The Use of Games to Improve English Vocabulary

The Implementation of Games to Improve English Vocabulary in Eighth Grade Students

at San Francisco José De Caldas High School in Cucuta: An Action Research

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CHAPTER 1. GENERAL PRESENTATION

This research was conducted in order to provide a solution to some difficulties that were identified at the institution where the researcher was carrying out her practicums as a pre-service teacher. This proposal is divided into four chapters as follows: pedagogic, research, outreach and administrative components.

The first one is the pedagogical component aims at showing the problem identified at the institution that needed to be treaty, and the strategies implemented by the researcher to furnish a possible solution. Moreover, this step presents the reader how teachers developed pedagogical tools and different strategies in the classrooms to enhance English vocabulary in 8th graders students to motivate them into the English world.

Furthermore, the second chapter presents the research design, which took into account the reflective process of the pre-service teachers, promoting the development of a critical spirit that allowed them to analyze their pedagogical work and the implementation of some specific instruments to gather information through the development of this project.

Subsequently, the third chapter is about the community outreach component that informs the reader about the work that the English practitioners carried out in primary school to raising children's awareness of the English language.

Finally, the fourth chapter contains the administrative component, which deals with the role of the preservice teacher whose purpose was to help eighth graders students and teacher of San Francisco Jose de Caldas to organize all the activities during the period of class.

1.1 Introduction

English is a globalized language which is spoken around all the world. Under such circumstances, the use of English for communication has become one of the priorities in the educational environment of each country around the world. In a broader context, a study conducted in the year 2017 by the Inter-American Dialogue analysis center showed that Colombia need to improve the teaching of English since it is in the last place of all the countries that have a low level of English. This is one of the principal reasons why Colombia needs teachers who provide quality English education to improve the level of students.

Additionally, Colombia that is in constant development and globalization needs a better teaching of English and this necessity was already recognized by the national government. That is why; the Ministerio de Educación (MEN) has introduced the National Bilingual Program (Programa Nacional de Bilingüismo, Colombia 2014- 2019). This policy stipulated that the importance of foreign language learning lie in the fact that they are vehicles of communication, interaction, opportunity building and development. At the same time, this program has mentioned the notion of bilingualism, which talk about standardizing foreign language teaching and learning in the whole educational system establishing the Common European Framework of Reference for Languages (2001) as the guiding norm for this reform.

Finally, the institutional observation revealed that students could not fully express their ideas and they were not motivated to do it since the lack of vocabulary and the interaction between teachers and students. As a result, this research was implemented at San Francisco José de Caldas high school in Cucuta with the objective of improving English vocabulary in eighth grade students

through the use of games. Likewise, it is important to mention that this proposal was carried out in a virtual manner by means of lapses, due to the health emergency (Covid19). So that, pre-service teachers had to use virtual strategies to be able to execute their project and adapt to the new educative method.

1.2 Justification

Despite the fact that teachers have the responsibility to create and promote strategies that enhance the process of gaining skills in order to establish a meaningful learning and academic basis; the reality of this year has changed our customs and the manner in which we were used to teaching and learning. Nowadays, the virtual context of education shows us the difficulties to create interesting and effective pedagogical strategies to carry out an adequate learning and teaching process. Nevertheless, the success of education is dependent on evolution and adaptation, and in these times of pandemic is when we most need to direct our ideas and create new strategies to educate on digital platforms.

In this respect, the implementation of this project was necessary because it not only benefited all the participants but also the pre-service teacher and the teacher in charge of the English group. Primarily, eighth students were the beneficiary population since with the proposal; they improved problems related to vocabulary such as the lack of self-confidence when talking, use and understand appropriate vocabulary and expressions in English and the most common, being afraid of making mistakes due to lack of knowledge. In the same way, the use of games was a good strategy to improve vocabulary since making learning fun motivated students and helped them pay attention and stay focused on the subject, even with the outreach project.

Similarly, this research benefited the pre-service teacher since she provided a new opportunity to teach in a no common manner, implementing new methodologies and strategies that improved English skills in each of the students. In that way, the teacher of the school implemented the teaching resource suggested by the professional training with the aim of improving vocabulary and motivate students to develop academic activities even on a virtual platform.

1.3 Objectives

General Objective

✓ To improve English vocabulary through the implementation of games in eighth grade students at San Francisco José de Caldas high school in Cucuta.

Specific Objectives

- To implement games as a pedagogical strategy to learn English vocabulary.

- To promote the development of a critical spirit that allows pre-service teachers to analyze their pedagogical work

- To raise children's awareness of the English language and reinforce their difficulties.

- To use pedagogical strategies as a tool to learn and reinforce vocabulary in primary school

- To participate in the completely administrative activities proposed by the Francisco Jose de Caldas high School.

1.4 General Conclusions

First of all, the development of this proposal allowed the practitioner to conclude that be a teacher is a learning process from which knowledge is received and provided since we as teachers must be constantly changing and adapting in order to achieve our goals in a class. Likewise, the practicum process was a challenge, because it shows the real context and all the needs that the educational system has.

Besides, thanks to the research component pre-service teacher had the opportunity to learn the importance of adopting critical, reflective, and analytic thinking about teaching. Thus, the practitioner concluded that the main target in using that approach was to allow her to reflect on the sequence of the strategies implemented and look for alternatives that benefit both the student and the teachers.

Additionally, the development of the outreach component contributed to both the practitioner and the students since, child population in primary were motivated to learn English and use that language without fear of failing. Likewise, the pre-service teacher noticed how games as a dynamic activity influenced students' motivation and participation; students knew that those workshops and games increased their level of English.

Finally, the development of the administrative component allowed the teacher training to establish an academic relationship with teachers and students in which she had the opportunity to generate new responsibilities and be in charge of school activities that helped her both in her professional and personal life.

CHAPTER 2. INSTITUTIONAL OBSERVATION

This section contains a diagnostic, where certain aspects were analyzed and described such as a brief description of the Institutional Educative Plan (PEI), some important aspects of the coexistence handbook, the mission and vision, the institutional organization, physical aspects, some pedagogical aspects and finally the supervisor's schedule.

2.1 Documentary analysis

With the aim of achieve more information about the institution, pre service students carried out an observation and diagnostic week in which it was possible to collect different documents from the educational institutions. Thanks to these documents, practitioners managed to know in depth the operation of the schools, the working methodologies of the institution, among other essential aspects.

Additionally, this project gave us the opportunity to learn about the functioning of educational institutions through the participation in the extracurricular activities, and we were be able to implement a variety of pedagogical tools in order to teach and generate a meaningful learning.

To design the teaching and outreach proposal, the pre-service teacher had a virtual meeting with the teacher in charge and conducted a semi-structured interview, from which she learned about their working methods, the number of students in the course, and the schedules in which they work with each one of them and other fundamental aspects. **(Appendix 1)**

Taking into account Francisco José de Caldas School, this institution adopted a flexible working methodology. In a broader context, the classes were developed by lapses that have a

maximum duration of 40 minutes with pedagogical guides every 15 days, those documents were delivered in physical and virtual form since the economic condition of the students were not favorable and they did not have the resources to attend a virtual class. Similarly, other ways that they chose to cover the entire population was to use "Facebook" and "WhatsApp" platform to send guides and video explaining the topics.

In the same way, it was necessary to consider the perceptions of the community in general about the sanitary emergency and its impact in the educational process. Owing to the pandemic situation, educational systems worldwide was affected and had to change their working methods.

2.1.1. ADMINISTRATIVE

School Social Reality

Francisco José de Caldas educational institution was founded as a primary school in December 1959 in an economically hostile reality, since students attending classes were members of actually modest families. It must be highlighted that even though the area in which the school is located has significantly improved in terms of trade and economy, this part of the city is still strongly marked by security deficit and violence. Nevertheless, the educational institution Francisco José de Caldas has set a precedent in the labor of guiding children towards a better life choice.

Location of the school

The 'Francisco José de Caldas' Educational Institution is constituted of three headquarters, being them: Headquarters principal, located at Barrio la Libertad, created then by decree of the Departmental Education Secretariat No 1065 of December 31, 1959; the 'San Pedro Claver'

Headquarters, at Bellavista-La Libertad and the 'Santísima Trinidad' Headquarters, on San Mateo Upper part of San Mateo.

Identification of Educational Authorities

Table 1 School Authorities

Charge	Name
Principal	**Sandra Patricia Figueredo Sarmiento**
Coordinator	**Luis Alexander Arias**

FUNDAMENTAL ASPECTS OF THE INSTITUTIONAL EDUCATIONAL PROJECT

PEI

Based on an integral conception of the human person, their dignity, their rights and their duties, forming each student to act as an honest, productive citizen, aware of his personal and social reality and leading processes that allow him to live and coexist with a good quality of life, contributing to the Local, Regional, National and Latin American process.

Considering the 1991 Political Constitution and what is ordered by its in Article 67, Education in Colombia is established as a Social, Economic and Cultural right that must be standardized, applied, and abided by. From here as from Ministerial Directive Number 016/1996 and in the New General Law of Education No. 115, Articles 73 and 87 and in its Regulatory Decree 1860/94 Article 17, the PEI Institutional Educational Project appears as a first-hand tool, to redefine the north that must have education in a community.

Generalities of the manual of coexistence

Mission

San Francisco José de Caldas School has the mission of educating students as autonomous and critical people, who have a life project based on values such as respect, honesty, self-esteem, and solidarity. In addition to this, they are supposed to obtain an entrepreneurship vision, looking for inclusion in the productive sector to achieve social and family improvement.

Vision

In the year 2021, we will be recognized as one of the top five Educational Institutions at the regional level for the training of upright students and critical thinking, with social transformation and progress of all the people who make it up.

With regards to the goals set by the institution leaders, its vision is:

- To educate for autonomy, critic, and strengthening of values and institutional principles.
- To foster the inclusion of the community in the institutional projects.
- To strengthen the entrepreneurial spirit in students.
- Improvement of technical education through the creation of inter-institutional compacts.

Additionally, a set of values are fostered throughout the students' learning process as the means to achieve such mission and vision. Thus, the institution stands for values such as respect, honesty, solidarity, and productivity.

Table 2 Schedule of English classes

HOURE	HOURE	MONDAY	TUSDAY	WEDN	THURS	FRIDAY
1	6:30-7:20					
2	7:20-8:10					
3	8:10-9:00					8°5
	9:00-9:30	B	R	E	A	K
4	9:30-10:20	8°1			8°2	
5	10:20-11:10			8°3		
6	11:10-12:00				8°4	

2.1.2 PEDAGOGICAL

Working methodology of the foreign language teaching group

The methodological proposal of the English area aims to integrate different strategies and activities, which seek to motivate students towards understanding, knowledge and use of the English language in a meaningful, cooperative, interactive and contextualized way.

Use of computer tools, virtual activities, use of the institutional platform, use of tablets, and projection of videos related to the didactic unit, development of Role-plays and small scenes where students have the opportunity to experience characters and establish communication through dialogues appropriate to your level of competence.

Knowledge of the pedagogical resources available

➢ **Human talent:** Suitable personnel with a bachelor's degree in Foreign Languages, a bachelor's degree in Basic Primary with an emphasis on English and / or related areas.

➢ **Physical:** Classrooms, Fundación Telefónica Classroom (AFT), Virtualteca, COLFRAJOC Room.

➢ **Pedagogical:** Videos, audios, recorders, players, among others.

➢ **Technological and use of ICT tools:** Laptops, Video-beam, Internet, Web Search Engines (Google, YouTube)

Pedagogical Resources

Way to Go! Are a series of textbooks for the teaching / learning of English, aimed at students Grades: sixth (6th), seventh (7th) and eighth (8th). Its main objective is to create

a nice and real context for students, in which they can develop their English skills not only in terms of grammar but also communicative level. These textbooks are aligned with Basic Learning Rights (DBA) and suggested English curriculum, proposed by the Ministry of National Education (MEN).

Figure 1 Pedagogical Resources

Population

The eighth grades of the institution have approximately 36 students, however in virtual classes less than half are connected; these students have a basic level of pre-intermediate 1 as shows the following table:

Figure 2 levels of accomplishment

NIVELES DE LOGRO DE COMPETENCIAS:

Niveles Marco Común Europeo		Niveles Para Colombia	Grupos De Grado
Usuario Básico	A1	Principiante	1-3
	A2	Básico 1	4-5
		Básico 2	6-7
Usuario Independiente Umbral	B1	Pre-intermedio 1	8-9
		Pre-intermedio 2	10-11
Usuario Independiente Avanzado	B2		
Usuario	C1		

The Institution's Authorities

The educational authorities in this institution, as in any other school, are logically and hierarchically organized so that each authority has clear their functions and responsibilities. Such authorities are:

- The school's principal: Sandra Patricia Figueroa Sarmiento, she is a specialist in the education field and as the school's legal representative; she is in charge of the resources management, as well as the administrative and academic important decisions.

- The academic coordinator: Alexander Arias is the person in charge of organizing the teachers' schedules and to manage the organization of the administrative, cultural and academic activities. He also bridges the gap existing between the school's principal and the teachers due to the hierarchy respect.

- The discipline coordinator: Azula Blanco is the person who monitors that the institution's co-existence rules are respected. She has to handle different type of situations that may affect students' wellbeing inside the school, and her functions include: talking to the parents, keeping track of the students' misbehavior and finding the appropriate strategies to correct such faults.

- The teachers: their function is to guide students to the knowledge and to evaluate the extent to which the learning goals are being met. They also monitor the students' discipline inside the classroom.

The Physical spaces in the Institution

The school building is equipped with different resources that can be used by the students and the administrative staff. Such physical resources include 40 classrooms, two bathroom buildings, one restaurant for the students, three computer labs, two stationaries, a wide food sale area, one library with different types of material available, one big room for teachers to rest in-between classes, one storage room, and a big coliseum. Even though the access to some of these areas must be first authorized by the school's authorities, it is matter of fact that the institution is plenty of places to carry out different types of activities.

Figure 3 Physical Resources

Figure 4 Organizational Chart

In the figure above, the organization of the institution members and external authorities is graphically represented.

CHAPTER 3. PEDAGOGICAL COMPONENT

The Implementation of Games to Improve English Vocabulary in Eighth Grade Students at San Francisco José De Caldas High School in Cucuta: An Action Research

3.1 Introduction

English is one of the most used languages in the world. Owing to its great importance, this foreign language gives the possibility to build a multicultural and bilingual identity that provides people a variety of opportunities both in terms of labor, economic, culture, educational and as well as personal. In today's modern world, the English language has become part and parcel of every existing field. It has been an international language of communication, business, science, information technology, entertainment and so on. For this reason, all spheres of our vital activity to some extent require knowledge of the English language.

According to the MEN, fifty-four percent of students in basic and secondary education have equivalent results to people who have had no contact with the foreign language. Similarly, in the ranking of the EF study English Proficiency Index, Colombia has a low English proficiency and is bordering on a very low level, with a score of 48.75 points out of 100.

Knowing how important it is to learn a second language, in this case, English; this proposal had as objective to enhance eighth graders students' vocabulary through the use of games at San Francisco Jose High School. Due to the lack of knowledge on the part of students and pedagogical activities in the virtual meetings that the researcher could identify through a series of observations carried out in the English classes of 8th grade students, it was notorious the lack of implementation of strategies that enhance vocabulary learning.

In this perspective, the main purpose of this research was to improve English Vocabulary. Regarding the general and specific objectives, the development of this research allowed the promotion of different pedagogical strategies (in that context the games) in order to attract student's attention and accomplish the goals previously established.

On the other hand, in this component, the pre-service teacher will carry out the statement of the problem, in which the research questions will be described in order to guide data collection. Besides, the fundamental aspect of this proposal will be presented, such as the justification, general and specific objectives, theoretical framework, literature review, methodology, findings and conclusions.

3.2 Statement of the problem

After a week of classroom observations at "San Francisco Jose de Caldas" pre-service teacher observed and analyzed different aspects of eighth grades' English classes. First of all, during this process, it was evident the lack of self-confidence that some students experienced when they must make oral and written interventions. Likewise, eighth' students do not strive to use the second language since they used words in Spanish most of the time in order to complete the sentences, even when the teacher asks them in English and translate the unknown words. So that, students know some grammar structures and the workshop answers but due to the lack of vocabulary and interest, they decide not to participate for fear of making mistakes.

