Improving Eight Graders' Oral Production in English Class Through ICT and Role Plays at the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in Pamplona, Colombia.

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General Presentation

This project aims to meet the requirements of comprehensive practicum a space provided by the Bachelor degree of Foreign Languages English-French program, to execute professional activities in a local school, in which the practitioner will officiate as an English teacher. In general, the project is divided into three chapters: Chapter 1: Report of the Institutional Observation and Diagnosis, Chapter 2: Pedagogical and investigative component, which also contains a component of extension to the community, which will be exercised with primary school courses, and Chapter 3: Intra-institutional Activities Component.

Chapter 1 refers to the diagnostic and observation process that was made in the educational institution in which the activities of the integral practice will be carried out. This process was developed during one (1) week, time in which the educational establishment, its students, faculty, administrative body, available resources for teaching, and most importantly, the learning needs of young people, were known with which this project will be carried out.

On the other hand, chapter 2 refers to the pedagogical and investigative component, in which the official proposal of the project to be implemented with the previously chosen population is made. In this case, it is expected to improve 8th graders' oral production, through the use of ICT activities, with which said participants can providentially improve this important competence when learning English. Similarly, the community outreach component will be developed, whose purpose is to improve basic EFL learning with primary school children, using gamification as a teaching methodology.

Finally, chapter 3 exposes the component of intra-institutional activities, which aims to bring the teacher-practitioner closer to the extracurricular activities officiated by the educational

institution. Besides, he will be able to know the operation of other dependencies not so linked to the academic field, but rather cultural.

Introduction

Education has had great challenges during the last two years due to the COVID-19 pandemic, leaving great problems in teaching due to the students' apathy, lack of virtual resources, poverty, etc., for this learning methodology which was implemented by the teachers using ICTs. English classes are not immune to this problem, especially when the vast majority of students feel pressured to learn a second language, and most of them express indifference to it. For this reason, the overall proficiency level of English in educational institutions has decreased exponentially in all its learning skills, from grammar to oral production, a skill that increases the need for timely and accurate intervention with students, to that they begin to increase the level and become more interested in the subject.

In this regard, and given the need for a pedagogical intervention in this population, the proposal consists of improving oral production in English, including lexicon, intonation, and other skills as they might emerge throughout the implementation, through the use of ICTs and role plays, with the aim of attract students and they can feel more motivated to learn EFL, and can have effective and timely learning during the development of the project. In addition, it is expected, together with the participants, to develop a talent show, whose purpose will be to obtain results that support the realization of this project. On the other hand, it is proposed to improve students' interaction as classmates, through group activities, in which the socio-cultural component is also worked on.

Justification

Oral production, although it is true that it is one of the most complicated skills to learn in English, is undoubtedly one of the most important, since it allows the communication process to be exercised. Hence, the importance of obtaining an improvement, since, through it, several aspects, both lexical (vocabulary), fluency, coherence, among others, will be put into practice, increasing the possibility of having a successful learning. On the other hand, it is proposed to encourage the eighth graders of the "Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey", to upgrade in this aspect through playful workshops in which the topics arranged by the area plan of the subject, hoping that students can participate actively and feel comfortable.

Given the big shortcoming presented in this competence by the participants during the institutional observation process, it is imperative to offer a timely pedagogical accompaniment, which aims to reinforce and improve the oral production of the participants through role plays, since it is considered, they are suitable instruments for the implementation of this project. In the same way, the use of ICT's will be a fundamental part during the development of these workshops, since they will allow a different approach with the participants and will create different spaces of interaction between and with them, since the joint work will be implemented.

Objectives

General Objective

To improve Eight Graders' Oral Production in English Class Through ICT and Role Plays at the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in Pamplona, Colombia.

Specific Objectives

- To foster English learning through playful and recreational activities as a pedagogical strategy with first and third grade students of the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in Pamplona, Colombia.

- To participate actively and responsibly in the intra-institutional activities proposed by the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in Pamplona, Colombia.

Conclusion

As a conclusion, it can be said that the experience gained in this process was significant, and that it leaves many lessons and learning to take into account in future work and professional life. In addition, it is appropriate to point out that the relationships established, both personal and professional, were essential for growth as a person.

On the other hand, the teaching of a foreign language such as English, has the integrity of the teacher, an aspect that was taken into account in the development of the comprehensive practice, putting the most complete disposition for the realization of the different activities arranged in the educational institution.

Chapter I: Institutional Observation and Diagnosis Report

Documentary Analysis

Topographical Localization

The "Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey", is a mixed school located in the Cristo Rey neighborhood in the municipality of Pamplona, Norte de Santander, in the Republic of Colombia.

Figure 1

Institution's map.

NOMBRE DE LA SEDE	DIRECCIÓN
CRISTO REY	Calle 5n 12-3660 Barrio Cristo Rey parte alta

CORREO ELECTRÓNICO: institutosanfrancisco@hotmail.com.
WEB: www.ltasfa.edu.co
CELULAR: 311 5498950
Teléfono fijo: 5688128

Administrative Level

Institutional PEI

Act of Adoption of the Adjustments to the Institutional Educational Project for an Inclusive Community

OBJECTIVE: To adopt the adjustments for the Resignification of the Institutional Educational Project. Version 12 originated by institutional recontextualization and the Covid 19 pandemic.

Considerations and proposals to be incorporated into the PEI:

1. The year 2020, due to the presence of the Covid 19 pandemic, forced the educational system to generate pedagogical models and resources that guarantee the right to education of children and young people that would allow them, educators and their families guarantee the right to life, as the main fundamental right. In our case, we offer the educational service from home, where our own institution was a pioneer in the delivery of printed materials, loan of technological infrastructure and use of the school platform and social networks. In summary, 2020 allowed us to demonstrate, on the part of the teachers, their pedagogical conceptualization and practice, on the part of the majority of the parents, their sense of responsibility, and among all the development of which we have foreseen from our PEI, the correct use of technology and social networks.

2. Given the continuous improvement of the institutional academic processes reflected in the Saber 11 external tests, the educational institution has been implementing pedagogical processes that are nationally recognized due to the fact that the MEN itself in the national event "La noche de los mejores 2019", made public recognition of the effort of the educational community. The Rector also clarifies that the local and regional authorities did not recognize the institutional achievement achieved.

3. The Transversal School Program SENDEROS DE PAZ Y BIEN as a strategy for the prevention of psychosocial risks to our students and educational community, is a significant experience that concludes with the commitment to generate an INSTITUTIONAL PROGRAM OF TRANSVERSALITY that integrates all sectors of the educational community. This implies, as an immediate action, the application as a significant experience before the MEN and gives us arguments to submit it to the competition of other national pedagogical events. For the

enrichment and Resignification of the program, the educational institution advanced a diagnosis of psychosocial risks that affect our students and the results of this diagnosis determine the reconfiguration of the PEI and transversality, since, according to the study, it is not, the consumption of SPA , the main risk affecting student coverage.

4. Through decree 1470 of 2003 and 1421 of 2017 and ministerial directive 04 of 2018, the MEN and resolution 113 of 2020 guide the inclusion processes for students with disabilities, exceptional conditions and socialization problems. What requires the resignification of the institutional offer for these students and the corresponding processes in our coexistence manual. Similarly, the implementation of the interdisciplinary team for the care of these students and the adequacy, provision and operation of the multisensory classroom for the care of children in grades 0, 1 and 2 and students with disabilities are required.

5. The pedagogical model of significant learning in our case as an inclusive educational institution, should direct the classroom plans towards the application of the unique design of learning as a teaching strategy.

6. We are an inclusive institution that offers services to all students without discrimination with the sole commitment to success and respect for difference and the Social State of Law.

7. The educational institution maintains the offer of specialties of technical media duly articulated with the "Servicio Nacional de Aprendizaje, SENA".

8. In the development of the institutional improvement route, the institutionalization of projects and productive and entrepreneurial processes is oriented as a result of the pedagogical processes developed in the technical specialties.

9. The educational community considers it necessary and opportune to condition the implementation of other school models, particularly for the education of adults or students in overage conditions.

10. Our coexistence manual and SIEE, in accordance with the institution, must be constantly reviewed and updated, taking the PEI as a reference.

11. The educational institution has been acquiring enough technology to adopt ICTs as a crosscutting and coordinating strategy and resource in all areas.

12. The educational institution generated the educational offer project for all students and included the night education service as part of the offer itself.

13. The technological, informative and communicative advances coupled with social changes, the law and jurisprudence deserve a resignification of the institutional educational project.

14. In the current year 2020 and with an immediate forecast for 2021, the world is experiencing the coronavirus pandemic - Covid 19, a highly contagious virus that profoundly affected educational daily life and encourages and forces the reformulation of institutional pedagogical actions in every way: from the academic, evaluative, coexistence, risk prevention and healthy lifestyle practices that allow the educational institution to become a truly educational alternative towards the care and preservation of the environment, biosafety practices, attention to physical risks and psychosocial risks and to generate new teaching-learning strategies around technology, information and communication.

Date of foundation of the "sede cristo rey"

• Basic Primary Cycle: February 2, 1963.

• Basic Secondary Cycle: February 8, 2000. Approved by departmental Resolution 1075 of

February 18, 2001.

Institutional symbols

Figure 2

Anthem of the educational institution

Letra: Mons.: Rafael Tarazona Mora
Música: Daniel Solano Ortiz

CORO
Paz y bien, es el lema de mi Institución,
que convierte mi ser en semilla,
de esperanza, justicia y amor.
Que convierte mi ser en semilla,
de esperanza, justicia y amor.

I ESTROFA
En mi mente siempre presente,
el amor siempre a Dios debe estar,
para así al que sufre ayudar,
con alegre actitud fraternal.
Para así al que sufre ayudar,
con alegre actitud fraternal.

II ESTROFA
Siento orgullo de ser Franciscano
y a la patria poder aportar:
"la verdad, la virtud y el honor
que construye el sol de la paz".
"la verdad, la virtud y el honor
que construye el sol de la paz".

Figure 3

Flag
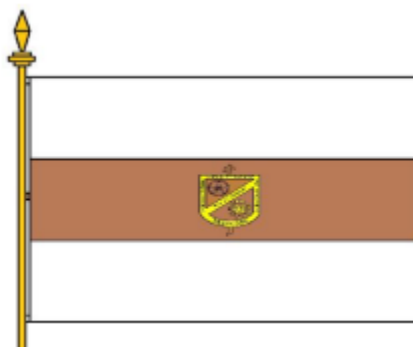
Rectangular in shape, divided into three bodies: upper and lower in white, a symbol of Peace,

which is built from our institution. The central body, smaller in size, in brown: this color is

characteristic of the Franciscan Community: it symbolizes poverty and humility, and the spirit of service and dedication to others, following the example of our patron saint Francis of Assisi.

Figure 4

Shield

Its border has the design of the coat of arms of the Archdiocese of Nueva Pamplona, since Monsignor Rafael Tarazona Mora was the Founder of the "Instituto Técnico Arquidiocesano San Francisco de Asís" as founding parish priest and first rector.

It is framed by the name of our Institution, in gold letters. A diagonal divides the shield into two sectors: This diagonal contains the Franciscan message: PEACE and WELFARE. It is the institutional motto that should lead us to be builders of Peace from friendship, brotherhood and solidarity.

The upper Sector, in the form of a triangle, has a white circle, which frames the five-pointed star: this star indicates the 5 institutional principles: God, Country, Study, Discipline and Joy.

Within the star, and in a circle, is the anagram of Jesus Christ, a sign of the Christian orientation of our Institution.

The upper and lower sectors have White and Brown as background colors, colors of our flag. The lower sector has a pinion framed in a circle, which represents the technical orientation of the Institute and its mission to train citizens towards work and productivity. Inside the pinion is the schematic of an atom with the Greek letter PI at its center, symbols of science, research, and academia. Our coat of arms has the double-armed Archdiocesan Cross as a background, a symbol of the Catholic origin of our institution.

Mission

Provide our students with training spaces that guarantee them, for themselves, for their families, for the city, the region and for Colombia, learning and life experiences applicable as work alternatives to the solution of their economic problems with the offer in the specialties techniques, so that they can responsibly consolidate their life project. To this end, the institution will promote projects aimed at strengthening human talent, the appropriate use of technology, community participation, preparation for work, the inclusion of everyone without any type of discrimination in a framework of tolerance and respect for man and woman and the natural environment.

Vision

At the end of the year 2025, the educational institution will consolidate the processes of academic improvement, social recognition for its inclusive processes of attention to students with

disabilities and demonstrating significant experiences from the comprehensive transversality program "Senderos de Paz y Bien"

Institutional goals and objectives

- Promote the spaces and environments necessary for the educational community to build, adopt and vivify values and commitments aimed at improving their individual and social quality of life.

- Adopt strategies and actions that allow the proposal of the institutional educational project to be put into practice, while at the same time making the spaces for its enrichment more dynamic.

- To consolidate as an instrument for the improvement of the educational quality a curricular plan that adjusts to the pedagogical and technological advances of the time, and that serves for the formation of people suitable for work and production.

