICATIVA (ESPAÑOL) PRIMARIA: ESPAÑOL; BACHILLERATO: LENGUA CASTELLANA, GEOMETRÍA; ÁREA TÉCNICA.
11	MIÉRCOLES: ACOMPAÑAMIENTO A DOCENTES Y OPERADOR COEDUCAR EDUCACIÓN INCLUSIVA
11	PUBLICACIÓN DE RESULTADOS AVANCEMOS GRADO 8.
12	JUEVES: PRUEBAS DE CALIDAD: PREESCOLAR D. ESPIRITUAL (RELIGIÓN) PRIMARIA: RELIGIÓN; BACHILLERATO: FÍSICA, FILOSOFÍA, ED. FÍSICA.
13	PRUEBAS DE CALIDAD: PREESCOLAR D. COGNITIVA (CIENCIAS) PRIMARIA: CIENCIAS; BACHILLERATO: QUÍMICA-C-PAZ

16	DEL 16 AL 27 DE SEPTIEMBRE: REVISIÓN DE LIBROS REGLAMENTARIOS RECTOR O COORDINADOR.
18	PUBLICACIÓN DE RESULTADOS AVANCEMOS GRADO 6
18	MIÉRCOLES : ENCUENTRO DOCENTES ERE
20	VIERNES: RED DE ESCUELAS SIN VIOLENCIA
20	REPORTE INSCRIPCIÓN DE ALUMNOS NUEVOS
20	VIERNES: DÍA AMOR Y AMISTAD PERSONAL DIRECTIVO-DOCENTE
23	LUNES TALLER PROYECTO VIVE TU BIBLIOTECA ESCOLAR: MINISTERIO DE EDUCACIÓN NACIONAL.
24	MARTES, MIÉRCOLES, JUEVES (24, 25, Y 26 DE SEPTIEMBRE) EXPO-EDUCAR 2019. LUGAR TORRE DEL RELOJ ESTUDIANTES GRADO 11, CIRCULAR 123
25	VIERNES: CIERRE PLATAFORMA DANE
25	PUBLICACIÓN DE RESULTADOS AVANCEMOS GRADO 4
26	JUEVES: TALLER PROCESOS CRÍTICOS Y CREATIVOS-DOCENTES PREESCOLAR Y PRIMARIA. SEDE ATANASIO 6:15
27	VIERNES: TALLER PROCESOS DE PENSAMIENTO ESTRATÉGICO O RESOLUTIVO DE PROBLEMAS. SEDE CENTRAL. 6:15 DOCENTES SECUNDARIA.

Supervisor academic schedule

The following chart is a visual representation of the supervisor's academic schedule for the present year. It encompasses English courses of three weekly classes of 55 minutes each, from 7th to 11th grade. The green figures make reference to the free hour that the teacher has in her work schedule, the white spaces are spaces in which the teacher worked others subjects, and the squares with a line are spaces in which she is not available in the high school.

Table 3*Supervisor's academic schedule*

SUPERVISOR'S ACADEMIC SCHEDULE						
2019						
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1 6:15 – 7: 10		10 th	7 th	7 th	-	
2 7:10- 8:05	10 th	10 th	7 th	7 th	-	
3 8:05 - 9:00	11 th		✓		✓	
9: 00 – 9: 30	BREAK					
4 9:30 - 10: 20	8 th	✓	✓	9 th	8 th	
5 10:20- 11:20	9 th	✓	✓	9 th	8 th	
6 11: 15 -12:15	9 th			8 th		

Pedagogical aspects

At the beginning of the semester, a phase of institutional and pedagogical observation was conducted for a period of one week. During this stage, the purpose was mainly focused on observing the assigned courses from 7th to 11th grade as well as taking aspects of the institution in which the practicum took place. Finally, the process of observation was registered through field notes in a notebook.

These observations were applied to see aspects related to the teacher's methodology, which consisted of, firstly, updating the students by writing the date on the board and then

writing a grammar exercise. While she did it, the students organize in their positions. Regarding the exercises, they were taken from the book *Way to go*, a book, which according to the supervising professor, is the one proposed by the Ministry of Education. Moreover, the practitioner could see that the teacher sometimes gives some students incentives. In an observation executed in the 11th grade, she gave some students some sweets for an activity done in the previous class (before my arrival as a practitioner). One datum to clarify is that the book *Way to go* is worked by students from 6th to 8th grade. From 9th to 11th they work the book *English Please*.

In general, in the observations, the practitioner could observe the failures of the students in English, which were mostly in pronunciation. In addition to this, it was perceived that students get distracted easily.

The observation stage was of vital importance for the application of the project that was carried out since it is essential to be aware of the procedures followed in the classroom as well as familiarize yourself with the environment for good development of the practicum.

Chapter I: Pedagogical component

Use of games and role-plays to improve oral production in 10th graders at a public high school in Colombia

The *Law of Bilingualism* in Colombia was primarily established as a manner “to have citizens who are able to communicate in English, in order to insert Colombia within processes of universal communication, global economy and cultural openness, through internationally comparable standards” (MEN, 2006). Nevertheless, this objective is not being accomplished according to the results showed by the international education company Education First (EF).

Thus, various countries take the Common European Framework of Reference for Languages (CEFR) as a basic tool for teaching and learning a foreign language, which shows that for action learning, teaching and language evaluation, the teaching and evaluation of languages should take an action-oriented approach since we are social agents. The document presents three communicative activities which are Comprehension, production and interaction and which are evaluated according to the levels established there: A, B and C (British Council).

According to the Common European Framework of Reference for Languages (CEFR), there are four skills in learning a foreign language: reading, listening, writing and speaking. Each one must be worked to get a high level concerning the use of a foreign language. Reading helps

us to acquire knowledge, to know the target language. Writing is not a mechanical process, but a dynamic one, which implies the creation of meaning. Starting from writing, the learner is proposed to read a prepared text aloud or to use words that they have learned in their written form in speech (Council of Europe, 2002).

That said, the purpose of this research project is to explore the effects of role-plays and games on learning a foreign language in 10th graders at José Aquilino Durán High School to work on oral production. Thus, English classes became a medium to improve English language teaching and learning in a real educational context.

Finally, this research proposal is divided into several sections such as the statement of the problem, justification, objectives, theoretical framework, a literature review of five studies and a research methodology as well as segments related to the instructional design, principles of planning and the data collection process.

Statement of the Problem and Justification

This pedagogical proposal was focused on 10th-grade students; however, it is necessary to say that as the time of integral practice unfolds, the practitioner implemented game activities and role plays to the other courses.

During the observations made at José Aquilino Durán School, the preservice teacher could confirm that students feel uncomfortable when speaking English due to its low level in pronunciation. Additionally, although a few months ago a new teacher arrived and she is implementing new strategies such as making draws related to the vocabulary learned and listening exercises to improve some aspects relating to teaching English, for example, the implementation of presentations and listening exercises, it's evident that the students still have failures in this subject. In addition to this, students get distracted very easily: while they are working on their notebooks, they start talking about topics that are unrelated to what is being worked on in the course. For this reason, it is necessary to implement activities in which the students' attention is captured to motivate them to learn English besides implementing pronunciation improvement techniques for working oral production in English such as role-plays.

Furthermore, taking into account that nowadays English is the global language, learners must learn how to express orally. This can be achieved through the practice and this practice was developed in the classroom thanks to the activities that will be implemented.

General objective

- To implement role-plays and games for improving oral production in 10th grade students at José Aquilino Durán High School.

Specific objectives

- To help students to learn and use English through role-plays and games.
- To improve pronunciation in English.
- To stimulate oral production in English classes by proposing topics close to students' interests and context.
- To facilitate useful material and spaces to reinforce their knowledge in English.