On the other hand, the virtual situation was influenced in the manner in which students learn and teacher teach. In this perspective, students have lost the interest and motivation that they presented at the beginning of the virtual classes. Likewise, sometimes the teacher followed

traditional methods as translation for the continuous development of classes. Pre-service teacher noticed that in one of the courses the necessity for improving vocabulary is vital for the proper development of the subject.

Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language". In this perspective, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

For enhancing those circumstances at "Francisco Jose de Caldas High school" in 8th graders students, the following questions were asked:

- ✓ How does the use of games can improve vocabulary in 8th grade students?
- ✓ How effective is the use of games to motivate students inside the virtual classes?
- ✓ How effective is the use of tasks base learning in virtual classes?

3.3 Justification

The purpose of this project was to strengthen the vocabulary in eighth grade students by means of games. Taking into account the institutional observation done, there existed the necessity to implement a pedagogical project that helped to solve the difficulties that some students had when expressing their ideas in English. This problem was established because students were not motivated to use the foreign language during the class since they understood what the teacher said but they were unable of answering. Additionally, the development of the class was limited to the

traditional method of translation since the teacher translated sentences exemplifying the rule into the student's language.

The pre-service teacher noticed that the students of San Francisco Jose de Caldas High-School presented difficulties with their vocabulary because they felt afraid of being criticized in activities, which involve oral and written skills, and there not existed a lasting motivation to use the second language. On the other hand, students had the ability to understand simple instructions and commands as well as understanding basic sentences and short texts, for that reason it was necessary to encourage the use of English during the class and thus enhance vocabulary in eighth graders.

Owing to those reasons, the practitioner realized that it was essential to implement some didactic strategies that approached her to achieve the objectives such as enhance the vocabulary and turn learners into active students through the games.

3.4 Objectives

General objective

✓ To improve English vocabulary through the implementation of games in eighth grade students at San Francisco José de Caldas high school in Cucuta.

Specific Objectives

- To promote the use of games as a pedagogical strategy to learn English.

- To strengthen 8th grade student´s vocabulary through the games.

- To generate a communicative environment through activities that encourage students to use new vocabulary.

- To promote the use of "task base learning" as a virtual strategy to teach English

- To analyze vocabulary improvement and acquisition in 8th grade students

- To encourage the use of real communication situations

3.4 Theoretical Framework

The following segment will describe the importance of each key concept related to the current project. These definitions play an essential role in the development of this action research and gradually will help the reader to comprehend the nature of the study and to go smoothly over the entire pedagogical component.

Games

Games are considered as the best motivation to help students to speak in an appropriate atmosphere. The games also provided them opportunities for free expression. According to the idea mentioned above, Mora & Lopera (2001) stated that "games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students". A game is an activity of sport involving skill, knowledge or chance in which a person follows fixed rules and tries to win against an opponent. According to Collins COBUILD English language Dictionary (1987), it is a contest played according to rules and the winner is recognized by skill, strength or luck. It is an activity engaged in for amusement.

Furthermore, Hadfield (1998: 4), defines the game as 'an activity with rules, a goal and an element of fun.' In this paper, the game is perceived as a meaningful fun activity governed by rules (author's definition). It shows the importance of using games to teach. Moreover, game means ' an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others' (Wright et al, 2006:1)

Type of Games

Considering that games are the best motivation to help students to speak and write in an appropriate atmosphere. The games also provided them with opportunities for free expression. Language-learning games can be classified according to many factors. Below there is a division of games made by Wright, Betteridge & Buckby (1984):

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

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

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

Sound Games: Sound effects can create in the listeners an impression of people, places and actions. There is a demand for the listeners to contribute through imagination. This inevitably leads

to individual interpretations and interactions as well as the need to exchange points of view and to express ideas and opinions.

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

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

True-false Games: In these games, someone makes a statement which is either true or false. The game is to decide which it is.

Memory Games: These games measure the players' ability to remember different events, which in turn, leads to discussion, in which opinions and information are exchanged.

Caring and Sharing Games: These games pretend to encourage students to trust and get interested in others. They have the participants share personal feelings and experiences with other class member.

Guessing and Speculating Games: In these games someone knows something and the others must find out what it is. There are many games and variations based on this simple idea.

Story Games: These games provide a framework for learners to speak as well as write stories and share them with classmates.

Vocabulary

Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)"

(Neuman&Dwyer, 2009, p. 385). Hornby (1995) defines vocabulary as "the total number of International Journal of Teaching and Education Vol. III, No. 3 / 2015 24 words in a language; vocabulary is a list of words with their meanings". While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items"rather than "words."In addition, Burns (1972) defines vocabulary as" the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998) 'vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings."

Common European Framework of Reference for Languages.

The CEFR describes language ability on a scale of six levels from A1 for beginners up to C2 for those who have mastered a language *(see chart 2.1).* This makes it easier for anyone Involved in language teaching and testing "Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (learners, teachers, teacher trainers, etc.)"

Continuous improvement

The concept of continuous improvement comes from the Japanese term Kaizen that was initially developed and spread by Masaaki Imai (see Imai, 1989) who is known as the father of continuous improvement. Kaizen is a compound word in Japanese that includes two concepts: Kai (Change) and Zen (to improve).

Despite each author has his own definition of continuous improvement, the following characteristics can be highlighted:

• Continuous improvement is a cycle; it is not an only act. As a result, a constant activity must be done over time. It should not be an independent activity.

• All people from the organization should participate in the continuous improvement cycle.

• Continuous improvement aim is, precisely, to improve. In order to do so the organization should focus on eliminating wastes and identifying new areas of improvement.

Task Based learning

Nunan (1989) considers a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form". According to this definition, students will use prior knowledge in order to achieve their goal; if any new information is needed (e.g. linguistic forms or vocabulary), the teacher will act as a knower who provides it so that students do not interrupt the process and achieve the expected outcome. For Willis (1996) a task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to

achieve an outcome". It is more effective to use a meaning-based approach than a form-based approach. Students express their thoughts even if some of the language is inaccurate. In this respect, Skehan (1996) adds that tasks primarily focus on meaning and resemble real-life situations. Since tasks are goal-directed activities, participants decide which language forms to use to achieve the goal. Van den Branden (2006) explains how in second language research, tasks have been used to study language production, interaction, negotiation of meaning -all aspects to improve second language acquisition (SLA). This author defines a task as "an activity in which a person engages in order to attain an objective, and which necessitates the use of language". It is evident in this definition that there is a language form needed to perform a task; however, the language is the means not the end. Language is the vehicle to reach successful communication when having real-life communicative situations. Nowadays, the most commonly used and widely accepted definition of task is that of language activity in which there is a focus on meaning. We define Task-Based Learning as an approach that requires teachers to plan lessons, not merely class activities, for real communication.

3.5 Literature Review

In order to have an overall view of this study's background, it is important to highlight that five studies were chosen taking into account their common points like the use of diverse strategies, specifically the use of games for overcoming difficulties as well as enhancing vocabulary.

There exist many benefits in the use of games inside the classroom to improve some skills in the acquisition of a second language. Those games have been found to be effective in motivating students to learn. In this connection, Mastukim Sagit, (2013) aimed at studying the improvement of students skills through games in first year students of MTsN Beureunuen. Based on an action

research, the researcher found that the implementation of those games in teaching learning skills had a positive improvement on the student's participation.

Similarly, games are also motivating since they are amusing and at the same time challenging. It introduce competitive elements in language building activities and this provides an important stimulus for purposeful use of language (Prasad, 2003). In a broader perspective, these activities create a meaningful environment for language use. The competitive atmosphere also enables learners to concentrate and think in the learning process; thereby they enhance their subconscious investment. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, Huyen & Nga's (2003) reported that students seem to learn more quickly and retain the learning materials better in a stress-free and comfortable environment.

There are two types of games: competitive games (in which players or teams rush to achieve goals) and cooperative games (in which players or teams work together to achieve a common goal). The emphasis in the games is on successful communication rather than on correctness of language (Toth,1995). Both of them can be applied in teaching to young learners. However, the teacher should keep in mind to avoid competition with preschool learners. It can be stressful and overwhelm them. Play games where everyone wins.

Finally, in order to know the effects of teaching English through games Chiradon, Laohawiriyanon & Raktthong (2010) carried out a study based on three parts: a pre-experimental phase, an experimental phase and a post-experimental phase to know the effects and the improvement that students acquire through games. It was noticed that students had significantly

improved in vocabulary knowledge and ability to communicate. Moreover, they tended to have more positive attitudes towards learning English through games.

3.6 Methodology

With the aim of developing this proposal, the pre-service teacher was used three kinds of games for working vocabulary into the classes. Schmitt and McCarthy (1997) propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. This perspective can be supported by the lesson planning stages proposed by Urrutia & Vega (2010) this planning was adapted in order to improve the vocabulary of eighth grade students; these steps were:

The class was divided into three fundamental moments when such games were implemented. First, the warm-up in which the teacher broke the ice with a fun activity by presenting the general topic to the class. Second, the instructions and rules of the game were given to students and the game was carried out. Third, students implemented what they learned in class through oral or written tasks.

For the development of each class was designed a lesson plan. It followed the scheme of stages, skills, description of the activity, time and material. Likewise, it was evidence the warm-up, the pre-task, explanation of the topic, while task and post-task.

Table 3 Lesson Plan

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	MATERIAL

Warm up				
Introduction Pre-task				
Explanation of the topic				
Training				
Explanation of the task				
While task				
Post-task				

3.6.1 Implementation of the topic

With the aim of developing the classes, it was necessary, the creation of a lesson plan in which it was presented the stages, skills, description of the activity, time and material. At the same time, the preservice teacher attaches all the annexes in order to evince the activities that were carried out with the students during the lapses**.**

During those seven weeks, it was possible to execute three lesson plans with the students of Eighth. In the following lesson plans based on tasks, it is evidence the development of the first lapse # 10 with a warm-up in which the preservice teacher was presented her project and talk about

the methodology of her class. Moreover, we can find "the pre-task" with a reading comprehension of the pre-text in which students was developed a scanning and underlined the unknown words with the aim of completing the text. Subsequently, the practitioner was carried out the explanation of the topic by means of slides and videos. Furthermore, students were practice during the class though some exercises and games on Educaplay (association game, guess the words and crossword). Finally, the "while task" and "post-task" were presented with the explanation of the task and an example of the teacher. In that way, students had a guide to carry out the task.

Moreover, it is necessary to highlight that the lesson plans were reviewed by the tutor and the supervisor before the implementation and thanks to their suggestions the plans were successfully carried out. **(Appendix 2)**

Table 4 Lesson plan, Lapse #10 (playing with my qualities

TEACHER: ● Sandy Danitza Ramirez	GRADE: Eighth	LAPSE N: ● 10
TOPIC-TASK - Prefixes and suffixes. - Conditionals. - Positive and negative adjectives to describe personal qualities.	**OBJECTIVES** - Widen vocabulary by creating new words with prefixes or suffixes. - Form meaningful sentences by using words with prefixes or suffixes. - Finding just the right *words* to *describe the personality.* - Describe a person and find the differences between a Colombian and an American.	**DATE/ DAY** September 30th

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY	TIME (MIN)	MAT
Warm up	Linguistic competence	At the beginning, the teacher will give a warm welcome to the students and will present the project. In this perspective, students will know about this proposal and the methodology of the class. At the same time, in order to remember the subject of the previous class, the teacher will carry out a review of conditional with modals verbs, taking into account a table. Then, students will complete the exercise number 2. 1. If someone wants to help the foundation 'Food for Everyone', what should he/she do? _If someone wants to help 'Food for Everyone', he or she should donate food._ 2. If you donate $3000 a month to 'Refugees Today', what will they do with it? _____ 3. If you are a responsible and patient person, which foundation could you help? _____ 4. If you had the time and money, which foundation would you help? _____	**3 min.** **6 min**	- Internet - Computer - Web page **"Meet"** **-** Exercise #2
Introduction **Pre-task**	Reading competence	In order to contextualize the class, the teacher will present a pre-text in which the topics of the class are presented. First of all, students will develop a scanning and will underline the unknown words; in this context, through images and examples, the teacher will explain the vocabulary unknown by the students. After addressing the vocabulary, the teacher will ask students to fill the blanks with the vocabulary that are in the box and that they already know.	**8 min**	Pre-text Images

crisis   cruelty   ~~responsible~~   sponsoring
will combat   will give   will have

Donate your time, not your money!

'United in Differences' specializes in providing therapy for children with learning disabilities and their families. We are looking for patient and [1] *responsible* people to accompany us on our family days and excursions.

If you have the time, we [2]_____ you the opportunity to make a difference.

A meal a day keeps malnutrition away!

'Food for Everyone' is a non-profit organization that believes in the basic human right for everyone to have healthy meals every day. If people start to donate food, we [3]_____ malnutrition around the world.

Support us by donating food or [4]_____ a family today!

$3000 a month is all it takes!

Here at 'Refugees Today' we support people who have escaped countries and regions in [5]_____ because of war. We need your help to continue offering our services and support to people in need.

If everyone donates $3000 a month, 'Refugees Today' [6]_____ the funds to help thousands more refugees.

VOLUNTEERS

Funs

Sponsoring

War

Refugees

Explanation of the topic	Linguistic competence Communicative competence	In order to explain the principal topic, the teacher will share the slides with the explanation of prefixes and suffixes, some examples and exercises. Additionally, the teacher will share two videos in order to complement the class. So that, students can observe the videos if they need more explanation.	**10 min**	Slides Two videos Exercise #3

PREFIXES

Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.

For example:

word	prefix	new word
happy	un-	unhappy
cultural	multi-	multicultural
work	over-	overwork
space	cyber-	cyberspace
market	super-	supermarket

Links:

https://www.youtube.com/watch?v=ca9rcZf7uNc

https://www.youtube.com/watch?v=WGm3b-sNK9U

Subsequently, the exercise #3 will be completed through a game in Educaplay. The teacher will give the instructions of the game in which students will have to relate columns (positive, negative characteristics, and value). In this way, students will be able to memorize new vocabulary and develop a funny activity.

- Link of the game:

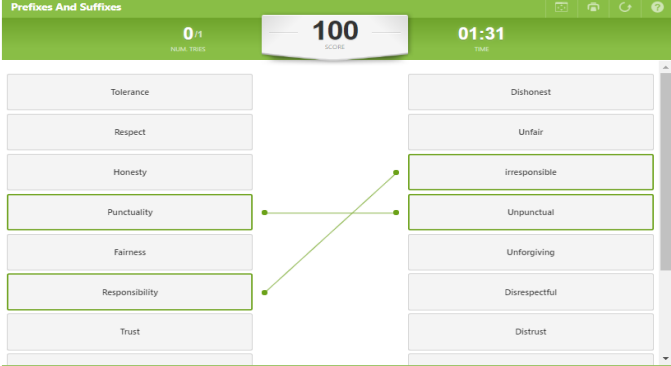**https://es.educaplay.com/recursos-educativos/2745169-les_professions.html**

A Positive characteristic (adjective)	B Negative characteristic (adjective prefix: *dis-, in-, ir-, un-*)	C Value (noun, suffixes: *-ity, -ce, -ness, -ship*)
a. honest	*dis*honest	hones*ty*
b. responsible		
c. respectful		respect
d. trustful		trust
e. fair	*un*fair	
f. tolerant		
g. kind		
h. forgiving		
i. friendly		friend*ship*
j. punctual		

5 min
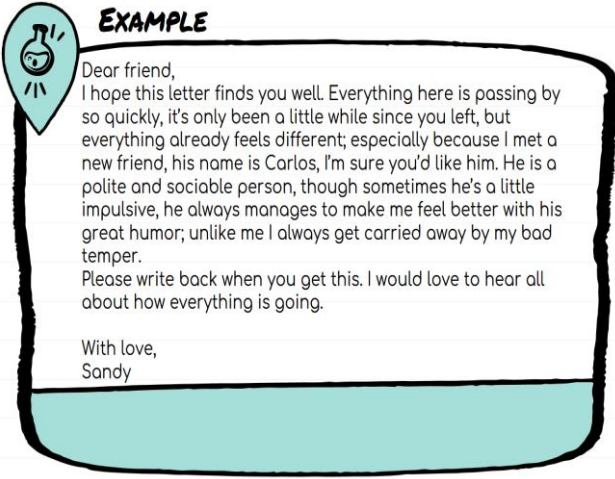
Educaplay

Training	Linguistic competence	After the explanation, exercise number 4 will be completed. In this case, students will organize the words presented in the slides with the aim of finding prefixes and suffixes to make positive or negative characteristics. Besides, students will read the words in order to improve the correct pronunciation and acquire more vocabulary. Moreover, the teacher will explain the unknown words through flashcards. **GUESS THE WORD** Tolerance T R L A O N E C E S N I R N O T T L E A Respect E F S R P E U L C T R E C E S P D T I S Fairness F I R A Y L F I A U R N E N S S Kindness E K I N D S S N E S U N N I D N K E S S	**5 min**	Slides Exercise # 4
Explanation of the task	Linguistic competence	In this case, students will carry out a writer task through a letter. Besides, the purpose of the task is to develop the vocabulary and grammar learnt during the class, since students will describe the personal qualities. With the aim of learning new vocabulary, the teacher will implement a crossword with positive and negative qualities. This game will be developed thanks to the page "Educaplay". Students will have the meaning of each word and the will complete the crossword with the appropriate word. **https://es.educaplay.com/recursos-educativos/7037175-les_animaux.html**	**5 min.**	Educaplay Crossword Example of the letter Table of positive and negative Qualities.