- Develop State educational policies in terms of coverage, efficiency and quality.

- Exercise monitoring, control, evaluation and enrichment of all instances and institutional processes.

- Include all types of students in all institutional events regardless of their personal situation, focusing on the inclusion of children and young people with disabilities and the entire population of the sector without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic condition, or situations of vulnerability. In all the processes and regular actions of the classroom and of the complementary processes that the educational

institution develops. Within the academic framework, the training processes of these children will be guaranteed through curricular adaptations and the development of the PIA.

• Guarantee the development of the fundamental and elective areas, of the Comprehensive Transversal Program "paths of Peace and Good" as a strategy that allows us to prevent psychosocial risks that threaten our students and community and other pedagogical orientations originating from the MEN and the secretariat of departmental education, which must provide for the contexts of schooling, non-schooling and interactivity, I understand the use of ICT as a resource and not as a pedagogical model.

• Incorporate ICT in all the academic and complementary processes developed by the educational institution, developing research actions from the fundamental, elective areas and technical specialties.

• Implement the comprehensive cross-cutting program "paths of peace and good" as a strategy to prevent psychosocial risks in members of the educational community.

• Defend school autonomy with pedagogical and experiential arguments.

Principles of the Educational Institution

• **RESPECT FOR THE SOCIAL STATE OF LAW:** the commitment of the educational community is to train our students in respect for the Law in all its jurisdictions, including the institutional one. Superimposing the general interest on the individual.

• **RESPECT FOR DIFFERENCE:** we assume difference as the essential element of group growth and healthy coexistence.

• **CARE AND CONSERVATION OF THE NATURAL ENVIRONMENT:** Today more than ever, the educational institution must develop prevention and care actions for the

environment in all areas, while generating biosafety guarantee projects for all members of the educational community.

- **TO BE A DEFINITELY INCLUSIVE INSTITUTION:** where the commitment is to recognize everyone without any type of discrimination and develop actions that guarantee the educational service to all taking into account their individual differences.

Figure 5

Institutional principles.
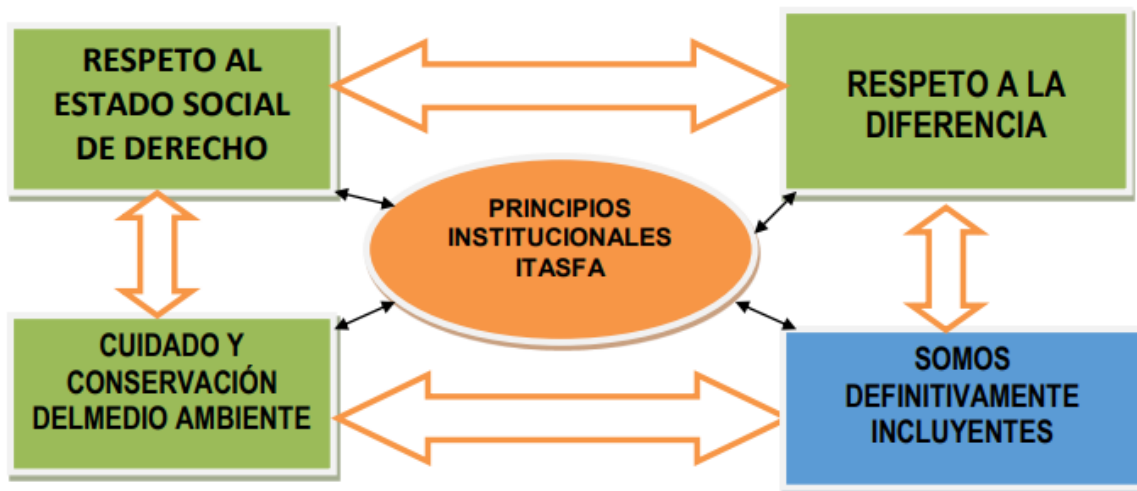
Institutional Values

The institutional values that have been cemented in the educational institution since our foundation are reflected in the institutional shield, conceived as follows:

GOD: conceived from the Christian-Catholic perspective, as being good, wise, just, powerful, the beginning and the end of all things. Different beliefs are accepted and respected. Even though the majority of the members of the educational community are Catholic, other Christian and non-Christian sects are also present, developing their educational rights under equal conditions.

HOMELAND: Value conceived as love for Colombia, respect for its symbols and our identity.

STUDY: Defined as the essential action for the teaching and learning processes of directors and teachers and our students interfering with the co-responsibility of parents.

DISCIPLINE: Value focused on good manners, respect for difference, in general for good coexistence within the framework of difference.

JOY: Institutional value, which in turn is part of the profile of students, teachers, managers and administrators, conceived as a positive attitude towards what we do.

Figure 6

Institutional values
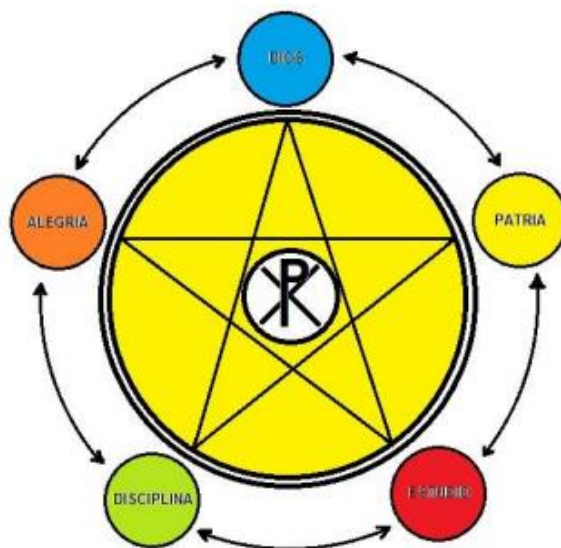
Institutional Organization Chart

Figure 7

Institutional organization chart.

RECTORIA

CONSEJO DIRECTIVO

CONSEJO ACADÉMICO

ASAMBLEA EDUCADORES
CONSEJO ESTUDIANTIL
PERSONERO ESTUDIANTIL
CONTRALOR
COMITE ESCOLAR DE CONVIVENCIA
CONSEJO DE PADRES
ASOCIACIÓN DE PADRES DE FAMILIA

COMITÉ DE INCLUSION
COMITÉ PAE
UNIVERSIDADES
SENA

SECRETARIA GENERAL
SECRETARIAS AUXILIARES

COORDINACIONES

Sede José A. Galán | Sede Santa Marta | Sede Cristo Rey | Sede 4 de Julio

SECCIÓN ADMINISTRATIVA Y FINANCIERA | SECCIÓN ACADÉMICA | SECCIÓN BIENESTAR INSTITUCIONAL

Pagaduría
Celaduría
Mantenimiento
Servicios auxiliares
Almacén

Modelos pedagógicos flexibles
Discapacidad
Aula estraedad
Nocturno
Proyectos Pedagógicos Transversales
Programa de transversalidad SENDEROS DE PAZ Y BIEN

Ciencias naturales
Química
Física
Ciencias sociales
Matemáticas
Educación física

Filosofía
Educación artística
Lengua castellana
Idioma ext inglés
Ética
Educación religiosa
Modalidades técnicas

Apoyo pedagógico
Restaurante escolar
Olimpiadas deportivas
Salas de informática
Tienda escolar
Pvd plus
Cruz roja
Laboratorio física
Biblioteca

Banda de marchas
Proyectos culturales
Internet
Talleres
Orientación escolar
Escenarios deportivos
Auditorios
Laboratorio química

Lineas de autoridad
Lineas de asesoría

Community Handbook

Act of Adoption of the Institutional Coexistence Manual

OBJECTIVE: Agree on the rules of coexistence for each of the people who make up the educational community of the San Francisco de Asís Archdiocesan Technical Institute educational institution in the city of Pamplona. Norte de Santander Department in accordance with the provisions of Law 01620 of March 15, 2013 and its regulatory decree 1965 of 2013, the jurisprudence of the High Courts of the State, the processes of institutional inclusion, the

guidelines of the Departmental Secretariat of Education, the Ministry of National Education and the institutional autonomy of the educational community.

Scope and Characterization:

It applies to all members of the educational community. From the "Instituto Técnico Arquidiocesano San Francisco de Asís" as an institution that offers educational services without discrimination based on race, culture, sex, gender, ideology, creed, socioeconomic status, or situations of vulnerability or disability and constantly promoting the processes of inclusion of all members of the educational community. Its headquarters are located as follows:

a. SEDE JOSÉ ANTONIO GALÁN: carrera 6º Nº 1B-71. Barrio Galán – Sede Principal

b. SEDE CRISTO REY: Barrio Cristo Rey.

c. SEDE CUATRO DE JULIO: Calle 1ª Nº 6-19. Barrio Galán

d. SEDE SANTA MARTHA. Barrio Santa Martha.

For all purposes, the acronym ITASFA is adopted as an abbreviation of the official name of the educational institution.

These rules of coexistence apply to the night and adult education service.

What is?

Define the Social Coexistence Manual of the Instituto Técnico Arquidiocesano San Francisco de Asís of the City of Pamplona as the collective agreement expressed in the rights, commitments and responsibilities assumed by each of the members of the educational community, whose purpose is to create and favor conducive to the full development of the

personality of its students and community, harmonious coexistence, based on the principles of mutual respect, freedom, democracy, equality and equity. In addition, the educational institution admits and guarantees the entire population of the sector without discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, or situations of vulnerability or special educational needs and expresses the institutional commitment to continue prosecuting educational processes within the framework of inclusion.

In accordance with article 87 of Law 115 of 1994, the coexistence manual defines the rights and obligations of students and of each one of the members of the educational community, through which the characteristics and conditions of interaction and coexistence between them and indicates the due process that the educational establishment must follow in the event of non-compliance with it. It is a tool built, evaluated and adjusted by the educational community, with the active participation of students and parents, mandatory in public and private educational establishments and is an essential component of the institutional educational project.

The coexistence handbook must incorporate the definitions, principles and responsibilities established by Law 01620 of 2013, on which the promotion, prevention and care factors of the Comprehensive Care Route for School Coexistence will be developed.

School government

It is the institutional instance where representatives of each of the members of the educational community participate, in order to determine the institutional educational project that really responds to the needs and interests of the educational community. The school government.

- PRINCIPAL: In charge of directing the preparation of the PEI with the participation of the different actors of the educational community, being responsible for the quality of the

provision of the service, presiding over the directive and academic councils, coordinating the other organs of the school government, in addition to formulating and direct the execution of the annual action and quality improvement plans. They must also represent the establishment before the authorities and the educational community, direct the work of the teaching teams, propose to the teachers that they will receive training, manage the human resources of the institution, distribute the academic assignments and other functions of the staff, carry out the annual performance appraisal

- BOARD OF DIRECTORS: Responsible for making decisions related to institutional functioning: planning and evaluating the PEI, the curriculum and the study plan; adopt the coexistence manual; resolve conflicts between teachers and administrators with students; define the use of the facilities for carrying out educational, cultural, recreational, sports and social activities; approve the budget of income and expenses, among others.

- ACADEMIC COUNCIL: responsible for the organization, pedagogical orientation, execution and continuous improvement of the study plan; as well as to review and make adjustments to the curriculum, and participate in the annual institutional evaluation.

- STUDENTS: They are the center of the educational process and must actively participate in their comprehensive training.

- COEXISTENCE COMMITTEE: provided for in article 1 of Law 1620 of March 15, 2013.

- STUDENT COUNCIL: It is the instance of student participation in institutional life. It is made up of one student from each group.

- STUDENT PERSONNEL: student enrolled in the 11th grade elected or selected to promote the exercise of the rights and duties of student users established in the Constitution, laws, regulations and the coexistence manual.

- EDUCATOR: He is the counselor in educational institutions, of the process of training, teaching and learning of students, in accordance with the social, cultural, ethical and moral expectations of families and society.

- FAMILY: The fundamental nucleus of society and the first responsible for the education of children, until they reach the age of majority, it is their responsibility to enroll their children in educational institutions that respond to their needs so that they receive an education in accordance with the purposes and objectives established in the constitution, the law and the Institutional Educational Project.

Responsibilities of the Educational Institutions in the National System of School Coexistence and Training for Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence

a. To guarantee their students, educators, teaching directors and other personnel of the school establishments respect for dignity and physical and moral integrity within the framework of school coexistence, human, sexual and reproductive rights.

b. Implement the coexistence school committee and guarantee the fulfillment of its functions in accordance with the provisions of articles 11, 12 and 13 of Law 01620 of 2013.

c. To develop the components of prevention, promotion and protection through the coexistence manual, and the application of the Comprehensive Attention Route for School

Coexistence, in order to protect students against all forms of harassment, school violence and violation of the sexual and reproductive human rights, by other classmates, teachers or educational directors.

d. Review and adjust the institutional educational project, the coexistence manual, and the institutional student evaluation system annually, in a participatory process that involves students and the educational community in general, in light of the rights, competencies and differential, in accordance with the General Education Law, Law 1098 of 2006 and the regulations that develop them.

e. Annually review the conditions of school coexistence of the educational establishment and identify risk factors and protective factors that affect school coexistence, protection of human, sexual and reproductive rights, in the processes of institutional self-assessment or quality certification, based on the implementation of the Comprehensive Care Route and in the decisions adopted by the school coexistence committee.

f. To undertake actions that involve the entire educational community in a process of pedagogical reflection on the factors associated with violence and bullying and the violation of sexual and reproductive rights and their impact, incorporating relevant knowledge about caring for one's own body and relationships with others, instilling tolerance and mutual respect.

g. To develop strategies and instruments aimed at promoting school coexistence based on evaluations and monitoring of the most frequent forms of bullying and school violence.

h. Adopting strategies to stimulate attitudes among the members of the educational community that promote and strengthen school coexistence, mediation and reconciliation, and the dissemination of these successful experiences.

i. To generate pedagogical strategies to articulate training processes between the different areas of study.