Theoretical framework

Improving students' English learning is essential for effective communication, however, it remains a challenge for certain educators. In this section, the pre-service teacher exposes the theoretical foundations that support this project.

Constructivism.

“Language learning involves a creative, dynamic and interactive process” (Martínez, 2003, p. 140). The main idea of this project is to learn by doing, which means, working under the theory of constructivism proposed by Piaget.

In this way, the practitioner implemented activities under the concept of constructivism, which states that there is an interaction between the teacher and the students. In this interaction, there is a dialectical exchange between the teacher's and student's knowledge, so that both of them reach to a productive synthesis, so, as a consequence, the contents are reviewed to get meaningful learning (Ortiz, 2015, p. 94).

However, for this interaction teachers must update knowledge. In this way, the obligation is also in the critical observation of the contents and their transmission (D'Antoni, 2002).

This is why the constructivism theory is appropriate for the present study because it allows the researcher-implementer to teach the target topics in authentic contexts.

Law of bilingualism (Ley de Bilingüismo).

The Colombian Ministry of Education has proposed a national bilingual program that considers the teaching of English as a foreign language in preschool, basic, upper secondary and education programs for work and human development, thus, it's created a competitiveness strategy.

This project has followed under the rules implemented by the law 1651 of 2013 which establishes that

The National Ministry of Education in Colombia proposes the "Bilingual Colombia" program to strengthen the teaching and learning of English in the country. Thus, it establishes English as a foreign language in pre-school, basic, secondary, higher education and education for work and human development, and English as a second language in bilingual schools.

This law was established on July 12th 2013.

Its objective is having citizens communicating effectively in a foreign language, in this case, English. According to the management of the National Bilingual Program (NBP), "The goal is that by 2025 all students in basic and middle school will be in B1 level, to allow them to study in other countries, improve their job aspirations and apply for scholarships abroad" (Lizarazo, 2015).

The NBP (2004-2019) is a project implemented by the Ministry of National Education (MEN) not only as a strategic plan of the national government for the improvement of the quality of education at the basic, middle and higher levels but as a strategy for promoting the competitiveness. For this reason, the Program is based on two considerations:

a) mastery of a foreign language as a fundamental factor for any society interested in becoming part of the global dynamics of an economic, academic, technological and cultural nature, and

b) The improvement of communicative competence In English in a society or population for the emergence of opportunities for the citizens, the recognition of other cultures and individual and collective growth.

The main objective of the NBP is to have citizens capable of communicating in English, with internationally comparable standards, which insert the country into the processes of universal communication. Among the specific objectives, the GNP seeks that from 2019 onwards all students finish their secondary education with an intermediate level (Bi according to the Basic Standards of Foreign Language Proficiency: English). Likewise, as of this year, all English teachers in the country are expected to have at least intermediate-advanced level (B2 according to the Basic Foreign Language Proficiency Standards: English)

Regarding English proficiency, the MEN establishes that the objective is to achieve that the educational system develops communication skills in which they can respond to a new bilingual environment, to be later classified as intermediates in the international context (2005).

Table 4 CEFR levels in Colombia according to grades

GROUPS OF GRADES	CEFR LEVELS	LEVELS FOR COLOMBIA
Tenth to Eleventh	B1	B1.2 Pre- intermediate 2
Eighth to Ninth		B1.1 Pre- intermediate 1
Sixth to Seventh	A2	A.2.2 Basic 2
Fourth to Fifth		A.2.1 Basic 1
First to Third	A1	A1 Beginners

Communicative approach.

This project pretended that students were active agents of their learning process, the communicative approach represents an opportunity to promote significant learning by bringing real-life situations and context so that students could start paving a way towards communicating and interacting in English. It is important to highlight that even when the focus of this proposal is speaking, the other three skills will not be left aside. Moreover, in language learning, one of the most interesting theoretical principles is applied to the communicative approach, and it argues

that the learning of a foreign language is born and developed through communicative interaction (Martínez, 2003)

When talking about communicative competence, it is necessary to talk about linguistic competence, which implies the set of knowledge that allows us to understand and produce grammatically correct sentences (Chomsky, 1997). In this way, it is necessary to say that in the classroom, the student is seen as a communicator, and the teaching of the language as a means to teach how to communicate (Giraldo, 2014)

Through communicative competence, the teacher manages to see the development and potential of cognitive and communicative skills in students (Alcántara Medellín, 2014). Thus, as Castellá, Comelles, Cros & Vilà (2007) establish, the teacher has a great responsibility in his professional practice of managing the class as a space for communication and relationship without forgetting the pedagogical objectives. So, the success of the teaching task “depends on the communication skills, which tries not only to transmit a large number of messages in the classroom but also and, essentially, to create situations that facilitate learning” (Castellá, Comelles, Cros, & Vilà, 2007).

Teaching English.

Nowadays, the teacher's role is different from that of the traditional one not only because the academic knowledge but because teachers must employ practices.

The pedagogical practice must lead to a different and diverse educational experience, where it is not only the teacher who represents the main role in teaching, but the student is actively involved in the educational process, taking advantage of all the pedagogical elements and communication tools that favor the construction of knowledge, within environments of Learning that promotes dialogue and participation (Alcántara Medellín, 2014).

During the teaching-learning process, a large number of teachers have had problems with communicating a certain situation or communicating in class (Camacho & Sáenz, 2000). From that point, it's possible to affirm that in the classroom, the teacher tries not only to transmit a large number of messages, but also to create situations that facilitate learning (Alcántara Medellín, 2014, p. 26).

Oral Production.

Oral production has been defined by various authors, since long ago. One of these definitions is that oral production is an interactive process in which meaning is constructed, producing and receiving information in addition to processing it (Brown & Yule, 1983). However, in order to that production take place, there must be knowledge of the language tools, which are grammar, pronunciation and vocabulary (linguistic competence) (Bygate, 1991).

Additionally, Bygates (1991) then states that oral production consists of connecting sentences in the abstract, which are produced and adapted to the circumstances of the moment.

In their article, Álvarez & Parra (2016) expose that oral communication represents an important role for human being since, in large part, communication takes place through speech and listening. So, the person becomes part of a society, in this case, a foreign society. For its practice, the learner can read commercials as if he or she were radio broadcasts. Also, the learner can recite poems, and read documents aloud.

In this sense, learning a language implies learning to communicate. This interactive learning process is fundamentally directed towards the development of the oral communication process (Martínez, 2003, p. 141). That is why communicative interaction tasks must be proposed to provide students with real opportunities for negotiation and linguistic exchange (Larsen-Freeman, 2000).

Role-plays

First, Fontaine (1981) establishes that the role plays boosts the communication by making that the protagonist plays one of the roles he or she plays in everyday life. Then, Alex Mucchielli (1983) defines role-play as "The staging of a problematic situation involving characters having a given role under the control of a facilitator". However, this research was focused under the concept that defines role-play as a method where two or more actors present a situation on a stage which is divided into three moments which are the documentation, the development of the role play and an analysis. (Romainville, 2007, p. 2), so, the role-plays seek to promote a durable learning because the students take the place of a protagonist of a situation to make them live it.

Games

For a gradual acquisition of communication skills based on the expectations, motivation and needs of the students, some activities that work in the minds of children are implemented, for

example, games (Weiss, 2002, p. 8). The term game refers to activities that are not boring, which in this case, refers to the learning of a language, can be non-formal situations that are proposed to have educational effects (Brougère, 2017). In this sense, games in a language class have advantages for both teachers and students since it contributes to the learning of the target language when students participate in the games and have fun. Moreover, it is a pleasure for the teacher to present the language because it creates a pleasant atmosphere that makes the work powerful (Gozcu & Caganaga, 2016).

