

**Using communicative games to enhance 10th grade students' speaking skills
from a public school in Colombia: an action research**

Ximena Rocio Contreras Espinosa

University of Pamplona

Faculty of Education

Foreign Language's Degree English-French

Integral practice

Pamplona

2020

Using communicative games to enhance 10th students' speaking skills from a public school in Colombia: an action research

Ximena Rocio Contreras Espinosa

Mentor:

María Fernanda Padilla

University of Pamplona

Faculty of Education

Foreign Language's Degree English-French

Integral practice

Pamplona

2020

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

Table of contents

LIST OF FIGURES	7
LIST OF TABLES	8
LIST OF APPENDIX	9
General Presentation of the Project	10
Introduction	11
Justification	12
Objectives	13
General Objective	13
Specific Objectives	13
Institutional Observation	13
Topographical Location	14
The Educative Authorities	15
The institutional educational project (P.E.I)	16
The Mission	16
The Vision	16
Institution philosophy	16
Institutional principles	17
Institutional objectives	18
<i>General objective</i>	18
<i>Specific objectives</i>	18
Pedagogical model	19
Community handbook	19
<i>Chapter vi: rights and duties of students</i>	20
<i>Article 18: Student Rights</i>	20
<i>Article 19: Duties of students</i>	20
Distribution of the physical plant:	21
The institutional organization chart	22
The institutional calendar	23
The supervisor's time table.	24
Pedagogical aspects observed	25
<i>Planning lesson</i>	25
<i>Observation rubrics</i>	26

Conclusions	26
Chapter I Pedagogical Component	28
Using communicative games to enhance 10th students' speaking skills from a public school in Colombia: an action research	28
Introduction	28
Statement of the Problem	29
Research Questions	30
Justification	30
Objective	31
Theoretical framework	32
<i>Communicative Approach</i>	32
<i>Games</i>	35
Literal review	37
Methodology of the Implementation of the Pedagogical Proposal	39
Lesson planning principles	41
Potential Results	45
Conclusions	46
Recommendations	47
Research Methodology	48
<i>Non-participant observations:</i>	50
<i>Participant observations</i>	50
<i>Semi-structured Interviews:</i>	51
Timeline for the implementation of the project	52
The coding process and the analysis of the data	53
<i>Pre-service teacher Integral practice</i>	54
<i>Virtual classes and workshops</i>	55
Chapter II	56
The formation of reflective spirit in PLEX practitioners, Training tool to qualify the pedagogical practice	56
Reflection exercises about the pedagogical practice	70
Research component timeline	70
Conclusions	71
<i>Development of the Integral practicum at school</i>	71
<i>Development of the virtual practicum at school</i>	72

Reflection exercises about the pedagogical practice	72
Chapter III	74
Implementing reinforcing lessons as a preparation for the evaluation and recovery of English exams in students from 9th and 10th grades at Provincial San Jose High School in Pamplona, Colombia.	74
Introduction	74
Justification	75
Objectives	75
<i>General objectives</i>	75
<i>Specific objectives</i>	76
Methodology	76
Conclusions	79
Chapter IV	81
Administrative Component	81
Student's Participation in Extra-Curricular Activities	81
Introduction	81
Objectives	81
<i>General Objective</i>	81
<i>Specific Objective</i>	81
Methodology	81
Conclusions	82
References	84
Appendix	87

LIST OF FIGURES

<i>Figure a Interior view of the main block, court used for weekly training, and sports classes.</i>	<i>14</i>
<i>Figure b Topological location of the school, taken from google maps from satellite view.</i>	<i>15</i>
<i>Figure c external yard of the school</i>	<i>22</i>
<i>Figure d one of the school gardens</i>	<i>22</i>
<i>Figure e The institution organization chart.</i>	<i>23</i>
<i>Figure f Institutional calendar for the current month.</i>	<i>24</i>
<i>Figure g English please, student's book</i>	<i>25</i>
<i>Figure h problems cards games</i>	<i>42</i>
<i>Figure i example of lesson preparation to implement a game about modal verbs</i>	<i>42</i>
<i>Figure j The question game- lesson planning</i>	<i>43</i>
<i>Figure k example of lesson preparation to implement a board game about WH questions</i>	<i>43</i>
<i>Figure l blog https://speakingisfunefl.blogspot.com/</i>	<i>44</i>
<i>Figure m Reflection scheme</i>	<i>60</i>
<i>Figure n steps to follow</i>	<i>77</i>
<i>Figure o Mystery game :cover page</i>	<i>92</i>
<i>Figure p Information about the mystery game</i>	<i>92</i>
<i>Figure q mystery game: information</i>	<i>93</i>
<i>Figure r Would you rather? Game's Cover page</i>	<i>93</i>
<i>Figure s information</i>	<i>94</i>
<i>Figure t Game's questions.</i>	<i>94</i>
<i>Figure u auto-evaluation file</i>	<i>114</i>

LIST OF TABLES

<i>Table 1 The educative authorities chart</i>	<i>15</i>
<i>Table 2 Supervisor's time table</i>	<i>24</i>
<i>Table 3 Spoken interaction and spoken production</i>	<i>35</i>
<i>Table 4 Schedule for the implementation of the project</i>	<i>53</i>
<i>Table 6 Research component timeline</i>	<i>70</i>
<i>Table 7 Reinforcing hour's schedule</i>	<i>77</i>
<i>Table 8 Workshops already done for evaluations and recoveries spaces.</i>	<i>78</i>
<i>Table 9 extra curriculum activities.</i>	<i>82</i>

LIST OF APPENDIX

<i>Appendix 1 Supporting material for teachers.....</i>	<i>87</i>
<i>Appendix 2 WORKSHOPS ON THE BLOG</i>	<i>92</i>
<i>Appendix 3 Example of a lesson planning</i>	<i>95</i>
<i>Appendix 4 chart with all the work done during the integrall practicum</i>	<i>103</i>
<i>Appendix 5 example of one narrative already send it to the tutor</i>	<i>109</i>
<i>Appendix 6 reflective workshop</i>	<i>111</i>
<i>Appendix 7 auto-evaluation file</i>	<i>114</i>
<i>Appendix 8 reinforcing virtual workshop.....</i>	<i>116</i>

General Presentation of the Project

This project entitled “using communicative games to enhance 10th students’ speaking skills from a public school in Colombia: an action research”, is divided into four important components, which were explained taking into account its definition, purpose, function and, elements that are part of it.

To start, the pedagogical component was a proposal created by the teacher and implemented in one or some of the courses of which she is in charge of, its purpose was to meet an educational need about a foreign language learning identified during the observation’s week, that was the reason why the teacher created a strategy to solve this problematic.

Next, the research component in which we, as foreign languages' students, were part of a macro-project entitled "The formation of the reflective spirit in PLEX practitioners, a training tool to qualify the pedagogical practice". This space allowed us to reflect about our performance as teachers with the objective to improve it and doing it better next time.

In addition, the outreach component helped the implementation of tutorials, in which the pre-service teacher role was guide and help those students who have doubts about any English’s topic that would be evaluated later on.

Finally; in the administrative component, the teacher could participate actively into activities that facilitate interaction and cultural exchange with other teachers, students, parents and other members of the education community. These activities were proposed by the school’s teachers with different objectives such enhancing the community to celebrate

patriotically events, religious dates, parents' meetings and deliver final reports from students' grades.

Introduction

During the last decades, English has become a useful language to communicate with others due to globalization; this phenomenon has influenced different life's aspects such as education, business, touring and travel, and of course, internet.

With the previous idea in mind, the Colombian government decided to create and implement a bilingual program that allows primary and high school students to learn English more quickly and in an organized way, starting from primary to facilitate teaching and learning practice, some strategies and materials were created specifically to meet this goal.

Additionally, the Minister of Education of Colombia (MEN), states that students from elementary school have at least an A1 level and, they might finish their high school education training with at least a B1 English level, that allows them to communicate in real-life situations with native and non-native people in English.

As the MEN stated in its bilingual program "Colombia very well" (2014): it is a tool... with which you can interact in a simple way with your classmates, teachers and with people from around the world; that is why the material used and classes planning designed to work at schools follows a communicative approach by using communicative activities that facilitate the development of language skills by providing exercises that are suitable for

students to understand English taking into consideration its meaning and function of language.

One important aspect to consider it, is that at the begging of the practicum experience, it was stated that each component included in this project would be implemented at the school assigned to carry out the practice, however, due to the preventive measures taken by the Colombian government to protect children and adolescents of public and private schools, the face-to-face classes were temporarily suspended and replaced with the virtual modality. The situation mentioned before forced the pre-service teacher to modify these projects, removing the possibility of applying it and allowing them to simply propose it for future applications.

Justification

The importance given to the English learning by the Ministry of National Colombian Education since 1994 in the General Education Law that establishes some parameters to continue in order to improve their level of learning. They emphasized on the importance of learning how to communicate with others to emerge from a globalization society.

Moreover, several studies had stated some shortcomings that persist in most of the country's primary institutions; It is from there, that the researcher's interest is born to contribute to the satisfaction of these needs, using learning strategies such as the use of communicative games in occasional sessions in order to fully involve students and play an active role in their educational process where the final result will unleash a series of

significant improvements in the communicative skills of the students belonging to the San José Provincial High School in Pamplona.

Finally, this practicum experience would allow pre-service teacher to be part of the educational community and context while playing an important role in teaching English and participating on the extracurricular activities proposed by the school in which it is developing the practicum process.

Objectives

General Objective

- To analyze the use of communicative activities as tools to enhance speaking 10th grades' students' speaking skills from a public school in Colombia.

Specific Objectives

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To Implement a space as a preparation' hour for the evaluation and recovery of English exams.
- To participate actively in all the activities organized by the Institution as a part of the community school.

Institutional Observation

The Institutional Observation allows Pre-service teachers to know how the institution is organized and how all the work and activities are done with the purpose of being part of the community and participate in the activities already scheduled in the school year. This section summarizes nine aspects related to the institution, such as: the historical

review and location of the community, the institutional authorities, the institutional, educational project, some relevant aspects about the coexistence handbook, the institutional calendar, distribution of the physical plant, the institutional organization chart and the supervisor's schedule.

The Provincial San José High School, founded in 1916 by the Bishop Rafael Lasso de la Vega, at the beginning of 1815 year, it was a study 'house with the goal of being a seminar open to the region. At the moment, this institution has been operating for 204 years and it offers its service to the Pamplona community to the education service for children and teenagers, being characterized by its integral and inclusive nature.

Topographical Location

Provincial San José High School is located in North of Santander, it counts with five headquarters such as: La Salle, Gabriela Mistral, Santa Cruz, José Rafael Faría Bermudez and the main headquarter, the last one is located in the Santander Avenue 11-188 in Pamplona.



Figure a Interior view of the main block, court used for weekly training, and sports classes.

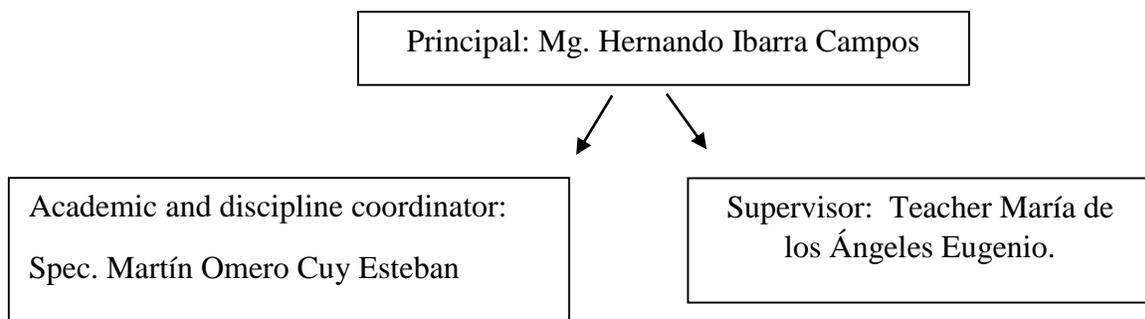


Figure b Topological location of the school, taken from google maps from satellite view.

The Educative Authorities

According to the 2019 updated version of P.E.I from Provincial San José High School, this is the hierarchy to follow as presented in the next chart:

Table 1 The educative authorities chart



The institutional educational project (P.E.I)

This project takes into account the horizon of the institution composed by The Mission, The Vision, the institutional philosophy and institutional objectives as well as some relevant aspects regarding the pedagogical model.

The Mission

The Provincial San José High School of Pamplona with an official character, guarantees the service of education at the preschool, basic and middle levels, with the aim of forming integral beings, in a constantly changing pluralistic and globalized society, respectful of human rights, individual freedoms and the values of human dignity, based on the Santanderinos and lasallistas principles Honor, Science and Virtue.

The Vision

The San José de Pamplona Provincial College Educational Institution, by 2020 will continue to be recognized for offering a quality educational service, based on humanistic, pluralistic principles, in healthy coexistence and in constant updating of its pedagogical and research practices, in response to the challenges of the current era, the demands of the environment and the commitment to building peace.

Institution philosophy

The Provincial College San José de Pamplona, is an official institution with clear principles of Christian orientation, which bases its pedagogical action on the virtues and values of San José and the idea of our founder Francisco de Paula Santander. The provincial college San José de Pamplona aims to train people who are integral, competent

and entrepreneurial through equity, commitment and quality, seeking to develop in them skills such as the proper handling of a second language, the proper handling of communication and information technologies and values such as civility, Intellectuality and competence through a participatory, self-managed and contextualized education that facilitates the continuity of your personal, work and professional development in order to achieve an ideal state of satisfaction and happiness that contributed of the progress of its social, regional and national environment.

Institutional principles

- The personalization and socialization of the student, understood as respect for human dignity.
- Tolerance and dialogue between the members of the educational community as the basis of healthy living and democratic action.
- Educate for life, understood as an open project seeking to meet the basic and superior needs of man.
- The development of the sense of belonging by managers, teachers, students and parents by the school, the region and the country, as the basis of our identity.
- The development of intelligence through scientific, communicative, recreational, artistic and research activities.
- The family as the fundamental nucleus of society and the first educator, linked and committed in the process of formation of the new generations.

- Training in ethical, moral, and religious values as support in the construction of autonomous, responsible and free beings.
- Technology as an instrument at the service of knowledge, research and human development.
- The entrepreneurial and innovation capacity that allows competitive performance in the work world.

Institutional objectives

General objective

- To train people to be integral, competent, entrepreneur, with a research spirit and peace builders through equity, commitment and quality.