Sessions

The educational community welcomes the continuous day with the following schedule:

Figure 8

Class periods.

PERIODO DE CLASE	HORARIO
1° PERIODO DE CLASE	7.00 a 8.00
2° PERIODO DE CLASE	8,00 a 900
3° PERIODO DE CLASE	9.00 a 10.00
DESCANSO	10.00 a 10.30
4° PERIODO DE CLASE	10.30 a 11.30
5° PERIODO DE CLASE	11.30 a 12.30 Salida de Primaria
6° PERIODO DE CLASE	12.30 a 1.30 Salida de Secundaria
AREAS TÉCNICAS	
PERIODO DE CLASE	2.30 a 3.15
PERIODO DE CLASE	3.15 a 4.00
PERIODO DE CLASE	4.00 a 4.45
PERIODO DE CLASE	4.45 a 5.30

Similarly, the educational community will extend class periods to sixty minutes when the rule is applied to all educational institutions.

Full or single day: The educational community expresses its commitment to the implementation of the full day at all levels as a strategy for institutional improvement and the quality of life of our students.

Institutional Schedule and Programming

Figure 9

Activities chronogram 1

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS Pamplona – Norte de Santander
CRONOGRAMA DE ACTIVIDADES 2022

MARZO 2022

FECHA	ACTIVIDADES
1 - 4	Desarrollo Académico
4	Posesión del Consejo Directivo 2022
7 AL 11	Desarrollo académico
14 AL 18	Desarrollo académico
22 AL 25	Desarrollo Académico
18	Entregas de pruebas diagnósticas a coordinación
26	Senderos de Paz y Bien – Socialización evidencias
28 - 31	Desarrollo Académico

Figure 10

Activities chronogram 2

ABRIL 2022

FECHA	ACTIVIDADES
1	Desarrollo Académico
4 - 8	Desarrollo Académico - Finalización del plan de fortalecimiento de aprendizajes – Pruebas diagnósticas en todos los grados.
11 al 15	DESARROLLO INSTITUCIONAL - RECESO ESCOLAR ESTUDIANTES - Feria Artesanal
18 - 22	Desarrollo Académico Reunión con padres de familia de estudiantes con 2 o más áreas reprobadas - Estudiantes con compromisos académicos
27	Escuela de padres
25 al 29	Desarrollo Académico
29	IZADA DE BANDERA – DÍA DEL IDIOMA.
29	Senderos de Paz y Bien – Socialización evidencias

Figure 11

Activities chronogram 3

MAYO 2022

FECHA	ACTIVIDADES
2 - 6	Desarrollo Académico
9 - 12	Desarrollo académico
13	Celebración institucional día del educador y del personal administrativo franciscano
16 - 20	Desarrollo académico
16	Entrega de pruebas de calidad del primer periodo – Coordinación
23 - 27	Desarrollo académico
31	Desarrollo académico
31	Senderos de Paz y Bien – Socialización evidencias

Figure 12

Activities chronogram 4

JUNIO 2022

FECHA	ACTIVIDADES
1 AL 3	Desarrollo académico
6 AL 10	Desarrollo académico – Pruebas de calidad
13 AL 17	Desarrollo académico – Pruebas de calidad
17	Finalización del Primer Periodo académico
21 AL 24	Vacaciones directivos, docentes y estudiantes
28 al 30	Vacaciones directivos, docentes y estudiantes

Pedagogical Level

Language Area Planning

The planning of the English area is developed and/or established by the teacher at the beginning of each academic period. There, the themes and guidelines of each and every one of

the tasks, assignments, quizzes, evaluations, etc., are set, which will be carried out in each class session arranged by the school schedule for the subject in the corresponding learning grade.

Work Methodology of the Language Teaching Collective

Work in this area is carried out exclusively with the only English teacher in the school. The methodology is based on teaching classes in secondary groups (from 6th grade to 9th grade) through constructivism and the active participation of students during each session, which has its specific theme and its appropriate material for the development of the same. In addition to this, the teacher also teaches classes in the 5th grade of the institution, taking advantage of the fact that secondary and primary classes are worked on the same day. The activities are pertinent and are adapted to the theme implemented during the day.

Knowledge of Available Pedagogical Resources.

In this area, the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, has several good pedagogical resources to be used during a class session. These are:

- 60 computers

- 30 tablets

- 1 smart board

- Speakers

- 3 video beams

- Stable Wi-Fi connection

Ministry Guidance Text

The guide text of the ministry is not fully developed or used by the institution's teacher. From there, some of the activities to implement during the class sessions are extracted, but they are not governed exclusively by said book.

Methodology

The methodology used for this school year is the one that was usually used before being immersed in the COVID-19 pandemic. These are weekly classes (4 hours for 6th, 4 hours for 7th and 5 hours for 8th) in which the topics arranged by the area to work are taught, through constructivist classes and that invite students to have active participation during their development. These are carried out with suitable material predesigned by the teacher and with reinforcement activities for better understanding, as well as with workshops and tasks to promote autonomous learning.

Learning Support Modalities (tutoring, communication tools and strategies, etc.)

The different modalities of accompaniment to students in their learning process are the following:

- Explanation of the topics in detail through constructivist and participatory classes.
- Reinforcement activities (in class or work at home)
- Counseling with students.
- Advise students with an extra class topic if necessary.
- Psychological accompaniment.

Guide and Material Design

design of the learning guides is carried out at the beginning of each academic period, taking into account the different topics to be developed during it. Class activities, assignments, and others, are carried out week by week through class planners, in which what is going to be done with each of the grades is stipulated.

Courses

Preschool

• Transition

Primary

• First

• Second

• Third

• Quarter

• Fifth

Secondary

• Sixth

• Seventh

• Eighth

• Nineth
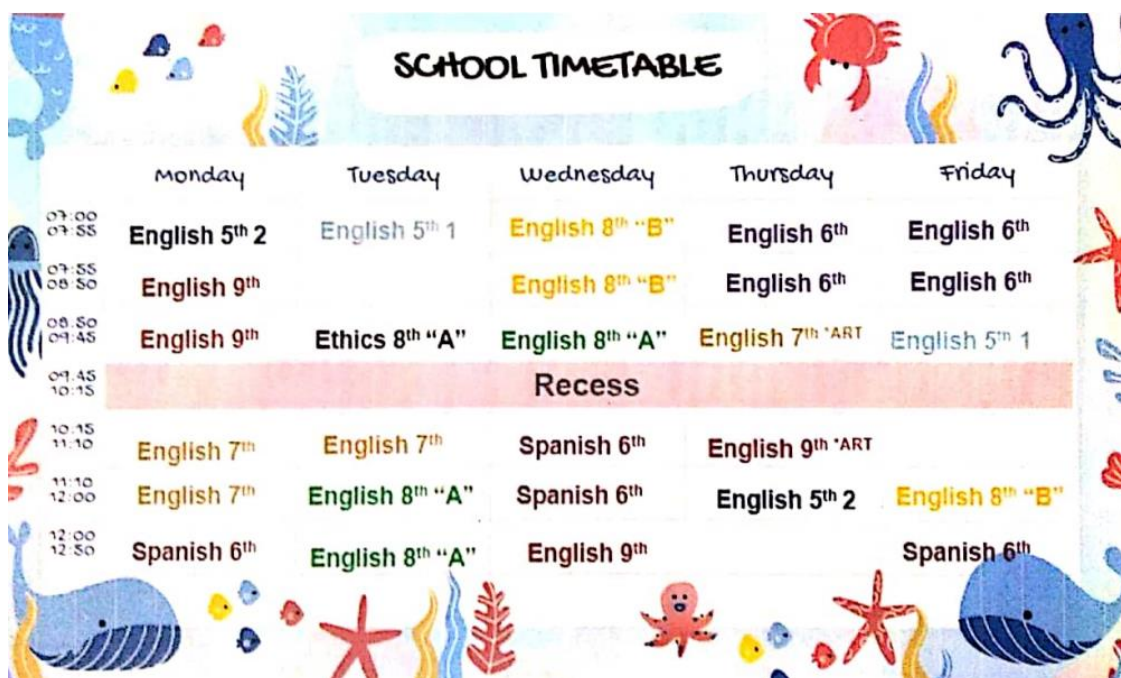
Middle education

• Tenth

• Eleventh

Schedule

Figure 13

School timetable

Technological Level

Connectivity

In the educational institution there is a stable connection to the internet network. It has

coverage throughout the school with several Wi-Fi signal repeaters so that it can reach every

corner of the establishment. The teaching body has access to this network for the development of

the activities designed for each of the classes. In addition to this, the Instituto Técnico

Arquidiocesano San Francisco de Asís – Sede Cristo Rey, has several technological resources available for the faculty and students, among which we find: computers, tablets, video beams, smart board, etc.

Access and Platforms Use

Due to the return to face-to-face classes, access to classes, of course, is done through the classroom. However, virtual platforms such as Whatsapp, serve as support so that teachers and students can have a slightly more timely and faster contact in the event of a possible misunderstanding of a job or an activity to be carried out at home. Also, the teacher uses it to remind students of the activities and materials that must be presented in the following classes.

Types of Meetings: Synchronous and Asynchronous

Starting this year, returning to academic normality, the meetings are held through synchronous classes, where students and teachers interact in a more academic environment.

Development and Duration of Interactions

The development of each class is carried out through a didactic interaction between teacher and students, in which active participation and the construction of knowledge are the fundamental pillars. The duration of each interaction depends on the time of day in which the class is given, it can be 50 or 55 minutes, depending on the case. This will change after Easter, where all class hours will have the same duration.

Description of Digital Resources Used

The existing digital resources in the institution and those that can be used to have a better interaction in classes are:

- Slides

- virtual games

- Videos

- Audiobooks

- WhatsApp

- Platforms like Kahoot

- Computers

- Tablets

- Smart tablet

- WiFi connection

Population Level and Information

Number of students

Sixth grade: 34 students

Seventh grade: 17 students

Eighth grade: 24 students

- **Genre**

Male and female students

- **Age**

From 10 to 17 years old

- **Language level**

A1 level

Teachers Team

The teaching staff of the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, is made up as follows:

Teachers of Sede Cristo Rey

Coordinator: José Joaquín Rincón Camargo

Preschool and Basic Primary Teachers

Preschool: Luz Marina Gelves Peláez

First: Libya Soraya Ramírez Rodríguez

Second: Claudia Patricia Villamizar Monroy

Third: Maribel Cañas Pulido

Fourth: Vilma Elena Conde Villamizar

Fifth 1: Nancy Yaneth Mogollón Vera

Fifth 2: Narka Yasmin Mejía Jaimes

Elementary School Teachers

Headline Sixth Grade: Gloria Esperanza Bautista Peñaloza

Headline Seventh Grade: Abraham Orlando Sandoval Daza

Headline Eighth Grade 1: Alba Milena Flórez González

Eighth Grade 2 Holder: Carlos Edgardo Gallego Granados

Headline Ninth Grade: William Díaz Rueda

Teachers without degrees:

Myriam Hernandez Cote

Jorge Orlando Villamizar Villamizar

Administrative Team

Figure 14

Administrative team

Administrative team	
PRINCIPAL	Bernardo Wilches Gélvez
ACADEMIC COORDINATOR	José Joaquín Rincón
ENGLISH TEACHER	Alba Milena Flórez Gonzales

Parents Community

The parents' association is made up of the fathers and mothers of some of the students of the educational institution. It is a private entity that is in charge of enforcing the proposed coexistence manual and actively participating in the decision-making that takes place in the educational establishment. Another of its functions is to serve as a channel for the financing of resources that can strengthen the educational institution. They have a legal representative, who is in charge of participating actively in the informative meetings of the school.

Chapter II: Pedagogical and Investigative Component

Improving Eight Graders' Oral Production in English Class Through ICT and Role Plays at the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in Pamplona, Colombia.

Introduction

Increasing the students' proficiency level in the different educational institutions of our country, is today one of the fundamental pillars or main challenges for the improvement of education. Taking into account, oral production and a correct pronunciation, although it is true both can become difficult for many people, but they are some of the most important components when learning a foreign language. Besides, it is possible to contemplate the student's progress in the language level accomplished during their time in the different grades, being this a benefit or a setback depending on the methodology and the environment by which they are surrounded.