Literature review

The purpose of this project is to show how games and role-plays can be useful tools to improve English language. For this reason, it is necessary to expose some studies that show the benefits of games and oral production activities in English learning process.

This literature review is divided into two parts:

Role-plays to improve oral production.

Gaete-Quezada (2011) developed a study in which he worked the role-plays with students of a university. In that study, he could verify that the students improved their academic performance since in this way they put into practice what they had learned. In addition to this, Giraldo Toro (2014) affirms that role-plays allow collaborative learning to work as it fosters shared responsibility. Likewise, "well-planned role-playing games allow, on the one hand, to teach coherently the themes proposed in the syllabus, and on the other, to facilitate the student, the integration of new content in their learning process. It also allows the teacher, integrate important issues in education, issues such as intercultural, development of values and teamwork "Giraldo Toro (2014).

In addition to this, Murcia and Gómez (2016) worked oral production of fifth-grade students of the La Candelaria Integrated District Educational Institution through the application of the communicative strategy. Their results showed that through topics that were of interest to them as music, they increased their fluency in the English language.

Another study related to role-playing is that of Xu (2016), who says that role play can be used to replicate specific contexts of everyday life: each participant plays a role in showing commitment to different environments, and Relationships between these frameworks are

complex and vary in different contexts. In role-plays, the fictional framework dominates the role play. This complex situation poses challenges for evaluation due to its communication skills, the balance between form and substance and management, and the evaluator has a triple role: evaluator, speaker and teacher.

Principles of planning

According to Brown (2001), the term “lesson” is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes” (p. 149). In this particular case, the pre-service teacher is in charge of four groups, from 7th to 10th grade. Each group had three weekly English classes of 55 minutes each in two different days as assigned by the cooperative teacher. However, the project itself will be focused on 10th graders.

When it comes to lesson planning, the cooperative teacher suggested to follow the sample lesson plan suggested by the author previously mentioned with the following elements: a) goals, the ultimate purpose to be accomplished in the lesson; b) objectives, an established guide of what students will do, know and learn by the end of the lesson; c) materials and equipment, the necessary resources to develop activities successfully; d) procedures, section in which it is fundamental to describe how the class will unfold; and e) evaluation and extra-class homework, activities to assess and reinforce what was studied in class.

Games to teach and learn English

In a study conducted at a Colombian public school, in which practice and production games were held in addition to warm-up games, the researchers established that games involve cooperative work and also affect the development of the kinesthetic learning style because they stimulate participation and motivate students. So, the learning is meaningful since what is learned with interest and involvement is internalized (Arias & Castiblanco, 2015).

Methodology

In total, the project was implemented with a total number of 8 activities: 4 games and 4 role-plays. It should be said that, besides carried out these activities with the group chosen as a population for the project, game activities were also carried out in the other courses. Applying

the observation and studying through it the behavior of the participants, the results of this research were obtained.

For the development of these activities, it was necessary to send plannings using the school format. These plannings were sent to the supervisor the day before class for them to examine and approve. Fortunately, there were not many changes

To execute this project, first, the pre-service teacher requested the corresponding permissions at the high school, both at the main headquarter and one of its schools.

Regarding the methodology, the preservice teacher implements activities that sometimes are not related to English, such as the broken telephone game in order to the students organize themselves in the classroom. Once organized, the preservice teacher asks what topic they worked in the previous class and what they remember about that. When students have already contextualized with the topic, the preservice teacher explains that topic again and then applies an activity. If the topic is new, ask the students to save everything and quickly copy the information on the board, or at least part of it. Later, she begins the explanation and as she explains, she writes on the board. Once the explanation is finished, she asks the students to explain. If there are inconsistencies, the practitioner will explain again to give them practice exercises and finally socialize those exercises.

Research methodology

Type of research and design

This pedagogical project is investigative in nature, that is, it is an action research. Thus, this research aims to study the current educational reality and implement tools to understand and transform the problem to be treated. In other words, it is “a way of studying, exploring, a social situation, in our educational case, to improve it, in which the people involved in the reality under investigation are implicated as “researchers” (Suárez Pazos, 2002).

In this type of research, various data collection techniques are used, such as taking notes, audio or video records, interviews or questionnaires. Likewise, the information collected must be systematized and analyzed in categories (Colmenares & Piñero, 2008).

Population and sample

Although the pre-service teacher worked with students in grades 7 to 11, students in grades 10 were chosen for the development of this project. Of that group, consisting of 28 students, 7 were part of the sample. That sample was randomly selected. The main objective of the practitioner is to make students practice pronunciation besides practicing and reinforcing the topics seen in class. However, the application of the pedagogical project was applied to tenth-grade students, who according to the MEN, should have the B1 level, but according to the observations, it is not like that.

Observation:

The observation is the most common besides to be the most accessible at the moment to develop a research. It's direct, easy to apply and can be tabulated (Cerdá, 1991). For Blanchet (2013) observation is included in a project to describe and understand the environment of a subject and his surrounding situation. In this way, knowledge is developed (Scouarnec, 2004).

In an investigation, despite the level of participation of the group that is being studied, the researcher cannot forget his role at the time of observing, which means that he must be sufficiently detached to collect the data that will then be analyzed (Baker, 2006).

Another aspect that must be taken into account is the fact that in this research the observation implemented was a direct observation, which is defined as an instrument that exposes the activities, behaviors and the interactions of people (Patton, 1990). Moreover, it was a non-participative observation, which means that the observer did not interfere in the activities developed during the class.

The practitioner made observations for a week to record each movement within the classrooms. In this way, and thanks also to the intervention of the supervising professor of this project, the practitioner decided that the project would be developed with tenth grade students, because 11th graders had many occupations, 9th graders were participants in a Physical Education project proposed by another practitioner, eighth grade was a large group, and the seventh was not the most appropriate for the realization of this project.

Journal

In order to register each activity implemented during the process, the researcher used a daily book to write question and reflexions about the practicum.

« Le journal de bord est constitué de traces écrites, laissées par un chercheur, dont le contenu concerne la narration d'événements (au sens très large; les événements peuvent concerner des idées, des émotions, des pensées, des décisions, des faits, des citations ou des extraits de lecture, des descriptions de choses vues ou de paroles entendues) contextualisés » (Baribeau, 2004).

Survey

In this project it was necessary to implement an interview because it's work to require information to know a social context and also the participants who belong to it (Diana, 2012). In this way, the researcher can extract data about the individuals and then make a qualitative analysis (Royer, Guillemette, & Moreau, 2004). Through the survey the researcher defines the research question in categories (Becker, 2002). The survey is mainly used when the information requested can only be obtained through a mass consultation (Cerdá, 1991).. In this way, with the investigation, the researcher obtains the necessary information to examine the interest of the merits of his research (Wolikow, 2009).

On the other hand, once the population was selected, the pre-service teacher applied a survey to the students in which they had to answer questions related to their oral production process in the English subject. The population for this project was the students of 10th, conformed by 28 students. All of them answered the survey.

The results through typological analysis, the results were divided into 2 categories that are:

1. Roleplay as a technique for improving oral production
2. The games as a teaching method

Results

Roleplay as a technique for improving oral production

In this first category, the preservice teacher took into account aspects such as the age of the students as well as the level of English in which they were. This, to implement tasks that were consistent with the project and also with them. In this way, in the first instance, it was decided to carry out a survey in which it was shown what their problems were in the English subject. Regarding their affinity with English, the students stated that:

P1: No. Porque no soy muy buena en esa materia ya que no entiendo mucho esa materia.

P2: No. porque se me dificulta pronunciar algunas palabras.

P3: No. Porque para mí se me hace difícil hablar y pronunciar en inglés.