Specific objectives

- To form integrally, facilitating human, scientific and technological development.
- To guide academic training this allows the student to enter higher education and its effective incorporation into society as an agent of change.
- To promote respect and values, stimulating the development of socio-affective processes.
- To develop communication skills, the appropriate use of new technologies and research practices.
- To instill respect, proper use and conservation of the environment as a common heritage.

- To promote research practice in different fields of knowledge as a pedagogical strategy that contributes to the construction of knowledge.

Pedagogical model

The pedagogical model of this institution is stated in the PEI as “La Institución Educativa Colegio Provincial San José, adopta como Modelo Pedagógico el Activo”, this model allows the student to be an active driver of their own knowledge and to reality, as the starting point and learning objective. The main characteristics of this model are based on: The interests of the students and what they can learn, individual work, the student learns from manipulation, experimentation, invention and discovery. Thus, teachers’ role is to be a facilitator, auxiliary or cheerleader responsible of preparing complete materials in order to give them to the students to be developed by operation experience.

Community handbook

“The community handbook can be understood as a tool in which the agreements of the educational community are consigned to facilitate and guarantee harmony in the daily life of educational establishments. In this sense, expectations are defined on how the people who make up the educational community should act, the resources and procedures to resolve conflicts, as well as the consequences of breaking the agreements (Chaux, Vargas Ibarra MIniski 2013)”. Guide No. 49 of the Ministry of Education. Thus, the educational community of Provincial San José of Pamplona composed by students, parents, teachers, administrative people and ex-students, represented in the Board of Directors and the Academic Council, and guided by its Institutional Educational Project (PEI) and the Institutional Improvement Plan, it is governed by the "community handbook", understood as an instrument that provides pedagogical strategies and tools basic training for the

adequate cognitive, affective and psychomotor development of children and adolescents. It also states some rules that all the members of the institution have to follow and accomplish as being part of the Provincial San José High School.

Chapter vi: rights and duties of students

Article 18: Student Rights

Article 19: Duties of students

The student, for the best development of his formative process, must:

- Accept, commit and comply with the School Coexistence handbook.
- Gentlemen should wear short hair without extravagant hairstyles and shave when they need it The ladies cut and hairstyle properly, without dyes that disentangle the harmony of the uniform.
- Make appropriate use of information technologies (Internet, social networks virtual, mobile telephony and online video games) and do not use it to abuse psychological and continued among the members of the educational community.
- Establish more just, democratic and responsible relationships with oneself, with others and with the environment, within the framework of the Exercise of Human Rights, Sexual and Reproductive.
- The use of the cell phone is subject to a culture about its rational use, adequate, and responsible, phones must remain off during the

course of academic activities. (classrooms, general meetings, religious acts, courtyards, etc.)

Distribution of the physical plant:

The school has four buildings also known as blocks, organized as follows:

The block C, is the main block and is composed of three floors: on the first floor are the principal and coordinator ' offices, as well as eight classrooms that belong to sixth and seventh grades, in the center of the block there is an open playing field and four bathrooms for students: which are divided into two for women and two for men; also, there is a church with a capacity for around 400 people and a single bathroom for teachers.

In the next two floors, there are the classrooms from eight to ten grades, the psych orientation 'office and the teachers 'room.

The classrooms are equipped with school chairs, a desk for the teacher, a white acrylic board, a window overlooking the main entrance of the school and a wooden door to close it up when the class period is over.

Moreover, in the other blocks are located the meeting rooms, the library, cafeteria, restaurant, the physics, chemistry and biology laboratories and the English laboratory that is equipped with a white acrylic board, projector, computer and desk for the teacher and couple desks for students.



Figure c external yard of the school



Figure d one of the school gardens

The institutional organization chart

All members of the educational community have different functions within the institution, and it is their duty to fulfill and participate in the management of the educational institution.

The following chart shows the hierarchical organization of the Provincial San Jose School:

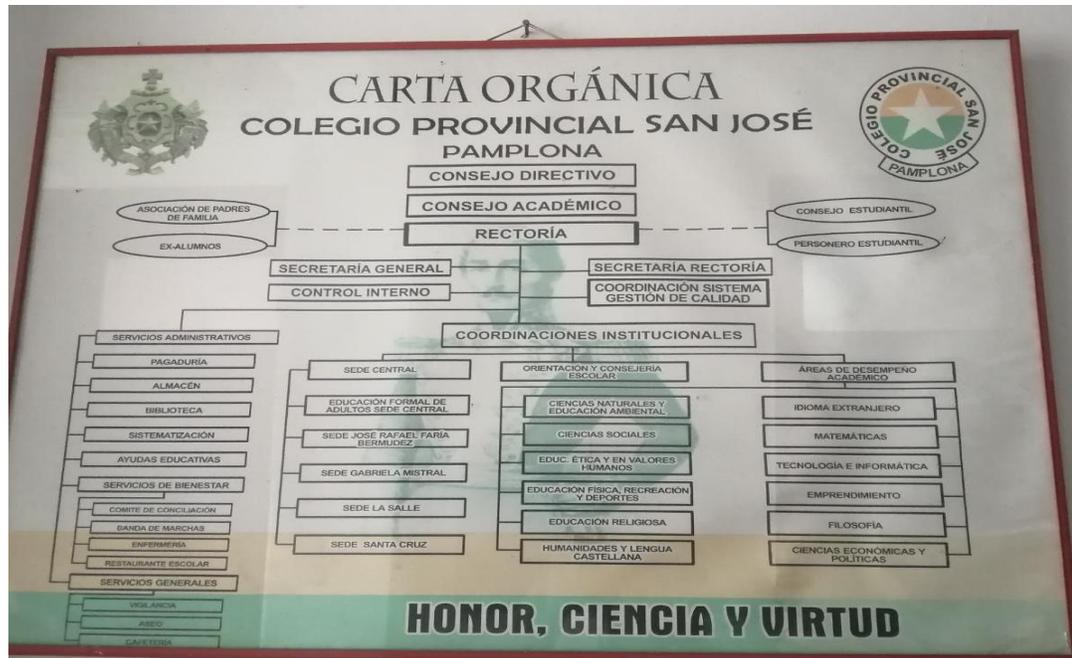


Figure e The institution organization chart.

The institutional calendar

The academic calendar in the educational institution is based on what is proposed by the Education Secretary of the department to develop during the school's year. However, this institution does not have the complete institutional calendar for these year, this is because of some internal issues and changes that the educational community is experimented.

COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES						
Marzo 2020						
DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES	SABADO
1	2	3	4 COLEGIO ABIERTO DE 7 A.M. A 12 M.Y DE 3:30 P.M. A 5:30 P.M.	5 ELECCION PERSONERO Y CONTRALOR	6 IZADA DE BANDERA, ORGANIZAF. EUCARISTIA PRIMER VIERNES ORGANIZA	7
8 DIA INTERNACIONAL DE LA MUJER	9	10	11 TRABAJO POR AREAS DE GESTION DE 3:30 P.M. A 5:30 P.M.	12	13	14 CAPACITACION PRUEBAS SABER CALENDARIO DE 2:30 P.M. A 4:30 P.M.
15 PRUEBAS SABER CALENDARIO DE 8:30 A.M. A 12 M. Y DE 1:30 P.M. A 3:30 P.M.	16	17	18 INAUGURACION INTERCLASES HORA: 5:30 P.M.	19 DIA DE SAN JOSÉ ORGANIZAF DE SALLE	20	21
22	23 FESTIVO	24	25 ACTO DE RENDICION DE CUENTAS 2019 3:30 P.M. A 5:30 P.M.	26	27	28
29	30	31				

Figure f Institutional calendar for the current month.

The supervisor's time table.

The Teacher Maria de Los Angeles Eugenio was the pre-service teacher supervisor. She was in charge of ninth grade's students, ten grades' students and eleven grades' students. In the next table, you will find the teacher's time table related to the ninth grade's English classes and ten's grade English classes, the main groups that art part of the pre-service's integral practice.

Table 2 Supervisor's time table

N°	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:00 to 7:55	Evaluación procesos.	9-02	9-01	9-01	9-01
2	7:55 to 8:50	10-02	Evaluación procesos.	10-01	Proyecto transversal	Evaluación procesos.
3	8:55 to 09:45	9-01	Evaluación procesos.	11-01	9-02	11-01
	09:45 to 10:15	Rest	Rest	Rest	Rest	Rest
4	10:15 to 11:10	11-01	Planeación curricular	Planeación curricular	10-02	Atención a padres.

5	11:10 to 12:05	10-01	10-01	10-02	Evaluación procesos.	9-02
6	12:05 to 12:55	Atención a padres.	11-01	09-02	10-01	10-02

Pedagogical aspects observed

Planning lesson

According to the institutional observation, the English teacher at Provincial San José High school follows the textbook called “English, please”, The teacher did not follow a specific rubric, however, she asked me to use the planning rubric provided by the university in order to organize the development of each class ‘topics. Also, the activities to develop through the English courses are suggested in the book.

It is important to mention that this textbook is a request from the MEN, that is the entity in charge for ensuring the compliance of the Bilingualism Program for public schools in Colombia.

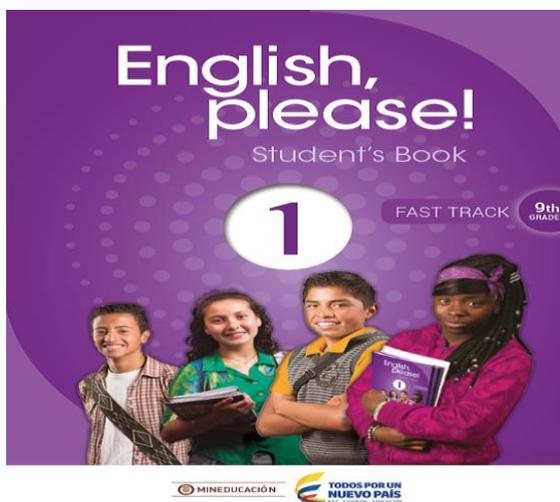


Figure g English please, student's book

Observation rubrics

In order to analyze the student's role, teachers' role, the development of the English classes and aspects related to the Speaking Skills, eleven non- participant observations and five participant observations were developed, such experiences allowed to better understand the students 'personalities and academic context.

Conclusions

During the integral practice time, it was possible to accomplish some objectives proposed in the development of the components that are part of the project.

Starting with the general objective that was intended to analyze the use of communication activities as tools to improve the oral expression skills of tenth-grade students of a public school in Colombia could not be carried out due to the suspension of classes in the schools, causing that the pedagogical component of this project only is planned but not executed.

Moving to the specific objectives outlined in this project, it is evident that only two of the three could be achieved:

- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To participate actively in all the activities organized by the Institution as a part of the community school

Regarding the last specific objective proposed aimed to implement a space as a preparation' hour for the evaluation and recovery of English exams; the material was created, adapted, and sent to the supervising teacher, to be carried out when the supervisor believes that it is necessary.

Finally, this practicum experience allowed the pre-service teacher to be part of the educational community context while playing an important role in teaching English and participating in the extracurricular activities proposed by the school in which it was developing the practicum process.

Chapter I Pedagogical Component

Using communicative games to enhance 10th students' speaking skills from a public school in Colombia: an action research

Introduction

Being the Foreign Languages English-French Degree part of the Faculty of education of the University of Pamplona, it includes into its curriculum the full-time practicum stage, in which pre-service teachers adopt the teacher's role in a public school to confront the variety of language level presented in an English class.

According to the Common European Framework of References for Languages, through the learning process, students have to develop some skills in order to master the target language, these competences or skills are categorized as follows: input that refers to listening and reading and output that refers to writing and speaking.

To overcome these difficulties, teachers use the different teaching strategies that not only help but also guide students throughout the learning process, creating a balance between the teacher's role and the student's role in the classroom.

This pedagogical project was created to be developed in order to have direct contact with the students and apply the strategies required to enhance their speaking skills, taking into account games that facilitate them the use of the foreign language during the English class 'period.

Nevertheless, several economic and social activities in the world were stopped due to the of a new virus called COVID-19, generating a global pandemic that endangers the

life of the community the Colombian government had to take preventive measures such as the suspension of face-to-face classes and the start of the social distance and quarantine. As a consequence of this social emergency, this project had to be modified and could only be proposed, but not applied, thus leaving four games' workshops already created for those teachers who want to implement it in the future. This is the reason why, this games were created to be play either at school or at home, and in which student's oral participation can be done through videos, audios or even by video calls or video conferences, all depending on how the teacher would like to adapt it, by taking into account the technological resources of the students, the time used to develop the game, the material used, the game's objective and the game's topic.

Statement of the Problem

Over the last decades, the English language has become a language widely used to communicate with other people, to exchange information about themselves and others, that is why the government of Colombia had been implemented a pedagogical and educational program aim to achieve an advance English level during the students' educational experience of the school.

However, Speaking skills was not an ability in which teachers focused considerable attention on by teaching students about how to express their ideas, thoughts, beliefs, and opinions on a topic in a general or more specific way; as a result, students preferred not to participate at all because they do not feel completely safe speaking, because these exercises are not done very often or because they are afraid of being wrong, as Bygate (1997) states,

Speaking is a skill which deserves attention every bit as much as literary skill.... It is the skill which the students are frequently judged.

That is the reason why the researcher decided to work on communicative games that allow them to interact and talk with others in a known social context while they are using the topics already explained.

Research Questions

- How could communicative games be an effective tool to use with students from a public high school to enhance their speaking skills?
- What type of communicative games are more useful to develop in a class?
- In which types of games students participate the most and why?

Justification

It must be highlighted that communication plays a fundamental part in learning a new language, it gives the individual the ability to ask information and provides answers when he is the one being asked. Moreover, the speaking skill is one of the first skills to be learned during childhood. Vygotsky stated in his sociocultural theory (1918) that is because children start to talk by taking into account all the information provided by the social environment in which he is involved in and that allows him to emerge from their social context and interact with it.

Learning a new language involves four skills, listening and speaking skills make part of them, they are interconnected between them because you exchange your opinion based on the information listened, as Nunan states that: "Language is now generally seen as

a dynamic resource for the creation of meaning” (1989) However, these are the skills less worked on in public schools, since teachers prefer to focus on their reading and writing skills and set aside the other two skills. This situation does not favor the development of them in each of the students and it causes a lack of knowledge, which is the main reason why they don't feel comfortable communicating with others and avoid talking in public.

Following this idea, the English teachers from Provincial San José school posed the question “How to gradually improve speech ability in students?” on their annual curriculum plan to find strategies for accomplishing that goal at the same time that students are working on their syllabus topic already proposed by the MEN and modified by the institution’ teachers taking into account the language level and the students ‘courses.