Due to the aforementioned, MacWhinney (2014) argues that: "The speaking skill is one of the most difficult abilities to develop. However, the reality shows the importance of the speaking in the communication process". On the other hand, Gonzalez (1999) on his book "Personalidad y Educación", said: "The communication is a process of social interaction, and this interaction is necessary for the human being to express their needs, goals, emotions, opinions, and others". (p.45) Regarding the formerly mentioned, although it is a complicated process, it would significantly help communication within the classroom at the time of the English class and in everyday life.

Being timely, communication is one of the biggest shortcomings due to the lack of implementation of activities concerning the improvement of oral production, it is necessary to emphasize that it is important to reinforce those skills through playful and practical activities, in

which students can learn the importance of a correct use of the language to express ideas, feelings, goals, etc., and their training process is assisted by this aspect. It is also important to highlight that ICTs are relevant in nowadays teaching methodologies, helping teachers and students to implement different strategies at the moment to give or attend a class.

Problem

Oral production issues related to the lack of proper strategies applied in class in order to create scholar environments, which stall the students' progress, not only the language but also the general linguistic and cultural knowledge. In order to solve those issues, it is necessary to use and apply a series of tools such as: ICT's, role-plays, etc.

Otherwise, oral production is one of the most important skills to express ourselves and communicate in a certain context. For this reason, it is necessary to improve this aspect through activities in which students can learn different ways of expressing themselves, that is: the tone of voice, communication register, coherence and cohesion in the phrase's construction. In this way, to generate improvement to develop a talent show in which the participants can put into practice what they learned during the classes' sessions.

Research Questions

-       How can multimedia tools in education help improving students' pronunciation and oral production?

-       Are role plays suitable instruments to improve pronunciation and oral production?

-       Is it possible to evidence students' learning through a video show?

Justification

Oral production and its components, such as the phonological, semantic, and syntactic, have always been aspects of great importance in learning a language like English, serving, of course, for the communication process of people. Hence the importance of knowing the main rules in learning a foreign language, to have clarity in the grammatical aspects at the time of the construction of the utterances.

The greatest motivation to apply this project is to make the participants see themselves immersed and attracted by the implementation of role play as a learning activity, and in which the use of ICT's is a fundamental axis, fostering improvement through different methods that merged, can equally originate profits. On the other hand, it is necessary to improve the students' proficiency level, since the low participation generated by the virtual classes, due to the COVID-19 pandemic, it is promoted to increase the level that has lowered during this time period.

Another purpose of the project is to determine other aspects that make students lose interest in learning English and, fundamentally, draw their attention, making them feel excited about learning new topics and promoting a significant and opportunely learning sphere, during the implementation of the workshops.

Objectives

General Objective

To improve Eight Graders' Oral Production in English Class Through ICT and Role Plays at the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in Pamplona, Colombia.

Specific Objectives

- To develop students' lexical competence.

- To enhance communication through oral production within the learning process.

- To implement role plays to assess students' progress in English class.

- To create some videos where participants can display what they learned during the project development.

Theoretical Framework

For the development of this project, it is vital to take into account some basic concepts and themes that will be implemented, this in order to help have a better understanding and general knowledge, supporting the research process.

Oral Production

Oral production is one of the basic skills in learning any language, through which we can communicate and express ideas, feelings, goals, etc. Likewise, Hymes (1972) defines oral production as "the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes." (As cited in Redondo, 2012). For human beings it is important to learn the correct way to communicate and how to engage through this process.

Furthermore, as defined by Worth (2004) communication is a vital part of our daily routines. We sit in the school and listen to teachers. "We read books and magazines. We talk to friends, watch television and communicate over internet". (as cited in Hernández&Arturo 2019). Communication is a fundamental part and that is why the development and improvement of oral

production is so important, since from there starts the ability we all have to acquire, argue and/or discuss, about some ideas or something we want to express.

For this reason, it can be determined that oral production or speaking, as it is also called, is the most important skill or competence that students must develop over time, since it is a fundamental instrument in learning assertive communication, implementing in the same way, one's social interaction and with the world that surrounds him.

Role Plays

According to Lo (2001) "role-play is a communicative technique where learners act out a story or scene creating the dialogue by themselves as they go along, without memorizing a script or reading from a story text". (As cited in Piedrahita, 2017) In this regard, it is a mechanism that serves as a practical and playful activity for learning or improving the oral production of an individual. In this, each participant takes a role and does an impression, creating a script on a specific topic to interact with one or more people.

On the other hand, Glenn (2015) mentions that this is an "experimental play-acting where the scenario contains more physiological and/or social theme through which personal and social understanding and/or growth can occur." (p.3). In such a way that role plays are important assets in the process of improvement and development of oral skills, not only regarding pronunciation and fluency, but also in intonation, coherence and cohesion.

Additionally, Dorathy (2011) defines role-playing as "an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive…it gives students an opportunity to practice communicating in different social contexts and in different social roles." (p.2). (As cited in Hernández 2018) It means, this

motivates students to have an opportunity to communicate in a different field, on a topic that they like, promoting free expression and improving, if you can say so, the lexical competence.

ICT in English Class

The introduction of technology was thought first as a means of giving students the possibility of being in contact with the language they were learning beyond the classroom walls while engaging in real communication (Torres, 2012). In this sense, the use of ICT's in education is a process that allows teachers and students to teach and learn in a different way, through the use of technological tools that permit the process to be developed in a more playful or attractive way.

Continuing with his concept, (Torres, 2012) argues that ICT's "support real models and contexts through which students can actively improve their listening, speaking, vocabulary and writing abilities" (p.30). It means, students can improve language learning skills through these tools, which can be supported in real learning contexts in which learners feel more immersed in the world of the education.

Lexical Competence

According to Nordquist (2019) lexical competence is "the ability to produce and understand the words of a language. Lexical competence is an aspect of both linguistic competence and communicative competence". Hence the importance of vocabulary, with which students will have a better understanding of the topics to be discussed during each class and how, through its acquisition, communicative competence can be improved, of course, through oral production.

Literature Review

Oral production in English learning is undoubtedly one of the aspects with the greatest impact on students in national educational institutions, due to its difficult learning. The idea is to

provide an improvement in this aspect through the implementation of role plays, where students can have another type of participation, a little more active and practical, when developing this competence.

In this literature review, some previous studies that support why the implementation of this project is viable will be shown.

The Role-Plays' Use in Pronunciation Improvement

This study developed by Sundari (2017) entitled: "Using role play technique to improve the students' pronunciation skill at the eighth grade of smp n 2 pekalongan east Lampung" aims to determine how role play can improve students' pronunciation through the practice of this learning activity. The research methodology implemented during its development was action research. According to its author, the research was carried out in two cycles with 8th grade students, in which there was a significant growth of active participation and knowledge on their part, both in cycle 1 and in cycle 2, due to the marks obtained after the application of the tests concerned. It is also essential to note that, for data collection, instruments such as: observation, test, documentation and field note were implemented. Therefore, the researcher found that the use of role play does help improve pronunciation in students, although it is a difficult process.

According to what was found by Sundari (2017), there is similarity with the present project by using common instruments for data collection, in addition to effectively serving to improve the pronunciation of the participants who coincidentally were also eighth grade students from a educational institution.

Fluency Through Role Plays

This project by Piedrahita (2017) is named: "The impact of role-play on oral fluency in English of a group of efl beginner students". This aims to establish whether role plays improve oral fluency in beginning EFL learners. This action research, implemented with ninth grade students from a school in Popayán, Colombia, consisted of assigning, planning, acting and managing real situations, in which the participants could interact with each other. The data collection process was carried out through recordings, a teacher's log, interviews and an analysis of the performance of the research participants. Although the data showed a great improvement in the students when recognizing the usefulness of language in class, memorization and another aspect, the results obtained did not show a significant improvement in the oral fluency of the students who participated in the present research.

Continuing with projects concerning the oral fluency of students, an investigation carried out by Vargas (2018) entitled: "Role plays for Speaking Fluency" aimed to improve the fluency in the oral production of elementary students through game-based cards of roles. This qualitative action research was developed with 22 fourth grade students, between the ages of 8 and 10 years. The instruments used for data collection were: students' artifacts, field notes, focus groups interviews, audio-recordings and video-recordings. This project allowed identifying some of the needs of the students and analyzing them, resulting in a positive impact due to the improvement by the participants in the aspects of fluency, and others more concerning the learning of EFL.

According to what Piedrahita (2017) and Vargas (2018) mentioned, fluency was an essential part of their projects and they agreed on the instruments applied for data collection and although the results differ, they were able to corroborate the improvement by some of their projects. students with the implementation of their projects. This project, like these, seeks to improve the

fluency of students using role play as a teaching method, and in which students can improve in this aspect.

Strengthening Oral Production

This study carried out by Hernández (2018) entitled: "Oral Production through Interaction with Role-plays in EFL classes". The main objective of this research was to considerably improve the speaking level of the students due to the great shortcoming shown by them, and their lack of level. This project was implemented with 26 fifth grade children, using role play as an improvement method. The research methodology implemented was qualitative action research, implementing on the other hand, the use of instruments such as: institutional documents, field notes, interviews and videos. The results obtained were timely, due to the growth in the vocabulary of the students, their fluency to speak, properly ordering their ideas, being able to function both in a school environment, and in a social environment, at their respective level.

This other investigation that supports this project, implemented in an international environment, sought to study the influence of pronunciation in strengthening oral production during the teaching of English. Entitled "The pronunciation in the speaking skill. Activities to improve the pronunciation in the speaking skill" and carried out in 2017 at the University of Guayaquil, Ecuador, applied collection instruments such as: surveys, interviews, observation guide and diagnostic test. The research was carried out with students and professors of the university. Being a descriptive-explanatory investigation, it determined the great shortcomings on the part of the participants in the oral production competition, opting for the application of reinforcement activities to improve the level of those involved.

According to Hernández (2018) and the other study carried out in Ecuador (2017), the use of role plays is a vitally important aspect to reinforce oral production. In both studies, positive results were perceived by the participants, obtaining different items or aspects, but which led to meeting the objectives of the studies.

Pedagogical Methodology

This proposal was developed with eighth graders at the "Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey" through face-to-face classes that will be held on Wednesdays of each week in the last hour of class. The activities were developed according to the topics designed by the English area plan, adding topics of general interest to the participants.

The implementation of this project was guided as follows:

- Presentation of the project and its general aspects to the institution's eighth graders.

- Brief contextualization about ICTs and the use of role play.

- Application of weekly activities with 2 or 3 practices included.

- Data collection through role plays and questionnaires.

- Presentation of the project's final product through a talent show organized by the teacher and the participants.

Chronogram of the Pedagogical Component.

Figure 15

Chronogram Ped. Component

Interventions	Activities
First intervention. Week 4. Tuesday, April 19th / 2022	1. Presentation and general socialization about the project.

	2. First questionnaire implementation. 3. Designing script (in Spanish) taking into account some topics (Level A1)
Second intervention. Week 4. Wednesday, April 20th / 2022	1. Continuing designing script in Spanish in order to be translated by the teacher for the performance.
Third intervention. Week 5. Wednesday, April 27th / 2022	1. Socialization group by group about their role play English script 2. First rehearsal with English script
Fourth intervention. Week 6. Wednesday, May 4th / 2022	1. Role plays performances. (Appendix RR and Appendix SS) 2. Participant observation during role plays performances.
Fifth intervention. Week 8. Wednesday, May 18th / 2022	1. Using British Council platform for interacting between students and using ICTs. 2. Pronunciation activity.
Sixth intervention. Week 9. May 25th / 2022	1. Second questionnaire implementation.
Week 10. June 1st / 2022	1. Final product waiting.

Description of the Implementation of the project

For the implementation of this project, a series of interventions were planned with which it was intended to carry out the different proposed activities. Firstly, the presentation and general

socialization of the project was carried out with eighth graders, the methodology to be developed and the activities designed for its execution. In addition, a first questionnaire was implemented in order to know the thoughts of the chosen participants. The project was carried out by the entire eighth grade population, but it was with the 8 chosen participants, who were follow up during their stay there.

Between teams, it was proposed to carry out the second activity, which consisted of the design of a script taking into account some topics given by the teacher (level A1) and which would be constructed in the mother tongue, due to the level of foreign language presented by the students. Subsequently, with the help of the teacher-researcher, the scripts were translated into a foreign language to proceed with rehearsing the presentation of the role play.

Having a general rehearsal in the classroom, and having had one more week to practice it, the performance of the role play designed by the students themselves continued. It is relevant to emphasize that only 4 of the 6 teams developed the role play for reasons explained in the observation sheet. (Appendix TT) Each team was given immediate feedback about the items to be corrected by each of the members.

For the activity developed with the British Council platform, which consisted of the interaction of students with videos created by said institution, the use of ICTs and some technological resources provided by the institution were used. The general idea of this activity is that the students, through listening, understand the correct pronunciation of the lines to be said in each video, and then replicate them, trying to make it as similar as possible.