According to what they responded, the practitioner could see that 64% of students like the English language, however, they stated that oral production practices are not enough because previously there was a teacher who did not ask them to speak. Moreover, with the new teacher (who is my supervisor), they have been a short time. Although, with her, at least they have worked the oral part in the sense that, she puts them to read short sentences and she corrects them. However, this is not a practice of oral production, because oral production consists of a "verbal exchange between a speaker and an interlocutor from which it is expected a response to the statement received" (Moreno, 2002).

On the other hand, 10 students responded that they do not like English stating that they focused on the theory, which means, they only focused on the learning of grammar structures. Thus, we have students presented difficulties when speaking in English. Their expectations suggest that at the end of the course, what they know about oral production besides other competences can be improved by implementing new strategies.

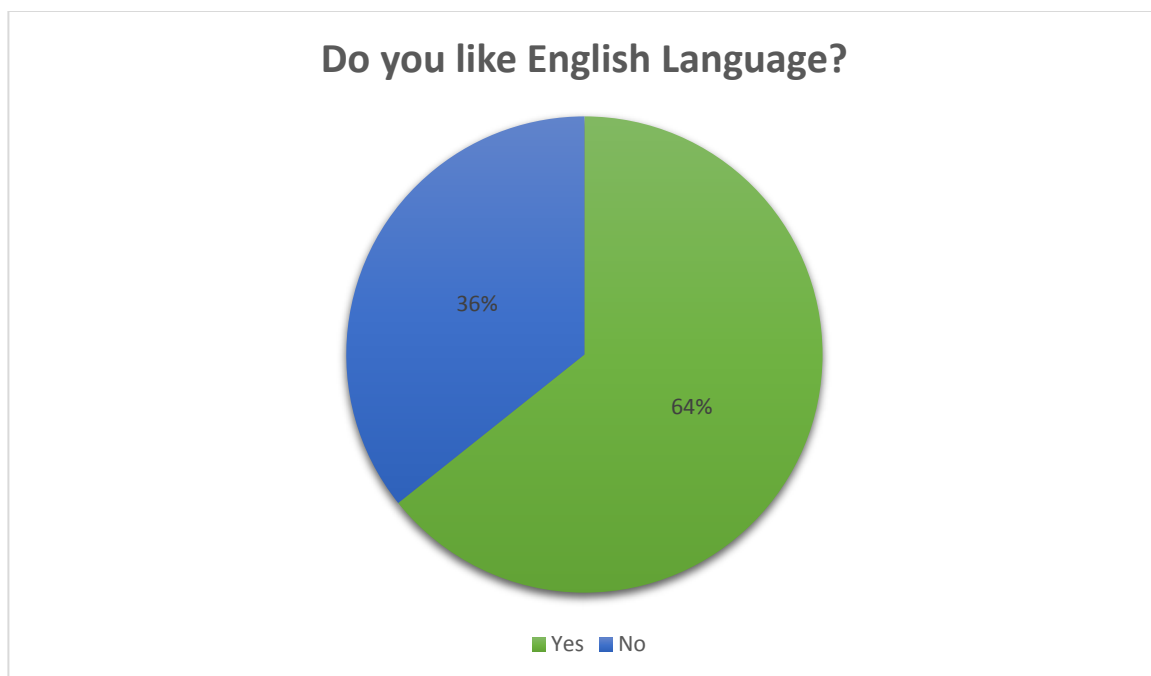


Figure 3 Pie chart representing students' interest for English

In the observations, it was found that the students are restless and the teacher cannot leave them without no activity because otherwise, the disorder begins. Another aspect that could be seen was that students have many difficulties in speaking in a language because they feel sorry. When the teacher asked them to make an exhibition, they did not speak clearly and were intimidated, saying at the end: “Teacher, I feel ashamed”.

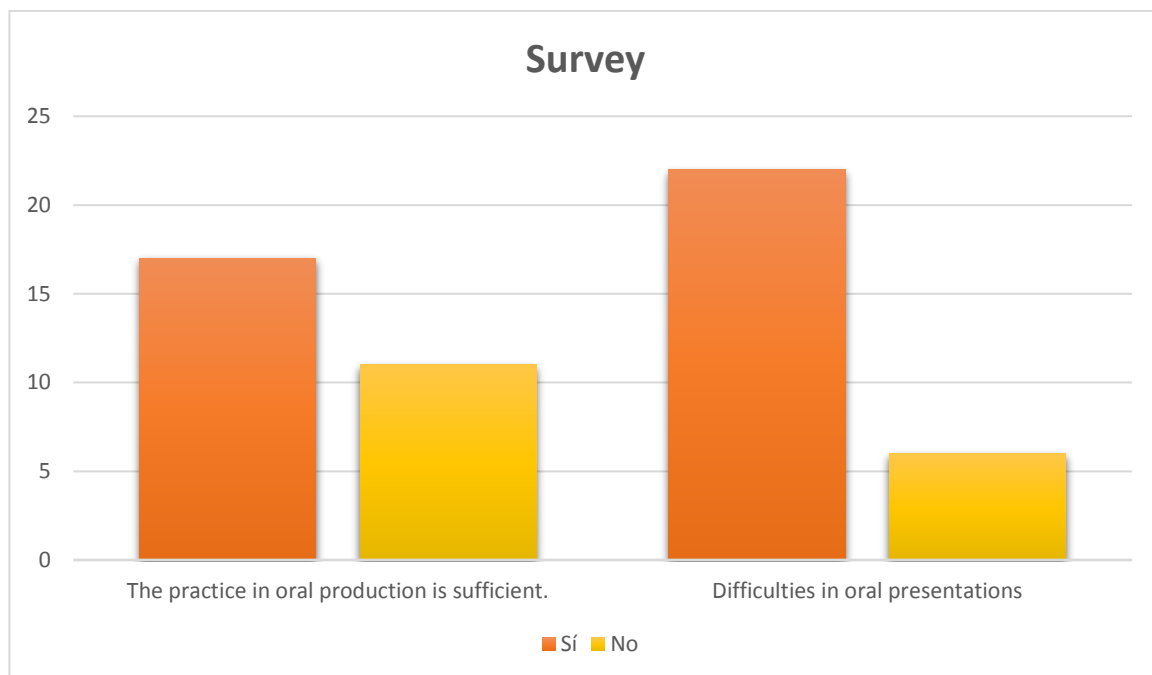
Regarding that, Álvarez and Parra (2015) establish that education must be a dynamic process in which verbal interaction is fundamental. For this reason, it was necessary to implement a learning project in which the students would talk to each other and show a product made in a group. That product was the presentation of a role play.

Regarding the role plays, the students had their doubts, given that they have put to the head the idea that they do not know English. However, I made the effort to they would not be intimidated by doing pronunciation exercises first. Although the supervising teacher puts them to read sentences, once I took them a song so they could practice pronunciation differently. First, they read the lyrics of the song and then sang it 3 times.

In this way, basically, the classes in which role plays were implemented were developed by following the steps proposed by Romainville (2007, p. 2), which consists of the

documentation, the development of the role play and an analysis. So, in the development of this project, first, the preservice teacher contextualized the students according to the topic they were working for then develop the role-play assigned by the teacher. Once the students finished the activity, the preservice teacher gave them a grade. Based on this, we can see that the oral production was worked by following the student's knowledges with the objective to reinforce what they had worked in the previous classes. Once those activities were done, the preservice teacher could see that although at the beginning they refuse to do the role-play, during the time in which they had to practice the role-play, they asked for the pronunciation of some works and some phrases; they were interested of learn how to say some expressions in order to their dialogue succeed.