Objective

General objective

To implement the use of communicative games as a way to enhance 10th grades students’ speaking skills from a public school in Colombia.

Specific objectives

- To develop games based on reviewing the topics already learned.
- To explore the productiveness of communicative games while learning English.
- To provide students with new vocabulary through the implementation of games.

Theoretical framework

It is important to take into consideration some key aspects related to the purpose of these project, that is why this section summarizes the concepts of communicative approach, speaking skills and games in order to have better understanding of the pedagogical project.

Communicative Approach

For learning a new language, the teacher must follow an approach or method that provides a guide for learners to master their language skill taking into account the social-cultural context and their contemporary environment, as well as the use of activities for learning the language but also to speaking it. The communicative approach has been defined by the British council (2017) as “the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.” it could be interpreted as the activities suggested in the classroom would guide students to produce a real communication by being more focus on the message that in the form or structure. That is why in the Communicative Approach, a real communication and interaction is not only the main objective in learning a new language, but is also the means through which it takes place by making the leaners use their language skills.

According to Jack C. Richards, a learner can develop communicative competence by:

- ✓ Using language for different purposes and functions.
- ✓ Varying the use of language according to the setting and participants.
- ✓ Maintaining communication despite linguistic limitations through the use of different activities.

Finally, Richards established some responsibilities to the teacher, who is perceived as a facilitator of the learning process:

- ✓ Setting the communicative context of the lessons.
- ✓ Maintaining learners' motivation.
- ✓ Giving instructions and setting activities.
- ✓ Monitoring learning and giving feedback.

Speaking skill

During the acquisition of a new language, different skills are developed in order to have a better comprehension of the language, the ability to communicate it with others is known as the speaking skills, it is required to interact with others by using different aspects of the language. As Nunan affirms "Speaking skills have been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers" (1989, p.27.)

Additionally, according to Brown (2001), there are two main aspects of speaking skill that teachers have to take into account while teaching speaking skills are accuracy and fluency. On one hand, accuracy means the way how the speaker uses the system such the

correct grammar structure, vocabulary, and pronunciation. On the other hand, fluency means the speaker's level of speaking or writing. And how the student is able to maintain a spontaneous conversation. However, as Nunan (1989) states that teachers cannot misunderstand the fluency as a fast way to speak, sometimes pausing is important to better express ideas.

Moreover, Brown (2001) emphasizes in aspects such as pronunciation, fluency, accuracy and vocabulary, they are related to the message clarity when they speak, the ability to carry on a conversation in a natural way by using grammatically correct sentences and the vocabulary list known from the target language.

Finally, The Common European Framework of Reference for language had established a series of guides for guided teacher and students to understand their teaching and learning process by taking into consideration the different English Speaking levels in which a speaker could be classify into. The following table shows these levels in Spoken Interaction and Spoken Production according to the CEF

Table 3 Spoken interaction and spoken production

S P E A K I N G	Spoken Interaction	<ul style="list-style-type: none"> • I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. • I can ask and answer simple questions in areas of immediate need or on very familiar topics. 	<ul style="list-style-type: none"> • I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. • I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. 	<ul style="list-style-type: none"> • I can deal with most situations likely to arise while traveling in an area where the language is spoken. • I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	<ul style="list-style-type: none"> • I can use simple phrases and sentences to describe where I live and people I know. 	<ul style="list-style-type: none"> • I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. 	<ul style="list-style-type: none"> • I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. • I can briefly give reasons and explanations for opinions and plans. • I can narrate a story or relate the plot of a book or film and describe my reactions.

Games

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. It can also be defined as ...a situation that involves rivalry or struggle”.

In an educational context, games are useful because they offer the creation of imaginaries or real situations that reduce the students ‘stress and panic experience of talking in from of their partners, also, it engages students to participate activity following the idea to compete against their classmates and eventually win. Following this previous

idea, 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".

When talking about Communicative Games, they are seeing as alternative tools to overcome students' difficulties in learning how to speak the target language. Furthermore, those types of games could introduce and review new knowledge, vocabulary, and grammar.

According to the ELT Guide-1: Communication Games 'book by the British Council, games could be classified based on their objectives:

- Information exchange games: Their main objective is that one student should communicate information to another in order to complete some task.

- Published games their adaptation and use: Originally designed for native speakers, discussing how, in general, these can be adapted for the English as a foreign or second language classroom.

- Presentation, classification and retrieval: It is worthwhile making the materials used for games as durable as possible, otherwise the amount of time spent in replacement and upkeep may be high.

Literal review

The following section describes different studies conducted by other researchers regarding the implementation of games to improve the students' Speaking Skills, and their contribution to this project.

The implementation of games in the classroom.

To start, Urrutia and Vega (2009) conducted an action research aimed to understand how the use of games encouraged teenagers to improve speaking skills by using the teacher's journal, recording the classes and some questionnaires answered by the students. While doing that, researchers were concerned about our students' difficulties when attempting to speak English and some classroom management issues about how to conduct these activities in the large classes. However, they found that students felt better, free and confident when they participated in oral tasks, particularly during games. In addition, these types of activities enable collaboration, solidarity and interaction among their small groups.

Similarly, Amin and Ahmed (2012) carried out a study aimed to find out the role of games in promoting students' attitudes towards learning English from the teachers' perspective and found out that most of English teachers agreed that games have influence on the students' attitudes towards learning English and that the use of them in the class not just for fun but it also served too many educational purposes such as creative thinking, critical thinking, problem solving, role playing and collaborative work among others. That is the reason why they suggested using games not only to sustain attractiveness to learning, but also to bring real life to learning.

In addition, Quinn (2011) concluded that games allow players to be focusing on create and change a scenario while simultaneously learning about the consequences of choice in the situation, as a consequence, they become more willing to learn about the scenario or context in which the situation has been taking place in to be a part of it.

Finally, Klimova (2014) describes its classification and benefits for English teaching: the right timing for the implementation of games into the teaching and learning process are considered and different ways of using games in language classrooms providing a list of tried and tested books and websites for ready-made games, she also emphasized that game should be part and parcel of their learning, including the learning of foreign languages because of is a natural means for children to understand the world around them.

The use of communicative activities or games to improve speaking skills

To start, Rao P. (2018) conducted a reflective paper focused on developing speaking skills among the learners in EFL/ESL classroom environment by emphasizing the role of a teacher in enhancing learners' speaking skills since communication skills play a vital role in getting opportunities in any sector, he stated that nowadays, these skills are playing a key role in the modern society, the responsibility is more on the teachers to train the learners in those skills. Therefore, English teachers have to give importance to speaking skills in classrooms and encourage the learners to communicate in English not only in the classrooms but also in social life as far as ELT is concerned.

Following this idea, Parra (2012) case study research demonstrated that oral activities are used as strategies to improve the interaction in the classroom among students and teachers and had a good impact in the development of the class. However, those strategies should not be repetitive because they may lose their effectiveness in the classroom since they may become monotonous.

Methodology of the Implementation of the Pedagogical Proposal

With the objective of carrying out this proposal, four communicative games would implement to enhance students to speak during the classes. In order to develop it, it would follow both types of games and procedures suggested by Wright, Betteridge & Buckby (1984) cited on Urrutia Leó W., & Vega Cely E. (2009)

- ***Picture Games***: Most of these games involve the learners in the relative free use of all language at their command.
- ***Psychology Games***: They involve telepathy, visual perception, characters, imagination and memory. They also encourage the students' concentration and language use.
- ***Magic Tricks***: 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.

- ***Card and Board Games:*** These games can be adaptations of several well-known card games and board games like snakes and ladders.
- ***Word Games:*** These games are used for spelling, meanings, using words for making sentences, words in contexts and word for categorizing according to grammatical use.
- ***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.

In order to prepare students to actively participate and interact with others, it must be mentioned that those types of games would be use either for introducing a new topic, reviewing a topic already studied o evaluating a topic. To do it so, Urrutia Leó W., & Vega Cely E. (2009) suggested to follow some stages that guide students to accomplish the purpose of each game.

- Take into account the convenience of the game and the use of language for students' performance.
- Prepare the games carefully, by taking into account all the issues that could happen.
- Explain its purpose, rules and execution of each game.
- Give several opportunities to students to practice before playing it.
- Given the opportunity to all (or almost all) students to participate as much as they can
- Students must know how many points each correct answer has.

Lesson planning principles

There are some aspects to include when preparing a lesson to implement communicative games, they need to have a topic, participants or public, day and time, the preparation part, the games rules and the material to play.

This next figure shows two lessons planning for implementing a communicative game aim to evaluate a grammar topic. It's important to state that these games lesson plannings were created and elaborated before the current global pandemic that has forced

the community to be in social isolation. Therefore will not be implemented at any nearby date, but they are attached as supporting material for the teacher. (see appendix 1)

PROBLEMS CARDS- GIVING ADVICE

Game N. 1

Topic: Modal verbs (can, could, might, must, have to, should, need to).

Participants: 10 grades students (Around 35 people).

Day/time: March 30th

Material: Colorful cards, a temporization, marker board.

Preparation:

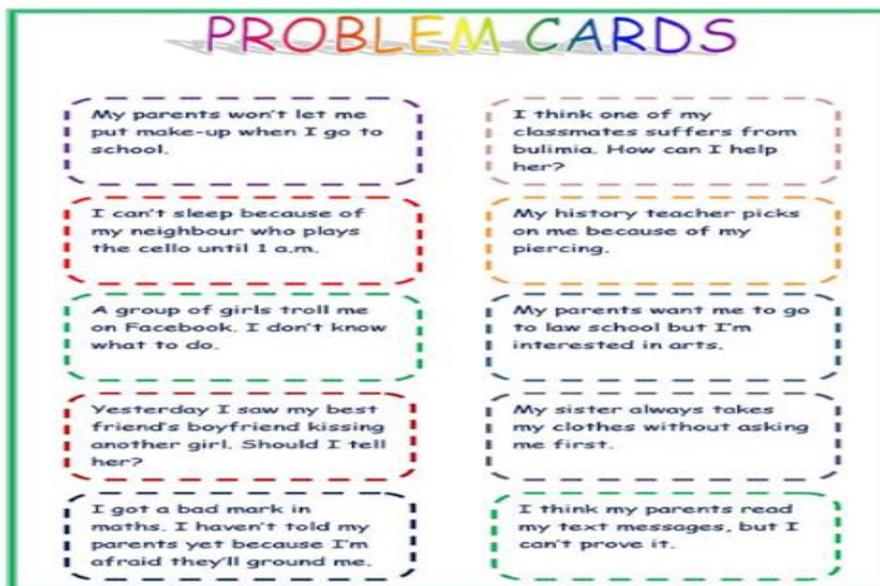
- ✓ Students will have some of the problem cards as a homework: they need to read them and prepare a possible answer for each one of them.
- ✓ They will use the modal verbs according to the situation given in the card.
- ✓ Each situation will be written on a card that could be red, blue, yellow, green or purple.
- ✓ Besides from the situation they already known, they will be some cards with the inscription of “skip a turn”, “create a new problem and solve it” and “you’re eliminated”

Rules:

- ✓ Students will be played on groups of four people.
- ✓ They must speak English all the time and have a good pronunciation.
- ✓ Each group has one minute to prepare and give the answer, if they don't do it in that time, they lost the point and get eliminated from the game.
- ✓ If they answer correctly, the will score a point and be safe for round two.
- ✓ In round two, they will only have 30 seconds to answer it, if they don't do it in that time, they lost the point and get eliminated from the game.
- ✓ The winner will be the last one with more points and would have one extra points on the next exam.

Figure h problems cards games

Problem cards



Taken from: ESL “giving advice -problem cards”

Figure i example of lesson preparation to implement a game about modal verbs

THE QUESTION GAME

Game N. 2

Topic: WH questions

Objectify: students will ask and answer questions to their classmates.

Participants: 10 grades students (Around 70 people).

Day/time: Lesson 5

Material: Dice, board game.

Preparation:

- ✓ Students will already know how to formulate a question using the WH questions.
- ✓ Students will have some examples of WH questions written in their notebooks.
- ✓ They will use the WH question according to the situation given in the board game.
- ✓ Besides from the WH question or situation given, they will be some spaces with the inscription of "skip again", or "roll again".

Rules:

- ✓ Students will be played on groups of three people.
- ✓ They must speak English all the time and have a good pronunciation.
- ✓ Each group has one minute to prepare and give the answer, if they don't do it in that time, they lost the point and get eliminated from the game.
- ✓ If they answer correctly, they'll keep playing, if not, they'll be eliminated.
- ✓ The winner will be the first to get into the finish line.

Figure j The question game- lesson planning

Question Formation Board game.

Its playing following the shape of a snail



Taken from: ESL "board game-the question game"

Figure k example of lesson preparation to implement a board game about WH questions

Next, you find a blog for communicative games that could be done individually by students during this time of social distance. In addition, these games were created and adopted according to the public, topics and English level of the potential participants. (see appendix 2)

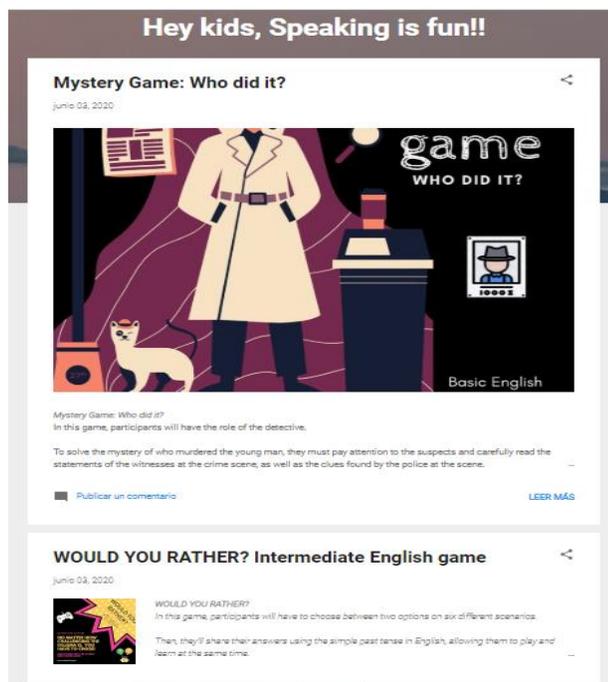


Figure 1 blog <https://speakingisfunefl.blogspot.com/>

As mentioned before, there are preventive measures implemented by the Colombian government to prevent the expansion of COVID-19 in our country and to face the health emergency caused by the global pandemic; one of them was the suspension of the classes in public and private schools throughout the country and implemented the virtual work.