While task	Communicative competence	To develop the final activity, the teacher will give the instructions and an example of the letter that students will write. In this case, it will be necessary the use of the vocabulary learnt during the class and the positive and negative qualities of the table. The students will write a letter to a friend in which he/she will describe the personality and qualities of a new friend. Likewise, they have to practice at home for continuing with their learning process. - **Instruction:** You will write a letter to your best friend in which you will describe the personality and qualities of a new friend; also, you will make the differences between your personality and your new friend. To this activity, you will use the table with the positive and negative qualities, the vocabulary learnt during the class and the grammar. Moreover, you can follow the example given by the teacher.	**3 min.**	

Post-task		Students will have a week to deliver the task. After that, teacher will qualify the activity and will realize if students managed to satisfy the objectives of the task. **Reflection:** During the first planning, It was noticed that students were not motivated with the activities since they did not feel confident to speak in class and participate. For that reason, the pre-service teacher decided to change the organization of the planning and start the class with the game and implement more didactic activities. Regarding the task of the class, most of the students did not follow the instructions and performed the activity in a different manner. However, it is important to mention that eighth-graders implemented the vocabulary learned in the class.		

Second lesson plan (Lapse # 11)

In the second lesson, the pre-service teacher explained the topics "Present Perfect", "Since, and For" through slides, images, and games. At the beginning of the class, a pre-text was presented in order to introduce the topic; likewise, the teacher explained the principal topic with examples,
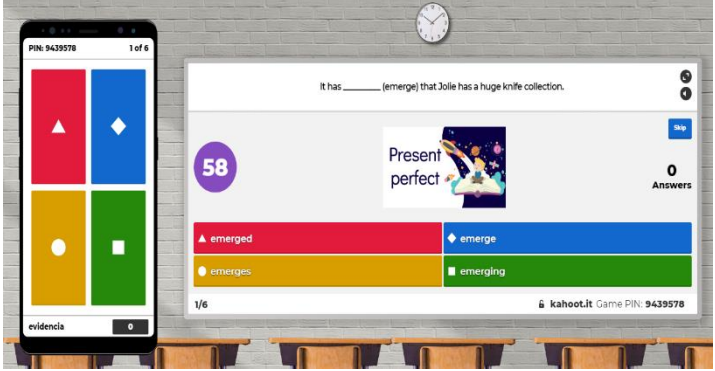
exercises, flashcards and games. In this way, students developed a timeline and a game in which they have to relate some sentences with the column "Foolish or Wise" drawing lines. Finally, intending to practice the vocabulary and the topic of the class, students created a personal timeline and explained it by means of audio. **(Appendix 3)**

Table 5 Lesson plan, Lapse #11 (My timeline)

TEACHER:	GRADE:	LAPSE N:
Sandy Danitza Ramirez	Eighth	11
TOPIC-TASK	**OBJECTIVES**	**DATE/ DAY**
- Present perfect tense - Since / for - Foolish and wise actions	- Identify present perfect tense verbs in writing - Form meaningful sentences by using sentences in present perfect - Finding just the right words to describe the if something is foolish or wise	October

STAGES	SKILLS	DESCRIPTION OF THE ACTIVITY	TIME (min)	MAT
Warm up	Linguistic competence	At the beginning, the teacher will give a warm welcome to the students and will explained how the class will be carried out.	**2 min.**	Internet Computer Web page **"Meet"**

Introduction **<u>Pre-task</u>**	Linguistic competence	In order to contextualize the class, the teacher will present a pre-text in which the topics of the class are presented. First of all, students will develop a scanning and will underline the unknown words; in this context, through images and examples, the teacher will explain the vocabulary unknown by the students and will asked some questions such as: - What is the principal topic? - What type of verbal tense are we using? - Which auxiliary are we using? After addressing the vocabulary and the questions, students will completed the pre- text and learn the vocabulary (the verbs in brackets) with a game on Kahoot. In this case, the teacher will give the instructions and with the help of the students, they will fill the blanks.	**10 min**	Pre-text Images Questions Kahoot
	Reading competence	**Pre-text** 1. Read and complete with the correct form of the verbs in brackets. Angelina Jolie is not only famous for her acting career and her charity work with the United Nations, but it has ¹ *emerged* (emerge) that Jolie has a huge knife collection. Exactly how many knives Jolie has ² _____ (buy) over the years is not known. But what is known is that Jolie has ³ _____ (collect) knives since she was 12 years old when her mum bought Jolie her first knife. This means that Jolie has ⁴ _____ (have) this strange hobby for more than 28 years. It has also ⁵ _____ (be) revealed that Jolie has ⁶ _____ (pay) more than $20,000 USD for one knife, and has ⁷ _____ (spend) hundreds of thousands of dollars since she started her collection.		
Explanation of the topic	Linguistic competence Communicative competence	 In order to explain the principal topic, the teacher will share the slides with the explanation of Present Perfect, the use		Slides Two videos Exercise # 2 and 3 Timeline

of Since and For, and some examples. Additionally, the teacher will share two videos In order to complement the class. So that, students can observe the videos if they need more explanation.

7 min.

Present perfect

The present perfect is often used for an action which started at some time in the past, and still continuing now.

Links of the videos :

- https://www.youtube.com/watch?v=fzNU2Mkz_m4
- https://www.youtube.com/watch?v=6RQL7KLaycU

Subsequently, the exercise #2 and 3 will be completed. In this way, students will put in practice the topic and will be able to memorize new vocabulary.

The idea of this activity is completed the sentences with the aid of a timeline, in which students will use " Since or For".

10 min

Knowledge assessment

2. Write for or since

- ❖ _____ three years
- ❖ _____ January
- ❖ _____ the rest of my life
- ❖ _____ 2009
- ❖ _____ 15 minutes
- ❖ _____ nine months

At the same time, the teacher will use some flash cards in order to explain the new vocabulary.

3. Use the timeline to complete with for and since.

| 1999 Realized he is a shopping addict. | | 2009 Bought his last watch | 2017 Present |

| 1991 Bought his first watch | 2004 Paid $178000 USD for 1 watch | 2010 Started therapy |

1. Juan has had therapy _for_ 7 years.
2. Juan has had therapy _____ 2010.
3. Juan has collected watches _____ 1991.
4. Juan has collected watches _____ the past 26 years.
5. Juan has known he is a shopping addict _____ the past 18 years.
6. Juan hasn't bought a watch _____ 2009.

| **Training** | Linguistic competence | After the explanation, the teacher will present the unknown words through flashcards. In this perspective, students will learn the vocabulary and they may perform the following activity without problem.

Subsequently, exercise number 5 will be completed. In this case, students will relate the sentences with the column "Foolish or Wise" drawing lines. | **7 min.** | Flash cards

Slides

Exercise # 4 |

Are these actions foolish or wise?

Foolish

Wise

- Be careful with your money
- Spent money on a tent
- Pay for my rent
- Buy a beanbag chair
- Buy a telescope
- Use the internet cautiously
- Chat to people who are nice to you
- Go to the gym
- Spend all my time online
- Busy sunglasses

| Closure/ Homework | Communicative competence | **EXPLANATION OF THE TASK**

In this case, students will carry out an oral task; the purpose of this activity is to develop the vocabulary and grammar learnt during the class, since students will present personal information.

While task:

To develop the final activity, the teacher will give the instructions and read the example of the activity. In this case, the teacher will present her timeline and an audio with the example. So that, it will be necessary the use of the vocabulary learnt during the class.

The students will make their own timeline with a personal experience. Besides, they will record an audio explaining their timeline. In this perspective, they will improve their pronunciation and practice what they learned during the class. Likewise, they have to practice at home for continuing with their learning process. | **5 min.** | Exercise # 4 |

Post task:

Students will have a week to deliver the task. After that, teacher will qualify the activity and will realize if students managed to satisfy the objectives of the task.

Reflection:

It was noticed in this implementation that students increased their levels of motivation when participating in the activities. Besides, after having implemented the game at the beginning of the class, some reflections emerged. For instance, during the implementation of the game students were concentrated and they were curious about the game they will be part of. At the same time, they felt comfortable with the activity and the communicative environment improved compared to the first class.

Taking into account the task, it was evident that the students prefer written works since even when the task required an oral part; most of the students only submitted the written section.

Third lesson plan (Lapse # 12)

Regarding the third lesson plan, the pre-service teacher decided to change the methodology of the classes in order to encourage students' participation, so that, she started the class by presenting some flashcards with the vocabulary of the class, in this way students should analyze the image and guess the word or the verb. Subsequently, students read the pre-text and completed the exercise presented with the help of the vocabulary previously learned. Likewise, the main topic was presented by means of slides and exercises. Then, students carried out a game and the Adverbs of manner was explained with a work bank and exercise. **(Appendix 4)**

Table 6 Lesson plan # 12 How to spent my money and time

TEACHER: Sandy Danitza Ramirez	GRADE: Eighth	LAPSE N: 12
TOPIC-TASK - Present perfect tense - Already / Yet - Adverbs of manner	**OBJECTIVES** - Identify present perfect tense verbs in writing - Form meaningful sentences by using sentences in present perfect - Learn the meaning of *already* and *yet*, and how to use them with the present perfect.	**DATE/ DAY** November

STAGES	SKILL	DESCRIPTION OF THE ACTIVITY	TIME (min)	MATERIAL
Warm up		At the beginning, the teacher will give a warm welcome to the students and will explained how the class will be carried out.	2 min.	Internet Computer Web page **"Meet"**
Introduction <u>**Pre-task**</u>		In order to contextualize the class, the teacher will present some images in which the vocabulary of the class are presented. First of all, students will discover the name or the verb to which the image refers, in this way they will learn the new words and the participation will increase. Subsequently, the teacher will read the pre-text and will ask some questions such as: - What is the principal topic? - What is Justin Bieber spend his money on? After addressing the vocabulary and the questions, students will answer the following questions in which they will use the present perfect - Have you ever spent money foolishly? - Which things have you bought? **Images:** Earn Fashion Designer	10min	Pre-text Images questions

Pre-text

Explanation of the topic	Linguistic competence	In order to explain the principal topic, the teacher will share the slides with the explanation of Already, Yet and the adverbs of manner. Additionally, the teacher will share a video to complement the class. So that, students can observe the video if they need more explanation.	10min	Slides Video Shopping list

	Commu nicative compet ence	**Slides:**		
Traini ng	Linguis tic compet ence	**Link:** - https://www.youtube.com/watch?v=iqO2Wna2Uog Subsequently, the exercise #2 and 3 will be completed. In this way, students will put in practice the topic and will be able to memorize new vocabulary. In this perspective, students will write some sentences using the present perfect and yet or already. So that, the teacher will present the shopping list with the objects that "Dad" has or has not bought. The idea of this activity is label the objects of the images and write if students have or have not use these objects. In this case, students will carry out this activity by means of a game on Educaplay. The students will relate the name with the image. Then, the teacher will assign to each student an object and they will write a sentence with already or yet.	8 min	Game "Educapl ay" Images work bank exercise # 4

Write if you have or haven't use these objects. Use Already or yet.

A. _____

B. _____

C. _____

A. _____

B. _____

C. _____
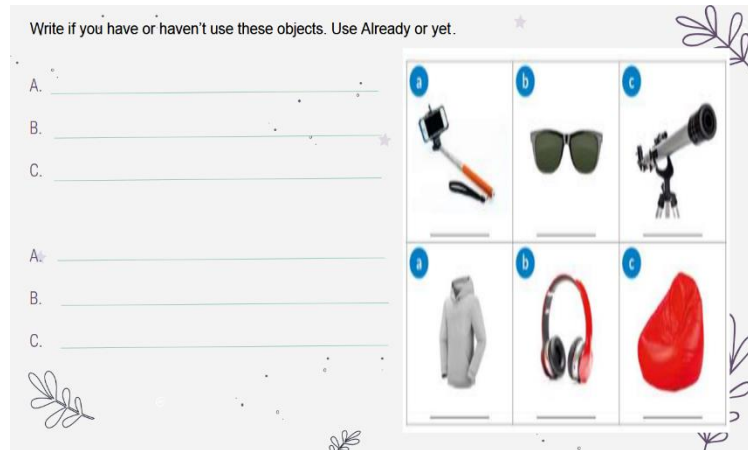
Link of the game:

- https://es.educaplay.com/recursos-educativos/7492579-l_art.html
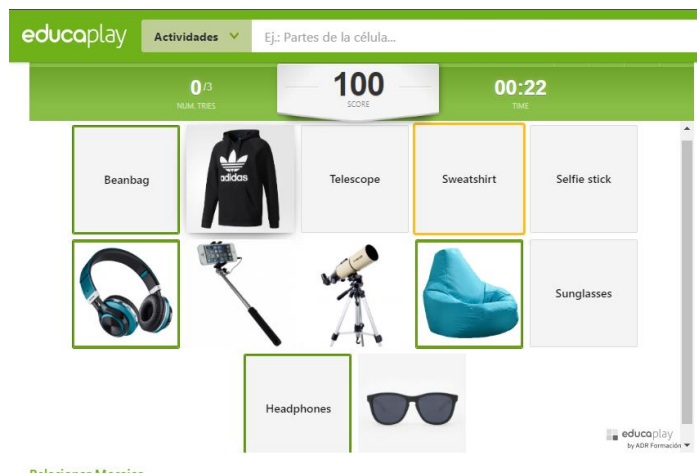
To continue the explanation of the topics, the teacher will explain the use of "Adverbs of manner" she will present some examples and a work band with positive and negative adverbs. Besides, the teacher will share the link of a video if students need more information about the topic.

7 min

Adverbs of manner

Los adverbios de manera se utilizan para describir la forma en que se realizan los verbos.

Examples:

☐ I use responsibly my money.

☐ She has taken decisions wisely.

☐ My dad spent foolishly in a new car.

Word Bank	
Positive adverbs:	**Negative adverbs:**
carefully	carelessly
cautiously	foolishly
correctly	irresponsibly
responsibly	unnecessarily
wisely	unwisely

Closure/ **Homework** **Assignment**	Linguistic competence	With the aim of practicing, students will carry out the exercise number 4. They will complete the sentences with positive and negative adverbs and they will find some clues in the text. **EXPLANATION OF THE TASK** In this case, students will carry out a written task; the purpose of this activity is to develop the vocabulary and grammar learnt during the class. **While task:** To develop the final activity, the teacher will give the instructions. In this case, students will write seven sentences about their spending habits. So that, it will be necessary the use of the grammar and the vocabulary learnt during the class. - I buy - I don't buy - I foolishly - I wisely - Instead of … I … - I need … - I don't need …	3 min	sentences
		Post task: Students will have a week to deliver the task. After that, teacher will qualify the activity and will realize if students managed to satisfy the objectives of the task.		

		Reflection: Participants had the opportunity to be active participants throughout this planning. At the time students played games, they interacted with others thus improving their written and oral production in English. Likewise, the pre-service teacher noticed a new and friendly attitude when implementing the games and the task of the class. In this case, students presented the work taking into account the teacher's instructions and the topic of the class, so that little by little the improvement of the students was noticed.		

3.6.2. Schedule of activities

In order to evidence the formulation and application of this proposal, the preservice teacher created this schedule with the activities carried out during the practicum. In this perspective, the following table present the date of each activity, the topic that was developed, the grade, the virtual game and the material implemented during the class. In this case, the pre-service teacher carried out three lapses, six meetings with English teachers and one capacitation about Colombian Sign Language (CSL).