Finally, a second questionnaire was made where the participants were questioned about their perceptions about the executed project, the implemented methodology and their considerations

about the improvement in their oral production. This was done through a Google Forms ([Appendix WW](#), [Appendix XX](#))

For the final product, and given the impossibility of carrying out what was previously designed, the students were asked to send a video in which their progress could be evidenced through a monologue. This was met by only 1 of the 8 students.

Research Methodology

Research Approach

According to Creswell (2014) qualitative approach is to explore and understand the meaning of individuals or the research process involves emerging issues and procedures, data generally collected in the participant's environment. Furthermore, it is a process that consists of qualifying only the qualities of the participants, as its name suggests, and not through numerical qualifications. Therefore, it is important to have an approach with each of them and evaluate their process in their own environment and with specific details of their performance.

Research Design

This study is conducted under action research. According to Clark et al (2020) action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection. It is a process to gather evidence to implement change in practices. Action research is participatory and collaborative. It is undertaken by individuals with a common purpose.

Population

The participants in this project will be eighth grade students from the "Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey", whose ages range from 12 to 17 years old, and who come from areas surrounding the educational campus.

Sampling

It will be done through stratified sampling, where "the population is first divided into subgroups who all share a similar characteristic. It is used when we might reasonably expect the measurement of interest". 8 students (4 women and 4 men) were taking into account for analyzing data collection. These participants have a nickname, and they were named as participant 1 (nickname), so on.

Instruments

Observations

Observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). In this case, observations will be developed in an overt way, because of needs of the project. ([Appendix TT)](#)

Questionnaires

According to Lavrakas (2008) the questionnaire is the main instrument for collecting data in survey research. Basically, it is a set of standardized questions, often called *items*, which follow a fixed scheme in order to collect individual data about one or more specific topics.

The most important information about the phenomena presented during the project's development will be collected through this instrument, where the answers of the participants will significantly help the data analysis. This will be made by open-ended questions. (Appendix UU, Appendix XX)

Proposal Schedule

Figure 16

Proposal Schedule

#	Months	March					April				May				June			
	Activities	Weeks					Weeks				Weeks				Weeks			
		I	II	III	IV	V	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional observation	X																
2	Virtual delivery of project proposal		X															
3	Organization, correction and socialization of the proposal.			X														
4	Project presentation																	

#	Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	and first activity							X									
5	Implementation of the project							X	X	X	X	X	X	X			
6	HOLY WEEK						X										
7	Questionnaire 1 (Appendix UU)							X									
8	Questionnaire 2 (Appendix WW)													X			
9	Videos sending													X			

Data Analysis

The data analysis process was carried out through the descriptive method. Gall, Gall, & Borg (2007) mentioned that "the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data". In other words, with this method, the process developed by the participants during the execution of the project can be described more deeply. On the other hand, the information collected from the instruments

used was tabulated and organized into themes and codes that helped a slightly deeper analysis. For this, the most relevant aspects mentioned by the participants were reviewed and that they were consistent with the research questions and objectives.

Questionnaire 1.

This was implemented in 8 eighth graders. (Appendix UU, Appendix VV) It is important to take into account that these were applied in Spanish owing to the students' foreign language level. These were their answers:

Participant 1 (Shar)

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ No, porque no me gusta.

2. ¿Gusta usted de realizar actividades culturales? ¿Cuáles?

R/ Sí, porque me gusta la cultura.

3. ¿Tiene algún talento artístico? SI __ NO _X_. Si la respuesta es sí, indique cuál por favor.

R/ Porque no tengo talentos.

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí, porque me gustaría aprender inglés.

5. ¿Cuáles de las siguientes opciones considera usted que debe mejorar al referirnos a producción oral?

a) Pronunciación

b) Coherencia (orden de idea de las palabras)

c) Cohesión (como conecta sus ideas)

d) Entonación (variación del tono de la voz)

e) Tono de voz

f) Todas las anteriores

g) Ninguna de las anteriores

6. ¿Le gusta la idea de hacer un "talent show" para mostrar su mejoría con respecto a su producción oral en inglés?

R/ No, porque no me gusta.

Participant 2 (Horm)

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ Si, me parece muy bien. Así poco a poco podríamos hablar el inglés más fluido.

2. ¿Gusta usted de realizar actividades culturales? ¿Cuáles?

R/ Sí, obras de teatro.

3. ¿Tiene algún talento artístico? SI __ NO _X_. Si la respuesta es sí, indique cuál por favor.

R/

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Claro que sí, digo que me serviría mucho en el futuro.

5. ¿Cuáles de las siguientes opciones considera usted que debe mejorar al referirnos a producción oral?

a) Pronunciación

b) Coherencia (orden de idea de las palabras)

c) Cohesión (como conecta sus ideas)

d) Entonación (variación del tono de la voz)

e) Tono de voz

f) Todas las anteriores

g) Ninguna de las anteriores

6. ¿Le gusta la idea de hacer un "talent show" para mostrar su mejoría con respecto a su producción oral en inglés?

R/ Sí, para ver cuanto he mejorado.

Participant 3 (Nay)

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ Sí, porque eso me ayudaría mucho en la parte académica.

2. ¿Gusta usted de realizar actividades culturales? ¿Cuáles?

R/ Sí, bailar.

3. ¿Tiene algún talento artístico? SI _X_ NO __. Si la respuesta es sí, indique cuál por favor.

R/ Tocar instrumentos musicales.

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí, porque la producción oral me ayudaría a entender mejor.

5. ¿Cuáles de las siguientes opciones considera usted que debe mejorar al referirnos a producción oral?

a) Pronunciación

b) Coherencia (orden de idea de las palabras)

c) Cohesión (como conecta sus ideas)

d) Entonación (variación del tono de la voz)

e) Tono de voz

f) Todas las anteriores

g) Ninguna de las anteriores

6. ¿Le gusta la idea de hacer un "talent show" para mostrar su mejoría con respecto a su producción oral en inglés?

R/ No.

Participant 4 (Stepi)

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ Sí.

2. ¿Gusta usted de realizar actividades culturales? ¿Cuáles?

R/ No, porque no sé si sea bueno para eso.

3. ¿Tiene algún talento artístico? SI __ NO _X_. Si la respuesta es sí, indique cuál por favor.

R/

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí, porque quiero y necesito hablar fluido.

5. ¿Cuáles de las siguientes opciones considera usted que debe mejorar al referirnos a producción oral?

a) Pronunciación

b) Coherencia (orden de idea de las palabras)

c) Cohesión (como conecta sus ideas)

d) Entonación (variación del tono de la voz)

e) Tono de voz

f) Todas las anteriores

g) Ninguna de las anteriores

6. ¿Le gusta la idea de hacer un "talent show" para mostrar su mejoría con respecto a su producción oral en inglés?

R/ Sí, porque también sirve para perder el miedo.

Participant 5 (Mava)

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ Sí, para hablar mejor el idioma inglés.

2. ¿Gusta usted de realizar actividades culturales? ¿Cuáles?

R/ Sí, bailar, cantar, dibujar y hacer muchas cosas creativas.

3. ¿Tiene algún talento artístico? SI _X_ NO __. Si la respuesta es sí, indique cuál por favor.

R/ Me encanta bailar.

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí, para hablar inglés.

5. ¿Cuáles de las siguientes opciones considera usted que debe mejorar al referirnos a producción oral?

a) Pronunciación

b) Coherencia (orden de idea de las palabras)

c) Cohesión (como conecta sus ideas)

d) Entonación (variación del tono de la voz)

e) Tono de voz

f) Todas las anteriores

g) Ninguna de las anteriores

6. ¿Le gusta la idea de hacer un "talent show" para mostrar su mejoría con respecto a su producción oral en inglés?

R/ Sí, me gustaría mucho hacer un "talent show" para hacer una obra de teatro.

Participant 6 (Ked)

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ Si, porque con esto podemos aprender inglés saliendo del confort.

2. ¿Gusta usted de realizar actividades culturales? ¿Cuáles?

R/ Sí, obras de teatro.

3. ¿Tiene algún talento artístico? SI __ NO _X_. Si la respuesta es sí, indique cuál por favor.

R/

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí, para en otro instante de la vida poder hablar bien este idioma.

5. ¿Cuáles de las siguientes opciones considera usted que debe mejorar al referirnos a producción oral?

a) Pronunciación

b) Coherencia (orden de idea de las palabras)

c) Cohesión (como conecta sus ideas)

d) Entonación (variación del tono de la voz)

e) Tono de voz

f) Todas las anteriores

g) Ninguna de las anteriores

6. ¿Le gusta la idea de hacer un "talent show" para mostrar su mejoría con respecto a su producción oral en inglés?

R/ Sí, porque nos podemos diverter y aprender a la vez.

Participant 7 (Vame)

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ Si, porque nos ayuda a mejorar en conocimientos.

2. ¿Gusta usted de realizar actividades culturales? ¿Cuáles?

R/ Puede ser, depende de las que sean.

3. ¿Tiene algún talento artístico? SI __ NO _X_. Si la respuesta es sí, indique cuál por favor.

R/

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí claro, para obtener buena pronunciación.

5. ¿Cuáles de las siguientes opciones considera usted que debe mejorar al referirnos a producción oral?

a) Pronunciación

b) Coherencia (orden de idea de las palabras)

c) Cohesión (como conecta sus ideas)

d) Entonación (variación del tono de la voz)

e) Tono de voz

f) Todas las anteriores

g) Ninguna de las anteriores

6. ¿Le gusta la idea de hacer un "talent show" para mostrar su mejoría con respecto a su producción oral en inglés?

R/ En algunas ocasiones seria bueno y tal vez necesario con el fin de aprender y mejorar.

Participant 8 (Maka)

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ Si, ya que me gustaría aprender a hablar en inglés.

2. ¿Gusta usted de realizar actividades culturales? ¿Cuáles?

R/ Sí, cantar y bailar.

3. ¿Tiene algún talento artístico? SI _X_ NO __. Si la respuesta es sí, indique cuál por favor.

R/ Dibujar.

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí.

5. ¿Cuáles de las siguientes opciones considera usted que debe mejorar al referirnos a producción oral?

a) Pronunciación

b) Coherencia (orden de idea de las palabras)

c) Cohesión (como conecta sus ideas)

d) Entonación (variación del tono de la voz)

e) Tono de voz

f) Todas las anteriores

g) Ninguna de las anteriores

6. ¿Le gusta la idea de hacer un "talent show" para mostrar su mejoría con respecto a su producción oral en inglés?

R/ Sí, me gustaría mucho hacer un "talent show" para hacer una obra de teatro y así compartir las ideas.

Questionnaire 2.

This was implemented in 8 eighth graders. () It is important to take into account that these were applied in Spanish owing to the students' foreign language level. These were their answers:

Figure 17

Questions and answers

Participants	Questions			
	¿Cree usted que mejoró su pronunciación con los talleres desarrollados por el profesor durante las horas de proyecto? SI o	¿Considera usted que trabajó a conciencia durante el desarrollo del proyecto? Justifique.	¿Le parece que la pérdida de clases afectó el desarrollo del proyecto y su proceso durante el mismo? Justifique.	¿Cree que la metodología usada por el docente fue la correcta? Si o No. Justifique. De ser no su respuesta, ¿Qué sugerencia haría para desarrollar los talleres?

	NO, ¿Por qué?			
Participant 1 (Shar)	Si por que me ha ayudado en la pronunciación	Sí.	No.	Sí.
Participant 2 (Horm)	No, porque es muy difícil y no practicamos mucho.	No.	creo que si hubieramos ensayado en clase todo huviera salido mejor.	si fue buena lo que pasa es que él no ensayó bien en el salón con nosotros, y pues era mucho mas difícil porque era en inglés.
Participant 3 (Nay)	Si, porque el explica como se debe pronunciar y como hacerlo.	no, porque tabajabamos en grupo, y todos trabajabamos por igual.	si, porque al perder clases nos atrasamos y despues toca aprender mas rapido.	si, porque el explica como debemos hacerlo.
Participant 4 (Stepi)	Si por que le puse atención y el profesor	Mas o menos porque tenia muchos trabajos pero al	No porque teníamos los audios	Si porque nos ayuda mucho para aprender palabras y aprender

	me explico muy bien	final me fue bien con la pronunciación		pronunciación pero en el proyecto fue difícil aprender toda la obra
Participant 5 (Mava)	Si porque me ayudo a mejorar la pronunciación	Sí, porque hice mis trabajos a conciencia	No, porque pues yo me adelantaba y pues yo le preguntaba al día siguiente si me podía explicar	Si porque era muy buen practicante
Participant 6 (Ked)	si por que nos explicaba muy bien	no por que se me olvido estudiar para el dia de trabajo de pronunciacion	si por que no podemos estudiar con los compañeros lo necesario	si por que nosotros pudimos hacer el dialogo nosotros mismos sabiendo que palabras utulizar pues que pongamos mas atencion a la clase por que en ella nos dan la explicacion de todo

Participant 7 (Kava)	Si,en algunos aspectos si pero no claramente	si,siempre trato de hacer las cosas a mi mejor manera y a conciencia	no,ya que me he esforzado en repasar y poner en practica los talleres realizados	Si,ya que se esmeraba en explicarnos los talleres de la mejor manera posible aunque en algunas ocasiones no muy claramente
Participant 8 (Maka)	si, porque puse atención a los temas y gracias a ello pude aprender la pronunciación	si, porque estuve repasando la pronunciación y escuchando el audio para que así tuviera una mejor pronunciación	No, porque por ayuda de los audios se podía repasar para tener una mejor pronunciación	si, ya que se le entendía los temas que nos dio a conocer

Data Analysis

Themes

Fluency Improvement

Learning of new Lexicon

Correct Words' Pronunciation

Codes

Fluency

Lexicon

Pronunciation

Fluency Improvement

Participant 2 (Horm) - Fluency

1. ¿Le parece buena la implementación de esta clase de proyectos con el fin de mejorar su producción oral en inglés?