However, not all students have technological tools or internet access for the development of their classes, and besides, school schedules have been modified taking

into account the needs of the educational community. As a result, the previous proposed methodology to develop the workshops could not be implemented and only was proposed as supporting materials.

Potential Results

It is expected that with the implementation of communicative games in the classroom, or including them within virtual education, the teacher in charge can create a different leisure space than the one used to have during classes, leaving aside the pressure on students to be graded, to make grammatical mistakes and to mispronounce words when using the language.

Besides, as it was stated in the research questions of the pedagogical component is expected that the teacher along with his students could answer:

- How could communicative games be an effective tool to use with students from a public high school to enhance their speaking skills?
- What type of communicative games are more useful to develop in a class?
- In which types of games students participate the most and why?

Taking into account the topic to learn and the vocabulary to use during the game, motivating the participant to get actively involved in the development of the game. The audience to whom the game is directed and the level of English of the participants, taking into account their language needs.

The communicative objective of the game to be achieved and the situations that could arise during the application of the same and influence the final product of the students.

Since the students are expected to communicate with each other sharing opinions, ideas and suggestions throughout the playing time and to be motivated to create a game appointment or playdate.

Conclusions

Using communicative games in an educational context could be used for creating several scenarios with real or imaginary situations that students must face, using their own abilities and the language learning to communicate with others and accomplish the task.

Keeping in mind this idea, 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". Keeping in mind the previous idea, it could be confirmed that creating games in the light of different purposes to accomplish a goal while encouraging students to interact with others and speak among them without being afraid of being judged or making fun of them.

Moreover, the researcher expect that would be other significant positives aspects to highlight:

- The students' motivation to participate can increase considerably, because, during these games, the students can show their different abilities or

physical and cognitive talents, in addition to perceive themselves part of a game's competition, the winner's title will be disputed by the participants.

- Teamwork will be evidenced in the board games since the members of each team will need to help each other to overcome the challenges and complete the tasks.

- The atmosphere in the classroom will change to a more relaxing and less stressful environment, in which students feel free to express their opinions, speak and participate while using the language and putting their knowledge into practice.

Recommendations

First of all, it is recommended that the person who is going to apply these games use the necessary time to develop them on their own before applying them to their students, this in order to: identify possible drawbacks that may serve their students regarding vocabulary used or instructions given.

In addition, the use of support materials such as images, videos, audios, flashcards, among others is suggested to introduce the setting of the game to develop and motivate students to participate in it.

Finally, it is considered that students with different levels of English should be including randomly in each workgroup, reason why it is suggested that working groups have several students with levels of English, as a result, everyone would have the opportunity to participate and there would be collaborative learning during the process.

Research Methodology

Taking into account the previous information about the COVID-19, it was not possible to conduct or apply any instrument for data collection, because the project will not be applied and will only be proposed as guide and support material for future projects implementing the same or similar topics.

Since the purpose of this pedagogical project was to analyze the use of communicative games as a tool to enhance Speaking Skills at 10th grade 'students from a public school in Colombia, it was suggested to conduct an action research in which the researcher participates in the development of the classes 'activities to inquire for a better understanding of the phenomenon under study, at the same time that they reflect on their pedagogical performance for doing better next time. Given that it is the researcher himself who directs the classes that will be observed and studied and in which the instruments will be applied to collect the information necessary to answer the research questions and formulate the results and the conclusions.

According to Creswell (2002), an action research is a systematic procedure created by a group of professors in order to collect data related to students' learning and teaching process, students allow the correct design application. That is why, the researcher would

explore the issue for giving a possible solution by having a direct contact with the phenomenon under study

Population

To develop this pedagogical practicum at Provincial San José High School, the research was responsible of the 9th and 10th grades, in which the amount of students is around 150 people with ages among 13-19 years old, with an English proficiency level between –A.1 and A.1; these were the results from the English diagnostic's test conducted by English teachers during the month of January.

Being mentioned by the supervising teacher, most of the students did not remember the English topics and how to use it, the same topics that had been taught from 6th grade until to the current grade they belong to. This test was jointly designed by teachers in the English area to identify the level of the English language in their high school students

Data Collection Instruments

For the development of this action research project and the data's collection, it was suggested the use three instruments such as: non-participant observations, participant observation, three interviews and speaking skill's test.

The non-participant observations were suggested done during the observation time of the population for identifying the statement of the problem and the possible solution.

In addition, the participant observations were suggested to be done at the same time that conducting the workshops, allowed it to observe and identify elements that emerged from participations' individuals during the application of these games.

Moving on with the interviews, it suggested to be conducted at the beginning, in the middle and at the end of the games 'implementation, with the objective of knowing the participants' perceptions about it and how would be changed thought the time.

Non-participant observations:

As Mills et al (2010) stated "Non-participant observation is a data collection method used extensively in case study research in which the researcher enters a social system to observe events, activities, and interactions with the aim of gaining a direct understanding of a phenomenon" Following this idea, the non-participant observations help the researcher to analyze the problem without interfere and change its context.

Participant observations:

To accomplish the pedagogical practicum and its research purpose, it is necessary to conduct participants' observations to identify the different aspects that emerge in the classroom at the same time that the researcher's role is to guide students during their learning process. According to Schumuck (1997), it is necessary to implement observations methods that allow the researcher to realize nonverbal expression of feelings, interaction between classmates and how they are able to communicate with each other, and to be aware of the time implemented in each activity performed by the teacher.

Semi-structured Interviews:

According to Mishler and Spradley, (1979).” Qualitative researchers use interviews to uncover the meaning structures that participants use to organize their experiences and make sense of their worlds. In this case, this type of interview allows participants to share their ideas and opinions by using their own words and experiences.

Coming up next, you will find one semi-structured interviews that was planned to be implemented during the development and application of the project.

Entrevista N.1: Aspectos generales sobre los participantes.

Esta entrevista semiestructurada será realizada en español, con el fin de que los participantes puedan expresar sus opiniones e ideas de una manera natural usando sus propias palabras y sin la limitante de no saber cómo expresarse usando la lengua inglesa.

La siguiente entrevista tiene los siguientes objetivos:

- ✓ Conocer la información personal básica de los participantes.
- ✓ Conocer las perspectivas de los participantes acerca de la implementación de juegos durante la clase de inglés.

I. INFORMACIÓN PERSONAL

1. ¿Puede contarnos un poco sobre usted? ¿De dónde viene? ¿Qué edad tiene?

2. ¿Cuánto tiempo lleva aprendiendo inglés? ¿Siempre la han enseñado en el colegio?
3. ¿Cómo y con qué frecuencia es su participación en el salón de clase?
4. ¿Cómo describiría su proceso de aprendizaje del inglés?

II. PERSPECTIVAS SOBRE LA IMPLEMENTACIÓN DE JUEGOS

1. ¿Considera que la producción oral es trabajada regularmente en el aula de clase?
2. ¿Cuál cree que sería la mejor forma para trabajar la producción oral en clase?
3. ¿Cuál es su opinión sobre el “ability test” sobre lo que pueden o no pueden hacer?
4. ¿cree usted que podrían desarrollar esta producción oral en inglés mediante juegos como el mencionado anteriormente?

Timeline for the implementation of the project

For the development of this action research project, it was necessary to create a timeline to apply the instruments and play the communicative games. In addition, it is necessary to have a considerable time frame between the implementation of one instrument and one game.

Disclaimer: this timeline was created before the health emergency that our society is currently experiencing, therefore it won't be implemented on any date soon.

Table 4 Schedule for the implementation of the project

WEEK	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	9 TH	10 TH	11 TH
INSTRUMENTS											
NON-PARTICIPATE OBSERVATION	X	X									
PARTICIPATE OBSERVATION			X	X	X	X	X	X	X	X	X
PARTICIPANTS SELECTION			X								
FIRST INTERVIEW				X							
ABILITY'S TEST			X								
GIVING ADVICE					X						
THE QUESTION GAME						X					
SECOND INTERVIEW							X				
THIRD GAME								X			

The coding process and the analysis of the data

The data analysis would be done by following the interpretative analysis due that during the collection data process, the researcher had an active role in constructing the reality of the research phenomenon while judging the information collected based on own impressions. According to Hatch (2002): “Interpretation is about giving meaning to the data. It is about making sense of social situations by generating explanations for what’s going on within them”

Besides, the researcher would use the MAXQDA software to codify the information classifying into codes and sub codes to recognize and identify the different information

according to the research questions by using a matrix to organize and classify the information collected through the instruments that would be implemented in this project.

Pre-service teacher Integral practice

This integral practice focused on the performance of the practicing teacher in the classroom while conducting a face-to-face class, where the different methodologies and methods learned can be applied and the work of the teacher is fully developed. Sadly, on this occasion, only one week of institutional observation and one week of face-to-face class could be developed with the students of 9th and 10th grades from the San José Provincial High School.

At the same time, I did some lessons planning for classes at school and these lessons would be taken as a support material for the supervisor teacher.

(See appendix 3)

Since the beginning of the practicum experience, it was stated that during the English classes, students would participate actively in the implementation of the pedagogical workshops related to the communicative games. However, these game plans and class plans should have been adopted to be applied from home using technological tools. As a result, the planning lessons were transformed into summary workshops with the required information for the students to develop the exercises.

Virtual classes and workshops

Due to the current health emergency situation that our society is currently experiencing and that has affected the development of the country in domains such as commerce, transportation, health and education; some parameters and recommendations were established to stop the spread of the virus.

Likewise, as a result of wanting to protect our children and adolescents who are part of the public and private institutions of the country, and avoid a spread of the virus that could destabilize our healthcare system; the Colombian government decided to temporarily suspend face-to-face classes and adopt a virtual modality that allowed students to continue with the school process from their homes. As a result, not only virtual but physical workshops must be done for students to complete their homework, allowing all of them to fulfill their obligations.

To sum up, there is a descriptive table with all the work done during this period, including all the activities and materials carried out by me during the virtual practice weeks; the activities are arranged chronologically by date of preparation, some of them were developed and implemented while others were planned and are a support material for the teacher. (see appendix 4)

Chapter II

The formation of reflective spirit in PLEX practitioners, Training tool to qualify the pedagogical practice

Introduction

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

While there is a clear interest in the obvious need to understand and transform teaching practice, it is also true that most of the local studies especially focus on the problem of learning rather than teaching.

It was considered appropriate to formulate a project to set up in place a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the work teachers; also as an exercise of internalization, dipping and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire

about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

Following the statement by the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

Problem

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and

reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students doing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his work in the teacher role. To start the following questions guiding this study are made:

How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?

How does the exercise of reflection on the development of critical thinking of pre-service teachers in the analysis of their pedagogical?

General objectives

- Implement reflection as a transforming tool's pedagogical processes of integral practice.
- Promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

Specific objectives

- Consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.

- Identify and analyze the strategies that students used in their pedagogical practice.
- Implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.
- Analyze the beliefs that have on the work teacher and student questions.

Conceptual framework

The theory of the teaching profession, reflection, reflective practice, and teaching practice, they constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

Teaching Profession

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus, we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, i.e. teaching practice requires not

only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

Reflection

Talk about reflection, involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited on Correa Molina et al (2010) reflect on the means experience "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructura de la situación".

The steps of the reflection process as the process appears at the following scheme:

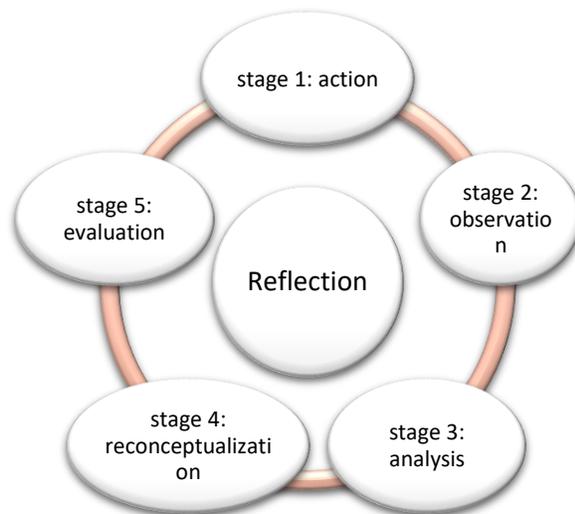


Figure m Reflection scheme

As a thematic reflection

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al (2010) reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators said process is carried out; in the first instance is the action, context, colleagues and the person who reflects.

Reflective practice

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the problematic practice of classroom space requires special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom effective application of skills and expertise is given.; reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.

On a second level, reflection on implicit assumptions in the specific practices of the classroom. the consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed.

Van Manen in a third establishes an exercise of critical reflection; this makes the most elaborate level reflection, a questioning of ethical criteria, normative and moral directly or indirectly related to the classroom is presented.

Pedagogical practice

For analysis and reflection on practice it is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

Academic practice

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for students.

Practice of social efficiency.

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the range of the available techniques, the one considered as the most efficient".

This is how the rational technique proceeds.

Development

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself as a person.

Social reconstruction

Reflexion objective aims at the social, economic and politic context; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

Generic

Programs refer to a generic reflexion, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

Activators of reflexion

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

Critic element on reflective thinking

This element of the reflective thinking makes reference to “all moral and ethical aspects of the compassion and social justice” such as Sparks-Langer and Colton 1991:39 suggest.

These authors established knowledge classification categories

1. Knowledge of content
2. General pedagogical knowledge
3. Curriculum knowledge (materials, programs, etc.)
4. Teaching skills and their own professional configuration
5. Knowledge of pupils and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, axiological

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking included in the present study as an instrument This relates to the narrations of the teacher, to encourage the stories of their experiences in the classroom that are pursued in many forms and fulfil diverse functions in subjectivity, and in the construction of subjectivity. This component includes teaching journals in which writing triggers the development of the teacher's reflective thought, about his or her practical, objective, subjective and intersubjective experiences.

Methodology

The main thrust of the proposed methodological strategy is continuous reflection, which also includes the holding of meetings to strengthen the practice community as an initial forum for addressing educational and labor issues. The principles of organization are autonomy, planning and self-observation.

To review the impact of the proposal for reflection on this practice process, a process of socialization and systematization of the same will be carried out.

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

For the collection of data in this project, the following instruments are proposed:

Reflection' Workshops

The reflection' workshops have as fundamental purpose to guide the process of reflection of the pre-service teachers, but at the same time to socialize and share their own

experiences in order to enrich their process and insert new tools to transform their pedagogical practices.

Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives for solving the educational problems of their teaching practice.
- Socialize criteria, share ideas and guidelines to take on their pedagogical practice.
- Effectively qualify, facilitate and insert the educational institution.