And the problem is not that they talk and stand up, but that the disorder feels too much due to a large number of students in each room. This is the major inconvenient. Once in a conversation with my supervisor and in a teacher meeting in which I was involved, this problem was mentioned. It was said that the teacher would like the students to raise their level and qualify qualitatively, as the Ministry was proposing (for an E-day activity). It was said that it would be good to do this with each one. A teacher said: "that sounds very nice, but it is impossible".

Table 5 Percentage of survey responses

Concerning the type of subject that they would like to broach, the answers were diverse, some wrote that they would like to work on any topic, while others did emphasize some issues such as that they would like fashion topics, others wanted hobbies, debates, friendship. There were even those who mentioned that it would be good to play games and penances.

The game as a teaching method

Based on what was planned for this project, as well as the students' responses, the development of games to teach and learn English was carried out. So, the pre-service set in motion activities in which students could work on pronunciation, oral production (through role-playing) and also strategies to reinforce grammar topics (games).

“Profesora, debería en cada clase traer un juego, porque dos horas uno sentado, qué jartera” (Participant x (student))

In this process, the pre-service teacher could see that thanks to the games the student had more interest in class, since through the game they were concentrated because there was a competition involved. Thus, (Juan & García, 2013) say, games, besides being motivating and

fun, can also provide excellent practice to improve pronunciation, grammar, and therefore the four language skills.

Regarding the games, it was noted that students enjoyed getting out of the routine of writing all the time. Although the matter almost went out of control since because they were competitions, they were exalted. And the supervisor and I should tell them off attention. Concerning the games, the idea was to make the students learn English by enjoying it at the same time. Brougière (2017) establishes in his study that when a learner plays, she or he can learn new terms, expressions and grammar structures because it can be useful as an educative dispositive, becoming in pedagogical games. The preservice teacher points the student feel attraction by English language, but first she had to catch the student's attention, so she applied pedagogical games, which consisted of making games related to English subjects in order to they participate through competence. When the games were applied in the different courses, first, the environment of the class changed, something that according to what the preservice teacher observed, motivated the students. Sometimes they were out of control, but in the development of that, they compete among themselves, so the necessity to win the game provoke they concentrated in what they must do. To illustrate this, in the first occasion the preservice teacher divided the group into two. The game consisted in order the letters for then complete a sentence. The desire to get a price was so big that they concentrated in the vocabulary and there was collaboration among the participants of each group. Based on this, it can be affirmed that the competence in games promote the learning and also the desire of participation in a class besides they apply in a dynamic way what they learned in the course.

Conclusion

The integral practice aimed to implement activities and teaching foreign languages strategies, being mostly English, in schools and colleges. In this way, the preservice teacher in the culmination stage of the career knows how the teaching experience is. In addition, the participants of this project, the students, were benefited since they are acquiring knowledge in one way or another about a foreign language. In this occasion, this project was emphasized in tenth-grade students of José Aquilino Durán School.

Then, taking into account the application of this project, it can be said that José Aquilino Durán high school had an advance in English thanks to its development.

According to the observations and the analysis made, these activities were necessary for complete teaching of English because, through the role-play, the student improves his oral production besides his pronunciation.

This is established from the fact that students were previously limited to learning grammar and vocabulary.

This causes English to be a subject in which students are not acquiring complete knowledge since although the state proposes that students must leave with a B1 level, most students do not obtain this level since classes are focused on learning new topics but not on their application.

The application of this learning involves constantly promoting the output in the student.

Chapter II: Research component

Introduction

Regarding the Foreign Languages context, pre-service teachers' pedagogical practices are known as an issue of interest and forward to further updates to be studied and documented in order to improve the teaching and learning processes to qualify the education.

Even when there exists a clear interest in the indubitable need to comprehend and transform pedagogical practicum, most of the studies -that have been carried out locally- have centered their attention mainly on the issue of learning rather than on the teaching process itself.

It is thus considered pertinent to conduct a project that allows a reflective approach on the practicum to be held as a way to objectify knowledge, behaviors, and attitudes that guide the educational work. In addition, an exercise of internalization, immersion and conscious self-exploration upon one's teaching subjectivity by means of framing questions and searching information in the light of problem-solving and self-recognition.

Justification

The design of this project, involving integral practicum students in the Foreign Languages context, is a part of the conception of professionalizing practicum as a starting point to improve the educational processes in the institutional centers where teaching practicum (Práctica Docente – PRADO) is carried out. It is claimed that conferring importance to the role of reflection in the teaching process is the first step when understanding the difficulties associated to the profession, one's actions and interest towards the knowledge of the different models and approaches to cope with any complex situation and establish an analytical look on any action.

In accordance to the educational philosopher, John Dewey's line of thought, a pioneer in the field of reflective thinking, there is a justified need addressed to this project to provide with the necessary tools of analysis and self-observation in order for them to establish a difference between the mere routine action and reflective action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the school's identity and culture. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A practicum stage, in which there is no place for reflection, does not enable problematic situations to emerge; these realities are usually ignored, invisible. From that perspective, the pedagogical practice is assumed from the reproduction of codes -that place teachers in a traditional way, in which cultural reproduction becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Due to this situation, which affects teachers in a greater or lesser extent, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In this case, at the B.A degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role.

Beginning with the questions that guide this study, they are the following:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?
2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analyzing their pedagogical work?

Objectives

General objective

- To use reflective practices as an aid for pre-service teachers at the practicum stage.

Specific objectives

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.
- To develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.
- To analyze teacher's and student's beliefs about the teaching profession. Theoretical framework

Theoretical Framework

The theory about to the teaching profession, reflection, the reflective and pedagogical practice, constitute the theoretical framework of this study. For greater clarity on the concepts investigated, which are strong to this research project, we present an approximation to each one of them:

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be learnt, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection

With regards to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as *reflection as a process* and *reflection as a theme* will be taken into account to deepen its definition (Correa Molina et al 2010).

Reflection as a process

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación".

The stages of reflection as a process are presented in the following figure:

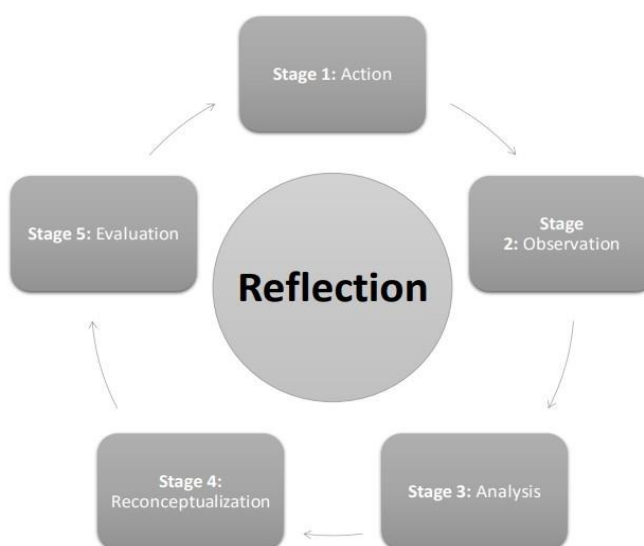


Figure 4 Stages of the reflection process

Reflection as a theme

The conception of reflection is based on a theme related to this concept. In reference to it, Grimmet et al (1999) as cited by Correa Molina et al (2010), reflection is placed upon three different perspectives: a) reflection as an instrumental mediation of action; b) reflection as a deliberation; and c) reflection as a reconstruction of the experience. As for the first two perspectives, the external aspects are the source of knowledge that allows reflecting; in the third perspective, are the contextual aspects the ones that permit the exercise of reflection to be developed. Similarly, these perspectives have mediators in the development of this process; firstly, there is the action, the context, the colleagues and the person who reflects.