R/ Si, me parece muy bien. Así poco a poco podríamos hablar el inglés más fluido.

Participant 4 (Stepi) – Fluency

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí, porque quiero y necesito hablar fluido.

According to participant 2, it can be affirmed that English could be spoken more fluently, taking into account the implementation of this project. Also, it is relevant to emphasize that for this participant not only is essential the correct foreign language's learning, but also the eloquence's degree when speaking it.

For its part, participant 4 referred to fluency as a necessity, taking into account his desire to improve skills in a foreign language, and in which from the first moment the participant's skill in learning it was denoted.

Learning of new Lexicon

Participant 4 (Stepi) – Lexicon

- ¿Cree que la metodología usada por el docente fue la correcta? Si o No. Justifique. De ser no su respuesta, ¿Qué sugerencia haría para desarrollar los talleres?

si, porque el explica como debemos hacerlo. Si porque nos ayuda mucho para aprender palabras y aprender pronunciación pero en el proyecto fue difícil aprender toda la obra.

Participant 6 (Ked) – Lexicon

- ¿Cree que la metodología usada por el docente fue la correcta? Si o No. Justifique. De ser no su respuesta, ¿Qué sugerencia haría para desarrollar los talleres?

si por que nosotros pudimos hacer el dialogo nosotros mismos sabiendo que palabras utulizar pues que pongamos mas atencion a la clase por que en ella nos dan la explicacion de todo.

Taking into account what was said by both participants, it is stipulated that the learning of a new lexicon was fundamental during the development of the project, thus obtaining not only an increase in the number of words known in the foreign language, but also acquiring the knowledge of how and when to use them in a real context.

Correct Words' Pronunciation

Paticipant 7 (Vame) – Pronunciation

4. ¿Desea usted como estudiante mejorar sus habilidades en inglés, especialmente la producción oral?

R/ Sí claro, para obtener buena pronunciación.

Participant 1 (Shar) – Pronunciation

- ¿Cree usted que mejoró su pronunciación con los talleres desarrollados por el profesor durante las horas de proyecto? SI o NO, ¿Por qué?

Si por que me ha ayudado en la pronunciación

Participant 3 (Nay) – Pronunciation

- ¿Cree usted que mejoró su pronunciación con los talleres desarrollados por el profesor durante las horas de proyecto? SI o NO, ¿Por qué?

Si, porque el explica como se debe pronunciar y como hacerlo.

Participant 4 (Stepi) – Pronunciation

- ¿Considera usted que trabajó a conciencia durante el desarrollo del proyecto? Justifique.

Mas o menos porque tenia muchos trabajos pero al final me fue bien con la pronunciación

- ¿Cree que la metodología usada por el docente fue la correcta? Si o No. Justifique. De ser no su respuesta, ¿Qué sugerencia haría para desarrollar los talleres?

Si porque nos ayuda mucho para aprender palabras y aprender pronunciación pero en el proyecto fue difícil aprender toda la obra.

Participant 5 (Mava) – Pronunciation

- ¿Cree usted que mejoró su pronunciación con los talleres desarrollados por el profesor durante las horas de proyecto? SI o NO, ¿Por qué?

Si porque me ayudo a mejorar la pronunciación

Participant 8 (Maka) – Pronunciation

- ¿Cree usted que mejoró su pronunciación con los talleres desarrollados por el profesor durante las horas de proyecto? SI o NO, ¿Por qué?

si, porque puse atención a los temas y gracias a ello pude aprender la pronunciación

- ¿Considera usted que trabajó a conciencia durante el desarrollo del proyecto? Justifique.

si, porque estuve repasando la pronunciación y escuchando el audio para que así tuviera una mejor pronunciación

All the students who referred to the pronunciation were able to verify that the implementation of the different activities helped them with the pronunciation in a significant way. Learning the correct way to pronounce a word, improving the phonetic part due to listening and affirming that the learning process was correct due to comments such as: "I did well with the pronunciation", are some of the passages that support that the process carried out was fruitful for the students.

It is relevant to highlight that in the same way a slight advance was seen on the part of the students in the different items referring to oral production through the workshops and the classes carried out. In addition, their attention and hearing were also developed to a large extent, since as we well know, to learn to pronounce correctly, we must put our listening skills to the test.

On the other hand, it was found that the use of ICTs is also a great support in the teaching of a foreign language, and that through the use of them, more significant learning and much more encouraging results can be obtained, with respect to what was seen during the progress of the classes in the students and participants.

Findings

This section contains the results obtained from the executed project.

In the first instance, it can be affirmed that the general objective of the project was fully met, since with the development of the activities it was possible to verify the improvement of the participants in terms of pronunciation and oral production. On the other hand, it is important to highlight how the use of ICTs had a positive influence during the process, since the activities carried out using these virtual tools also had a fairly large impact on said improvement. 75% of the participants assured to have improved their pronunciation. This is confirmed by the participant 5 (Mava) who declared: (the project) "me ayudo a mejorar la pronunciación" and Participant 1 (Shar) who talking about the workshops implemented in the process, mentioned: "me ha ayudado en la pronunciación"

Furthermore, the development of lexical competence in the students was successful, since the participants expressed the appropriation of a large amount of lexicon, not only in its correct pronunciation, but also in how and when to use these words. In addition, some expressions taught were used and learned correctly, through some songs and pre-class activities (warm up) developed by the teacher-practitioner. To support this, Participant 6 (Ked) said: "si por que nosotros pudimos hacer el dialogo nosotros mismos sabiendo que palabras utilizar" taking as a reference the script construction did in class. On the other hand, Participant 4 (Stepi) affirmed: "Si porque nos ayuda mucho para aprender palabras y aprender pronunciación". So, in this way,

it is relevant to highlight that 25% of the participants could increment their lexicon, improving at the same time their pronunciation and oral production.

Likewise, the communication between students and teacher through commands taught in class, was mostly timely and correct, generating in them the need to produce orally. Besides, it was possible to corroborate that the implementation of role plays in classroom spaces such as workshops in order to observe progress, were undoubtedly a successful option, leading the participants to obtain a significant improvement in their pronunciation and therefore, in their oral production. As said by Participant 8 (Maka) referring to the pronunciation: "sí, porque estuve repasando la pronunciación y escuchando el audio para que así tuviera una mejor pronunciación" this was said taking into account the role play performance into the classroom.

However, the creation of videos as a final activity in which students could display their learning and talent could not be carried out due to circumstantial factors and by the student's apathy. To do this, the 8 participants were asked to make a video executing either a monologue or a role play (in teams) in order to obtain the result of their effort. Nonetheless, only 1 of the participants was interested in this activity and delivered, the others ignored it and did not make the presentation. (Appendix HHH)

Conclusion

As a general conclusion, it can be stated that the methodology implemented during the development of the project focused on using role play and ICTs as instruments that would improve and strengthen the students' oral production and, consequently, their pronunciation. Additionally, the motivation that the participants had during the execution of the project was observed (not counting the final event with the final products) and how this served for them to acquire better bases and a much broader lexical capacity.

Finally, through this project it was possible to verify how innovative and different activities draw the attention of young schoolchildren who are perhaps not so immersed in this type of workshop.

Recommendations

It is recommended in future investigations of this type, to continue executing these learning and practice spaces, since they are opportune moments in which students acquire an enormous amount of knowledge, both in its oral part, and in its cognitive part.

On the other hand, it is recommended to use other types of activities such as the use of songs, audio books, etc., in which the children can find another type of attraction and that also generates an intrigue for wanting to learn and improve.

Chapter III: Community Outreach Component

General Objectives of the Proposal

• To attend to the training needs in English of the primary school child population.

• To integrate the language training of the students of the Bachelor's Program in Foreign Languages English-French into the educational reality of teaching English in primary school.

Title

Gamification as a pedagogical strategy in the teaching of English as a foreign language with first and third grade students of the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in the municipality of Pamplona, Colombia.

Introduction

The teaching of a foreign language in the schools of our country has become one of the most important premises for the Ministry of National Education in view of the need to have knowledge in this field of learning. For this reason, through its national bilingualism program, it intends that each school grade has its own level of learning and that each student, over time, improves their skills in knowing a foreign language, more precisely, English.

As students of the University of Pamplona, and given the need to implement timely EFL teaching, we are preparing to carry out this community outreach project, where students in lower grades of primary school will have the opportunity to learn a foreign language, and with which they can reinforce previous knowledge through activities that allow a better understanding, thus generating timely cognitive development in a foreign language.

It is for this reason that quick action is needed in educational institutions, where they can count on qualified staff in the field to impart their knowledge and implement better learning from an early age, improving the process from its roots and promoting significant students' learning over the years.

Justification

This project will focus on promoting the learning of English as a foreign language, taking as a reference the low proficiency level by students, and given the great concern that there is for the lack of a specialized teacher in the subject who teaches classes at this educational level of the institution.

The main purpose of this project will be to implement during 10 academic weeks, the teaching of English as a foreign language through playful and recreational activities, which serve as a pedagogical strategy and promote knowledge in students.

In this way, the development of this proposal will allow showing the changes obtained by the participants involved during the process, their new knowledge in English after having implemented the different activities proposed for the development of each class session and their interaction with their classmates. inside and outside the classroom.

Objectives

General Objectives

To implement gamification as a pedagogical strategy in the teaching of English as a foreign language with first and third grade students of the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in Pamplona, Colombia.

Specific Objectives

- To identify and cope with main shortcomings presented by first and third grade students in learning the English language.

- To design teaching material in guiding the learning of English in primary grades.

- To plan and guide classes through fun and recreational activities in order to teach English as a foreign language.

Methodology

Taking into account that education in our country is returning to academic normality, classes will be held in person at the facilities of the educational institution. These meetings will be held

on Mondays and Fridays with the first grade, and on Wednesdays and Thursdays with the third grade. Classes will be officiated through playful and recreational activities in which children can learn and understand English as a foreign language.

For the explanations of the topics, it was done through slides, flashcards, etc., with the aim of encourage students to feel more interested in learning, since they were used in a conspicuous way to also encourage their active participation in class. The pre-service teacher was in charge of clarifying any doubt on the part of the students, and was carry out the respective feedback of each activity developed during the academic process. On the other hand, extra class activities such as homework, was interposed, in order to collect notes, by means of which the development of the students' knowledge could be evaluated.

Schedule

- First grade:
♣ Monday from 7:00 AM to 7:55 AM (first hour)
♣ Friday from 8:50 AM to 9:45 AM (third hour)

- Third grade:
♣ Wednesday at 10:15 AM to 11:10 AM (Fourth hour)
♣ Thursday from 10:30 AM to 11:15 AM (Fourth hour)

Schedule of Activities

Figure 18

First grade chronogram

#	Months	March				April				May				June			
	Topic	Weeks				Weeks				Weeks				Weeks			
		II	III	IV	V	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Domestic animals (Appendix A)			X													
2	Wild animals (Appendix B)				X												
3	The emotions (Appendix D)					X											
4	HOLY WEEK						X										
5	Daily commands (Appendix E)							X									
6	Personal pronouns								X								

#	Topic																
	(Appendix I)																
7	Verb to be (Appendix YY)								X								
8	Descriptions using to be								X								
9	Numbers from 10 to 30										X						
10	Likes and dislikes												X				
11	Classroom objects													X			

Figure 19

Third grade chronogram.

#	Months	March				April				May				June			
	Topic	Weeks				Weeks				Weeks				Weeks			
		II	III	IV	V	I	II	III	IV	I	II	III	IV	I	II	III	IV

#	Topic	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Feelings and modes (Appendix C)			X												
2	Verbs related to actions made by animals (Appendix I)				X											
3	Diagnosis					X										
4	HOLY WEEK						X									
5	Personal presentation (Appendix L)							X								
6	Classroom commands (Appendix M)								X							
7	Small conversations									X						
8	Body parts									X						

#	Topic															
	(Appendix AAA)															
9	The feelings (Appendix BBB)										X					
10	Should / shouldn't											X				
11	Numbers from 100 to 1000												X			

Description of the Activities' Implementation

Class sessions were divided into 10 weeks. Playful and dynamic meetings were held with first and third grade in which knowledge in English was increased according to the needs of the population and their level.

In the first grade, we worked through pedagogical cards, (Appendix A) dynamic and virtual games, in which it was intended to highlight what the children learned during the class sessions, which were carried out and explained through of flashcards or educational slides.