Data sheet for self-observation

The purpose of the self-observation card is to guide the student-practitioner towards a perspective proper to his/her practice as a teacher and his/her role in the classroom and in the environment of the educational community of which he/she is a part.

Narrative

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

Records of the class

Have evidence of student-practitioner performances in the classroom, it will allow reflection on different aspects of the process of teaching/learning foreign languages which may or may not have been taken into account by the teacher in training in his or her reflective exercise. These records will allow an external and constructive look at their pedagogical practices.

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, it has been the center of confluences and religious influences throughout its history it welcomed a large number of religious communities, among which were Franciscans, the Clarisas Sisters; The Brothers of Saint John of God, the Company of Jesus, the Community the Sallista, likewise, female religious communities: Sisters of the presentation, Bethlemitas 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 is in this geographical context that this study is located, which has 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, that is to say, 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 as 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 covers 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).

Population

The total population of this study is made up of thirteen students 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

indirect beneficiary population

It is composed of the teaching community of the Foreign Languages Degree the results will feed the vision of the Program agents on their practices Collective of Integral Practice

Institutional units linked to the project

Foreign Language Program Department of Languages and Communication Faculty of Education

External institutions linked to the Project

Provincial San José High School.

Reflection exercises about the pedagogical practice

Research component timeline

Table 5 Research component timeline

N°	Description of the activity	Date
1	Narratives-journals: weekly. 4 in total	March 16 th May 2 nd May 22 nd June 1 st
2	Reflection workshops	One time during the practicum stages February 6 th
3	Self-observation sheet	Two times during the practicum stages March 13 th June 5 th
4	Progress report	May 11 th
5	Final report	June 4 th
6	Final oral report	Via Zoom June 12 th and 13 th

Narratives (see appendix 5)

Reflection workshops (See appendix 6)

Auto-evaluation file (See appendix 7)

Conclusions

Development of the Integral practicum at school

During the face-to-face work week, I had the opportunity to meet the students and generally identify their strengths and weaknesses in the English area, as well as those students who participated more actively in the classes and those who preferred not to.

Likewise, the classroom environment varied from one group to another, generally there was a group whose students' behaviors were better compared to the other group, and in which the work and activities planned in the lesson were conducted in almost its totality.

Following the teacher's methodology, it was evident in the observation week that I shared with her that she adopted the traditional model, since being with groups with many students, this method was the one that worked the best. However, I think that it could gradually change and give the student a wider participation space and a little bit more freedom to talk and making suggestions.

Development of the virtual practicum at school

Some important changes arose in the way of explaining the topics of the classes.

To begin, a guide had to be designed that contained all the necessary information for the students: vocabulary used, explanation of the topic, examples and the workshop to be delivered, scheduling the delivery of this using the school platform within a date chosen by the teacher.

To establish a means of communication between students and teachers, a WhatsApp group had to be created for each course, in which the teacher communicates the different activities to be carried out and resolves doubts.

In addition, the importance of having face-to-face interaction with the students and the teacher is evident, since it allows creating collaborative learning and having closer monitoring of the performance of each student.

Another aspect to take into account is that the teacher's work is duplicated since he must propose different work alternatives for all students taking into account the educational needs of each one and the technological resources that are available to the student.

Reflection exercises about the pedagogical practice

Being reflective teachers is a necessity when starting the path of teaching English as a Foreign Language, some aspects must be taken into account:

To start, it is important to design and plan the classes because a well-planned class goes in the right direction even when there is not enough time for accomplishing all the

objectives. A well lesson planning offers the opportunity to all the students to achieve the established goals and to deal with unpredictable situations that could emerge in the classroom. It is always necessary to write down alternative activities to implement to avoid the lack of interest by students and to motivate them to learn.

Likewise, the face-to-face interaction that students have with their teachers and their classmates plays an important role in the learning process, since it allows the student to have a collective learning experience where the teacher can employ and apply different teaching methods and techniques that allow it to integrate all students and encourage their active participation in the development of classes.

Finally, the current educational situation, which is developed in a completely virtual way, could be established as a heavier job and has many limitations such as the lack of internet connection, technological equipment for students resulting in a lack of students' motivation to carry out their tasks, plagiarism of their duties, among others. Situations such as those mentioned above challenged the pre-service teachers to find tools and use strategies that promote learning and the fulfillment of their duties.

Chapter III

Implementing reinforcing lessons as a preparation for the evaluation and recovery of English exams in students from 9th and 10th grades at Provincial San Jose High School in Pamplona, Colombia.

Introduction

Nowadays, with the technological progress experimented worldly and the globalization process, it is necessary that teacher not only teaches inside a classroom, but finds strategies for training young learners about how to face those changes in our society.

That is why the University of Pamplona (Colombia) in its capacity as a public institution of training teachers at the bachelor's degree in Foreign Languages English-French, it has approached to the realities presented when facing the National Policy of Bilingualism; there exist students who have different necessities for learning English and don't have any space at school different to the classroom to reinforce those issues while learning a new language

As a solution to these issues, this outreach project created a space in which students will have the possibility to have as a preparation' hour for the evaluation and recovery of English exams about the topics they had already learned and the ones that they found harder to learn.

Justification

During the process of learning and acquiring a new language, students; also known as young learners, experienced some drack backs such lack of time to review again the topics, lack of motivation to learn because of the monotonous classes' process, short classes 'time with a large among of students and traditional ways of introducing, reviewing, evaluation topics that difficult and slow down their learning-acquiring a new language like English.

Keeping this in mind, it is imperative the creation of a space during their English courses, different that the one from the classroom, in which I, as a pre-service teacher, would implemented learning strategies to review the topics that students had already studied and that had been already evaluated by the English teacher in charge. The purpose of these reinforcing lessons are to solve the questions, doubts and issues that students from 9th and 10th grades had and to implement materials that guide them to overcome their difficulties.

Finally, the execution of this project would benefited both parts involved, since it is developed in the same period of classes of the institution, students must attend and it will be part of their schedule, in addition, it will serve as a preparation' hour for the evaluation and recovery of English exams.

Objectives

General objectives

The implementation of this outreach project, from the foreign language degree has as general objective to:

- Implementing a space as a preparation' hour for the evaluation and recovery of English exams.

Specific objectives

- To review topic harder to learn for students
- To solve doubts about the pronunciation, grammatical structures and vocabulary.

Methodology

This reviewing lessons never take place during the English classes, for doing it; it was planned that the pre-service teacher and the supervisor teacher, would plan a class with the purpose to reinforce and to assess students in the topics that had already studied by taking into consideration their questions, doubts, and misunderstanding.

In addition, these lessons would be focused on students, because during this space they had the opportunity to suggest the topic to explain and to bring on previous exercises to develop in class. Since it was anticipated that these lessons be applied before the evaluation part, there were some steps to follow: the explanation of the topic would be

presented first, then the students would carry out the application exercises, and the reinforcement lesson would be applied to finally implementing the evaluation part.

The steps to follow are those illustrated in the graph:



Figure n steps to follow

Table 6 Reinforcing hour's schedule

N°	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	7:00 to 7:55	Evaluación procesos.	9-02	9-01	9-01	9-01
2	7:55 to 8:50	10-02	Evaluación procesos.	10-01	Proyecto transversal	Evaluación procesos.
3	8:55 to 09:45	9-01	Evaluación procesos.	11-01	9-02	11-01

	09:45 to 10:15	Rest	Rest	Rest	Rest	Rest
4	10:15 to 11:10	11-01	Planeación curricular	Planeación curricular	10-02	Atención a padres.
5	11:10 to 12:05	10-01	10-01	10-02	Evaluación procesos.	9-02
6	12:05 to 12:55	Atención a padres.	11-01	09-02	10-01	10-02

These reinforcing lessons would be implemented the day before the evaluating exams of 9th and 10th grades. However; it could not be conducted some weeks depending on the extracurricular activities or events proposed by the institution.

It is important to mention that due to the situation of social isolation that we are experiencing worldwide due to the COVID-19 pandemic, this mini-project belonging to the component was not being able to be carried out in its entirety, however, the general planning for the execution of the first four topics, which in turn are equivalent to four weeks of class weeks for both 9th and 10th grades, are already done and they contain the information to be used for the preparation of the sessions, evaluations, and recoveries.

Table 7 Workshops already done for evaluations and recoveries spaces.

N.	TOPIC	GRADE
1	Greetings Numbers from 0 to 100 Alphabet	9 th (two courses)
2	Verb to be (present-past-future)	9 th (two courses)
3	Family members 'S Adjectives' possessives	9 th (two courses)

4	Describing people	9 th (two courses)
5	Can Could Be able to	10 th (two courses)
6	Must Have to	10 th (two courses)
7	Should Ought to	10 th (two courses)
8	Will Would	10 th (two courses)
9	Verb to be (virtual workshop)	9 th (two courses)
10	Can Could Be able to	10 th (two courses)

Regarding the virtual modality, it was not possible to carry out and execute the lessons that had already been planned, due to the weekly schedule of the subject and the implementation of virtual works weekly. However, a reinforcement plan was designed for 9th grade about the verb to be and a reinforcement plan for 10th grade about the modal verbs, can / could and be able to. These workshops were designed mostly in Spanish, with the aim that students better understand the topic: when, how to use it. The exercises to be developed are based on the student's own productions. (see appendix 8)

Conclusions

To begin, it is important to keep in mind that each individual is different, as well as their learning style, and it is possible to find students who understand and learn faster and easier than others of their classmates.

That is the reason why when planning a class lesson, it should be considering all the possible variants, and how to help students to better understand the subject and solve their doubts.

Further, by creating a class space dedicated to reinforcing topics, and answering students' doubts about certain grammatical tenses and their use, the pronunciation of some words or the meaning of others, would be facilitated and contributed to their learning, and it would have allowed using different strategies that integrate the knowledge that they must learn while sharing information using elements known to them and with which they can associate the explanation of the topic to be discussed more.

Finally, regarding reinforcing, these spaces would be useful to connect this outreach component with the pedagogical component. Students would have an opportunity to correct mistakes and solve doubts.

Chapter IV

Administrative Component

Student's Participation in Extra-Curricular Activities

Introduction

In the actuality, being a teacher is not only to develop a class, but to participate actively in all the educational and community activities proposed by the school.

In this case, considering the role and duties of the pre-service teacher at the school, she will be taking part of it by supporting, preparing and suggesting activities with others teachers and students by using their abilities, opinions and helping in the creation and development of each one of the activities suggested by the school's principal.

Objectives

General Objective

- To participate actively in all the activities proposed by the Provincial San José High School in Pamplona.

Specific Objective

- To support the teacher's role behind the classroom performance
- To know how an institution develops its extracurricular activities

Methodology

The activities to do as part of the education community of the Provincial San José High School were established by the principal with the help of the teachers.

In addition, there was also some religious activities in which I, as a pre-service teacher participated following the catholic ideology of the school.

When talking about extra-activities that were carried out during this first semester of the year, and in which I was able to participate, it could be announce:

Table 8 extra curriculum activities.

DAY	EVENT
February 22nd	Talk about drug use by the National Police.
March 12th	First report delivery
	Final report delivery
April 30th	Children's day
March 2th	Parents meetings
March 9th	Flag event Women's day
March 12th	Ninth San Jose
March 13th	Holy mass

Conclusions

To start, the role of the teacher goes beyond just designing material for the class and explaining a new topic. The importance of this component is to find ourselves immersed in the complementary activities involved in the role of teaching in a real context, which sometimes may not be very easy.

During the development of the comprehensive practice, it was possible to participate in some extracurricular activities such as Women's Day, the first flag raising of the school year, parents' meeting, among others. These activities were proposed to integrate the educational community of the institution, share the values and philosophy that characterize the institution and keeping the traditions that have been in force for years.

Finally, participating actively in these activities promotes a sense of belonging not only for the institution but also for the work carried out there, and in the case of the teacher

in training, allows them to have a more complete perspective not only from their point of view as students but also as a pre-service teacher.

References

Amin Mahmoud, &Ahmed Tanni (2012) Using Games to Promote Students' Motivation towards Learning English

Brown. H. D. 2001. Teaching by Principle. New York: Addison Wesley Longman, Inc.

Thornbury, S. 2005. How to Teach Speaking. London: Longman. Van Ek, J. A.,

and Trim J. L. M. 1998. Treshold 1990. Cambridge: Cambridge Univesity Press.

Bygate (1997) Language Teaching: A Scheme for Teacher Education; Speaking, Oxford: Oxford University Press, 1997.

Colombia. Ministerio de Educación Nacional [MEN]. (1994). *Ley General de Educación (Ley 115 del 8 de febrero de 1994)*. Santafe de Bogotá

Creswell (2007). Qualitative Inquiry & Research Design: Choosing among five approaches.

Dewi R., Kultsum U., & Armadi A. (2016)" Using Communicative Games in Improving Students' Speaking Skills" DOI:10.5539/elt.v10n1p63

ELT Guide-1: Communication Games (1979) handbook from the British Council

Hatch J., (2002). doing qualitative research in education settings. State University of New York Press, Albany

Klimovaa B., (2014) Games in the Teaching of English. Procedia - Social and Behavioral Sciences 191 (2015) 1157 – 1160

Mills J, Durepos G & Wiebe E (2010) Case Study & Narrative Analysis

Mora, R. A., & Lopera, M. C. (2001). Games in the classroom: More than just having fun. *HOW, A Colombian Journal for Teachers of English*, 8, 75-82.

Ministerio de Educación Nacional (2006). Serie Guías 22. Estándares básicos de competencias en lenguas extranjeras: inglés. Formar en lenguas extranjeras: ¡el reto! Lo que necesitamos saber y saber hacer

Nunan D, (1989) *Designing tasks for the communicative classroom*. New York: Cambridge.

PARUPALLI SRINIVAS RAO (2018) *DEVELOPING SPEAKING SKILLS IN ESL OR EFL SETTINGS*. Al-Hasa, Kingdom of Saudi Arabia

Perneth Parra (2012) *Identifying Classroom Activities to Encourage Oral Participation among beginner level learners in an English Class*.

Quinn, Clark, and Lisa Neal (2011). "Serious Games for Serious Topics." *eLearn Magazine*

Richards, J. C. and Rodgers, (2006) *T. S. Approaches and Methods in Language Teaching*

Richards, J. C. (2006) *Communicative Language Teaching*

The Common European Framework of Reference for Languages' guideline used to describe achievements of learners of foreign languages

Urrutia Leó W., & Vega Cely E. (2009) Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School

Wright, A., Betteridge, D., & Buckby, M. (1984). *Games for language learning*. Cambridge: Cambridge University Press.