Reflective practice

For the purpose of updating and to qualifying the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

There is a need to articulate the ever-changing social reality to our pedagogical work as it is evidenced by the existence of numberless attempts to explain school phenomena and the search for different ways to address these phenomena so as to make school work effective.

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999)

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place;

reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom.

Pedagogical practicum

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency

The goal is to achieve an effective teaching through the application of any didactic techniques that are gathered 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.

From development

The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

Social reconstruction

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers

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

The critical element in reflective thinking

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, among others.)
4. Teaching knowledge and professional configuration
5. Students' knowledge and their features
6. Knowledge of educational contexts
7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

Methodology

The methodological strategy proposed has, as its central axis, a process of continuous 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.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

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

For collecting the data of this research, the following instruments are proposed:

Reflective workshops

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice

Objectives

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation checklist

The main objective of the self-observation checklist proposed is to guide the student-practitioner towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

Narrative

The reflection exercise will allow students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Class recordings

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

In the process of integral practice, it was proposed to make a reflection every week to know how the process as future teachers is going.

Every movement of the preservice teacher is reflected in these reflections.

The preservice teacher considers important the participation of the students in the development of the class so that they are attentive to the explanation in addition to understanding the subject. In addition to this, everyone is expected to participate, not just the so-called "same old ones". Actually, it is good to be aware of who is the most distracted student to ask any questions related to the subject.

In courses that have more students, it is difficult to monitor each student to identify their needs. However, every effort is made to see what each student is doing and, each time they have a doubt and express it, their concerns are always clarified without excluding any student.

However, that is sometimes difficult due to the indiscipline that exists within the classroom. Students are so undisciplined and they need to be spoken loudly to control discipline. University teachers teach us many things, but it is very different to be in real context, and the reality is that today's children are difficult to handle. No matter what they say, it is so. Sometimes it is

necessary to speak to them loudly and give oneself the respect one deserves as a teacher. For this reason, it is difficult to carry out the gathering of evidence since the control of the discipline and the academic process of the students must be kept.

Data collection timetable

The following chart is a visual representation of the instruments and the dates to be implemented during a 10-week practicum stage.

Table 6 Data collection timetable

TIMETABLE FOR DATA COLLECTION											
WEEKS	1	2	3	4	5	6	7	8	9	10	11
	Sept 16 –	Sept 23	Sept 30	Oct 07	Oct 15	Oct 21	Oct 28	Nov 5	Nov 12	Nov 18	Nov 25
	Sept 20	Sept 27	Oct 04	Oct 11	Oct 18	Oct 25	Nov 1	Nov 8	Nov 15	Nov 22	Nov 29
Narrative report		x	x	x		x	x	x	X	x	x
Self- observation checklist		x	x		x						x
Reflective workshops				x						x	
Class recordings			x		x			x	X		

In the development of the integral practice, certain exercises were carried out to reinforce the aptitudes and attitudes as future teachers.

The narratives were made every week and in them were written every step of what the preservice teacher did in that week. Written in the mother tongue, these narratives reflected every movement of the preservice teacher both at the high school and at school taking into account the four components of this project.

As for the recordings of the classes, to be able to make them, a student of the course kindly collaborated with the recording using a cell phone.

Also, on two occasions the preservice teacher resolved reflection workshops that the practice coordinators sent to show what we learned in this practice process.

Results

In this area, we can say that the instruments applied during this practice worked as learning tools to improve skills as a future teacher.

The narratives worked as a tool for self-observation and also as a way to vent since it was a space in which experiences were written and these were shared to the teaching practice coordinators. It can be said that narratives work as a tool for self-monitoring of the practice process. This instrument allowed the pre-service teacher to reflect on the development of the practice in the professional and personal field. The teacher in training was able to observe that internal and external factors influenced the development of the classes. He also established the factors that were related to classroom management problems, student attention and their performance. Even so, the participant highlighted the role of the supervisor as a guide and support during the classes.

Thus, with the self-observation checklists, these functioned to the pre-service teacher as a guide in this process. Compliance with these checklists was done online each week. This instrument served to self-assess their performance in teaching practice.

Conclusions

The main objective of this component was to provide the pre-service teacher with a space to reflect on their performance during the teaching practice stage.

The reflective practices were a valuable source of information because the pre-service teacher was able to improve and work towards various aspects that had to be changed from lesson planning, classroom management to motivation and self-confidence, among others. That

said, this process was seen as an opportunity to improve teacher performance before the service while modelling their identity, character and teaching style.

Having experience in a real educational environment, it is also notable to say that the reflection process positively impacted the participant on issues that interfere with the teaching and learning processes of the English language; for example, the importance and repercussions of motivation, attention to diversity and different socioeconomic backgrounds.

Chapter III: Outreach component

Macro-project: “Sensibilización a la lengua inglesa en escuelas de primaria de la ciudad de Cúcuta”

Introduction

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

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is "to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness". To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic and secondary education, the definition of a solid and consistent evaluation system and the description and development of training programs.

This program has been developed throughout the country in which the work done by the secretaries of education, public and private universities and English language centers has

been integrated. However, the results obtained to date have not been very encouraging since many educational institutions at a national level have not been impacted by this project yet.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many of these educational institutions do not usually have an English teacher that guides the teaching and learning of the English language and for this reason, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the primary schools in the city of Pamplona often face in terms of The National Bilingualism Policy; many of the educational establishments in this city do not have an English teacher to respond to the training needs of the primary sector.

By recognizing this reality and the difficulties that it generates, this proposal of social projection aims not only to respond to the English language educational needs, those of the primary school children in the city of Pamplona but also to integrate foreign languages' students training at the B.A degree in Foreign Languages English and French to the educational reality of this sector so that the gap between public and private schools in the area of foreign language can be minimized.

Governmental policies identify the issue, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, educators in the foreign languages area so that the outcomes in terms of exams, tests, and students' results are in agreement with Colombia's proposal of being the most educated country of the region.

Justification

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

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

The implementation of this project benefits greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

Objectives

General objectives

By conducting this outreach project, from the B.A. Degree in Foreign Languages English - French of the University of Pamplona, the main objectives to work on are the following:

- To respond to the English language teaching needs of the child population in primary school in Cúcuta.
- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.

Specific objectives

To have a better comprehension of the aspects previously stated, this proposal will attempt:

- To familiarize primary schools' children of Cúcuta with the fundamentals of the English language.

- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the city of Pamplona.
- To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

Typology of the project

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

Lines of contribution

At the heart of this project lie the following lines that aim to contribute to:

- Academic training in foreign languages.
- Citizen training (addressing educative problems in order to reduce inequality in the educational system)
- School community outreach as University and as Foreign Languages program.

Theoretical Framework

Languages teaching

International language policies

La UNESCO se ha preocupado desde hace varios años por el papel de las lenguas en el contexto mundial. En su conferencia general de 1999 adoptó el término «educación multilingüe» para referirse al uso de al menos tres lenguas: la lengua materna, una lengua regional o nacional, y una internacional. Esta resolución partió de la idea de que los requerimientos de participación nacional y global, y la atención de las necesidades particulares de comunidades cultural y lingüísticamente distintas, únicamente pueden ser atendidos a través de la educación multilingüe. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that:

las lenguas no son únicamente medios de comunicación, sino que representan la verdadera fábrica de expresiones culturales; son portadoras de identidades, valores y visiones del mundo. Por ello, propone como principio para la diversidad cultural mantener y fortalecer la diversidad de las lenguas (incluyendo aquellas con poblaciones nómadas o aisladas) y, al mismo tiempo, apoyar el aprendizaje de lenguas internacionales que ofrecen acceso a la comunicación global y al intercambio de información. Para lograr lo anterior, la UNESCO sugiere fomentar el multilingüismo y el diálogo intercultural, así como desarrollar políticas para la traducción, en todos los medios posibles, de materiales escritos y visuales con el fin de promover la circulación de ideas y de trabajos artísticos”.