Topics such as: Animals, domestic and wild, emotions, daily commands, personal pronouns, the verb to be, among others, were explained during the class sessions that took place on Mondays at first hour, and on Fridays at third hour respectively.

The interaction with the children was excellent, their affection was perceived all the time and, in addition, their significant learning in the language, focusing on the pronunciation of the learned topics.

On the other hand, the dynamics developed with the third grade was very similar, since many pedagogical cards (Appendix I) and games in which the children felt attracted by learning the language were available for this purpose. For the classes, as with first grade, they were carried out through flashcards, whether they were made by hand or printed, and through slides and didactic videos, in which the children could have a timely interaction with the teacher-practitioner.

The topics to be seen during this period were: Feelings and modes, verbs related to animal actions, personal presentation, classroom commands, among others, and which were explained during Wednesday and Thursday at the fourth hour of class.

As with the first grade, the interaction with the children was significant and effective, creating bonds between students and teacher-practitioner.

Conclusion

From this process it can be concluded that, although it is true that it is more complicated and requires much more willingness and patience, working with children helps us to understand their behavior and how to guide them towards their later youth and development, both mentally and physically. In addition, it is incredible to see the process that the children go through and the changes that are generated with the passing of the classes, both in the academic and in the attitudinal part.

It is important to support these spaces in our integral practice, where we can share with this type of population, from whom we can also learn a lot, and with whom we can have a closer and more affective type of relationship. On the other hand, it is important to highlight that teaching in this population requires greater willingness and creativity, generating in the teacher-practitioner to expand their knowledge to other spheres which can broaden the experience in different areas, and that can develop skills that can be used with other types of populations.

Intra-institutional Activities Component

Introduction

Intra-institutional activities are undoubtedly a fundamental and important part of an educational institution. These events, which are developed throughout the school year, invite you to let go of the academic part a bit and be immersed in other types of work that also help strengthen the BEING of the educational community, actively participating in each one of them.

During the development of this practice, it will be of vital importance, as a teacher in training, to also know the operation of the different activities proposed by the educational institution, such as: informative meetings, delivery of newsletters, meetings of parents, etc. being these for the academic field. On the other hand, in the cultural and social field, participate in the raising of the flag, festivals, interclasses and others, also knowing the other side of the student body, faculty and administrative staff.

Justification

As students in the last semester of a bachelor's degree, and as future teachers, it is necessary to emphasize the importance of this type of space to learn about extracurricular, cultural, social and administrative activities, guided by the educational community during the process of integral

practice in the institution, preparing ourselves in the same way, to face this type of activities and how to participate actively in our professional course in an educational establishment.

Objectives

General Objective

To participate actively and responsibly in the intra-institutional activities guided by the Instituto Técnico Arquidiocesano San Francisco de Asís – Sede Cristo Rey, in Pamplona, Colombia.

Specific Objectives

- ♣ To help out with the organization and start-up of the activities to be developed during the comprehensive practice stay.
- ♣ To encourage students to participate in cultural events arranged by the institution.

Methodology

Taking into account the return to face-to-face classes, it is expected to work actively in the organization and execution of said activities, hoping to contemplate these events as spaces for personal and professional enrichment, making available attitudes and skills that serve for the integral construction of each one of them.

Schedule of activities

Figure 20

Intrainstitutional activities.

Activities	Date
Senderos de Paz y Bien – Evidence Socialization	March 26th
Institutional development - Student school break - Artisan Fair	April 11th to 15th
Meeting with parents of students with 2 or more failed areas - Students with academic commitments	April 18th to 22nd
Flag raising – language day and Paths of Peace and Good – Socialization of evidence	April 29th
Institutional celebration of the day of the Franciscan educator and administrative staff	May 13th
Senderos de Paz y Bien – Evidence Socialization	May 31st

Activities Participation

During this period of time there has been participation in 5 events carried out by the institution, or that have been carried out by other dependencies within the educational establishment. The first was the monthly socialization that is made of the transversal project that is executed by the school, which is called "Senderos de paz y bien". During this activity, the students showed their creativity by building objects with recycled material.

On the other hand, the Pamplona traffic secretariat approached the facilities to carry out a series of talks and workshops alluding to road care. Within the activity, the discipline was observed and there was also an active participation in the workshops. (Appendix QQ)

The next activity was again the socialization of the transversal project, but this time, with a theme alluding to good humor and jokes for children. In addition, an activity was carried out with some psychologists in training from our university. (Appendix NN)

Then, a commemorative flag raising was carried out on the day of the Spanish language, an activity that was carried out during the last 3 hours of April 29 of this year. During the activity, he was in charge of the discipline of grade 8-1, and it was an admirable event, due to its great organization. (Appendix KK)

Finally, family's day was celebrated in the institution. I participated that day with my presence. At the end of the activity, I collaborated with chairs' displacement. This was carried out on Friday, 27th / 2022. (Appendix FFF)

Conclusion

In conclusion, it can be said that these activities serve to strengthen the being, to learn the management of other activities that are extracurricular and that can help us train day by day as integral professionals. In addition, the management of the discipline in the vast majority of events was essential for the development of this part, since it allowed reinforcing this important topic in teaching.

Integral Practicum Reflective Process

The comprehensive practice process has left a series of lessons so far that have been significant when facing a world of work. This path, which although it is true has been hard and

tedious, has given a glimpse of the capacities with which the practicing teacher has when dealing with a classroom with numerous students.

In addition to this, the treatment of the teacher towards all the people around him has been evidenced, from administrators, students, to fellow teachers, with whom practician has an excellent relationship, both work and friendship.

There have been some events such as: stoppages, days without classes, group changes, etc. that have somewhat delayed the development of the research project. However, and with the support of the supervising teacher, it has been possible to advance in normal classes, in everything that is the realization of the project.

On the other hand, extracurricular activities have served as an integral development in the work as a teacher, helping in disciplinary actions and in everything related to active participation. In addition, the relationship with the students has improved, with whom a certain trust and affection on their part can be evidenced.

Conclusion

It was a great experience, where it was possible to demonstrate different aspects with better features, with which a teacher has to live daily in his work environment. Denoting the teaching planning of the area, learning the management of a manual of coexistence, community norms and extracurricular activities, in addition to the management of different actions such as meetings with parents, and the management of an altercation, were the ones that most learned left during this process, conjugated of course with the classes given to the boys of the different institution's groups.

On the other hand, it was good to show the culmination of this learning process, being a step of vital importance in the life of any teaching student, whatever the subject. After this, the teacher-practitioner feels in the capacities and/or faculties to undertake that beautiful path that is teaching.

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Appendixes

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
ITASFA
PAMPLONA – NORTE DE SANTANDER

NAME: _____ DATE: _____ GRADE: _____

TEACHER: _____

Color and write each domestic animal.
(Colorea y escribe cada animal doméstico)

Domestic animals. **(Appendix A)**

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO
REY
ITASFA
PAMPLONA – NORTE DE SANTANDER

NAME: _____ DATE: _____ GRADE: _____

Match with a line the wild animals with their meaning in English.
(Une con una línea los animales salvajes con su significado en inglés)

Giraffe   Crocodile   Lion   Tiger   Elephant   Eagle

Anexo 2. Crucigrama

Write all the words of the crossword taking into account the images of wild animals
(Escribe todas las palabras del crucigrama teniendo en cuenta las imágenes de los animales salvajes)
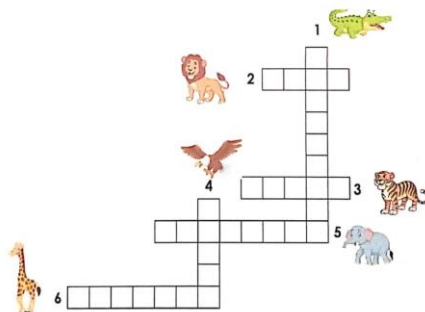
Wild animals. **(Appendix B)**

Find all the words (domestic animals) in the word search.
(Encuentra todas las palabras (animales domésticos) en la sopa de letras)

C	A	T	E	D	A	B	Q	W	E	R	C
Y	U	I	O	P	A	S	D	F	G	T	O
S	C	A	R	E	D	D	H	J	K	L	W
Z	X	C	V	V	O	N	M	Q	W	W	W
G	Y	R	T	T	D	N	C	K	P	A	H
I	R	U	O	I	P	K	I	H	S	I	F
P	A	R	R	O	T	E	X	V	C	V	B
I	N	L	O	V	E	Y	B	A	N	M	Q
W	A	N	R	T	Y	R	D	U	L	I	G
P	E	S	D	F	G	O	J	K	L	E	O
H	U	N	G	R	Y	H	C	V	B	N	D

1. DOG   2. CAT   3. COW   4. HEN   5. PARROT
6. HORSE 7. DUCK   8. PIG   9. FISH   10. DONKEY

Word search. **(Appendix C)**

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
ITASFA
PAMPLONA – NORTE DE SANTANDER

NAME: _____   DATE: _____   GRADE: _____

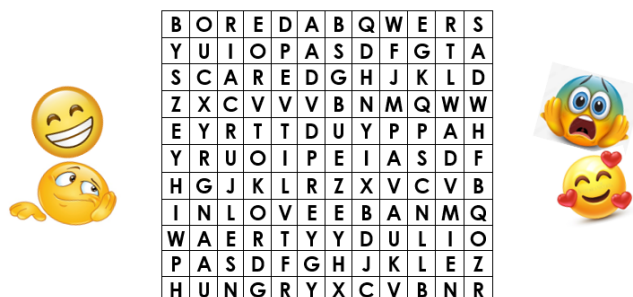**BINGO**   **BINGO**

Emotions bingo. **(Appendix D)**

Cut out each emotion and glue it in the box with the corresponding word
(Cortar y pegar cada emoción en el recuadro con la palabra correspondiente)
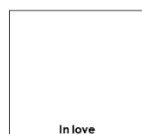
Sad	Happy	In love
Relaxed	Scared	Angry

Emotions activity. **(Appendix E)**

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
PAMPLONA – NORTE DE SANTANDER

NAME: _____

Write the correct number for each command.
Escribe el número correcto para cada comando.

1. Silence, please.
2. See you later.
3. Sit down, please.
4. Can I go to the bathroom?
5. Stand up, please.
6. Listen, please.

Classroom commands. **(Appendix F)**

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
PAMPLONA – NORTE DE SANTANDER

NAME: _____

Cut and paste each personal pronoun where it belongs.
(Corta y pega cada pronombre personal donde corresponda)

YOU
HE
I
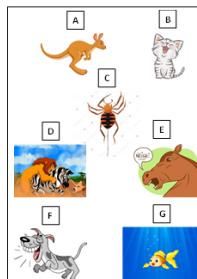IT
WE
YOU
SHE
THEY

Personal pronouns. **(Appendix G)**

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
ITASFA
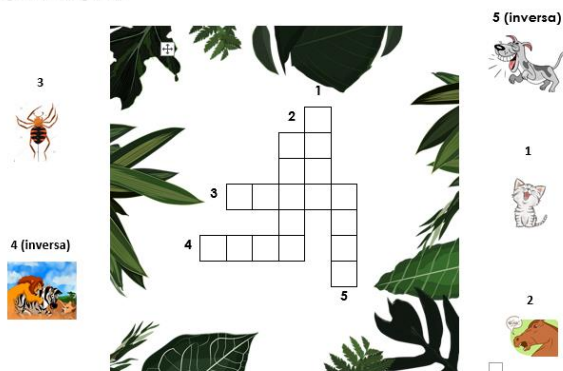**PAMPLONA – NORTE DE SANTANDER**

NAME: _____ DATE: _____ GRADE: _____
TEACHER: _____

Color and write each mood. Translate each of them.
(Colorea y escribe cada modo. Traduce cada uno de ellos)

_____ _____ _____ _____ _____

_____ _____ _____ _____

Feelings and emotions. **(Appendix H)**

Find all the words (moods) in the word search.
(Encuentra todas las palabras (modos-sentimientos) en la sopa de letras)

B	O	R	E	D	A	B	Q	W	E	R	S
Y	U	I	O	P	A	S	D	F	G	T	A
S	C	A	R	E	D	G	H	J	K	L	D
Z	X	C	V	V	B	N	M	Q	W	W	W
E	Y	R	T	T	D	U	Y	P	P	A	H
Y	R	U	O	I	P	E	I	A	S	D	F
H	G	J	K	L	R	Z	X	V	C	V	B
I	N	L	O	V	E	E	B	A	N	M	Q
W	A	E	R	T	Y	Y	D	U	L	I	O
P	A	S	D	F	G	H	J	K	L	E	Z
H	U	N	G	R	Y	X	C	V	B	N	R

1. BORED   2. HAPPY   3. SAD   4. RELAXED   5. TIRED   6. HUNGRY
7. ANGRY   8. IN LOVE   9. SCARED

Emotions wordsearch. **(Appendix I)**

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
ITASFA
PAMPLONA – NORTE DE SANTANDER