Vygotsky L, (1930) Mind and Society. London, England, Harvard University Press.

Appendix

Appendix 1 Supporting material for teachers

PROBLEMS CARDS- GIVING ADVICE

Game N. 1

Topic: Modal verbs (can, could, might, must, have to, should, need to).

Participants: 10 grades students (Around 35 people).

Day/time: March 30th

Material: Colorful cards, a temporization, marker board.

Preparation:

- ✓ Students will have some of the problem cards as a homework: they need to read them and prepare a possible answer for each one of them.
- ✓ They will use the modal verbs according to the situation given in the card.
- ✓ Each situation will be written on a card that could be red, blue, yellow, green or purple.
- ✓ Besides from the situation they already known, they will be some cards with the inscription of “**skip a turn**”, “**create a new problem and solve it**” and “**you’re eliminated**”

Rules:

- ✓ Students will be played on groups of four people.
- ✓ They must speak English all the time and have a good pronunciation.
- ✓ Each group has one minute to prepare and give the answer, if they don’t do it in that time, they lost the point and get eliminated from the game.
- ✓ If they answer correctly, they will score a point and be safe for round two.
- ✓ In round two, they will only have 30 seconds to answer it, if they don’t do it in that time, they lost the point and get eliminated from the game.
- ✓ The winner will be the last one with more points and would have one extra points on the next exam.

Aspects to take into account when you speak:

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> Speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
0	<ul style="list-style-type: none"> does not attend 			

Problem cards

PROBLEM CARDS

My parents won't let me put make-up when I go to school.

I can't sleep because of my neighbour who plays the cello until 1 a.m.

A group of girls troll me on Facebook. I don't know what to do.

Yesterday I saw my best friend's boyfriend kissing another girl. Should I tell her?

I got a bad mark in maths. I haven't told my parents yet because I'm afraid they'll ground me.

I think one of my classmates suffers from bulimia. How can I help her?

My history teacher picks on me because of my piercing.

My parents want me to go to law school but I'm interested in arts.

My sister always takes my clothes without asking me first.

I think my parents read my text messages, but I can't prove it.

Taken from: ESL "giving advice -problem cards"

THE QUESTION GAME

Game N. 2

Topic: WH questions

Objectify: students will ask and answer questions to their classmates.

Participants: 10 grades students (Around 70 people).

Day/time: Lesson 5

Material: Dice, board game.

Preparation:

- ✓ Students will already know how to formulate a question using the WH questions.
- ✓ Students will have some examples of WH questions written in their notebooks.
- ✓ They will use the WH question according to the situation given in the board game.
- ✓ Besides from the WH question or situation given, they will be some spaces with the inscription of “**skip again**”, or “**roll again**”.

Rules:

- ✓ Students will be played on groups of three people.
- ✓ They must speak English all the time and have a good pronunciation.
- ✓ Each group has one minute to prepare and give the answer, if they don't do it in that time, they lost the point and get eliminated from the game.
- ✓ If they answer correctly, they'll keep playing, if not, they'll be eliminated.
- ✓ The winner will be the first to get into the finish line.

Question Formation Board game.

Its playing following the shape of a snail



Taken from: ESL "board game-the question game"

Appendix 2 WORKSHOPS ON THE BLOG



Figure o Mystery game :cover page

 **SCENARIO :**
A YOUNG MAN WAS KILLED
AT NIGHT
THE KILLER USED A KNIFE TO MURDER
THE YOUNG MAN

CLUES FOUND ON THE SCENE

- A PAIR OF BLUE GLASSES
- GREEN FIBERS FROM A HAT
- A CAT'S PHOTOGRAPH



WITNESS STATEMENT

WITNESS 1: I HEARD A CAT MEOW

WITNESS TWO: I HEARD YOU WERE ARGUING WITH ANOTHER
WOMAN

 WITNESS 3: I HEARD STOMPING HEELS

Figure p Information about the mystery game

These are the suspects!!



Jhon Patrick Annie Andrew Rose

All of them were friends of the
dead man.



Read the clues and the witness
statements to find out who is
the killer

Record your answer and
explain how did you know
who's guilty.

Figure q mystery game: information



**WOULD YOU
RATHER?**
THE GAME OF
MIND - BOGGING
QUESTION

NEITHER IS NOT AN OPTION

**NO MATTER HOW
CHALLENGING THE
DILLEMA IS. YOU
HAVE TO CHOSE!**

**QUESTIONS MAY BE FUNNY
AND RIDICULOUS**



Intermediate English

Figure r Would you rather? Game's Cover page



Figure s information



Figure t Game's questions.

Appendix 3 Example of a lesson planning

	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD		
	PLANEACIÓN DE CLASE		

AREA:	Humanidades Lengua Castellana e Idioma Extranjero	ASIGNATURA	Inglés
TEMA:	Modal auxiliary verbs: can, could and be able to.	FECHA	MARCH 9th To MARCH 13th
GRADO:			10º
PROPÓSITO (S) DE APRENDIZAJE	At the end of the class, students will be able to: Linguistic: To use can, could and be able to according to the situation. Communicative: To tell their abilities to others. Sociolinguistic: To know their classmates 'abilities.		

EXPERIENCIAS DE APRENDIZAJE		
 DAY 1 CAN		
<p>INICIO</p> <p>Routine: (5 MIN) To start the class, the teacher will greet their students and pray with them. Also, she will check who is missing to report it.</p> <p>Introducing myself: (10 min) Based on the fact that it's my first class as their English teacher, it's important to remind them the classroom rules already stipulated and the consequences of not follow them. Also, there are some commands they need to write down in their notebooks and to say it on English:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>I have a question May I go to the bathroom? I don't understand</p> </td> <td style="width: 50%; vertical-align: top;"> <p>I need help Can you repeat it again, please? What day is today</p> </td> </tr> </table> <p>Warm up (10 min)</p> <p>Ability's test In this activity, each couple will have a copy of the worksheet; students will try to complete various challenges and fill in a chart to show what members of their group can and can't do. The students write their names next to the first challenge on the worksheet and then take it in turns to try to complete the challenge. Students put a tick in the 'can' and 'can't' column next to their name, depending on whether they completed the task successfully or not.</p>	<p>I have a question May I go to the bathroom? I don't understand</p>	<p>I need help Can you repeat it again, please? What day is today</p>
<p>I have a question May I go to the bathroom? I don't understand</p>	<p>I need help Can you repeat it again, please? What day is today</p>	

1.	NAMES	CAN	CAN'T	spin around five times and then walk in a straight line
2.				
3.				
1.	NAMES	CAN	CAN'T	pat your head and rub your stomach at the same time
2.				
3.				
1.	NAMES	CAN	CAN'T	stick your thumb up and point at it with your other hand, then switch hands
2.				
3.				
1.	NAMES	CAN	CAN'T	stand up and touch your toes
2.				
3.				
1.	NAMES	CAN	CAN'T	draw a square and a circle at the same time
2.				
3.				
1.	NAMES	CAN	CAN'T	close your eyes and describe what another student in the class is wearing
2.				
3.				
1.	NAMES	CAN	CAN'T	snap your fingers
2.				
3.				
1.	NAMES	CAN	CAN'T	say the months of the year backwards
2.				
3.				
1.	NAMES	CAN	CAN'T	say 10 countries in ten seconds
2.				
3.				
1.	NAMES	CAN	CAN'T	say the alphabet in ten seconds
2.				
3.				

DESARROLLO (20 min)

Topic's explanation (BOARD)

Students will write in their notebooks the following information

1. To express ability

Can means to be (physically) able to do something OR to know how to do something.

- Birds **can** fly.
- Elephants **can't** fly.
- I **can** speak two languages.

2. To express a possibility (in general)

- It **can** get cold there at night so take a jacket.
- I know you **can** win the competition.
- Well, I think your car **can** be repaired, but it's not going to be cheap.

3. To offer to do something for others

Can is used when you offer to help someone or to do something for them.

- You don't need to walk home. I **can** take you there if you like.
- **Can** I carry your bags for you?

5. Can't: Something that is forbidden or not allowed

- We **cannot** park the car next to this fire hydrant.
- You **can** drive as fast as you want on the German motorways.
- You **can't** smoke in the restaurant.
- You **cannot** drive a car without a license.

6. Can't: when you are sure that something isn't true or something is surprising

- It **can't** be dark outside! It's only 4.30pm!
- They **can't** have landed on the moon, I'm sure it's a hoax.

Activity N. 1 CAN/CAN'T (10 MIN)

Write 10 sentences using can or can't, by taking into account the ability's test done in the begging of the class

**CIERRE
Homework:**

Students will search 10 abilities or skills for next class
Example: To dance: bailar

EVIDENCIAS DE APRENDIZAJE



DAY 2 COULD

INICIO

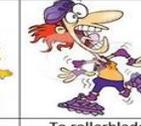
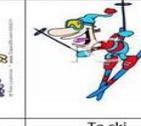
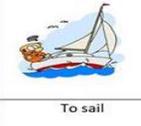
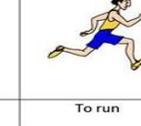
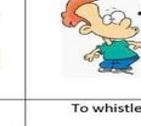
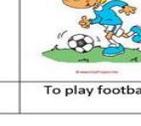
Routine: (5 MIN)

To start the class, the teacher will greet their students and pray with them. Also, she will check who is missing to report it.

Warm up (10 min)

To introduce the new vocabulary about some action verbs, students will use their homework's answers and share them with their classmates.

They will have this vocabulary list.

SKILLS				
				
To sing	To dance	To draw	To paint	To act
				
To do magic tricks	To juggle	To do odd jobs	To cook	To drive
				
To ride a bike	To ride a horse	To skateboard	To rollerblade	To ski
				
To fish	To sail	To windsurf	To run	To whistle
				
To speak foreign languages	To play the guitar	To play the piano	To play football	To play rugby

Desarrollo (20 min)

Topic's explanation (BOARD)

Students will write in their notebooks the following information

COULD

Could is similar to **Can** and often replaces **Can** in the past tense (though not always)

1. To express ability in the past

- I **could** ride a horse when I was younger but now I can't.
- She **could** juggle eight balls when she was only 10 years old.
- He **could** read when he was three years old.

2. Polite word used to ask for permission or to request something (in the present)

- **Could** I please use your bathroom?
- **Could** we move on to the next topic now please?
- **Could** you pass me the salt please?
- I'm busy right now. **Could** you call back later?

3. General permission in the past

- In high school, we **couldn't** leave the classroom without a pass.

- He **couldn't** go to the concert because his mother wouldn't let him.

4. Couldn't: Sure that something is untrue

Just like **can't**, you can use **couldn't** when you are sure that something isn't true or real.

- That **couldn't** be my cat meowing outside, it was hit by a car last week.
- He **couldn't** have painted that. He has no artistic ability at all.

Activity N.2 CAN VS COULD (20 min)

Students will have the next worksheet to answer the following questions

NAME: _____ DATE: _____

GRAMMAR WORKSHEET CAN and COULD



I	can could	drive.
You		
He		
She		
It		
We		
They		

I	can't couldn't	drive.
You		
He		
She		
It		
We		
They		

Can	I you he she it we they	drive?
Could		

Yes,		No,	
I	can. could.	I	can't. couldn't.
you		you	
he		he	
she		she	
it		it	
we		we	
they	they		

- Fill in the blanks below to complete the sentences. Use the words in the above box.

1. I _____ go to the party last night because I was sick.
2. A: _____ Noel cook Italian food? B: Yes, he _____.
3. My sister _____ swim last year, but now she _____.
4. They _____ go shopping yesterday because the store was closed.
5. A: _____ you read when you were four years old? B: Yes, I _____.
6. Ellie _____ ride a bicycle. She rides it to school every day.
7. I'm very tired, so I _____ go out to the park to play.
8. A: _____ you see the moon last night? B: No, I _____?
9. When _____ I talk to you about the company report?
10. Most dinosaurs walked on land, but some _____ fly or even swim.

Cierre (5 min)

To remind them to finish the activity and bring a dictionary for next class



DAY 3 BE ABLE TO

INICIO

Routine: (5 MIN)

To start the class, the teacher will greet their students and pray with them. Also, she will check who is missing to report it.

Warm up (10 min)

Some students will answer orally the following question:

The model will be write down on the board

What will you able to do next year?

I will be able to _____

Desarrollo (10 min)

Topic's explanation (BOARD)

Students will write in their notebooks the following information

aprendeinglesila.com

BE ABLE TO Ser capaz de, poder
/bi:'eɪbltu:/
Lo usamos cuando hablamos de lo que las circunstancias nos permiten hacer (y no de nuestras habilidades)

El uso de "be able to" en el Presente Simple (*am/is/are able to*) es poco frecuente aunque posible. Para este tiempo verbal, el empleo de "can" es más común.

FUTURO: will + be able to
PASADO: was/were + able to [+ INFINITIVO

Will you be able to come tomorrow?
¿Podrás venir mañana?

ERROR → ~~Next year I will can speak English~~

✓ Next year I will be able to speak English

aprendeinglesila.com

'To be able to' is not a modal auxiliary verb. It is the conjugated verb 'to be' + the adverb 'able' + the infinitive 'to'.

When talking/writing about ability in the present tense you can use either 'can' or 'be able to', but 'can' is generally more common among native speakers

When I was young, I was able to speak two languages.

When I was young, I could speak two languages

· *Do you think England will be able to win the World Cup one day?*
(¿Piensas que Inglaterra pueda ganar el Mundial algún día?)

Activity N.3 CAN-COULD-BE ABLE TO (5 min)

Students will be working in groups of two people and they will write down the sentences with their correct responses.

They will have the worksheet to transcript the sentences and the correct answer to their notebooks, they will return the worksheet to the teacher



CAN, COULD, BE ABLE TO

I. Choose ONE word to complete each sentence

1. I'm right-handed. I _____ write with my left hand.
2. Spiderman _____ climb up walls.
3. People used to think that witches _____ able to do magic.
4. When I was young I _____ eat anything I liked, I never got fat.
5. I think my computer's broken. I'm not _____ to send any emails.
6. I'm able _____ start work tomorrow.
7. How long have you _____ able to speak English?
8. _____ / _____ you give me a hand with this exercise?



Cierre

Evaluation part (15 min)

Can - Could - Will be able to...