Table 7 Schedule of activities

DATE	TOPIC	GRADE	VIRTUAL GAME	MATERIAL
Sept 28th to Oct 2nd	**Lapse # 10** Prefixes and suffixes. Conditionals Positive and negative adjectives	Eighth grade (Four groups) Fifth grade (Five groups)	Educaplay	Computer, workshop, internet, slides.
Oct 05th to Oct 9th	Teacher training (CSL)	Teachers	Meet	Computer, slides, internet.

Oct 13th to Oct 16th	**Lapse # 10** Clothes and weather Script writing and planning.	Fifth grade	Educaplay Crossword Planning format	Computer, workshop, internet, crossword and slides.
Oct 19th to Oct23rd	**Lapse # 11** Present perfect Since/ for Foolish and wise English video (English Day)	Eighth grade	Kahoot	Computer, workshop, internet, slides, game, script and cellphone,
October 26th to October 30th	**Lapse # 11** Daily routines English Day meeting	Eighth grade and fifth grade	Kahoot Meet	Computer, workshop, internet, video about "The Riveras" and slides.
November 03nd to November 06th	**Lapse # 12** **Present perfect** **Already/Yet** **Adverbs of Manner**	Eighth grade	Educaplay Meet	Computer, workshop, internet, slides, game, script and cellphone,
November 09th to November 12th	**Questionnaire**	Eighth grade (3 participants)	---	Computer, cellphone, questionnaire

3.7. Research Methodology

Qualitative Approach. Creswell (2007) defined qualitative approach as:

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

This study belonged to a qualitative research approach, in which the researcher explored and interacted with the population, in order to analyze its behaviors, relationships and attitudes towards a given topic. In other words, this study had this research design because the researcher tried to interpret and describe the problem in relation to the participants' natural conditions. In addition, this study approach helped to understand how games influence the improvement of vocabulary.

Type of Research

This study had a method of action research because throughout that method, it was possible to bring together actions and reflections, theory and practice, academic and local knowledge, and participation (Reason & Bradbury, 2001).

Action Research aims to provide teachers with the opportunity to study, but also to analyze and improve their own practices. Creswell,(2012) defined action research as "action research designs often use both quantitative and qualitative data, but focus more on procedures useful for

addressing practical problems in schools and the classroom" p 45. In this way, the action research was conducted with a plan of action to change the weaknesses and had a reporting process.

3. 8. Population

In this study, there were 168 students from 8th grade broken up into four courses (8-02 and 08-05). From which the participants selected were three students whose ages ranged from 13 to 15 years old. The selection of the participants was taken thanks to the observations. The researcher could identify that they participated actively in class, showed interest in English classes and wanted to improve. It is important to mention that the population was underage so it was necessary to ask the permission of their parents so they could collaborate in the project. Thus, the pre-service teacher contacted the parents through WhatsApp in order to explain what would be done and set the schedule for conducting the questionnaires.

3.9. Ethical Considerations

First, during the data collection process, it was necessary to request the permission of the parents since the participants are minors. So that, the pre-service teacher contacted the parents through WhatsApp to allow their children to be part of this study. In this perspective, the participants were not affected by the research results and their integrity was respected. Since, their privacy, anonymity and confidentiality were guaranteed by assigning pseudonyms. Furthermore, it was taken into account that all misleading information must be avoided, as well as the representation of the results of the primary data in a biased way.

3. 10. Data Collection Techniques and Instruments

Data collection instruments

In order to develop this action research and collect the data, three different techniques were used: Participant observations, Teacher journals, Questionnaires. Hence, the collection of unnecessary data was avoided, because instruments allowed developing a categorization, which improved the data collection and data analysis process.

Participant observation.

The participant observation is the process of gathering openended, firsthand information by observing people and places at a research site. Schensul, Schensul, and Lecompte (1999) define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting". Participant observation serves to become involved in activities at the research setting, thus, for this project this kind of observation was necessary since the researcher played the role of the teacher, analyzing students' development.

Reflective Journal

Taking into account that a research journal is a systematic record, usually written, that is kept by a researcher for the purpose of observing and reflecting on phenomena relevant to a particular research study. Richards and Lockhart (2007) state 'A journal is a teacher or a student teacher's written response to teaching events'.

Questionnaires.

As a matter of fact, questionnaires are "doubtless one of the primary sources of obtaining data in any research endeavor" as stated by (Richards & Smith, 2002, p.438). In this case, the type

of questionnaire selected was the unstructured one as "it provided both, closed-ended and open-ended questions" (Zohrabi, M. 2013, p.255) which resulted in an efficient way of collecting data. **(Appendix 5).**

Students work

In this case, some of the student's activities were required to verify whether the proposed objectives were carried out. In this case, the participants presented three tasks in written and oral form, in which the use of topics and vocabulary were evidenced. Thanks to this information, the pre-service teacher could reinforce the data required to write the findings **(Appendix 6).**

3.11. Type of Analysis

This study belonging to the qualitative method followed a research action design aim at enhancing eight grade students speaking skills through the use of games. So that, in order to analyze the gather data, it was adopted the typological analysis design, since it allowed breaking the data into groups or categories based on the predetermined typologies that emerged from the research questions (Hatch, 2002). In this respect, it was taken into account the main steps of this design as the following:

1. Identify typologies to be analyzed.

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

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

4. Look for patterns, relationships, themes within typologies

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

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

7. Look for relationships among the patterns identified.

8. Write your patterns as one-sentence generalizations.

9. Select data excerpts that support your generalizations.

3.12. Application of the instruments

Table 8 Application of the instruments

DATE	INSTRUMENT
September 21st to September 26th	Observation Reflective Journal
September 28th to October 2nd	Participant Observation Reflective Journal
October 05th to October 9th	Reflective Journal
October 13th to October 16th	Reflective Journal
October 19th to October 23rd	Reflective Journal Participant Observation
October 26th to October 30th	Participant Observation Reflective Journal

November 03nd to November 06th	Participant Observation Reflective Journal
November 09th to November 12th	Questionnary Reflective Journal

3. 13. Findings

The following categories emerged from the information taken from the journals, questionnaire, participant observations and students work: written production, the use of games and task based learning. Thus, these three categories present some subcategories that are supported by the data taken from the instruments implemented.

This section describes the findings that came up from the pedagogical implementation that aimed to improve English vocabulary through The Use of Games in 8th graders students at Francisco Jose de Caldas in Cucuta.

- **WRITTEN PRODUCTION**

According to Hyland (2003), writing production is identified as a process rather than a product. In this context, the writing process involves pedagogical techniques, which promote meaningful learning by making learners more aware of cognitive processes as a central activity in writing. Hence, this category is one of the main points of the project since the assigned tasks were based on this competence of which the following subcategories were established: Respect instructions and Vocabulary.

Respect instructions

Engle, Carullo, & Collins, (1991); Gathercole, Lamont, & Alloway, (2006) establish that the ability to follow instructions is fundamental to the successful completion of a myriad of tasks. So that, it is an essential aspect of a student's ability to engage effectively in learning activities within the classroom. In this perspective, it is important to highlight that two of the three participants completed the written task but one of them did not follow the instructions. "*I need to mention that most of the students delivered the two tasks, however, they did not perform them according to the instructions I gave them*" Journal 6. In a broader context, one student did not complete the task according to the criteria established for the production and he confused the indications presented in the guide even when the pre-service teacher explained in Spanish and English what students had to do. "*Probably, the practitioner had to give the instructions in a clearer and simpler manner or the lack of interest of the students influenced on the activity, so that the task was not carried out in the expected way*" Journal 6.

Vocabulary

Vocabulary, as one of the knowledge areas in language, plays a great role in learners' acquiring a language (Cameron, 2001). Harmon, Wood, &Keser (2009), as well as Linse (2005) states that learners' vocabulary development is an important aspect of their language development. From the definition above, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other. During the implementation of the three lapses, the students were equipped with a large collection of vocabulary, which were used in their written productions by the majority of participants. "*You are always with me despite the bad moments, no matter what, you are a great person, **super cheerful**, **funny**, **loving**, **kind**, and **great girl***" First student's written production number 1. Even when the students did not follow the

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instructions of the teacher (write a letter), it was evidenced that they implemented the vocabulary correctly and completely. *"In general my personality is good; I am **_tolerant_**, **_sociable_**, **_kind_** and **_funny_**"* Second student's written production number 1.

- **GAMES**

According to Uberman (1998), a game has many benefits for language learning. It offers students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. This finding explores how the learners' vocabulary was improved through the use of different types of games in class. It was found that when using those games the students improve their vocabulary, their written production and their motivation. The acquisition of vocabulary that helped them to solve and to achieve the purpose of each game, it could be perceived in the questionnaire where a participant stated: *"Los juegos fueron una forma divertida de aprender los temas y ayudaron a la integración del grupo"* Questionnaire participant 2. On the other hand, taking into account the results of this category, the researcher could identify "the motivation" as a subcategory.

Motivation

According to Ryan and Deci (2000), to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Taking into account this project, motivation plays an important role when applying a game, not only to get students' concentration but also to produce better learning conditions. Besides, during the implementation of the game, it was visible an atmosphere of interest and participation since that type of activity (game) motivated students to be an active part of the class. *"... it is important to highlight the*

interest shown by most students when working with games and partnership exercises." Journal 5.

"me gustó mucho porque los juegos eran divertidos, diferentes y nos ayudaban a entender los temas" Questionnaire participant 2

TASK BASED LEARNING

The Common European Framework of References for Language (CEFRL) states that tasks involve language activities and make demands upon the individual's communicative competence. In so far as carrying out these tasks involves language activities, they necessitate the processing (through reception, production, interaction or mediation) of oral or written texts. It is important to emphasize that the implementation of the task has represented a benefit for the students. So that, this benefit can be evidenced in the two aspects that have emerged when working with this type of approach: English in real context and teacher cooperation.

English in real context

Nunan (2001) declares that "real-world tasks require learners to approximate, in class, the sorts of behavior required of them in the world beyond the classroom, in this manner they acquire values of interaction and real-life simulation. In this research project, the pre-service teacher found that students are able to write letters in English simulating common situations in everyday life. *"las clases eran divertidas y lo que aprendí se vio reflejado en algunas cosas y lo puse en práctica porque tuve conversaciones en ingles con mi primo y a veces entendía algunos letreros que encontraba (contexto real)"* Questionnaire participant 1.

Teacher cooperation

According to Willis and Willis (2007), Teachers address students' needs and interests by becoming facilitators. Furthermore, teachers who engage in Task-Based Learning promote

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real language use; when doing so, they become leaders, managers of group or pair work, motivators to engage students in performing a task and language experts to provide language feedback when needed. Regarding the information that emerged from the questionnaires, it was possible to identify that most of the students work autonomously thanks to the explanations previously received by the teacher in the English class. In that case, the three participants agreed by saying that teacher cooperation was helpful " las explicaciones me sirvieron bastante, digamos si tenía una duda usted nos explicaba todo paso por paso" Questionnaire participant 1. " la explicación aclaraba las dudas y me servía mucho" Questionnaire participant 2. "… era fácil entender y explicaba bien lo que teníamos que hacer" Questionnaire participant 3.

3.14. Conclusions

The main objective of this study was The Use of Games to Improve English Vocabulary in Eighth Grade Students at San Francisco José De Caldas High School in Cucuta.

In connection with the first category, it is essential to highlight that games provoked new experiences for students to develop their skills in a comfortable manner, especially their writing production because it helped them to believe in their abilities. Furthermore, students were having fun and creating a good atmosphere with their participation during the classes.

Taking into account the second category of this project, the researcher could notice that it was pertinent to have carried out games during the classes, due to the fact that students enjoyed playing different games, where they were able to complement the learning of the class topics in a didactic and funny way which is what games offer.

Regarding the third category, the problems of the lack of an interactive and communicative context were addressed during implementation of the games since students played games and interacted with each other. At the same time, participants had the opportunity to be active participants throughout the project.

3.15. Recommendations

This project let me reflect that many strategies are required to create a pleasant and educational environment during virtual classes, since sometimes students do not feel motivated to participate and classes get boring without a real interaction between teacher and students.

As a recommendation for future research, I consider it is important to take advantage of the virtual strategies and keeping students interested in new and different daily activities. Besides, it would be useful to implement more instruments in the data collection process. In this perspective, the use of interviews or questionnaires before and after the application would allow the researcher to gain full knowledge of suggestions, preferences and the level of the students at the beginning of the practice process; in this way, it would be possible to corroborate the improvements with the application of the project.

CHAPTER 4. RESEARCH COMPONENT:

The Training of Practitioners' Reflexive Spirit

of PLEX, A Training Tool to Qualify the Pedagogical Practicum

4. 1. Introduction

In PLEX training context, the pedagogical practices of teacher in training are one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education. Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, it is also beneficial that local studies specially are focused on the learning problem than in matters of teaching. It is pertinent to propose a project founded in a reflective approach regarding the practicum as a way of objectifying knowledge, behavior and actions that guide teachers' labor; likewise, as an embracement, immersion and exploration exercise being conscious of their own teaching subjectivity formulating questions and the quest of information for solving problems and self-recognition.

4.2 Justification

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

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

4.3. Statement of the Problem

At the school it is assumed some medullar aspects of the individuals, the constitutional life without questioning, they are seen as a stamps, permanent and invariable features that are part of the school's identity and culture. When the events are unfolded naturally, the teacher takes a risk of getting used to a regular action that does not allow the pedagogical evolution and the renovation of the academic culture. A practitioner lack of reflection does not promote the evidence of problematic situations; those skills are ignored. Taking that into account, the pedagogical practicum is assumed since repetitive codes that place the teachers in a traditional task, of cultural reproduction, becoming a barrier to the emerging of practices that tend to transform thoughts and knowledge, in order to solve social needs. Because of this situation, which affected teachers to a greater or lesser extent, it was required that the teacher training process, in the future teacher, encouraged a critical and reflective spirit that contributed to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection was conceived as a fundamental exercise so that students who carry out their integral

practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study the following guiding questions were formulated:

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

✓ How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

4.4. Objectives

General objective

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

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

Specific objectives

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

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

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

✔ To implement reflective workshops and develop didactic units that guide the reflection of the students-inters

4.5. Theoretical Framework

The theory about the teaching profession, the reflection and the pedagogical practice, constitute this theoretical framework. In order to have a clearer view about the encompassed concepts, closely related to this research project, an approximation of each one of them is presented hereafter.

Teaching profession.

The teacher is one of the fundamental members of every educational institution and has the function of sharing knowledge based on a specific science or art; who additionally, has the responsibility of his/her students' comprehensive training. The teacher profession encompasses a number of competences that nowadays constitute a conceptualization and a way to develop the pacification and management of human resources guided to facilitate a linkage between work and education. Thus, every educator must accomplish some competences that allow them to have control over the knowledge and skills of a specific area, since the first intellectual requirement of a professional is the performance level. Similarly, each teacher must possess some competences regarding the content organization; it means that the pedagogical practice not only requires to organize the content to be learnt by the students but also to anticipate teaching conditions inside or outside the educational context. The immediate function that a teacher must develop is to design or anticipate the teaching practice.

The reflection.

Taking about refection, imply to discuss different conceptions about that notion. For that reason, in order to deepen in its definition, two aspects will be taken into account: The reflection as a process and the reflection as a theme. (Correa Molina et al 2010)

The reflection as a process.

The reflection is executed from some stages that cyclically obtain as a result a process. According to Correa Molina et al (2010) to reflect about the experience imply "a type of reflective dialogue with the situation, where the language might favor the access to the individual's experiences, what might permit to extract a new structuration from the situation".

The reflection as a theme.

The conception of reflection is based on a theme that is related with that concept. Having a Grimmet et al. (1999) as a reference cited by Correa Molina et al (2010), the reflection is based on three perspectives: the reflection as an instrumental mediation of the action, the reflection as a deliberation and the reflection as a reconstruction of the experience. Being for the first two perspective, external aspects, the source of the knowledge that allow reflecting; and the contextual aspects, which allow reflecting from a third perspective. Likewise, those perspectives count on mediators to execute that process. Firstly, it is found the action, the context, the colleagues and the person who reflects.

Reflective practice.

To update and to qualify 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.

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

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

Academic practicum.

It was focused on preparing teachers who were able of reflecting on their courses, in a way that they transformed them in comprehensible structures for students.

Social Efficiency Practicum.

Its purpose was to achieve an effective teaching through the application of didactic techniques based on general principles that resulted from pedagogical research. In this case, reflection consisted of a strategic decision: "seleccionar entre la gama de

técnicas disponibles la que se considere más eficaz". This was the form of proceeding from the technical rationality.