NAME: _____   DATE: _____   GRADE: _____

Join the dots with a pencil to create a sentence and associate the phrase with a picture by putting the letter inside the parentheses.
(Une con un lápiz los puntos para crear una oración y asocia la frase con una imagen poniendo la letra dentro del paréntesis)

- Kangaroos jump in Australia **( )**
- Spiders climb walls **( )**
- Fish swim in the sea **( )**
- Lions hunt zebras **( )**
- The horses neigh **( )**
- The dogs bark with happiness **( )**
- The cat meows in the house **( )**

Verbs related to animal actions. **(Appendix J)**

Complete the following crossword
(Completa el siguiente crucigrama)

Crossword. **(Appendix K)**

Personal presentation. **(Appendix L)**

Classroom commands. **(Appendix M)**

Third grade class. **(Appendix N)**

First grade class. **(Appendix O)**

Seventh grade class. **(Appendix BB)**

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
ITASFA
PAMPLONA – NORTE DE SANTANDER
CLASS PLANNING

Topic: Project's presentation		**Time:** 50 minutes	**Grade:** 8th
Date: Friday, March 25th			
Objective: To present the project to students and contextualize the use of role play and ICT			
Class stage	**Activity description**	**Time**	**Methodology**
Warm up	The students will stand up and walk around the room, when the teacher says "stop", each one of them will look at the person in front and will ask: **1) How are you? 2) How old are you? 3) What are your hobbies?** These questions will be model before the activity. The participants will answer them in the following way: **1) I am fine or I am so-so or I don't feel good today, 2) I am … years old, 3) My hobbies are … (e.g., playing video games, playing soccer)** This, with the intention of activating the cognitive and motor sensors.	5 minutes	Group
Exploration stage	Briefly explain what a role play is, how it is developed and its importance in improving oral production. In addition, the management of ICT in the realization of the project will be explained.	20 minutes	Collaborative work
Structuring and practice stage	In a bag there will be several simple topics (level A1 - according to the Common European Framework of Reference for Languages) 6 teams of 4 people will be organized and a small script will be written by them in order to represent the role play in the next class. Students will be able to write the draft in Spanish, and then, translating into English with teacher and dictionary help.	20 minutes	Teams (Collaborative work)
End of the class	Teacher will end the class thanks to the participants.	5 minutes	Teacher

Project lesson planning 1. **(Appendix CC)**

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
ITASFA
PAMPLONA – NORTE DE SANTANDER
CLASS PLANNING

Topic: Questionnaire implementation		Time: 50 minutes	Grade: 8th
Date: Friday, April 1st			
Objective: To implement an open-ended questionnaire for knowing students' perceptions			
Class stage	Activity description	Time	Methodology
Warm up	At this stage, students will do some basic exercises to activate the body's joints, especially those of the hands.	5 minutes	Group
Exploration stage	The teacher will explain the questionnaire, which will consist of 6 open and closed questions, in which the perceptions of the participants regarding the implementation of the research proposal will be known.	10 minutes	Teacher
Structuring and practice stage	The participants will answer the questionnaire directed by the teacher-practitioner and the sample to be investigated in depth during the project will be defined.	30 minutes	Single
End of the class	Teacher will end the class thanks to the participants.	5 minutes	Teacher

Project lesson planning 2. (**Appendix DD**)

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
ITASFA
PAMPLONA – NORTE DE SANTANDER
CLASS PLANNING

Topic: Script rehearsal 1		Time: 55 minutes	Grade: 8th
Date: Wednesday, April 27th			
Objective: Starting improving oral skills through a first rehearsal about the script written in class.			
Class stage	Activity description	Time	Methodology
Warm up	At this stage, students will do some basic exercises for the mouth. This, in order to activate it for the practicing activity.	5 minutes	Group
Exploration stage	Teacher will explain the activity to do in the class and will give the script to each group.	5 minutes	Teacher
Structuring and practice stage	With the help of an audio, and taking the script translated into English by the teacher, the students (groups) will listen the correct pronunciation and then practicing the actions during the role play's development (it means the rehearsal: what will they say - The movements – entonation. etc)	40 minutes	Groups (teams)
End of the class	Teacher will end the class thanks to the participants.	5 minutes	Teacher

Project lesson planning 3. (**Appendix EE**)

I.E. INSTITUTO TÉCNICO ARQUIDIOCESANO SAN FRANCISCO DE ASÍS – SEDE CRISTO REY
ITASFA
PAMPLONA – NORTE DE SANTANDER
CLASS PLANNING

Topic: Role play presentation		Time: 55 minutes	Grade: 8th
Date: Wednesday, May 4th			
Objective: To present the role plays for starting analyzing students' pronunciation			
Class stage	Activity description	Time	Methodology
Structuring and practice stage	Students will present their corresponding role play. The six groups (student by student) will be qualitatively graded.	40 minutes	Groups (teams)
End of the class	Teacher will end the class thanks to the participants.	5 minutes	Teacher

Annexes.

Annexe 1. Evaluation grid.

Student's name:					
Aspect to be evaluated	Very bad	Bad	Regular	Good	Very good
Tone of voice					
Pronunciation					
Performance					
Entonation					

Project lesson planning 4, next week. (**Appendix FF**)

Eighth grade project class. **(Appendix II)**

Flag-raising 1. **(Appendix JJ)**

Flag-raising 4. **(Appendix MM)**

"Senderos de paz y bien" activity 1. **(Appendix NN)**

"Senderos de paz y bien" activity 2. **(Appendix OO)**

"Senderos de paz y bien" activity 3. **(Appendix PP)**

Transit activity. **(Appendix QQ)**

Role play performance I. **(Appendix RR)**

Role play performance II. **(Appendix SS)**

Tuesday, May 3rd / 2022

Time: 12:00 M

Place: Instituto Técnico Arquidiocesano San Francisco de Asís - Sede Cristo Rey, 8°-1 Classroom

Activity description

This activity, concerning a role play's performance designed by the students, began at 12:05 p.m., after the organization of the classroom. It is important to highlight that all the students in the classroom participated, but only the qualification with the sample taken by the researcher was taken into account. 6 work teams of 4 students each one (two of 3) were presented.

12:05 p.m.: Team #1 began the activity with its respective role play, whose theme was "Knowing people". The students developed the activity and great problems were perceived, both in pronunciation, fluency, memorization, among others. A project participant, who was seen to be more willing during the presentation, had a good performance and her problems were not relevant.

12:13 p.m.: The second role play began, developed by team #2, which represented "Time to eat". The boys represented an outing between friends to a restaurant, where, on the other hand, they also met new people. This working group had 3 project participants, who to a greater extent did a better job than the one presented by the remaining partner. As in all the groups, they presented problems with pronunciation, some with intonation and tone of voice. Immediate feedback was made. (As with all groups)

12:20 p.m.: Group #3, which had 2 project participants, presented the role play concerning the theme "Let's go shopping". This performance had a narrator (one of the participants), being the only group that integrated this type of character. The narrator presented serious pronunciation problems (taking into account that the researcher sent an audio with the respective pronunciation of each script for the students and participants to study). For his part, the remaining participant had an acceptable presentation, with some problems of fluency and memorization, but with a good pronunciation, due to the study of the audio.

12:28 p.m.: Team #4 deployed their presentation with the theme "Going to a concert" and included the 2 remaining participants. In this one, a better performance was perceived by all the students, since they memorized better, had a better pronunciation and tried to represent the actions contained in the script in a better way.

12:36 p.m.: Team #5 did not present the role play, alleging lack of commitment on the part of some of its members and the absence of a couple of them earlier that day.

12:40 p.m.: For its part, team #6 did not make a presentation either, using the loss of the script as an excuse.

12:45 p.m.: The activity ended and the room was reorganized to leave it in order.

12:50 p.m.: Leaving the classroom and the institution.

Role play presentation. **(Appendix TT)**

No se pueden editar las respuestas

Cuestionario 2 - Uso del role play

Describe el proceso desarrollado durante el proyecto

*Obligatorio

Participant 8 - MAKA

¿Cree usted que mejoró su pronunciación con los talleres desarrollados por el profesor durante las horas de proyecto? SI o NO, ¿Por qué?

si, porque puse atención a los temas y gracias a ello pude aprender la pronunciación

¿Considera usted que trabajó a conciencia durante el desarrollo del proyecto? Justifique.

si, porque estuve repasando la pronunciación y escuchando el audio para que así tuviera una mejor pronunciación

¿Le parece que la pérdida de clases afectó el desarrollo del proyecto y su proceso durante el mismo? Justifique.

No, porque por ayuda de los audios se podía repasar para tener una mejor pronunciación

¿Cree que la metodología usada por el docente fue la correcta? Si o No. Justifique. De ser no su respuesta, ¿Qué sugerencia haría para desarrollar los talleres?

si, ya que se le entendía los temas que nos dio a conocer

Second questionnaire – Participant 8 MAKA **(Appendix WW)**

No se pueden editar las respuestas

Cuestionario 2 - Uso del role play

Describe el proceso desarrollado durante el proyecto

*Obligatorio

Participant 4 - Stepi

¿Cree usted que mejoró su pronunciación con los talleres desarrollados por el profesor durante las horas de proyecto? SI o NO, ¿Por qué?

Si por que le puse atención y el profesor me explico muy bien

¿Considera usted que trabajó a conciencia durante el desarrollo del proyecto? Justifique.

Mas o menos porque tenia muchos trabajos pero al final me fue bien con la pronunciación

¿Le parece que la pérdida de clases afectó el desarrollo del proyecto y su proceso durante el mismo? Justifique.

No porque teníamos los audios

¿Cree que la metodología usada por el docente fue la correcta? Si o No. Justifique. De ser no su respuesta, ¿Qué sugerencia haría para desarrollar los talleres?

Si porque nos ayuda mucho para aprender palabras y aprender pronunciación pero en el proyecto fue difícil aprender toda la obra

Second questionnaire – Participant 4 STEPI **(Appendix XX)**
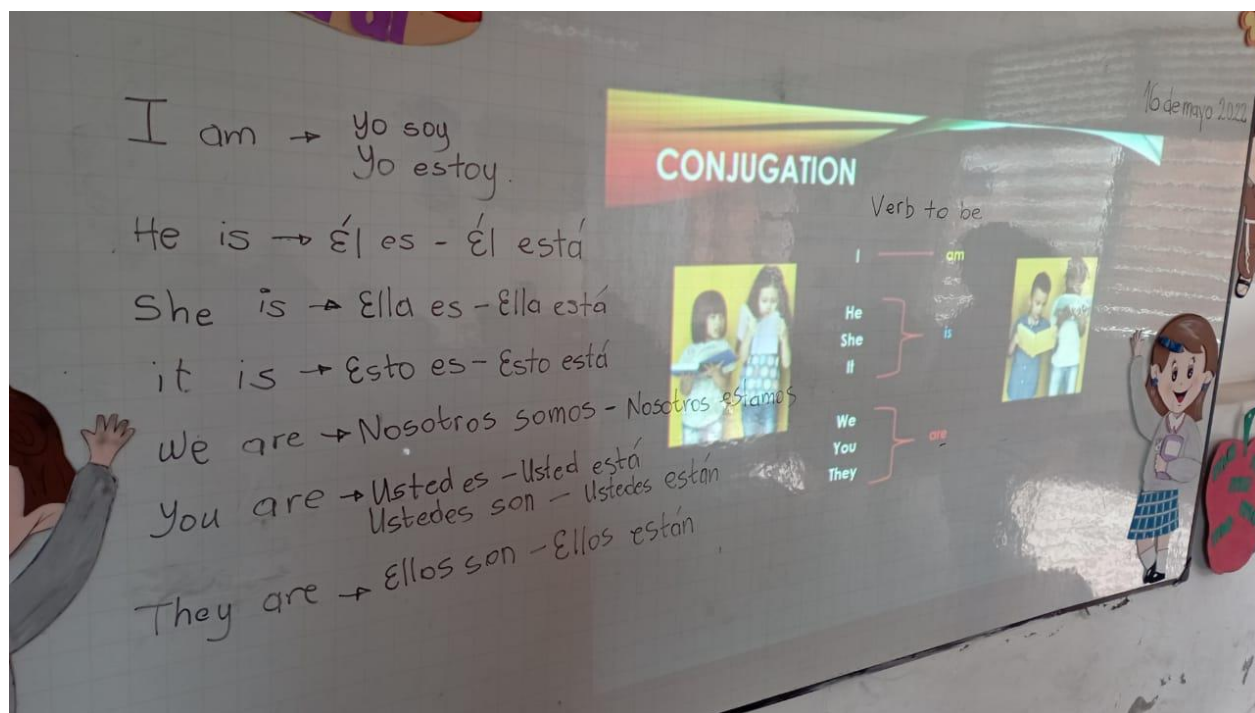
Verb to be explanation. **(Appendix YY)**

Personal pronouns writing activity **(Appendix ZZ)**

Body parts video **(Appendix AAA)**

Feelings activity **(Appendix BBB)**

"Gratitud" Senderos de paz y bien – Transversal project **(Appendix EEE)**

Family's day **(Appendix FFF)**