Fill in the correct verb:

1. Tom is a clever boy and he _____ solve any problem very easily.
2. Andrew _____ phone you yesterday.
3. She _____ send us a parcel next week.
4. She _____ do difficult exercises when she was young.
5. I _____ write this report right now.
6. Helen _____ take part in this competition tomorrow.
7. Alec _____ skate better when he was twelve.
8. She _____ dance quite well in a month.
9. Bill _____ play chess quite well now.
10. You _____ rewrite your test two days ago.
11. I _____ arrive in London next weekend.
12. He _____ use the computer when he was a child.



DAY 4 REVIEWING LESSON

INICIO

Routine: (5 MIN)

To start the class, the teacher will greet their students and pray with them. Also, she will check who is missing to report it.

Warm up: (10 min)

To review the previous topics, students will have a paragraph with the definition of the modal verb, and they must guess which definition correspond on which modal verb.

Grammar

CAN

Use 'can' to talk about things that you are able to do. Some people can sing very well, others can't sing a note.

- *My husband can make very good spaghetti.*

COULD

If you want to talk about ability in the PAST, use 'could'

- *'I could ride a bike when I was six. How about you?'*
- *'I couldn't ride one until I was fourteen.'*

ABLE TO

To talk about ability in other tenses use 'ABLE TO'. ('can' only has present and past forms)

- *'I'm sorry, I won't be able to go to your party.'* (Future: will/won't be able to do something)



ABILITY

Desarrollo (15 min)

II. Choose the best answer for each blank



1. I (*can / could / have been able to*) swim since I was 11.
2. I'm an interpreter. I (*can / could / have been able to*) speak 7 different languages.
3. I (*can't / couldn't / was able to*) drive very well. I failed my test again today.
4. One day I (*can / could / will be able to*) run a marathon, but I need to practise first.
5. I would love to (*can / be able to / being able to*) see the future.
6. I live in Florida. I love (*can / be able to / being able to*) go to the beach every day.
7. The ambulance arrived quickly and they (*could / were able to / can't*) save everyone.
8. It was really noisy last night, so I (*couldn't / cannot / am not able to*) sleep.
9. I crashed my car, but the mechanic (*could / was able to / can*) fix it.
10. Some dinosaurs (*could / was able to / will not be able to*) walk on two legs.

Cierre

Recovery part (20 min)

order the sentences according to the correct grammatical structure

✓ *languages/ can/ two /I / speak*
I can speak two languages

✓ *carry / for you / can / I / your bags /?*

✓ go / to the / he / concert / couldn't

✓ do /? / able to / next year / will / you/ what

✓ You / in the / smoke / restaurant / can't

✓ I was able to / languages/ When / speak / two /I was young

Teacher will get grades from:

- evaluation test.
- The tasks and homework.
- The students' participation.

Appendix 4 chart with all the work done during the integral practicum

Type of material	Brief description of the material	Topic	Course with whom it was implemented or will be implemented	Was it reviewed by a tutor or supervisor?	Was it delivered and developed by the students?
Planning # 1	Explanation of the topic, examples, application exercises, evaluation and	The alphabet-greetings-numbers from 0 to 100	9th grade (two courses)	Supervisor	It was not possible to fully develop in person

	recovery were included.				
Planning # 2	Explanation of the topic, examples, application exercises, evaluation and recovery were included.	Verb to be	9th grade (two courses)	Supervisor	It was not possible to develop in person
Planning # 1	Explanation of the topic, examples, application exercises, evaluation and recovery were included.	Can- could- be able to	10 grade (two courses)	Supervisor	It was not possible to fully develop in person
Planning # 1	Explanation of the topic, examples, application exercises, evaluation and recovery were included.	Must-have to	10 grade (two courses)	Supervisor	It was not possible to develop in person
Virtual workshop 1	Explanation of the topic, examples, application exercises, evaluation and recovery were included.	The alphabet-numbers from 0 to 100	9th grade (two courses)	Supervisor	Delivered and developed by Students
Virtual Workshop 2	explanation of the topic, examples, application exercises, evaluation and recovery were included.	Verb to be- Feelings and emotions	9th grade (two courses)	Supervisor	Delivered and developed by Students
Virtual workshop 1	explanation of the topic, examples, application exercises, evaluation and recovery were included.	Can-could-be able to	10 grade (two courses)	Supervisor	Delivered and developed by Students

Virtual workshop 2	explanation of the topic, examples, application exercises, evaluation and recovery were included.	Must- have to	9th grade (two courses)	Supervisor	I don't know has delivered or developed with Students
Planning # 3	explanation of the topic, examples, application and evaluation exercises were included.	Family members- Adjective s'	9th grade (two courses)	Supervisor	I don't know has delivered or developed with Students
Review workshop # 3	Review and reinforcement exercises / preparation for the evaluation or recovery of the topic.	Family members- Adjective s'	9th grade (two courses)	Supervisor	I don't know has delivered or developed with Students
Planning # 4	explanation of the topic, examples, application and evaluation exercises were included	Should- Ought to	10 grade (two courses)	Supervisor	I don't know has delivered or developed with Students
Review workshop # 3	Review and reinforcement exercises / preparation for the evaluation or recovery of the topic.	Should- Ought to	10 grade (two courses)	Supervisor	I don't know has delivered or developed with Students
Planning # 4	explanation of the topic, examples, application and evaluation exercises were included	Describing physical appearance	9th grade (two courses)	Supervisor	I don't know has delivered or developed with Students
Planning # 5	explanation of the topic, examples, application and evaluation exercises were included	Will- Would	10 grade (two courses)	Supervisor	I don't know has delivered or developed with Students

Review Workshop # 4	Review and reinforcement exercises / preparation for the evaluation or recovery of the topic.	Describing physical appearance	9th grade (two courses)	Supervisor	I don't know has delivered or developed with Students
Review Workshop # 4	Review and reinforcement exercises / preparation for the evaluation or recovery of the topic.	Will- Would	10 grade (two courses)	Supervisor	I don't know has delivered or developed with Students
Irregular Verbs Guide	Explanation of the topic, examples, and application exercises.	Irregular verbs	9th and 10th grade (four courses)	Supervisor	I don't know has delivered or developed with Students
Pdf- 50 irregular verbs	Forms of irregular verbs in: present, past simple, past participle, gerund.	Irregular verbs	9th and 10th grade (four courses)	Supervisor	I don't know has delivered or developed with Students
Evaluation of 23 irregular verbs	The table must be completed with the conjugation of each of the 23 irregular verbs in present simple, past simple, past participle, gerund and meaning.	Irregular verbs	9th and 10th grade (four courses)	Supervisor	I don't know has delivered or developed with Students
Create WhatsApp groups	Means of communication between students and teacher.		9th and 10th grade (four courses)	Supervisor	Students joined the group
Netiquette creation	Rules to follow in the WhatsApp group		9th and 10th grade (four courses)	Supervisor	Received by students
Correction review guide simple present	Workshop # 1 in which exercises are proposed to	Simple present	10 grade (2 courses)	Supervisor	Most students will have their correction

	review the simple present				through the school platform. Students who do not have internet access will receive their physical work with these corrections
Review guide correction	Workshop # 1 in which exercises are proposed to review topics seen.	Greetings/ Alphabet / numbers from to 100	9th grade (2 courses)	Supervisor	Most students will have their correction through the school platform. Students who do not have internet access will receive their physical work with these corrections
Physical guide (for those who do not have internet access)	Guide containing explanation, review workshop and evaluation of the topic		9th grade (two courses)	Supervisor	The works are collected in a stationery and delivered already corrected right there.
Virtual guide	Guide containing explanation, review workshop and evaluation of the topic		9th grade (two courses)	Supervisor	The works are sent through the platform of the school, in which the correction and qualification of the workshop will be sent to them.
Physical guide (for those who do not have internet access)	Guide containing explanation, review workshop and evaluation of the topic	Can/ could/ be able to	10 grade (two courses)	Supervisor	The works are collected in a stationery and delivered already corrected right there.
Explanatory video	Explanation of the topic seen and discussion space for doubts or questions	Verb to be	9th grade (2 courses)	Supervisor	It is sent through WhatsApp
Explanatory video	Explanation of the topic seen	Can- Could- be able to	10 grade (2 courses)	Supervisor	It is sent through WhatsApp

	and discussion space for doubts or questions				
Record of notes	Record of notes taken from the week of face-to-face practice		9th grade 10 grade (4 courses)	Supervisor	Students can see them on the school platform.
Self-evaluation sheet	Students evaluate their performance in workshop # 1	Regarding the workshop "1	9th and 10th grade (four courses)	supervisor	Received and performed by students
Manners guideline correction can-could and be able to	Workshop # 2 in which exercises are proposed to review the modal verbs can-could and be able to	Verbos modales can-could and be able to	10 grade (2 courses)	Supervisor	Most students will have their correction through the school platform.
Guide Fix # 2	Workshop # 2 in which exercises are proposed to review topics seen.	Verb to be in the past, present and future	9th grade (2 courses)	Supervisor	Most students will have their correction through the school platform.
Notes report	Notes on English Workshop # 2		9th and 10th grade (four courses)	supervisor	Uploads to the platform
Student report	Students needed to deliver the workshops		9th and 10th grade (four courses)	supervisor	Sent by whatsapp groups
Notes report	Notes on the English workshops		9th and 10th grade (four courses)	supervisor	The supervisor uploads them to the platform
Student report	Students who are part of the WhatsApp groups		9th and 10th grade (four courses)	supervisor	Sent by WhatsApp groups
Reinforcement workshop	Explanation in Spanish, written production exercises	Verb to be	9th grade (two courses)	Supervisor	Delivered to the supervisor
Reinforcement workshop	Explanation in Spanish, written production exercises	Can-could-be able to	10 grade (two courses)	Supervisor	Delivered to the supervisor
Final report Comprehensive practice	Documentation is delivered with all the activities		9th and 10th grade (four courses)	Supervisor	Sent to coordination and stewardship.

	carried out during the practice period				
--	--	--	--	--	--

Appendix 5 example of one narrative already send it to the tutor

XIMENA CONTRERAS ESPINOSA

Narrativa del 25 al 29 de mayo.

Debido a ciertos inconvenientes con la institución, mi práctica integral en el colegio Provincial San José inició el día 19 de febrero y culminó el día 29 de mayo bajo la supervisión de la docente María de los Ángeles Eugenio en los grados 9 y 10.

Durante esta última semana de trabajo, mi rol de docente estuvo enfocado en realizar las siguientes actividades con los estudiantes y padres de familia y/o acudientes:

✓ Mi supervisora me solicitó realizar el ultimo taller mi nuevamente en español, dicho taller entregado a los estudiantes y que ya había sido corregido y calificado por mí, debido a que los padres de familia y acudientes se quejaron porque los talleres eran muy largos y estaba todo en inglés, lo que dificultaba entender sobre que era el taller y por consecuente su elaboración.

Cabe aclarar, que desde el comienzo que se empezaron a elaborar los talleres virtuales yo le sugerí muy respetuosamente que los ejercicios fueran más simples y no tan extensos, ya que serían más fáciles de realizar por parte de los estudiantes y de calificar y corregir por parte de nosotras como docentes, pero la profe no tomó en cuenta mi

sugerencia y adoptó por realizar ejercicios que a mi parecer no iban a motivar al estudiante a realizarlos por su cuenta.

Otro incidente que surgió durante semana, fue que a la profesora no le pareció el hecho que yo no haya incluido mi proyecto o “mi sello personal” dentro de este taller ya que era el último, sin embargo, ella en ningún momento me especifico que debía incluir una secuencia de mi proyecto en este taller y sería verdaderamente difícil hacerlo cuando ya no voy a estar presente en el momento que este proyecto sea aplicado, en cuanto a mi “sello personal” cómo ella misma lo llamó, y sería muy difícil adecuar un taller con esta característica si ella no me dio la libertad total de adecuar los ejercicios o plantear actividades según mi propia visión o perspectiva no sólo cómo estudiante sino cómo docente.

✓ Se tuvo que recordar nuevamente a todos los estudiantes que debían enviar los talleres #1 y #2 de inglés, así mismo cómo la autoevaluación del primer periodo. Estos trabajos tenían fecha de entrega de hace más de 20 días e incluso un mes, por lo que se presentaron dos situaciones: en primer lugar, no todos los estudiantes cumplen con la entrega del trabajo dentro de las fechas acordadas, ya que muchos los entregan días o incluso semanas después sin ninguna justificación; y en segundo lugar, en todo el periodo de trabajo virtual, algunos estudiantes no se reportan diariamente , algunos debido a que no tienen señal de internet o y otros debido a la creencia de que “ este año todos tenemos que pasar”; Situaciones que dificultan el proceso de calificación y corrección de notas.

✓ Se tuvo que enviar una lista con los estudiantes que habían falta por entregar trabajos y se tuvo que revisar nuevamente la plataforma del colegio, el correo y el WhatsApp ya que no sólo los estudiantes que hacían falta por la nota, sino aquellos cuyos trabajos habían sido calificados empezaron a enviar o reenviar todos los trabajos preguntando si ya habían sido calificados. (lo que evidencio que no leen completamente la información que se les comparte)

✓ Se tuvo que enviar el informe de notas de cada grado, ya que el primer periodo del ciclo escolar estaba terminando.

Para concluir, creo que esta semana al igual que las anteriores, estuvo llena de trabajo y deberes por cumplir. A mi parecer, los trabajos asignados a los estudiantes deberían ser lo más precisos y sencillo posibles, porque ellos no están viendo sólo esta materia sino unas ocho o diez más, y muchos de ellos no tienen solo la presión en el ámbito escolar, sino también tienen situaciones familiares que se han presentado por la emergencia sanitaria que vive la sociedad mundial y que podría influir en su proceso de aprendizaje.

Appendix 6 reflective workshop

1. Puedo señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? ¿Cuáles y que consecuencias?

La llegada de estudiantes provenientes del extranjero (país Venezuela) que vienen de un contexto académico diferente y requieren una readaptación de los

contenidos programáticos de la clase de manera que puedan nivelarse con los estudiantes colombianos; otra consecuencia de esta situación es la sobrepoblación escolar que de por sí ya era grande con solo los estudiantes colombianos lo que fomenta altos niveles de indisciplina y déficit de atención.

Otro cambio al cual nos estamos enfrentando es la globalización, ya que a través del internet podemos tener acceso a más información permitiendo que el aprendizaje y la enseñanza se vean enriquecidos con más material educativo que incluye aspectos culturales a nivel regional y global.

2. Formular algunos de los cambios que se están dando en el mundo de la educación y ¿en qué medida desde su perspectiva ayudan o perjudican?