According to Lima, M. (2006):

“El aprendizaje de las lenguas extranjeras es actualmente una necesidad ineludible, pero lo es también de manera inseparable el aprendizaje de las culturas que representan. Las lenguas constituyen el espíritu y la conciencia de los pueblos, señala el poeta; son el mejor instrumento para el acceso a otras culturas, a otras historias, a otros modos de ver y de entender el mundo; borran las distancias y nos acercan también a la ciencia y a la tecnología”.

All types of learning are of crucial importance for the sociability of the human being as it permits him/her to function properly in different contexts; learning a foreign language, or

several languages, focuses mainly on the personal and professional life of an individual allowing him/her to be successful and productive in his/her ability to do and know-how.

“Programa Nacional de Bilingüismo”

Colombia, como otros países en Latinoamérica y del mundo, ha adoptado políticas académicas dirigidas a difundir el idioma inglés como una lengua extranjera, a través del programa nacional de bilingüismo lanzado el año 2004 con tres líneas de trabajo específicas: instituciones de educación básica primaria, secundaria, educación superior, programas de educación para el trabajo y desarrollo humano; la etno-educación; y modelos flexibles de educación. Este programa apunta a la formación del talento humano competitivo y productivo en un entorno global en diferentes campos de acción. (MEN, 2006, p. 6).

The following chart represents the levels to which the National Program of Bilingualism aspires to achieve by the year 2019:

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

Bilingualism

El bilingüismo se refiere al diferente grado de dominio por el cual un individuo se comunica en más de una sola lengua y cultura. Este grado depende, principalmente, del contexto en el cual el individuo se encuentre. Por lo tanto, de acuerdo a como se use otra lengua, diferente a la nativa, estas lenguas son consideradas segundas lenguas o lenguas extranjeras. MEN (2006).

Teaching English in primary school

In accordance with Yesser A, & Chacon C. (2011):

La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros.

In this way, the importance of understanding how a kid learns and incorporates a foreign language is essential in order to analyze the theoretical foundations that explain the learning or acquisition process of a second language (L2) or an FL and how this process is related to the one from the mother language. From the previous statements, Krashen (1991) as cited by Yesser A & Chacon C, (2011), makes a difference between the terms learning and acquisitions in relation with FL: “la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua”.

“Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente”. (Richard-Amato 1996). The authors express their point of view regarding the issue but they differ: “que para efectos de esta disertación, los términos aprender y adquirir indistintamente debido a que la LE puede adquirirse mediante actividades lúdicas de una manera inductiva y natural que también implica procesos de aprendizaje”.

“Es importante destacar, sin embargo, que los aportes de Krashen y Terrel (1983) en cuanto al enfoque natural del lenguaje son relevantes para el proceso de adquisición de la LE en los niños y sustentan el método de Respuesta Física Total (TPR) propuesto por Asher (1976)”.

As reported by Krashen and Terrel (1983), children acquire a language in three stages:

Preproduction stage

In this the stage, the child develops the ability to listen and to understand the language through gestures and actions. It is a period highly characterized by silence. Therefore, at this stage, it is recommended to use the method of Total Physical Response (TPR) proposed by Asher (1976) in order to stimulate the development of L2 by psychomotor activities, without emphasizing the oral production.

Early production stage

During this stage, the child begins to say one or two words/phrases. It is advisable to focus the attention on the meaning rather than on any grammar errors.

Extended speech stage

In this stage, the child is already able not only to produce complete sentences but also to participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

As a way to support the above-mentioned aspects about the process of foreign language acquisition, we can affirm that according to Berko and Bernstein (1999), as cited by Yesser A & Chacon C, (2011): “La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales” (p. 467). Consequently,

los niños construyen a través del lenguaje significados del mundo que los rodea y establecen sus propios criterios de interpretación semiótica a cada concepto que

descubren. Por esta razón, el aprendizaje de la LE debe partir de los conocimientos previos y de los esquemas de la lengua materna dado que las representaciones desarrolladas en aprendizajes anteriores y experiencias previas constituyen el andamiaje para construir mediante la LE, nuevos esquemas mentales o ampliar los ya existentes.

Yesser A & Chacon C. (2011), also cite Ausubel (1986), who claimed the following:

Desde el punto de vista de la psicología cognitiva, explica que existen diferencias entre las capacidades cognitivas del niño y del adulto en relación con la cognición y la afectividad, las cuales se manifiestan en la motivación, creatividad, espontaneidad y flexibilidad que caracterizan a los niños y que distan mucho del adulto, quien, por lo general, es más proclive al bloqueo afectivo en el momento de expresarse en otra lengua. De los planteamientos anteriores, se desprende que la edad es un factor que incide en el aprendizaje del inglés como LE, particularmente en la adquisición de la pronunciación. Es decir, a menor edad, mayor es la probabilidad del niño o niña para desarrollar la pronunciación de un nativo.

Why learn a foreign language in primary school?

Frandiño Y, Bermudez J, & Vasquez V. (2012) cite Madrid and McLaren (1981) who affirm that:

que hay diferentes tipos de razones que justifican el aprendizaje de un idioma extranjero en la escuela. Señalando que las verdaderas razones son de tipo pedagógico y formativo. Por ejemplo, con base en varios estudios, se indica que:

- Los niños que comienzan el estudio de lengua extranjera en la escuela tienden a conseguir un rendimiento más positivo que los demás.
- Los niños muestran no solo una capacidad especial para imitar sonidos y expresiones coloquiales sino también una gran flexibilidad, espontaneidad y osadía que supera a las de los jóvenes y adultos.

- Los niños no solo tienden a no tener miedo a cometer fallas, sino que suelen adquirir y transmitir el sentido mediante gestos y pantomima.
- Los niños están en una etapa de su vida en la que la plasticidad de sus cerebros les facilita aprender lenguas.

To summarize, the learning process of the human being can be verified in function of the experiences with the environment in which he/she is influenced by cultures that dominate and identify his/her idiosyncrasy and autonomy; particularly in the young population in the life cycle of childhood, where from numberless theories from the psychological, sociological, it is claimed that learning occurs by means of the observation and listening of sounds that catch the attention of the senses in each individual. Highlighting that the cognition process from the mental processes is direct and often leads to meaningful learning in children who are at the beginning of learning a language, in this case, the learning of an L2.

Sub-project

The use of flashcards to teach vocabulary and pronunciation in English to students of third and fifth grade at José Aquilino Durán High School

This proposal aimed at implementing flashcards as a tool to improve English pronunciation and vocabulary in fifth graders by generating a meaningful learning experience.

Identification of needs

When the practitioner went to set a schedule to give English classes to the primary school, the teachers informed that they needed urgently an English teacher because the school did not have one and there were teachers that did the best they could. Hence the pre-service teacher began their labors as a teacher in the observation week. The practitioner created a planning for children of fifth grade. During the development of the class the practitioner could see that the kids are

The first-class plan was made based on the previous knowledge of the practitioner, that is, based on previously made plannings. Briefly, in the application of that plan, the preservice teacher decided to apply flashcards as she had planned previously, and could see that these images capture the attention of children. Another aspect that could be seen is that children are something undisciplined and this makes teaching work more difficult.

Justification

After observing the fifth-grade class while the class was developed, it was found that children need the use of different teaching strategies instead of just seeing letters on the board. The professor in charge of the group stated that he was doing what he could, however, as soon as the preservice teacher introduced herself, the only thing they could get was the expression "Good morning" and "My name is ..."