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

Social Reconstruction. The center of reflection is the social, economic and political context, in a way to promote democratic relationships in the classroom, and equal and fair in the social context.

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

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

Critical element on reflective thinking. This element of the reflective thinking relates to "los aspectos morales y éticos de la compassion y la justicia social" according to SparksLanger & Colton (1991 p. 39). The interest in social justice and ethics in education. These author established the following categories of knowledge:

1) Knowledge of content

2) General pedagogical knowledge

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

4) Teaching knowledge and professional configuration

5) Students' knowledge and their characteristics

6) Knowledge of educational contexts

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

4.6. Methodology

The methodological strategy proposed, had a main focus the ongoing reflection that additionally provides some meetings for the reinforcement of the group of practice as an initial space of the educational and professional problem. The principles of organization are autonomy, planning and self-observation.

To check the impact of the reflective proposal about this process of practice, a systematization and socialization process were carried out.

This study belonged to the qualitative research from the perspective of reflection as professional space that was highly contribute to the description, identification and analysis of the pedagogical practice.

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

Reflection workshops.

The reflection workshops had the fundamental purpose of guiding the reflective process of the students-practitioners, but at the same time to socialize and to share their own experiences of

their work in order to enrich their process and include new tools that allow them to transform their pedagogical practices.

During the practicum, the pre-service teachers had the opportunity to participate in three reflection workshops in order to know different opinions and perceptions. similarly, these workshops were developed with the aim of mention the challenges and constraints that were encountered during the teaching process and how those special cases were solved by means of learning strategies that helped both the students and practitioners. **(Appendix 7)**

Objectives

✔ To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.

✔ To socialize criteria, share ideas and directives to assume their pedagogical practicum.

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

Self-observation card.

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

In this case, researchers submitted a draft of a self-assessment, and with the help of the student practitioners, it was possible to establish an original card. Once the card was edited, the participants of the project had to evaluate themselves taking into account relevant aspects of their

virtual practicum. Thereby, this process of self-assessment contributed to the correct organization of the classes, taking into account the previous experience with the students and the process of reflection. **(Appendix 8)**

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

First of all, the narratives were journals in which the pre-service teacher could express her feelings, experiences, reflections, and good or bad points during the teaching process. During this research, the practitioner presented eight narratives with the description of each class and experience with the students, teacher and the institution, **(Appendix 9)**

4.7. Context

The city of Pamplona, founded in 1549, is the oldest city in the North Department of Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of cities during the colonial period, throughout its history, it has been the center of confluences and religious influences it welcomed a large number of religious communities, among which we can mention: the Franciscan community, the Poor Clare Sisters; the Brothers of Saint John of God, the Society of Jesus, the Community the 'Sallista'. Likewise, female religious communities: Sisters of the Presentation, Bethlemite Sisters, among others; the presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It was in that geographical context that this study was located, which had the school as an agency in which school actors develop: PLEX practitioners.

The school is understood as a specific educational community that as an organ is responsible for the institutionalized education, that is, the school is the place where the education is carried out, where the education is carried out and where the education is ordered.

Today, the school is considered the way of life of the community the school transmits those learning and values that are considered necessary in the community and that lead students to use and improve their skills for the benefit of both society and their own.

In the school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school itself takes its organization.

School is an organ of society, a social institution designed, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfils specific functions, including:

Socializing Function

It is about the learning of young people, of values, norms, behaviors, attitudes, or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function encompasses all socialization processes, in which school members participate.

Instructive Function

The instructional function uses two functions, the improvement of spontaneous socialization processes, to ensure the formation of human capital, which is required for the functioning of the labor market. It tries to ensure that at a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational function

The educational function requires a community of life, democratic participation, intellectual search for dialogue and learning. An educational community that breaks down the barriers between school and society, a space of culture where the concepts, technical tools, and codes of the culture of humanity are learned. As a result, of active participation in the exchange of meanings, desires and behaviors with peers and adults (Vizcaino, 2010).

4.8. Population

The total population of this study is made up of fifty-three students (approximately) in the tenth semester, trainees in the English French Foreign Language Program of the University of Pamplona.

The direct beneficiary population:

➤ Teachers in training

➤ Professors Supervisors

➤ Student Community of the Integral Practice Implementation Centers

The beneficiary indirect population:

➤ It is composed of the teaching community of the Foreign Languages Program.

The results will feed the vision of the Program's agents on their practices Collective of Integral Practice

Institutional dependencies articulated to the Project

➤ Programa de Lengua Extranjeras

➤ Departamento de Lenguas y Comunicación

➢ Facultad de Educación

External institutions linked to the Project

➢ Colegio José Antonio Galán

➢ Colegio Brighton

➢ Colegio La Presentación

➢ Normal Superior de Pamplona

➢ Colegio José Rafael Faría

➢ Institución Educativa Cristo Rey

4.9. General Chronogram of The Project

The following chart shows the research project schedule, and the activities related to the project throughout the semester. Figure 10 research project schedule

Table 9 Chronogram of the Project

CRONOGRAMA GENERAL DEL PROYECTO													
	ETAPAS Y ACTIVIDADES	**AGOSTO**				**SEPTIEMBRE**				**OCTUBRE**			
		MES 1 SEMANA				**MES 2 SEMANA**				**MES 3 SEMANA**			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Formulación Proyecto				■	■							
2	Socialización					■							
3	implementación						■	■	■	■	■	■	■
	Aplicación de instrumentos						■	■	■	■	■	■	■
	ACTIVIDAD	**NOVIEMBRE**				**DICIEMBRE**							
		MES 4 SEMANA				**MES 5 SEMANA**				**MES 6 SEMANA**			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	implementación	■	■	■	■								
2	Aplicación de instrumentos	■	■	■	■								
3	Análisis de datos					■	■						
4	Socializacón de resultados						■	■					

4.10 Findings

In this research component, reflections allowed practitioners to improve their teaching strategies and reflect on some experiences and situations that were presented during the development of the virtual classes. Hence, thanks to this instrument, the pre-service teacher could identify her pedagogical failures and the possible solutions of those situations with the aim of creating meaningful learning and through self-criticism acquire a good teacher's role.

At the same time, workshops and self-observations provided the opportunity to share different experiences between the practitioners and take critical thinking about the practicum. Besides, thanks to those instruments the pre-service teacher could identify her qualities and be aware of the aspects to improve as a teacher, since the teachers' role is to adapt their methodologies to new technologies, but most importantly, is to adapt and reshape the way in which education is considered.

4.11. Conclusions

The practice process will always represent a challenge for the student practitioner. For that reason all along this semester, the use of the self-evaluation cards, reflective workshops, and the narrative helped the pre-service teacher to reflect from the different perspectives the teaching practice that was held during the practice.

From the narratives, the reflection was freer and open about what was happening in the educational institution. In this case, the idea of reflection to have a critical eye on the work was important, since this tool allowed the pre-service teacher could review the different aspects to improve as a future teacher and change the things that were not working with the aim of creating significant learning.

Similarly, the role of reflection in the teaching process is the first step to understand ~~the~~ professional difficulties, the appropriate proceedings and to be interested in the approaches to attend problematic situations, and to establish an analytical perception of the practicum.

On the other hand, in the self-evaluation cards and virtual meetings practitioners reflected and described their experiences taking into account some criteria and some aspects already stated by the directors about the teaching practice and how it must be done.

CHAPTER 5. OUTREACH COMPONENT

Implementing Games to Enhance English in Primary School in 5th Grade at San

Francisco Jose de Caldas High School in Cucuta

5.1. Presentation

When reading this proposal, the reader will find a twofold objective: to organize in a project the social impact of the Language Program from the implementation of the extension component to the community of Integral Practice, and to sensitize students of the elementary school to the basics of the foreign language, English.

It presents in the first instance, the justification, and the objectives of the project, its characterization and the lines of contribution to which it contributes.

The theoretical framework guiding the proposal, the population to be benefited, the timetable and the budget estimate table to be prepared by each participant are presented below.

5.2. Introduction

Learning English as foreign language in Colombia has become a right for the kids in most school in which the Colombian government has established a principal purpose of teaching English to the basic primary in pursuance of giving children the opportunity to participate in cultural exchanges which allows them to have a great personal and social development.

In terms of improving the learning of English as foreign language the Ministerio de la Educación Nacional launched a bilingual politic which principal objective is: "to have capable citizens in English communication, with international standards to be inserted in universal communication process of the country, in the global economic and cultural opening" . Thus, MEN has been implementing a great variety of strategies in the different educational levels with a view

to accomplish this goal, a clear example of this is the creation of the English quality standards for primary and secondary education, the definition of a solid and coherent evaluation system and the description, and training plans.

These programs have been developing in all the country and it has integrated the work done for educational secretaries, public and private universities, and language centers, however 72 the obtained results until now have not been very encouraging because many of the educational institutions have not yet been impacted for the program itself.

With respect to primary school, National government endeavors for the coverage expansion of the English teaching to children, because many of these educational establishments sometimes do not count with an English teacher who guides a teaching-learning process thereby the evaluation results applied at the national level are not encouraging.

The University of Pamplona, Colombia in its nature of public institution trainer of trainers and more specific the Foreign Language Department, it has closed to the school's reality in Pamplona regarding to the bilingualism national politics, many of the educational institutions of this city do not count with an English teacher to attend the needs of formation in primary school.

In recognition of this social reality and the generated problematic, the current proposal of social projection aims to attend the needs of English formation, the children community of the primary schools in Pamplona and integrate the training in foreign languages of the Foreign Languages department's students. The educational truth of this sector for attempting to reduce the gap among public and private school in foreign language field.

The government policies identify the problematic, however the institutions' emphasis is not filled with the normativity, there is a need effective support, for the concrete case,

trainers in the foreign language field, the exams results, tests, and students' results agree with most educated Colombian proposals.

5.3. Justification

Learning and acquiring a foreign language allow facing the real needs that today's world demands. That is why the process above mentioned is necessary to implement and work it from the first steps of young learners, given that, at the end of this process, the students will reinforce the language and overcome that they present in the classroom, in order to continue their learning process within the classroom and keep following the educational process in the area.

The current project had as purpose to help students to overcome the difficulties presented in the classroom in a public school in Pamplona, contributing to the reinforcement of the essential formation in foreign language which is necessary and relevant in these levels. For this reason, this process was implemented as the outreach component of the pre-service teaching process which is carried out by the tenth semester students of the foreign language degree English and French of the University of Pamplona, as a way to contribute to the reinforcement of the English teaching in the educative sector.

The implementation of this project relevantly help both sides, not only the institutions and the educational population in Pamplona, but also the foreign language program and its students who developed their pre-service teaching process this was an opportunity where those students who presented some difficulties in this area could be helped and their knowledge could be reinforced regarding their English learning process and in the same way, it helped tenth semester students to conclude their scholar process in the university by facing the educational realities and

needs around them, they thereby contributed by being part of the process that impacts the improvement of these needs.

5.4. Objectives

General Objective

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- To meet the English Teaching demands of child population in primary school in Cucuta city.

- To integrate the foreign language training of the Foreign Language Department to the educational reality of the primary schools in Pamplona.

Specific objectives

In order to have a better understanding the issues raised above, this proposal will seek to:

- To familiarize the child of the primary school of Pamplona and Cucuta with fundamental knowledge of English.

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

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

5.5. Theoretical Framework

TEACHING OF THE LANGUAGES

INTERNATIONAL LINGUISTIC POLICIES

For several years, UNESCO has been concerned with the role of languages in the global context. At the general conference in 1999 it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically different communities, can only be met through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just a means of communication, but a true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now an inescapable necessity, but it is also learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet points out; they are the best instrument for accessing other 88

cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being as long as it allows it to develop properly in different contexts. The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Program of Bilingualism

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at disseminating the English language as a foreign language, through the national bilingualism program launched in 2004 with three specific lines of work: institutions of primary, secondary, higher education, programs of education for work and human development; ethno-education; and flexible models of education. This program aims to train competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

Bilingualism

Bilingualism refers to the different degree of dominance by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual finds himself. Therefore, according to how you use another language, other than the native one, these languages are considered second languages or foreign languages. MEN (2006).

The teaching of English in primary school

According to Yesser A, & Chacon C, (2011), the acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual. As well as factors specific to the socio-cultural and educational context such as the curriculum are involved, the methodology used, the training and updating of the

Foreign Language Teacher, among others. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) o LE and how this process relates to the native language of the child.

From what was previously written Krashen (1991) quoted by Yesser A & Chacon C,(2011) makes a distinction between the terms acquisition and learning in relation to LE. The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious (Richard-Amato 1996). The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning.

It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher (1976).

According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production is the stage in which the child develops the ability to hear and understand language through gestures and actions is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.

Early Production. It begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

To support the above mentioned on the acquisition process of a LE it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C,2011, (quoted in Ausubel,1986) states that there are differences between cognitive abilities of the child and the adult in relation to cognition and affectivity.

These are manifested in motivation, creativity, spontaneity and flexibility that characterize children and distance them from the adult, who is usually more prone to emotional block

when expressing in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

Why learn LE in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quoted Madrid and Mclaren (1981) who state that there are different types of reasons justifying learning a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

• Children who start foreign language study at school tend to achieve more positive performance than others do.

• Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that exceeds those of young people and adults.

• Children tend not only to be afraid of making mistakes, but they often acquire and

transmit meaning through gestures and pantomime.

• Children are at a stage in their lives where the plasticity of their brains makes it easier for them to learn languages.

In summary, it is noted that the human learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy; especially in the young population in the childhood life cycle, where from an infinite number of theories from the psychological field. It is argued that sociological learning takes place through the observation and listening to sounds that focus on the senses of each individual. Emphasizing that the process of cognition from mental processes directs and leads to a meaningful learning in children who are at the beginning of learning especially from an LE.

5.6. The context of Pamplona

The city of Pamplona has basic and secondary education institutions, mainly of a public nature. General colleges group most of them as follows:

Escuela Normal Superior, which has as headquarters the escuela rural Cariongo, el Instituto la Aurora.

Colegio Provincial San José, which has as headquarters the Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.

Águeda Gallardo School in Villamizar, which has the Holy Trinity School, escuela el Escorial, Nueva Iser, Jardín Nacional.

Instituto San Francisco de Asís: it is in charge of the Colegio José Antonio Galán, Colegio de Cristo Rey.

There are also two institutions, which do not have the status of a general school, but provide basic and secondary education of a public nature. These are the following:

Colegio Técnico la Presentación

· Institución Educativa Brighton Bethlemitas.

In this context, students of the Degree in Foreign Languages of the University of Pamplona carry out their integral practice and make social projection in primary schools.

5.7. Subprojects

Implementing Games to Enhance English in Primary School in 5th Grade at San Francisco Jose de Caldas High School in Cucuta

This space intends to establish a line of action for the Program of Languages in relation to the Social Projection. In this regard, the implementation of the community outreach component, each practitioner adapted the general guidelines of this proposal to the educational reality of the institution in which he or she performed the integral practice.

The objective of this proposal was framed within the conception of social interaction of the university with the community of Pamplona and Cucuta through the design and implementation of a project to support training in English.

Beneficiary Population

The direct beneficiary population:

The population involved in this project is "primary course" of 5th grade from the Francisco Jose de Caldas high school in Cucuta.

5.8. Methodology

During this process, the reinforcement activities was implemented in the afternoon hours, four hours per week through the official platform, the pre-service teacher had to develop some workshops and guides in order to accomplish the main objective of this component. **(Appendix 10)**

In this context, the practitioner implemented the games as a pedagogical tool for learning vocabulary in 5th-grade students that was applied with pedagogical cards. Since Halliwell (1992) argued that due to the creative language ability that young students bring to the classroom, teachers have to provide them with a communicative atmosphere in which they can express themselves. In addition, because the language used in any activity was unpredictable, teachers had to encourage them to actively construct language on their own. So that, games were important and useful during language classes.

First of all, during the week of diagnosis, the practitioner contacted the teacher in charge of the primary grade in order to know the working methodology used by her in the middle of the health emergency due to the COVID-19.

It is important to mention that the principal topics of the proposal changed since the teacher in charge had already established the themes of each lapse. So that, the practitioner had to adapt and carried out the classes according to the course plan. In that case, the main topics were the weather, the clothes and daily routines; in order to develop the classes, the teacher training

implemented a reading comprehension to start the class, and then she practiced the pronunciation of the vocabulary and used flashcards to present the main topic.

Subsequently, students developed memory games on Educaplay to learn the vocabulary and practice the topic of the class. Likewise, they worked with crosswords and association exercises.