La utilización de herramientas tecnológicas, ya que resultan más interesantes para los estudiantes, lo que conlleva a que como docentes busquemos estrategias pedagógicas que requieran la utilización de tecnología, también con el fin de aprovechar la habilidad que tienen los jóvenes hoy en día para manejar y adquirir nuevos conocimientos a través de esta herramienta.

La inclusión educativa, ya que afortunadamente se ha creado consciencia de esta situación haciendo que los estudiantes con necesidades educativas específicas sean tomados en cuenta en el mismo contexto educativo que los demás estudiantes, implementando estrategias que permitan la integración de todos los estudiantes y el desarrollo individual.

3. Explicar al menos cuatro de las finalidades que como educadora tiene cuando enseña

Implementar metodologías y estrategias de enseñanza que faciliten la enseñanza y el aprendizaje.

Establecer reglas de comportamiento dentro del salón de clase que permitan una sana convivencia.

Permitir el libre desarrollo de las habilidades y destrezas de los estudiantes dentro del salón de clase.

La formación integral de los estudiantes desde todas las esferas personales e interpersonales.

4. ¿Qué alumnos creen que merecen su atención y todo el esfuerzo que pone?

Todos los estudiantes merecen la atención y el esfuerzo, ya que cada individuo es y aprende diferente, es fundamental establecer una relación con los estudiantes que permite percibir el crecimiento personal y académico

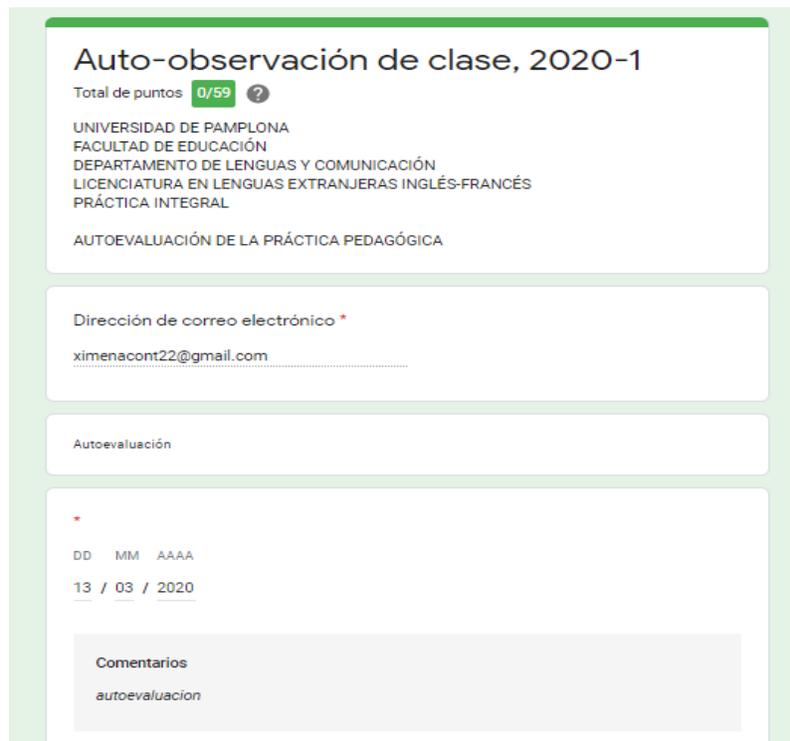
5. ¿Qué cosas le preocupan además de que sus alumnos acaben sabiendo contenidos académicos y cómo lo trabaja?

Formarlos como personas integrales, intelectuales y emocionales que puedan desarrollarse y desenvolverse en la sociedad, reconociendo sus habilidades y dificultades y teniendo empatía no solo por sí mismo sino por aquellas que lo rodean.

6. ¿Qué es la reflexión?

Es un espacio/momento en el cual podemos analizar y comprender nuestras actuaciones buscando reforzar y/o mejorar nuestra práctica como docente anhelando siempre la excelencia; para la reflexión se deben tener en cuenta no sólo los aspectos negativos sino también los positivos.

Appendix 7 auto-evaluation file



The image shows a screenshot of a web-based auto-evaluation form. The form is titled "Auto-observación de clase, 2020-1" and includes a progress indicator showing "Total de puntos: 0/59" with a question mark icon. Below the title, the user's affiliation is listed: "UNIVERSIDAD DE PAMPLONA", "FACULTAD DE EDUCACIÓN", "DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN", "LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS", and "PRÁCTICA INTEGRAL". The specific activity is "AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA". There is a field for "Dirección de correo electrónico *" with the value "ximenacont22@gmail.com". Below this is a section for "Autoevaluación" which is currently empty. At the bottom, there is a date field showing "13 / 03 / 2020" and a "Comentarios" section with the text "autoevaluacion".

Figure u auto-evaluation file

I. PLANIFICACIÓN

Sin título

✘ Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área * .../8

1 2 3 4 5 6 7 8 9
 Siempre

Comentarios

si tengo presente los temas que son proporcionados por los estándares básicos del aprendizaje y me guió del libro de trabajo que maneja cada grado. en cuanto al proyecto, planeo y realizo actividades que acorde al proyecto pedagógico que se lleva en curso.

✘ Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. * .../3

1 2 3 4

Comentarios

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

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

✘ Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. * .../3

1 2 3 4

Comentarios

por lo general, antes de planear la clase, le comento a la profesora las actividades que tengo en mente para hacer y así saber si ella considera que son posibles de realizar o no.

✘ Planteo situaciones introductorias previas al tema que se va a tratar. * .../2

1 2 3 4

Comentarios

casí no, utilizo ejemplos para explicar y juegos para iniciar el tema, pero no siempre y no en todos los grupos. Debido a que algunos de los estudiantes no les llama la atención.

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos:

Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc. *

1 2 3 4

Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s *

1 2 3 4

-Clima del aula:

Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias. *

1 2 3 4

Appendix 8 reinforcing virtual workshop



Colegio Provincial San José
Sede

Central Pamplona, 2020

MULTIMODAL SELF-LEARNING 1ST REVIEWING WORKSHOP

AREA: Foreign Language

SUBJECT: English

NINETH

GRADE

Teacher: Ms. MARIA DE LOS ANGELES EUGENIO

Co-teacher: Miss. Ximena Contreras

UNIT 1: Your world

LESSON 2: verb to be-time expressions

• **DBA:** *Intercambia opiniones sobre temas de interés personal, social o académico.*

• **COMPETENCIA:**

 *Lingüística: Usar el verbo estar de acuerdo con la situación.*

 *Comunicativo: Expresarse usando el verbo to be.*

 *Sociocultural: saber sobre expresiones de tiempo*

- **TOPIC: PUT YOUR ENGLISH INTO PRACTICE!**
 - **TIEMPO DE ESTUDIO: 4 hours**
 - **INSTRUCCIONES GENERALES:**
 - Lea atentamente las instrucciones dadas y los temas del taller.
 - Tómese su tiempo y vea los videos y las actividades en línea.
 - Utilice Arial 12.
 - Sea honesto y desarrolle el taller usted mismo.
 - Si necesita ayuda, utilice la plataforma y los recursos en línea.
 - **CONOCIMIENTO PREVIO:**
 - Pronombres personales
 - Verbo estar en presente simple.
 - Expresiones de tiempo.
 - Miembros de la familia
- **PRESENTACIÓN DEL TEMA A DESARROLLAR. Y EJEMPLOS PRÁCTICOS.**

PRONOMBRES PERSONALES:



Español	Inglés
1. I	1. Yo
2. You	2. Tú / Usted
3. He	3. Él
4. She	4. Ella
5. It	5. Él / Ello / Ella
6. We	6. Nosotros/Nosotras
7. You	7. Ustedes / Vosotros
8. They	8. Ellos / Ellas

Presente del verbo “ to be”

El verbo TO BE es SER o ESTAR. Su significado depende del sentido de la oración:

- ✚ I am a doctor. Soy un doctor. (Se aplica como verbo ser)
- I am at my house. Estoy en mi casa. (Se aplica como verbo estar)

VERBO TO BE - PRESENTE DE INDICATIVO		
MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO
I am Soy / estoy	Am I? ¿Soy yo? ¿Estoy yo?	I am not No soy No estoy
You are Eres / estás	Are you? ¿Eres tú? ¿Estás tú?	You are not No eres No estás
He is Él es / está	Is he? ¿Es él? ¿Está él?	He is not No es No está
She is Ella es / está	Is she? ¿Es ella? ¿Está ella?	She is not No es No está
It is Él / Ella es / está (p/animales u objetos)	Is it? ¿Es él / ella? ¿Está él / ella?	It is not No es No está
We are Nosotros somos / estamos	Are we? ¿Somos nosotros? ¿Estamos nosotros?	We are not No somos No estamos
You are Ustedes son / están	Are you? ¿Son ustedes? ¿Están ustedes?	You are not No son No están
They are Ellos son / están	Are they? ¿Son ellos? ¿Están ellos?	They are not No son No están

Ejemplos:

- ✚ We **are** late. (Vamos tarde)
- ✚ She **is not** IN Dinamarca. (Ella no está en)
- ✚ Are **you** visit your uncle this weekend? (¿Vas a visitar a tu tío este fin de semana?)

Pasado del verbo "to be"

✚ El verbo "to be" en el pasado se utiliza para hablar de cómo ha sido o estado algo o alguien en el pasado. Se forma cambiando las formas "am" e "is" por "was" y la forma "are" por "were".

Was y Were: significados



Si quieres aprender inglés GRATIS, ve a:
www.aprenderinglesrapidoysfacil.com

Las palabras "was" y "were" pueden tener 4 significados

1

estaba, estabas, estaba, estábamos, estabais, estaban

2

estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron



+ She was here yesterday

+ Ella estuvo / estaba aquí ayer

www.aprenderinglesrapidoysfacil.com

3

era, eras, era, éramos, erais, eran

4

fui, fuiste, fue, fuimos, fuisteis, fueron

✚ Ejemplos:

·He **was** my friend when I **was** twelve years old → Él **era** mi amigo cuando yo tenía doce años.

·I **wasn't** at school at half-past eleven → Yo **no estaba** en el colegio a las once y media.

·**Were** they at home yesterday? → ¿**Estaban** ellos ayer en casa? (no confundir "where (donde)" con **were**).

Futuro del "verbo to be"

El Futuro Simple es un tiempo verbal que se utiliza para describir acciones que se van a desarrollar en el futuro sin necesidad de aclarar en qué momento se producirán. **ES UNA PREDICCIÓN.**

✚ I will be happy on my birthday. Yo estaré feliz en mi cumpleaños.

✚ He will be rich. Él será rico

✚ I won't be a Doctor. No sere un doctor

<i>Pronoun</i>	<i>Regular form</i>	<i>Contraction</i>
I	Will / Will not	'll / Won't
He She It	Will / Will not	
You We They	Will / Will not	

- **APPLICATION EXAMPLES:**
 - ✓ Develop the workshop about the verb to be (appendix 1).
 - ✓ Send it to the following e-mail: maelvi9@gmail.com
 - ✓ It will be corrected and graded by your teacher and send you again.

HAGA LA DESCRIPCION O PRESENTACION DE CADA PUNTO AQUÍ EN ESTE DOCUMENTOO EN UN DOCUMENTO APARTE, MARCADA CON SU NOMBRE COMPLETO EL GRADO Y LA FECHA EN INGLÉS; PARA ENVIAR AL WHATSAPP O AL CORREO ELECTRONONICO O EN UN ARCHIVO DE PDF PARA SUBIR A LA PLATAFORMA.

ANEXO 1:

Name: _____

1. Verb to be in the past (verbo TO BE en pasado)

✚ Following the model, write a paragraph about a historical person who has already passed away. REMEMBER TO USE THE VERB TO BE IN PAST (WAS-WERE) minimum 10 lines.

Siguiendo el modelo, redacte un párrafo sobre algún personaje histórico que ya haya fallecido. RECUERDE USAR EL VERBO TO BE EN PASADO (WAS-WERE) mínimo 10 líneas

FRIDA KAHLO: Frida Kahlo *was* born in Mexico in 1970, and she *was* always a strong woman and fighter. When she *was* six years old she caught a virus that affected her spinal cord and badly damaged her posture. After that, Frida always wore trousers to cover her leg, but her classmates laughed at her and *were* horrible to her.

Later, when she *was* 18 years old. She *wasn't* able to move for a long time, so she began to paint.

As an adult, Frida *was* becoming an important painter who also fought for the rights of the Mexican people. Sadly, Frida died in 1954, but she left us with her beautiful paintings and she *was* one of the most important activists of her time.

2. Verb to be in the present. (verbo TO BE en presente)

✚ Following the model, write a paragraph introducing your family. REMEMBER TO USE THE VERB TO BE IN THE PRESENT (AM-IS-ARE) minimum 6 lines.

Siguiendo el modelo, redacte un párrafo presentando a su familia. RECUERDE

USAR EL VERBO TO BE EN PRESENTE (AM-IS-ARE) mínimo 6 líneas.



Hi, my name is Sam. I have a big family. Charles is my father and Janet is my mother. I have two sisters. My sister Sara was born first. She is sixteen years old. Anna is my second eldest sister. She is fourteen years old. I'm the youngest in my family. I'm eleven years old.



Hi, my name is Charles. My parents are Paul and Susan Brown. I have one brother, one sister, one nephew and two nieces. Garry is my brother's Jack son. He is at the same age as my son Sam. My sister Laura has two daughters. Dina and Kate are a lovely twin.

3. Verb to be in future (verbo TO BE en futuro)

Running Head: Using communicative games to enhance 10th grade students' speaking skills

✚ Answer at least 7 questions according to the year as a prediction for your future. Use the auxiliary will + be or won't + be in order to do your prediction.

Responda al menos 7 preguntas de acuerdo con el año como una predicción para su futuro. Use el auxiliar para el tiempo futuro en inglés will + be or won't + be para hacer su predicción.

Example: **What will you be in 2027?**



In 2027, I will be a famous
Rock Star!

Questions:

1. When will you be a professional?
2. Who will be your partner, in 2029?
3. How will your car be, in 2043?
4. How will your house be in 2060?
5. What will the professions be in 2030?
6. Where will your classmates in 2024?
7. What will the currency be in the future?
8. Which will be the best place in 2055?
9. What will you be in 2041?
10. Will your best friend be an alien, in 2050?
11. Where will you be in 2035?
12. Will you be president of the country in 2048?
13. What will be the most important football player in 2022?



14. Will you be in Mexico in 2060?
15. Will you be swimming in the ocean next year?
16. Will you friends be speaking English in 2028?
17. Will you be famous in 2025?
18. Where will your family be in 2078?
19. Will you be living in Mars in 2086?
20. How will the social media be in 2053?