Although the national curriculum proposes subjects to teach, it is clear that students have not had adequate training in English as well as that they do not have enough linguistic awareness to learn so much grammar topics.

For now, it is necessary to implement strategies and activities in which the student can recognize the vocabulary. In this case, the strategy will be the use of

flashcards, because as Wileman(1993) establishes, " well-conceived and rendered visuals help any audience understand and retain information" (Katsioloudis, 2010)

Objectives

General objective

- To implement the use of flashcards to improve English vocabulary and pronunciation in third and fifth grade students in the school Nuestra Señora de las Angustias.

Specific objectives

- To teach the target vocabulary established by the curriculum of the institution through the use of flashcards in the English classes.
- To practice the correct pronunciation of the vocabulary in English.
- To design and adapt activities with the use of flashcards that result in a meaningful learning environment.
- To promote the use of didactic tools such as flashcards as an aid for English language teaching.
- To increase students' participation and interest in English classes.

School context

The project was developed at a head-quarter of the High School José Aquilino Durán, specifically in the school Nuestra Señora de las Angustias. In this school they only offer primary education from first grade to fifth. The practitioner will work with third and fifth students. In those courses, the teacher in charge of English classes is the bachelor in chemistry Freddy Roberto Medina.

Population

As previously mentioned, this proposal was carried out at José Aquilino Durán high school. The assigned courses for the development of this project were third grade

and fifth grade, both with two hours of English class per week. Given the fact that teachers have expressed their lack of professional training in the area of English language teaching; as a pre-service teacher, my role is mainly focused to serve as a guide and to support the English language learning process.

Additionally, this project will benefit not only more than 50 students but also the teacher in charge, the institution in general and, of course, the pre-service teacher as it provides an opportunity to make use of all the knowledge acquired during the past years while gaining experience in the professional field as an English teacher.

Fifth grade's English class timetable

Table 7 Academic Schedule in Primary School

FIFTH & THIRD GRADE COURSES ACADEMIC SCHEDULE 2019						
	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	6:30 – 7:30					
2	7:30- 8:30					
3	8:30- 9:30					
	9:30- 10:00	BREAK				
4	10:00- 11:00		5° 01	3°02		
5	11:00- 12:00		5°01	3°02		

Theoretical framework

Flashcards are a teaching resource for presenting new vocabulary in addition to reviewing and strengthening Johnson K (1998). This technique is highly motivating, participatory for Gonzalez Paredes students (2013).

Methodology

In the teaching-learning process, essential elements are required to achieve the objective and for them, it is essential to know teaching resources (Bardales Camacho, 2007). In this way, we have that flash-cards are cards that help students memorize knowledge such as vocabulary, concepts, the spelling of words or even simple mathematical procedures (Zevallos & Ripoll Salceda, 2013).

For the class planners in the school, at the beginning, I decided to carry out the classes as I learned at the university, however, in the development of the first class I could see that it definitely does not work. It was then that one of the steps that were followed (recommended by the teachers themselves) was to arrive firmly to the classroom demanding the attention of the students until everyone was in their place.

Once the classroom was organized, the teacher first asked the students what they had worked on in the previous class. This was done to review. Then, the teacher presented the vocabulary showing the flashcards and said the word and asked the students to repeat the word. Then he took out the following image and did the same, returning to the first image to repeat the word heard before.

In addition, my supervisor gave me some advice to develop a class in elementary school. The idea of the project in primary school is to teach them vocabulary through the use of flashcards, and until now, it has been useful and effective, since as my supervisor told me, children like to draw and through drawing, they learn more. She mentioned that even high school students learn more through drawing.

Another way to use the flashcards was to show them one by one at random in the next class. Once the topic had been taught, in the next class the teacher asked the children what topic had been previously discussed for then remove from an envelope an image at random to children remembered the vocabulary. Once this activity was developed, the teacher continues working on the subject in that class. It is necessary to mention that the preservice teacher used pedagogical cards to the students to reinforce grammar topics, of course, making the explanation of the subject first and then applying them.

Regarding those grammar issues, it is necessary to say that apart from vocabulary, the teacher taught the grammar topics that were first proposed in the school curriculum, and second, in the curriculum proposed by the ministry of education. Actually, the vocabulary worked was especially based on those standards.

Results

Regarding the project applied for primary school children, the results were positive. The analysis was done by observing the tasks performed in each class. Thus, the pre-service teacher created a folder for each 3rd-grade student as a final product. That folder shows what the student worked in each class. These activities show the effect this project had on school children.

The use of flashcards motivates class participation. In the classes, when the teacher showed each image, the students showed a higher level of participation since first, when the images are striking, children by instinct are attracted to them and second, because according to how those images are used, the student feels the desire to participate.

The management of the flashcards, without them having their respective name but only the image, creates a pleasant atmosphere of participation in the classroom, in addition to the children working their memory, remembering the vocabulary worked in class.

Chapter IV: Administrative Component

Introduction

Being a pre-service teacher is not only about teaching English to an assigned number of courses but also to be part of the institution by participating actively in cultural, academic, religious and institutional events scheduled in the current school calendar.

Having that in mind, the pre-service teacher will be part of the institutional activities developed during the teaching practicum period as an important aspect of this administrative component that contributes to a harmonious school environment and strengthens relationships in the educational context.

Justification

The main purpose of the administrative component is to have the pre-service teacher involved in the institutional and extra-curricular activities proposed by the educational center where the practicum stage is being developed. In such way, it is affirmed that one of the duties that teachers possess is to be an active member of the educative community by organizing, cooperating and participating enthusiastically in the school dynamics that are often contemplated in the light of the institution and students' interests and needs.

Besides the importance of being part of the different activities; the administrative component provides the pre-service teacher with an exceptional opportunity to familiarize with the system of the school. For instance, how the school functions on a regular basis; how the school's community including the administrative staff, teachers, and students develop and deliver tasks so that the goals of the institution are fully accomplished, among others.

Objectives

General objective

- To understand the importance and the incidence in students' learning process by engaging in the development of the institutional activities.

Specific objectives

- To recognize and become familiar with the administrative features of the school and how they work on a daily basis.
- To collaborate in the organization and development of the activities established in the school's calendar.
- To understand the importance and the incidence in students' learning process by engaging in the development of the institutional activities.
- To establish a good relationship with the members of the school community through constant communication and interaction inside the institution.

Methodology

As part of the integral practicum stage, one of the principal objectives is to have the opportunity to enrich and improve the teaching process by having an experience in a real educational context. Even when this stage may require an enormous amount of effort, dedication, and discipline to be accomplished to its fullest with all the given objectives.

Additionally, the pre-service teacher will participate in the activities proposed by the institution according to the academic school calendar for the year.

Results

Being a pre-service teacher requires many responsibilities, not only academically, but also in the administrative field. In this case, the role of the pre-service teacher focused primarily on becoming an active member of the institutional community by participating in cultural, religious or academic affairs events, as well as extracurricular activities.

Thus, this teaches that the teacher not only fulfils the role of teaching a subject but also must fulfil a role as part of the institution fulfilling tasks outside their specialty.

Conclusions

In general terms, the role of the pre-service teacher in the institution and the school was satisfactorily developed. In this process, the institution's members showed

support and empathy for the cause. Being an active member of the institution allowed to the pre-service teacher to deeply understand the responsibilities of becoming a teacher. An example of this was in the collaboration of the organization and development of the activities planned in the school calendar: The pre-service teacher achieved the objectives related to the impact of these activities in the student learning process.

Finally, participating in the activities proposed by the institution gives the pre-service teacher a vision of what the educational field is in addition to learning that the teacher is not only a teacher but also a member of a community.

Evidences

<https://drive.google.com/open?id=1WhEqshm3hYPsiBj05IBrTPFq7tTzTgoT>

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