

**Improve the oral production in level-seventh graders of the Integrated Juan Atalaya
School by using a cooperative approach**

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Dic 2022

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Chapter I. General Presentation of the project

This work corresponds to the final thesis of the students of the foreign languages program English and French of the University of Pamplona which aims to have an approach or a first contact with what will be the development of our professional profile as teachers of the foreign language, where we will have very important tasks such as the transmission of knowledge, follow-up on topics, among others. This project is divided into four major components: institutional observation, the pedagogical and research component, the community work component and institutional activities. These components will take place in Educational Institution Integrated Juan Atalaya, an official establishment located in Cúcuta, Norte de Santander.

1.1. Introduction

As the English language has become the most widely used language worldwide, there is a relevant need for good language skills. Oral skills in English require the articulation of activities within the classroom in which students activate their oral production skills as being proficient in a foreign language implies being able to communicate ideas orally and be able to interact with others. However, overcoming the adversities of the different vulnerable contexts in which students find themselves, makes the task of developing this oral skill and motivate them in the process, a challenge for a teacher.

The present work is focused on developing speaking skills through a cooperative approach by using didactic activities (games) to encourage the oral production in children from seventh grade of

the integrated Juan Atalaya school. The aim of this investigation is to create a space where interactive activities are proposed to replace mechanical exercises in the English teaching process and motivate the student to develop their oral production, analyzing the impact that a cooperative approach can have on the process.

The purpose of the institutional observation component is to provide in-depth knowledge of the educational institution, its administrative and structural aspects, the pedagogical and methodological approach, its resources and its teachers or staff, etc.

1.2. Justification

First, the development of this project will allow the trainee teacher to carry out his integral practice service in which he will be immersed in a real environment and must assume all the actions of a teacher in the establishment, following the guidelines of this site and actively participate in the promotion of students in both secondary and primary education, where you can apply all the pedagogical and educational knowledge already acquired in the Foreign Language program.

In addition, the development of this project will allow students improve their oral production by using a cooperative approach and taking games as activities that produce motivation in students, considering two perspectives; it is generally believed that by working in groups, students may have more oral productions and more opportunities to experiment with different language functions compared to traditional instruction throughout the class, and that teachers should motivate students to think and communicate their feelings, views or thoughts, through games, as these have a great

facility to understand what they have to do. Teachers should encourage students to free production in a real situation.

This approach naturally encourages students to clarify their meanings, give elaborations, resolve differences, negotiate by consensus in the process of collaboration with others. (Kagan & Kagan, 2009).

On the other hand, the games will be the key to carrying out this project by motivating students to participate in the class, taking account that the communication games in the learning of English have great relevance, as they encourage students to extend their vocabulary and also help their oral fluency. In addition, for those students who are shy, games provide a more enjoyable and relaxing atmosphere that motivate them to talk. (Carabajo, A. 2011).

1.3. Main objective

Improve the oral production in level-seventh graders of the Integrated Juan Atalaya School by using a cooperative approach.

1.4. Specific Objectives

- To propose a series of interactive activities to replace the mechanical drills in the teaching English process in level- seventh graders.
- To motivate level-seventh graders to develop oral production with the implementation of a cooperative approach.
- To analyze the impact of the implementation of a cooperative approach in level-seventh graders to promote oral production.

Chapter II. Report of the Institutional Observation y Diagnostic

In order to achieve an exploration of the situation with the criteria and rigour of the observation in research, below are some elements to consider in the diagnostic process and knowledge of the institution.

2.1. Documental analysis

The Juan Atalaya integrated School was created in November of 1975, which was initially located in the claret neighborhood and then moved to Tucunare in the 6N street # 26-118 in the northwestern zone of San José de Cúcuta, characterized by being an urban area where its inhabitants are classified in strata 1, 2,3. It is a public institution directed by Maria Luisa Lopez Rolon and it is regulated by the National Educational Minister (MEN). This establishment is a Educational Institution guide to form individuals with integrity in being, knowledge and doing for their own personal fulfilment, of their family and their regional, departmental, national and international environment. It provides primary and secondary basic education, academic and technical five venues in hours morning and afternoon to the educational community. In this opportunity the project is aimed at the secondary school where it was first carried out an observation and some interviews with the education personnel for a deep knowledge about the establishment.

2.1.1. Administrative level

In the observation it was possible appreciate firstly the structure of establishment and how it is organized the open and close places such as classrooms, outdoor classrooms, teacher's lounge, labs, toilettes, library, sports ground, coliseum, parks, etc. In the other hand, related to the management

level, the institutional control bodies are composed of the rector, the board of directors, the academic council, the student council and the parents' council. The Board of Directors, as a directive, of participation of the educational community and academic and administrative guidance of the establishment. The Academic Council, as a higher body to participate in the educational guidance of the establishment.