In the following annexes, we can find the material designed for the development of the classes and some evidences. **(Appendix 11)**

Typology of the project

This was a formative project, disciplined in the area of curriculum; open to institutions where the Integral practice was carried out and offer basic training in primary education in the city of Pamplona and Cucuta. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal articulated the social projection, transcended the institutional space and made possible the articulation of the PLEX Degree to the Pamplonesa and Cucuteña community.

The main objective at the pedagogical and communicative level was framed within the institutional lines of projection and extension to the community of the University and the degree.

Contribution Lines

• Contribution to academic training in the field of foreign languages.

• Citizen education (attention to problems in the educational environment that tend to reduce the inequity of the education system)

• Projection to the school community at university and program level.

5.9 Schedule

Table 10 Schedule Description of the activities

Activities	Description of the activities										
	1	2	3	4	5	6	7	8	9	10	11
A.											
B.		X									
C.			X								
D.											
E.					X						
F.						X					
G.							X				

Activities that was carried out during the semester concerning the pedagogical project "Implementing Games to Enhance English in Primary School in 5th Grade at San Francisco Jose de Caldas High School in Cucuta" are presented in the table below:

Activities

Table 11 Activities

Activities	Description of the activities
A.	
B.	Feelings and emotions
C.	Weather
D.	**(Week of school break)**
E.	The Clothes
F.	Daily routines
G.	Telling the time

5. 10. Conclusions

The development of this component allows the pre-service teacher to learn about the creation of workshops for students and to use educational strategies to get the student's attention with the aim of generating meaningful knowledge, in this case, the student is not only receiving academic knowledge but is also forming as a person with values.

Regarding the beneficiaries, this component contributed to both the practitioner and the students since, child population in primary were motivated to learn English and use this language without fear of failing. Likewise, the pre-service teacher noticed how the dynamic activities (games) influenced students' motivation and participation; students knew that those workshops and games could increase their level of English.

In a broader perspective, the implementation of games managed to increase the motivation of the students during the class. Besides, students had the opportunity to be entertained while learning and practice with new teaching methods. At the same time, it is important to highlight the interest with which students participate and respond to different activities.

CHAPTER 6. ADMINISTRATIVE COMPONENT

6.1. Introduction

As pre-service teachers, it is relevant to understand that at schools, or any kind of educational establishments there will always be extra activities out of the classrooms in which we must be exposed to and to which we must take part of, given that those ones help, as well, in the integral formation of the students and we as teachers. All these activities out of the classroom such as: institutional festivities, the holy week, masses, high school anniversary, flag-raising ceremonies and others, enrich students not only about their Colombian culture, but also in the educational part, forming them more integrally. Moreover, the teacher's labor would be more real, because this role must be played in all the professional contexts that we are going to face in the near future.

Moreover, it is important to emphasize that due to the COVID-19 the educational institution decided to carry out the activities in a virtual way in order to share these moments with students and teachers even in times of pandemic.

6.2. Objectives

General Objective

- ✓ To participate actively in all the activities organized by the "Francisco Jose de Caldas" High School.

Specific Objectives

- ✓ To collaborate in the organization of events and activities during this school year.

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

- ✓ To be responsible in each activity organized by the school.

- ✓ To encourage students to participate actively in the extracurricular –activities.

6.3 Methodology

As a Pre-service teacher, I found relevant the activities that the school developed during the scholar schedule. So that, it was important to actively participate and to get involved in the activities proposed by the institution such as school festivities, cultural events, teachers and students' meetings, exams week, among others. Bearing in mind the goal of this component, the pre-service teacher was work on the following extra-curricular activities during the development of the practicum:

6.4. Participation in school calendar activities

During the practice, the pre-service teacher had the opportunity to participate in different activities such as capacitation, teacher meetings and the organization of the English Day.

Firstly, during the week of recess the educational institution Francisco Jose de Caldas decided to carry out certain teacher training in which practitioners were in charge of a 30-minute training. In this case, the pre-service teacher presented the Colombia Sign Language as a method of inclusion from which teachers could learn and then implement it in their class. At the beginning of the capacitation, the teacher training gave a brief explanation of the topic then, she performed

the introduction by means of questions. Subsequently, the pre-service teacher taught the signs in Spanish and English and carried out an activity with the participants. **(Appendix 12).**

Figure 5 Participation in school calendar activities

Additionally, it is necessary to mention the organization of the English Day for which they were carried out several meetings with the English teachers in order to plan all activities. In my case, the pre-service teacher decided to create a video in which eighth-grade students would present the Rivera's family (Coco film). To develop that activity the practitioner created the scripts of each character and sent an audio with the pronunciation of the script. Besides, to complete the characters of the video, the teacher training decided to participate as one of the members of the family (Dante). Likewise, the students had pre-service teacher advice all the time and she was in charge of editing the video and sharing it. **(Appendix 13)**

Figure 6 English Day

6.5. Schedule

Table 12 Schedule of school activities

DATE	EVENT
7th October	Teacher's capacitation
15th October	Screenplay of the English Day
22th October	Teachers meetings
12th November	English Day

6.6. Conclusions

To sum up, the development of this component allowed the teacher training to establish an academic relationship with teachers and students in which she had the opportunity of generating new responsibilities and being in charge of school activities that help her both in her professional and personal life.

Besides, features with that kind of activity allow practitioners to present new ideas, perspectives, and teaching methods, for instance, in this case, the pre-service teacher had knowledge about Colombian and American Sign Language and thanks to the teacher's capacitation; she could share this knowledge indirectly generating an inclusion space.

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8. APPENDIX

Appendix 1

Table 13 Teacher's questionnaire

Nombre de la institución educativa en que labora.	I.E Colegio Francisco José de Caldas
Ciudad.	Cúcuta
Carácter de la institución.	Pública
Cursos a su cargo.	Séptimo, Octavo
¿Qué modalidad de trabajo ha venido implementado en sus cursos a raíz de la emergencia sanitaria generada por el COVID 19 ?	Modalidad virtual aunque a los estudiantes les entregan las guías en físico en la institución.
¿Qué plataformas educativas y/o de comunicación le sugiere o facilita su Institución?	Ms Teams, Web Colegios, WhatsApp, Google Meet, Zoom
¿Qué plataformas educativas y/o de comunicación usted ha privilegiado en su actividad académica?	Web Colegios, Facebook, Google Meet

Si usted hace uso de modalidad Sincrónica, seleccione una o más opciones de la siguiente lista.	Encuentros virtuales ., Mensajería de facebook
Si usted hace uso de modalidad Asincrónica, seleccione una o más opciones de las siguientes en lista. Si la opción que usted utiliza no se encuentra, puede agregarla en la opción denominado "otro".	Creación y distribución de guías., Grupo en facebook
¿En su institución se ha escogido el uso de plataformas educativas?	Sí
Si su respuesta anterior es afirmativa, seleccione la o las opciones correspondientes. Si no encuentra la plataforma con la cuál trabaja, puede agregarla en la opción denominada "otro". De no ser así, por favor seleccione la opción "Ninguna".	Web Colegios
En el caso de seleccionar la opción "asincrónica", l@ invitamos a describir la modalidad de trabajo que implementa con sus estudiantes. En caso de recurrir al trabajo asíncrónico, puede responder "No se hace uso de esta opción".	Los estudiantes pueden descargar las guias desde Webcolegios o el grupo de facebook. Envían el compromiso por webcolegios o por correo electrónico.

Entre qué porcentaje ha sido difícil para Usted la utilización las TIC en sus clases durante esta emergencia sanitaria ?	Entre 25% y 50%
De acuerdo a su experiencia, ¿qué porcentaje considera Usted que ha sido difícil para sus estudiantes la utilización las TIC de durante esta emergencia sanitaria ?	Entre 50% y 75%

Appendix 2

Table 14Worksheet Lapse # 10 (Eighth grade)

LAPSE	D	M	AAA	GRADE	8-	NAME	
10			020	SUBJECT	Foreign Languages	TEACHER	**Diana Paola Salazar Suarez**
NÚCLEO TEMÁTICO	**A good Citizen**			EJES CONCEPTUALES		Prefixes and suffixes. Conditionals Positive and negative adjectives to describe personal qualities	

Instructions
- Read carefully each exercise
- Watch the videos of the topics' explanation
- Use the dictionary if it is necessary
- Pay attention to the virtual classes.

Pre-text

1. Read the campaign information and complete with the words in the box.

crisis   cruelty   ~~responsible~~   sponsoring
will combat   will give   will have

$3000 a month is all it takes!

Here at 'Refugees Today' we support people who have escaped countries and regions in 5_____ because of war. We need your help to continue offering our services and support to people in need.

If everyone donates $3000 a month, 'Refugees Today' 6_____ the funds to help thousands more refugees.

Donate your time, not your money!

'United in Differences' specializes in providing therapy for children with learning disabilities and their families. We are looking for patient and 1 _responsible_ people to accompany us on our family days and excursions.

If you have the time, we 2_____ you the opportunity to make a difference.

A meal a day keeps malnutrition away!

'Food for Everyone' is a non-profit organization that believes in the basic human right for everyone to have healthy meals every day. If people start to donate food, we 3_____ malnutrition around the world.

Support us by donating food or 4_____ a family today!

VOLUNTEERS

Connection with knowledge

PREFIXES

Los prefijos se colocan al principio de la palabra y son usados para darle un significado opuesto o negativo a ésta.

• **dis**respect
• **in**correct
• **ir**rational
• **un**popular

SUFFIXES

Los sufijos se ponen al final de la palabra para formar un verbo , un sustantivo , un adjetivo o un adverbio.

• probabil**ity**
• sickn**ess**
• member**ship**
• patien**ce**

Links: https://www.youtube.com/watch?v=ca9rcZf7uNc ,
https://www.youtube.com/watch?v=WGm3b-sNK9U

Knowledge assessment

2. Answer the questions using the information of the text.

1. If someone wants to help the foundation 'Food for Everyone', what should he/she do?
   If someone wants to help 'Food for Everyone', he or she should donate food. .

2. If you donate $3000 a month to 'Refugees Today', what will they do with it?
   _____ .

3. If you are a responsible and patient person, which foundation could you help?
   _____ .

4. If you had the time and money, which foundation would you help?
   _____ .

3. Read the positive characteristics (a–j) in column A. Use a dictionary to find the correct prefix (dis-, in-, ir-, un-) to change them to a negative characteristic in column B. Then find the correct suffixes to complete the values in column C.

A Positive characteristic (adjective)	B Negative characteristic (adjective prefix: *dis-, in-, ir-, un-*)	C Value (noun, suffixes: *-ity, -ce, -ness, -ship*)
a. honest	dishonest	honesty
b. responsible		
c. respectful		respect
d. trustful		trust
e. fair	unfair	
f. tolerant		
g. kind		
h. forgiving		
i. friendly		friendship
j. punctual		

4. Look at the values. Use the correct prefixes and suffixes to make positive or negative characteristics.

Responsibility
+ 1. *responsible*
– 2. *irresponsible*

Tolerance
+ 3. _____
– 4. _____

Fairness
+ 5. _____
– 6. _____

Respect
+ 7. _____
– 8. _____

Kindness
+ 9. _____
– 10. _____

5. Describe your personality in one paragraph and then select the necessary qualities to be emotionally intelligent.

Positive Qualities	Negative Qualities
tolerant self-controlled rational polite sensitive sociable kind humorous understanding	impatient impulsive angry aggressive intolerant indifferent rude bad-tempered

The Use of Games to Improve English Vocabulary

INSTITUCIÓN EDUCATIVA FRANCISCO JOSÉ DE CALDAS
Decreto de Creación Nº 059 de febrero 8 del 2005
Resolución de Aprobación Nº 002231 de agosto 30 del
2018 **GUIA DE APRENDIZAJE**

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Appendix 3

Table 15 Worksheet Lapse # 11 (Eighth grade)

11			2020	SUBJECT	Foreign Languages	TEACHER	Diana Paola Salazar Suarez
NÚCLEO TEMÁTICO	A good Citize	n		**EJES CONCEPTUALES**		Present perfect tense Since / for Foolish and wise actions	

Instructions

- Read carefully each exercise
- Watch the videos of the topics' explanation
- Use the dictionary if it is necessary
- Pay attention to the virtual classes.

Pre-text

1. Read and complete with the correct form of the verbs in brackets.

Angelina Jolie is not only famous for her acting career and her charity work with the United Nations, but it has ¹ _emerged_ (emerge) that Jolie has a huge knife collection. Exactly how many knives Jolie has ² _____ (buy) over the years is not known. But what is known is that Jolie has ³ _____ (collect) knives since she was 12 years old when her mum bought Jolie her first knife. This means that Jolie has ⁴ _____ (have) this strange hobby for more than 28 years. It has also ⁵ _____ (be) revealed that Jolie has ⁶ _____ (pay) more than $20,000 USD for one knife, and has ⁷ _____ (spend) hundreds of thousands of dollars since she started her collection.

Connection with knowledge

Since	For
Significa "desde" y se utiliza para mencionar un periodo de tiempo que inicia en un punto determinado. I have lived in Cucuta since 2010 She has played in that park since she was a child.	Significa "por" y se utiliza para mencionar un periodo que se prolonga en el tiempo y se indica muchas veces con números. I have lived in Cucuta for 10 years She has played basketball for many years.

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Knowledge assessment

2. Write for or since

☐ _____ three years   ☐ _____2009

☐ _____January   ☐ _____15 minutes

☐ _____the rest of my life   ☐ _____ nine months

☐ _____ the revolution   ☐ _____one hour

3. Use the timeline to complete with for and since.
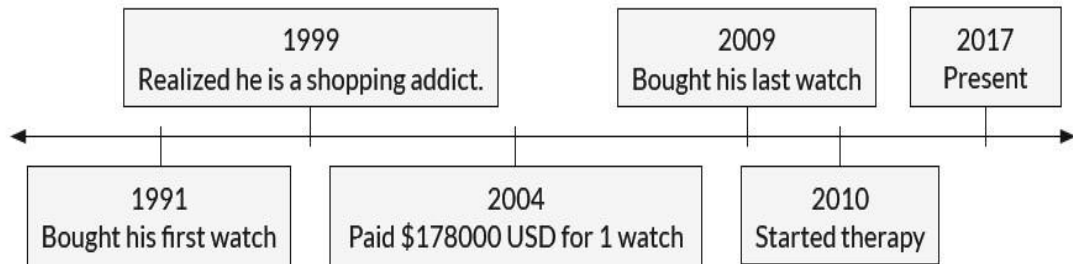
| 1999 Realized he is a shopping addict. | | 2009 Bought his last watch | 2017 Present |

| 1991 Bought his first watch | 2004 Paid $178000 USD for 1 watch | 2010 Started therapy |

1. Juan has had therapy _for_ 7 years.
2. Juan has had therapy _____ 2010.
3. Juan has collected watches _____ 1991.
4. Juan has collected watches _____ the past 26 years.
5. Juan has known he is a shopping addict _____ the past 18 years.
6. Juan hasn't bought a watch _____ 2009.

4. Order the words to make questions and then answer them with your own information.

1. ever/an argument/about how much you spend/Have/with your family/you/had/?
   Have you ever had an argument with your family about how much you spend?
   _____

2. guilty for/Do/ever/buying something/you/feel/?
   _____
   _____

3. lied/Have/ever/about how much/you/something cost/?
   _____
   _____

4. spend/when you feel/Do/more money/sad or angry/you?
   _____
   _____

5. Are these actions foolish or wise? Draw lines.

1 be careful with your money
2 spend money on a tent
3 pay for my rent
4 buy a beanbag chair
5 buy a telescope
6 use the internet cautiously
7 chat to people who are nice to you
8 go to the gym
9 spend all my time online
10 buy sunglasses

Foolish

Wise

Appendix 4

Table 16 Worksheet Lapse # 12 (Eighth grade)

LAPSE	DD	MM	AAAA	GRADE	8-	NAME	
12			2020	SUBJECT	Foreign Languages	TEACHER	Diana Paola Salazar Suarez
NÚCLEO TEMÁTICO	**A good** **Citize**	n		EJES CONCEPTU ALES	Present perfect tense Already / Yet Adverbs of manner		

Instructions

- Read carefully each exercise
- Watch the videos of the topics' explanation
- Use the dictionary if it is necessary
- Pay attention to the virtual classes.

Pre-text

1. Read the text and answer the questions.

Do Celebrities Spend Their Money Foolishly?

They earn a lot of money but does this mean that rich and famous people should spend their money so extravagantly? For example, the famous singer and fashion designer Victoria Beckham has spent over $2 million on handbags! Justin Bieber is famous for spending his money irresponsibly: he has even rented a house not to live in but just to have parties in. Beyoncé bought an aeroplane for her husband Jay Z for $47 million and Cristiano Ronaldo has spent $15 million on sports cars. What a waste of money; he can only drive one at a time! I wish these people would not waste their income so carelessly when they could spend it responsibly.

Have you ever spent money foolishly? _____

Which things have you bought?_____

Connection with knowledge

Already yet	

Already significa que algo sucedió antes de lo que se esperaba. En el tiempo presente perfecto Already va antes del verbo principal.
     I have already seen that movie.
     Have you already done the homework?
	Yet significa que algo que esperamos que suceda, ya ha pasado o no ha pasado aún. Usualmente se pone al final de las frases interrogativas y negativas.
	     I haven't seen that movie yet.
	     Has she eaten apples yet?

Link: https://www.youtube.com/watch?v=iqO2Wna2Uog

Adverbs of manner

Link : https://www.youtube.com/watch?v=I5zgedh9L6I

Los adverbios de manera se utilizan para describir la forma en que se realizan los verbos. Examples:

I use responsibly my money.

She has taken decisions wisely.

My dad spent foolishly in a new car.

Word Bank	
Positive adverbs:	**Negative adverbs:**
carefully	carelessly
cautiously	foolishly
correctly	irresponsibly
responsibly	unnecessarily
wisely	unwisely

Knowledge assessment

Look at the shopping list and write sentences about the things Dad has or hasn't bought. Use already or yet.

Shopping list				
A hoodie for Jane	✓	A football for Andrés	✓
A selfie stick for Laura	✗	A cap for Felipe	✗
A skateboard for Alejandra	✓	Sunglasses for David	✗

Example: Dad has already bought a hoodie for Jane.

Label the following pictures. Write if you have or haven't use these objects. Use Already or yet.

Complete the sentences with positive and negative adverbs.

a. Luna c _ _ _ _ _ s _ _ _ gave her personal details to a strangers on the web. That's dangerous!

b. You should download things from the internet _ a _ _ _ _ l _ _ because some files might contain viruses.

c. Buying things _ _ r _ _ _ _ n _ _ _ _ _ can become a problem for you and your family.

d. Doing extreme adventure sports can be safe if you do them _ e _ _ _ _ s _ _ _ _.

e. Spend your money _ i _ _ _ _ so you can save some for emergencies.

2. Write sentences about your spending habits.

I buy ...
I don't buy ...
I foolishly ...
I wisely ...
Instead of ... I ...
I need ...
I don't need ...

Appendix 5

Universidad de Pamplona

Departamento de lenguas y comunicación

Licenciatura en lenguas extranjeras

Título del proyecto:

La implementación de juegos para mejorar el vocabulario de inglés en los estudiantes de octavo grado en el colegio Francisco José De Caldas en Cúcuta.

En este cuestionario encontrará 15 preguntas, cinco de clasificación y diez preguntas abiertas. Cabe mencionar que su participación es completamente anónima. Este cuestionario le llevará aproximadamente 15 minutos. Le expresamos nuestro agradecimiento por participar en nuestro proyecto.

Nombre del estudiante: _____

Fecha: _____

1. ¿Para usted fueron claras las instrucciones dadas por la practicante al momento de explicar la tarea que debía realizarse?
    Si _____ No _____
    ¿Por qué?
    _____

2. ¿Califique de 1 a 5 que tan útiles fueron los ejemplos dados por la practicante al momento de realizar los trabajos?

1	2	3	4	5

    ¿Por qué? _____

3. ¿Le fue fácil implementar el vocabulario visto en clase en su producción escritura? Clasifíquelo de 1 a 5 y explique por qué.

118

1	2	3	4	5

¿Por qué? _____

4. ¿Cree que el vocabulario y la gramática que usted vio en clase le dio más nivela a su producción escrita?

Si _____ No _____

¿Por qué? _____

5. ¿cuál de estos aspectos le ayudo más y menos a mejorar su producción escrita? Califique cada uno siendo 1 el menor puntaje y 5 el mayor.

	1	2	3	4	5
Vocabulario					
Gramática					
Ejemplo de la carta					
Ejemplo Linea de T.					

¿Por qué? _____

6. ¿Ha sido fácil para usted comprender completamente los temas de gramática propuestos durante las clases?

Si _____ No _____
¿Por qué? _____

7. Clasifique de 1 a 5 que tanto le gustaron los juegos que se implementaron durante las clases de inglés

1	2	3	4	5

¿Por qué? _____

8. ¿Cree usted que la implementación de juegos le ayudo a adquirir más vocabulario en Ingles?

Si _____ No _____
¿Por qué? _____

9. Clasifique de 1 a 4 el juego que más le gusto y el que menos le gusto

Educaplay (relacionar)	
Kahoot (selección múltiple)	
Guess the words	
Crossword	

¿Por qué? _____

10. ¿Considera usted que el uso de juegos incentivaba la participación durante las clases?

Si _____ No _____
¿Por qué? _____

11. ¿De 1 a 5 qué tan beneficiosa fue la ayuda proporcionada por la profesora al momento del desarrollo de las actividades?

1	2	3	4	5

¿Por qué? _____

12. ¿considera que las tareas asignadas durante los lapsos son un buen método de trabajo en las clases virtuales?

Si _____ No _____
¿Por qué? _____

13. ¿Considera que este proyecto le ayudó a aplicar el inglés en contextos reales?

Si _____ No _____

¿Por qué? _____

14. De 1 a 5 califique mi proyecto. Argumenta su respuesta.

_____
_____
_____
_____

15. ¿Cree que la implementación de este proyecto le ayudó a adquirir más vocabulario en inglés? Justifique su respuesta.

_____
_____

Appendix 6

Figure 7 Task 1 P2

Figure 8 task 1 P1

Carta a tu mejor Amigo:

My Best Friend

I don't know how to start telling you how much I love you, thank you for always being I need you, for listening to me, for putting up with my bad temper... you are always with me despite the bad moments no matter what, you are a great person, super cheerful, super funny, loving, kind, and a great girl in general, i miss you so much, and she hoped that soon we will see each other again and we can create new and better memories together.

I will Always be here for you; Let's never let this friendship go out, you are unique, don't let them overshadow your shine, and i wont you to Always remember that you are very important to me.

I love you 3000!

From: Koren, your BFF

To: Soia, My Best Friend.

Postscript: You are my favorite person after fred weasley.

Figure 9 task 2 P2

Figure 10 task 2 P1
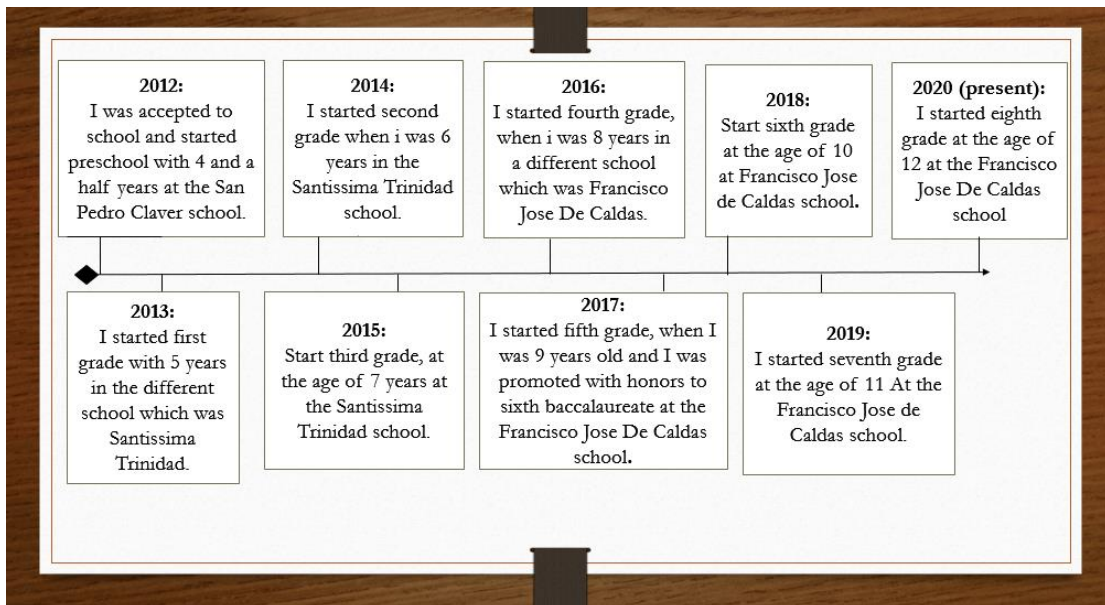
Figure 11task 2 P3
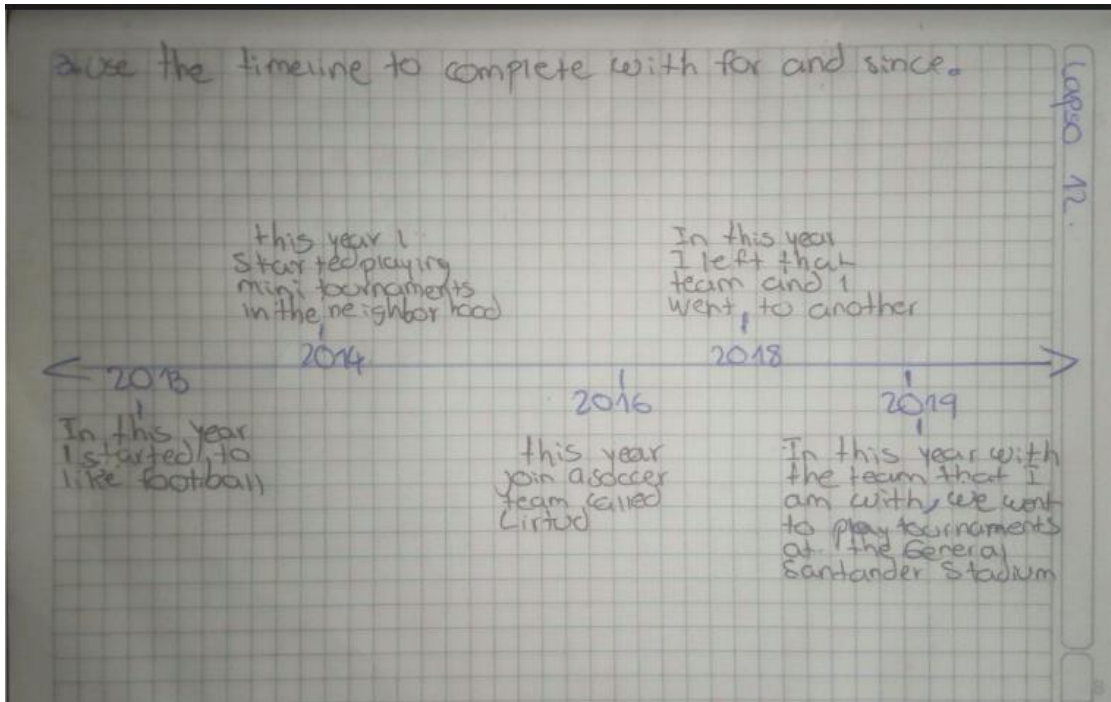
Appendix 7

Figure 12 Reflection workshops 2

UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE
LENGUAS Y COMUNICACIÓN LICENCIATURA EN
LENGUAS EXTRANJERAS INGLÉS FRANCÉS

*Obligatorio

ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3   21 de Noviembre de 2020

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría. Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes.

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica.

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

1. Elija uno de sus grupos de clase con el que se sienta mejor. – Elija un día laboral cualquiera de la

Figure 13 Reflection workshops 2

UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS FRANCÉS

TALLER NO 2 PRACTICA REFLEXIVA

*Obligatorio

Dirección de correo electrónico *

danitzarico1234@gmail.com

NOMBRE ESTUDIANTE *

Sandy Ramirez

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el/la profesor a a partir del currículo oficial y que concreta en Unidades Didácticas.

Figure 14 Reflection workshops 3

Appendix 8

Figure 15 Self-observation sheet

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

*Obligatorio

Appendix 9

Narratives

SANDY DANITZA RAMIREZ RICO

Narrativa semana 9– 13 de noviembre

Durante esta semana se realizó el ultimo lapso con los estudiantes de octavo grado y se recogieron todos los trabajos ejecutados durante la práctica. Ya que era el mismo lapso de la semana pasada no se cambiaron las actividades y se implementó diapositivas, videos, ejercicios, ejemplos, imágenes, y el juego en Educaplay. Se evidencio que la participación de los estudiantes varía dependiendo del grupo con el cual se esté trabajando, ya que dos grupos muestran interés durante las clases y son muy participativos; mientras que los otros grupos son más reservados y prefieren no participar y si lo hacen es de forma escrita por medio del chat.

Del mismo modo se creó un borrador con las categorías y subcategorías para desarrollar el ultimo instrumento que se utilizara para recoger los datos e iniciar con la redacción de los resultados y conclusiones.

Para esto se realizaron dos tutorías con la profesora a cargo y se presentaron 15 preguntas abiertas, cerradas y de clasificación en la cual los estudiantes tendrán la oportunidad de presentar que les gusto, que les ayudo, como se sintieron durante las clases, que tan beneficioso fue el uso de juegos y finalmente calificaran el proyecto de la practicante.

Figure 16 narratives

Reflexión

Mi proceso de practica se está llevando a cabo en el colegio San Francisco José de Caldas en la ciudad de Cúcuta con los grados octavo. Desde el principio ha sido un proceso muy gratificante del cual he aprendido mucho. Por ejemplo, durante las primeras semanas realice varias observaciones, análisis y reuniones con la docente a cargo para poder conocer la institución y la metodología con la que se llevan a cabo las clases.

De acuerdo al calendario, la semana pasada debía realizar mis primeras clases y poner en practica mi plan de acción. sin embargo, esto no pudo cumplirse de la forma prevista, puesto que el colegio estaba en una semana de receso y no se hizo clase con los estudiantes.

Esto puede verse como una dificultad, ya que algunos compañeros iniciaron con sus prácticas y pueden realizar una reflexión dirigida al desarrollo de la clase, pero de todo se logra aprender y sacar provecho. Por esta razón, puedo dirigir mi reflexión hacia la escritura de mi plan de acción.

La redacción del planeador no fue complicada, ya que el formato me indicaba los pasos que debía seguir y con la ayuda de mi tutora pude tener claridad sobre la forma en la que debía trabajar con los estudiantes. El único posible inconveniente fue el tiempo, ya que con cada curso solo se trabaja 40 minutos en lapsos de 15 días. A mi parecer es poco tiempo para explicar una clase con dos o tres temas diferentes y realizar todas las actividades previstas

Narrativa semana 3–6 de noviembre

Durante esta semana se realizó la planeación del lapso # 12 con el fin de ejecutar la última clase con los estudiantes de octavo grado. Debido al calendario escolar de la institución el lapso en cuestión se empezó a llevar a cabo la misma semana. Para desarrollar la clase se implementó el uso de diapositivas, videos, ejemplos, imágenes, ejercicios, flashcards y juegos. En este caso, se trabajó con la pagina Educaplay en la cual se debía relacionar la imagen con el nombre correspondiente, de esta forma los estudiantes iban desarrollando los ejercicios de la guía y aprendían el vocabulario.

Del mismo modo, al final de la clase se les recordó a los estudiantes las tareas que tenían pendientes de los lapsos anteriores (10 – 11) y se explicó una vez más que debían hacer en cada actividad. Igualmente se estableció una fecha límite para la entrega de los lapsos, de este modo la practicante podría revisar las tareas de cada estudiante y pasar las notas a la supervisora. Es importante mencionar que la mayoría de los estudiantes entregaron las dos

SANDYDANITZARAMIREZ RICO

Narrativa semana 13 de octubre – 16 de octubre

En el transcurso de esta semana no tuve clase con los estudiantes de octavo grado, pero desarrollé el planeador para el próximo encuentro en el cual se llevarán a cabo unos juegos y una actividad de producción oral. Del mismo modo, se realizó un guion sobre el rol que cumple cada integrante de una familia; esto se hizo para que los estudiantes sepan que deben decir en el video que se realizara para el "English Day". Es necesario remarcar que se hará un encuentro con los estudiantes para repasar la pronunciación y dejar claro cómo se grabará el video.