2.1.1.1 The institutional educational project (PEI)

The institutional educational project of the Juan Atalaya Integrated School aims for develop national educational policies intended to promote culture, integral formation, scientific growth, human growth, attitudes towards the rescue of values and ecology; through positive transformation of the relations between its members. Some of the essential elements of the structure of this educational institution are:

2.1.1.1.1. Philosophy of the institution

The Juan Atalaya Integrated Educational Institution, based on timely, clear and precise communication, in the relations between different levels of the institution and the philosophical foundations of the General Education Law (Law 115 of 1994) and other regulations emanating from the Ministry of National Education, opt for a humanist philosophy, pending the promotion of a harmonious and integral development of its students.

The student, who loves life and freedom, is trained in respect for national culture within the framework of tolerance to consolidate the spirit of personal and social improvement, with a high level of solidarity and companionship, values that sustain democracy.

The institution promotes individual, family and community growth in the interests of a just and dignified society for all.

2.1.1.1.2. Mission

The Juan Atalaya Integrated Educational Institution forms ethical and competent citizens, with human and scientific principles capable of building their life project and leading the improvement of society.

2.1.1.1.3. View

The Juan Atalaya Integrated Educational Institution will be an inclusive school in 2025, guided by quality standards, a leader in socioeconomic educational training processes and its environmental and cultural environment.

2.1.1.1.4. Institutional Objectives

To guarantee the integral formation of its students with the permanent articulation and updating of its methodological approach, applying effective pedagogical strategies.

- Develop the skills of staff.
- Maintain an institutional climate and pleasant work environment.
- Maintain the satisfaction rate of students and parents.
- Continuously improve processes with the implementation of corrective, preventive and improvement actions that respond to changes in the environment and institutional growth.

2.1.1.1.5. Institutional Values

This establishment recognizes the universal values derived from the promulgation of the human rights of children and adolescents. However, the institution wishes to emphasize the following values:

Respect

Responsibility

Tolerance

Betrothal

Solidarity

Sense of belonging

2.1.1.1.6. Institutional Symbols

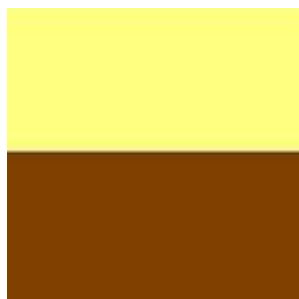


Figure 1. Institutional flag



Figure 2. Institutional Shield

2.1.1.2. Organigram

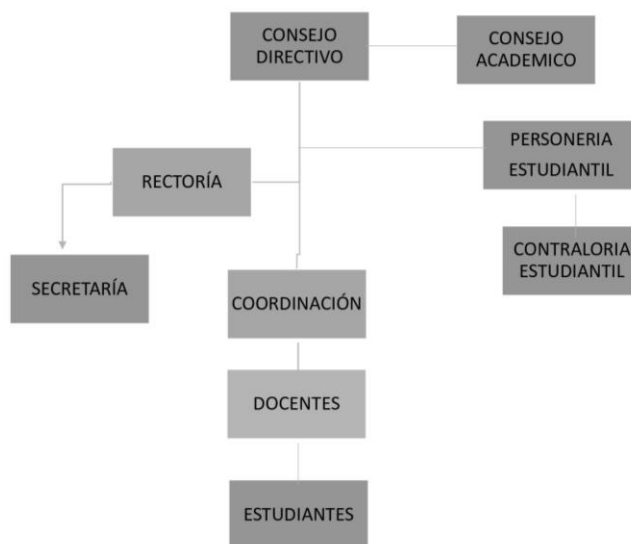


Figure 3. Institutional organigram

2.1.1.3. School Manual on Coexistence

The Coexistence Manual of the Integrated Juan Atalaya Educational Institution, is an official document, in which the rules of institutional coexistence are embodied, as a result of a process of constant consultation and participation of all members of the educational community of the institution.

The foundations of this Coexistence Manual are based on universal and national legislation, the Constitution of Colombia, the General Education Law, 1620 Law of 2013 and its Regulatory Decree 1965 of September 11, 2013, about school coexistence that is understood as the action of living in company with other people in the school context and in a peaceful and harmonious way.

The manual establishes the obligations and rights for each of the parties involved in the formation of students of the Integrated Juan Atalaya Educational Institution, that includes students, teachers and parents. This document states that only through the commitment and coexistence of the will of each of the participants that the common objective of the integral formation of students can be achieved.