Por otra parte, se llevó a cabo la clase con los niños de quinto, durante este proceso se realizaron varias actividades y juegos que ayudaron a los estudiantes para desarrollar la guía y memorizar de una forma más dinámica el vocabulario. En este caso, es importante resaltar

SANDYDANITZARAMIREZ RICO

Narrativa semana 28 de septiembre – 02 de octubre

Durante esta semana tuve la oportunidad de iniciar mi práctica profesional llevando a cabo las clases con los estudiantes de octavo y quinto grado. Para desarrollar la clase tuve en cuenta el planeador que había creado previamente, sin embargo, al implementarlo uno de mis miedos se vieron reflejados ya que el tiempo es muy corto para todo lo que se quiere realizar en la clase. Con los tres primeros cursos solo se realizó la mitad del planeador, puesto que los estudiantes se demoraban un poco en participar o en ciertas ocasiones no participaban en las actividades. Por otra parte, con el último curso de octavo se logró desarrollar todo el planeador con la explicación, los videos, los juegos y la tarea final. Esto fue posible, ya que la profesora me otorgo 20 minutos más de clase.

Teniendo en cuenta los estudiantes de quinto grado, fue más sencillo hacer la clase ya que la

Appendix 10

Figure 17 Pete the cat & his magic sunglasses

Figure 18 weather

Conexión con el conocimiento

IN YOUR NOTEBOOK DRAW AND WRITE EACH WORD OF THE NEW VOCABULARY FIVE TIMES.

EN EL CUADERNO DE INGLÉS DIBUJAR Y ESCRIBE CADA PALABRA DEL NUEVO VOCABULARIO CINCO VECES

Weather

1. soleado
2. lluvioso
3. nublado
4. relámpago
5. tormentoso
6. caluroso
7. nevado
8. ventoso
9. frío

1. sunny
2. rainy
3. cloudy
4. lightning
5. stormy
6. hot
7. snowy
8. windy
9. cold

Figure 19 clothes

Figure 20 Daily routines

Appendix 11

Evidences

Figure 21Crossword
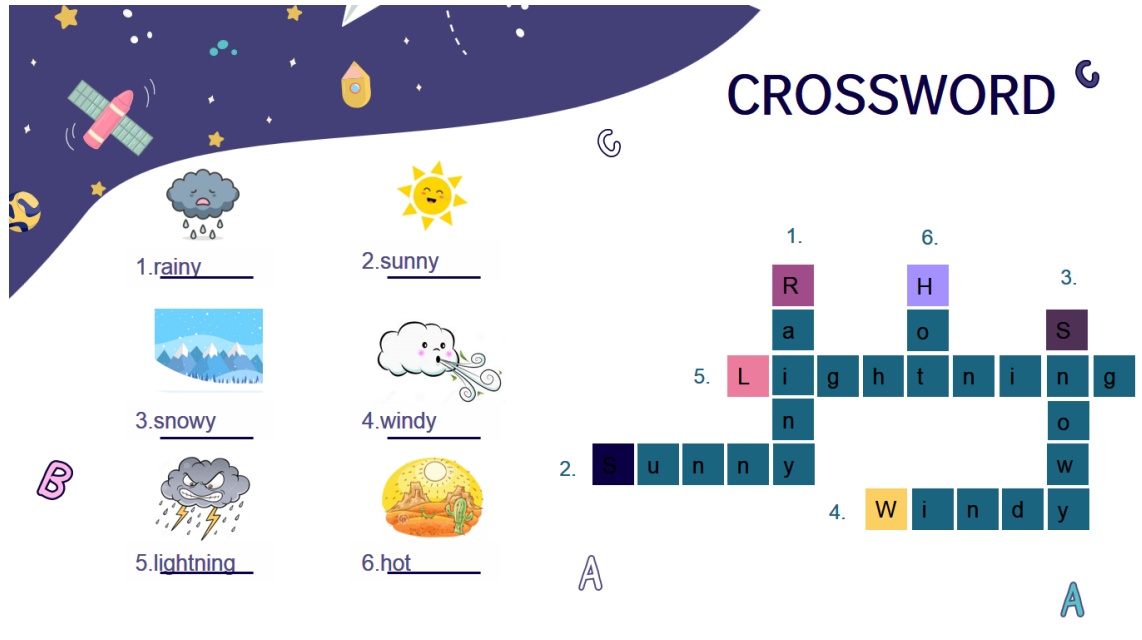
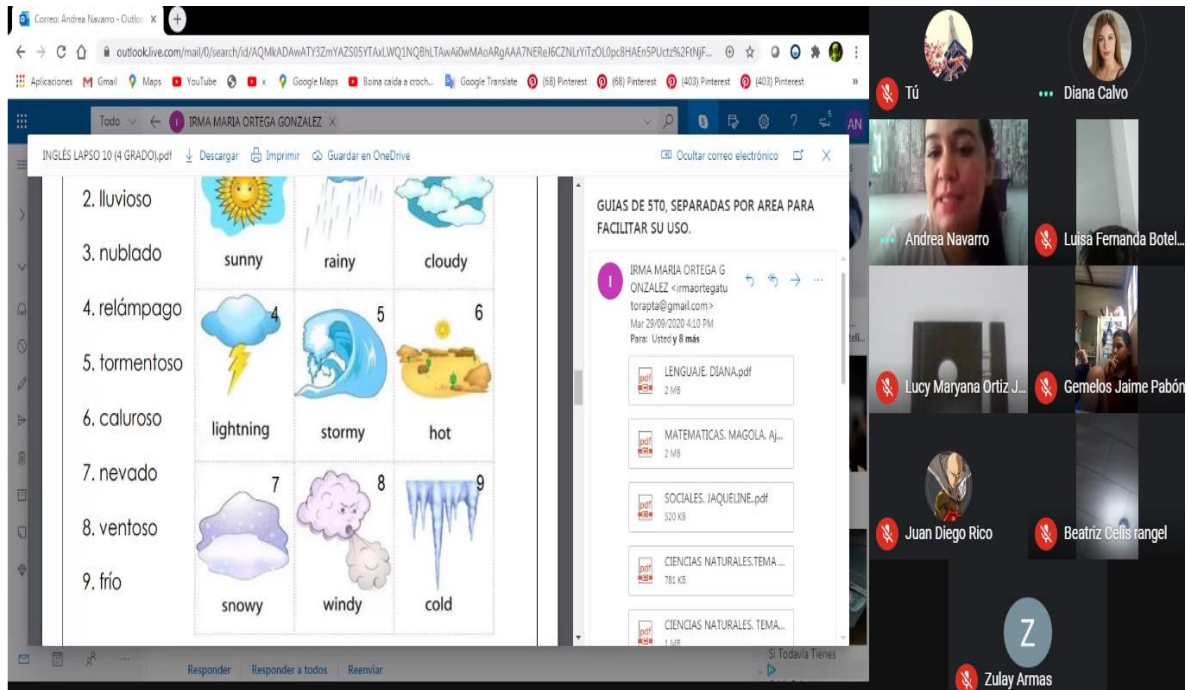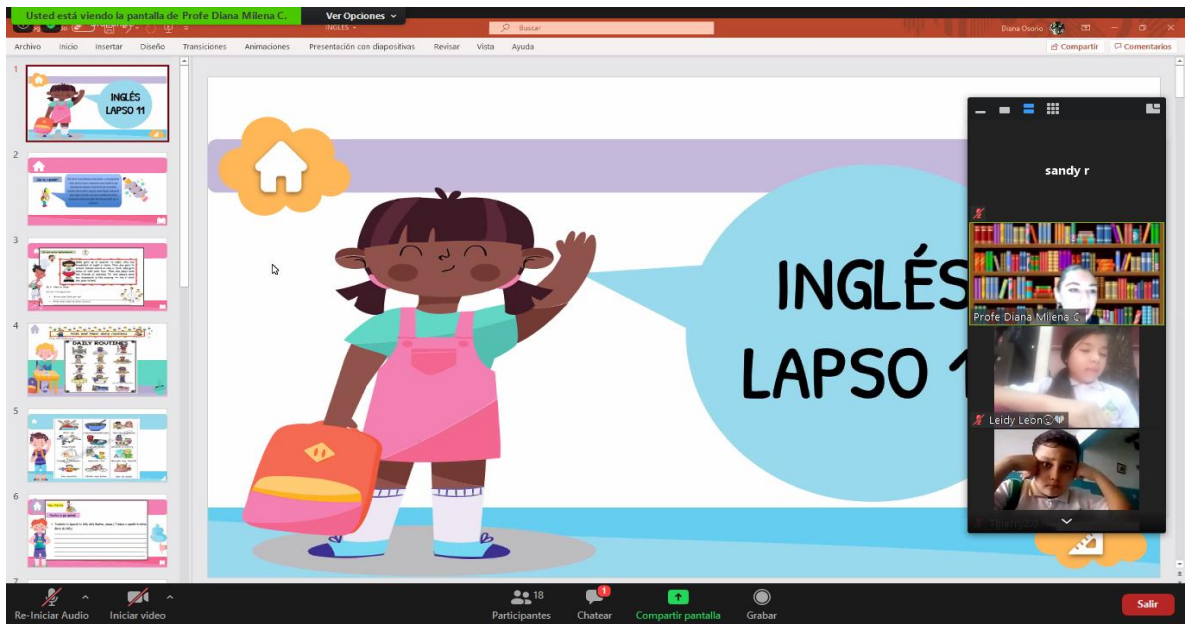*Figure 22 Memory game*
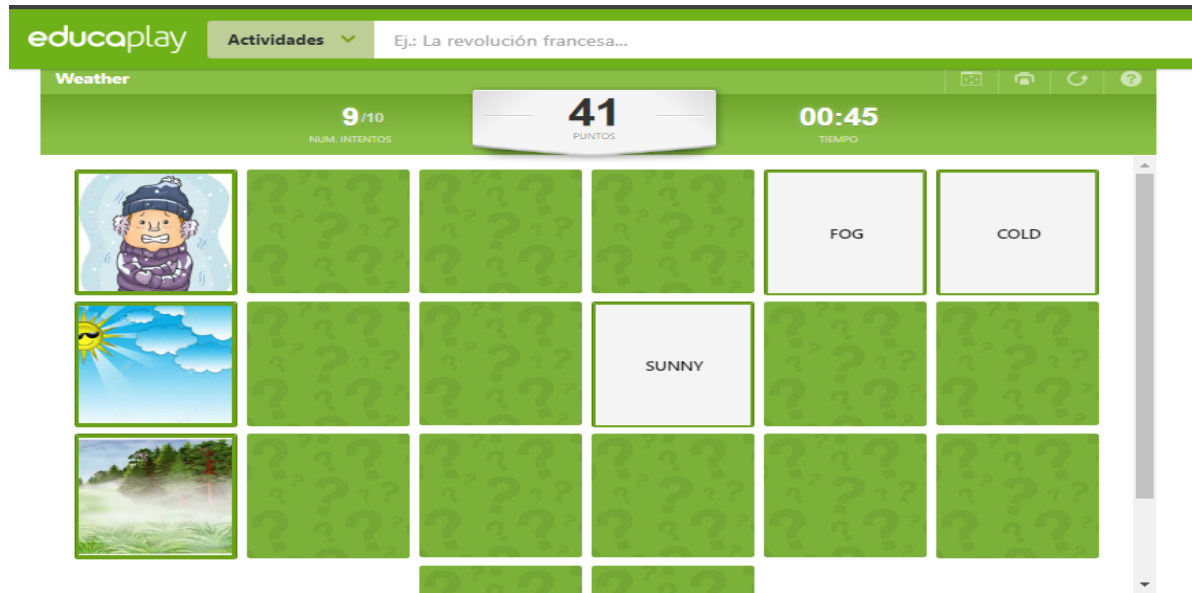
Figure 23 class

Figure 24 Lapse 11

Appendix 12

Lesson planning (CSL)

Capacitación de lengua de señas Colombia (LSC)

¿Cómo podemos implementar la lengua de señas en nuestras clases para promover

la inclusión en nuestros estudiantes?

Table 17 Lesson planning (CSL)

Saludo		Luisa 3 min
Oración/Reflexión		**Sandy** 3 min
Contextualización	En esta actividad la practicante a cargo introducirá a los participantes en el mundo de la lengua de señas, se tratarán temas sobre la comunidad sorda y cómo promover la inclusión de estos en nuestra institución Educativa.	**Luisa** 7 min
Actividad aprende las señas básicas en LSC	 Como actividad de cierre la practicante enseñará saludos, despedidas y frases básicas en lengua de señas LSC y al mismo tiempo en inglés. -Buenos días (Good morning) -Buenas tardes (Good afternoon)	**Sandy** 7 min

	-Buenas noches (Good evening) - Por favor (Please) - Gracias (Thank you) - Bienvenido (Welcome) - Perdón (Sorry)	

Actividades semana de receso estudiantil por parte de practicantes PLEX 2020 II.

Dirigido a:
Docentes del colegio Francisco José de Caldas
Dirigido por:
Sara Bata
Luis Gabriel Londoño
Roxana Rodriguez
Sandy Ramirez
Luisa Galvis
Universidad de Pamplona

Objetivos

- Estar inmerso en el contexto educativo del colegio Francisco José de Caldas.
- Promover el uso de las TICS en los docentes del colegio Francisco José de Caldas.
- Instruir las funciones de plataformas educativas para dinamizar la enseñanza.
- Permitir la integración de los practicantes a la institución.
- Reducir los niveles de estrés, ansiedad y cansancio en los docentes de la institución.

Plataformas a utilizar

Jitsi
Google Meet
Kahoot
Educaplay
Quizizz
Pixton

Metodología

Se realizarán encuentros sincrónicos en la semana de receso estudiantil con los docentes del colegio Francisco José de Caldas, por medio de las plataformas Google Meet y Jitsi. Igualmente, para la participación de estos talleres, los docentes deberán inscribirse en las actividades según su interés diligenciando "formularios Excel" de Google para confirmar su asistencia. La duración de cada actividad será alrededor de 20 a 30 minutos.

Es importante aclarar que, aunque las actividades son propuestas por docentes y practicantes del área de inglés, estos talleres se harán en español para comodidad de los participantes. Sin embargo, se enseñarán temas o vocabulario en esta lengua con el propósito de reforzar el aprendizaje y la práctica del idioma en los docentes del colegio Francisco José de Caldas.

En la siguiente tabla se evidencian las actividades a realizar.

Nombre de la actividad	Descripción de la actividad	Practicante encargado
Capacitación de lengua de señas Colombia (LSC) ¿cómo podemos implementarla en nuestra clases para promover la inclusión en nuestros estudiantes?	En esta actividad la practicante a cargo introducirá a los participantes en el mundo de la lengua de señas, se tratarán temas sobre la comunidad sorda y cómo promover la inclusión de estos en nuestra institución Educativa. Finalmente, como actividad de cierre la practicante enseñará saludos, despedidas y frases básicas en lengua de señas LSC y al mismo tiempo en inglés.	Sandy Ramírez y Luisa Galvis
Capacitación sobre el uso de Pixton.	El practicante a cargo de esta actividad haciendo uso de la plataforma y sitio web Pixton iniciará su sesión haciendo una demostración del uso de esa herramienta que permite el diseño simple comics. Luego de esto brevemente explicará el uso de esta aplicación dando instrucciones básicas de su uso; la idea es poder explicar el uso de esta herramienta y que alguno de los asistentes pueda hacer una aplicación de lo aprendido.	Gabriel Londoño
Cultura general de Colombia mediante la plataforma Kahoot y su uso en el aula virtual.	La practicante a cargo de esta actividad, iniciará con un video referente a la cultura general de Colombia, del cual saldrán las preguntas para después jugar en Kahoot. Después del juego rápidamente se explicará como usar	Roxana Rodriguez

	kahoot, una plataforma útil para jugar y por ende evaluar los conocimientos previos o lo aprendido en clase.	
Capacitación práctica sobre el uso de las rondas infantiles en el aula.	La practicante encargada empezará a reproducir una ronda infantil titulada "Head, Shoulders, Knees & Toes" referente a las partes del cuerpo, luego empezará a preguntar qué partes del cuerpo identificaron y su nombre en inglés. Seguidamente se realizará un bingo general acerca de las partes del cuerpo para afianzar lo aprendido en la ronda.	Sara Bata

Appendix 13

Video « English Day »

Link: https://www.youtube.com/watch?v=rUWGo2ogwd4&feature=youtu.be

Figure 25 videoEnglish Day

English Day "The Riveras"