2.1.1.4. Guidelines of Ministry of National Education (MEN) and normativity before the health emergency

The Integrated Juan Atalaya school establish that thanks to the guidelines of Ministry of national Education (MEN), articulation processes are carried out, which provide students a relevant education that contributes to the development of basic, civic and specific skills, and to prepare them for their entry into higher education and the professional world.

The institution is currently implementing an improvement plan to counteract the effects of virtual education due to the pandemic in the last years 2020 and 2021. This plan consists of reinforcing the themes that were not acquired correctly by the students and that are necessary to advance in the educational process. For this, diagnoses were made in all areas, including English, and when the learning gaps or needs were identified, a plan was created with less themes but with a greater intensity in the acquisition of each one of them.

On the other hand, health emergency prevention measures were carried out this school year 2022 in the face-to-face mode, such measures correspond to: use the mouth plug at all times, maintain a safe distance, avoid crowds, constantly disinfect hands, avoid getting up from the desk, among other recommendations to parents. In addition, the educational institution carried out a virtual pedagogical day with the education secretary called “Desde casa, con mi familia y colija somos el equipo ganador, todos aprendemos de todo”, a campaign about preventive measures of Covid 19 at home.

2.1.1.5. Schedule

Since 2016 the school has been going through a process of transition in terms of schedule of the sixth grades. The school has currently two educational schedules

Morning Schedule	Continuous Schedule
6:00 a.m. – 12:55 p.m.	6:00 a.m. – 3:45p.m.
7°,8°,9°,10°,11° grades	6° grade

Table 1. Institutional Schedules

f. Institutional chronogram and program

DATE	ACTIVITY
20 Sep	Opening Colijista Week
21 Sep	Colijista Day
22 Sep	Colija Talent festival
23 Sep	Expo Colija
12 Oct	Multicultural Day
28 Oct	Final day

Table 2. Institutional Chronogram

2.1.2. Pedagogical Level

In the second part of the observation, it was selected the 7 grade that is divided into 4 groups of 36-42 students. In order to collect the information of the class interaction, it was used an open data collector in order to write each one of the relevant aspects about the English class. Likewise, the interview with students and supervisor was conducted in a natural form with the aim of information given could be honest and spontaneous.

2.1.2.1. Language course planning

As regards the planning of English courses in the institution where the project will be developed with the seventh grade, the planning was divided into four (4) core skills for learning and teaching English as a foreign language, speaking, writing, reading and listening. In addition, is based on basic competence standards (EBC) and basic learning rights (DBA), both establish for the Minister

of Education, as its acronym in Spanish. Teachers used a format established by the school where the topics of the weeks of each period (4) are found with the learning goals, activities, evaluation strategies and resources used.

Grade:	7th	Period:	1	Subject:	English
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Basic Standards of Competence (EBC)			Basic Learning Rights (DBA)		
<ul style="list-style-type: none"> • I describe with simple sentences a person, place or object that are familiar to me although, if required, I support myself in notes or in my teacher. • I ask simple questions about familiar topics by leaning on gestures and repetition. • I describe with short sentences people, places, objects or facts related to topics and situations that are familiar to me. • I respond with short sentences to simple questions about topics that are familiar to me. 			<p>Participate in short conversations where you provide information about yourself, people, places and events that are familiar to you.</p> <p>Recognizes specific information related to objects, people, and actions when they are known to you and speak to you slowly</p>		
Weeks	Topic	Learning goal	Activities: (Exploration, structuring, practice, transfer and valuation)	Valuation Strategies (Self-assessment, co-assessment, heteroevaluation)	Resources

3	Regular and irregular plural nouns	Identifies regular and irregular nouns in short texts	Exploration: the class starts with a video on the subject. Structuring: on the board the explanation of the subject through examples will be made and later exercises in the notebook. Practice, transfer and valuation: the student may indicate and use through a text the different plural nouns	Written evaluation, class work, participation, role playing, videos, posters	Video-beam, speaker, guides, book, notebooks, dictionary
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Table 3. Seventh grade class planning

2.1.2.2. Knowledge of available teaching resources

Another aspect to consider for the planning of classes in the English area are the pedagogical resources that are used by English teachers. Despite limited digital resources, teachers use various tools for dynamics in the English class, such as English books like English please. English teachers also take advantage of online book platforms and online worksheets, where various grammar exercises are published that they can use for their classes. Since it must be taken into account that the management of the grammar is a central component in the planning of the classes, since there is no opportunity to properly develop other competences as listening in the absence of digital resources in the institution.

2.1.2.3. Syllabus

1st period		
Semanas	Temas	Meta de aprendizaje
3	Regular and irregular plural nouns	Identifica en textos cortos los sustantivos regulares e irregulares
4, 5, 6	Present simple: affirmative form / daily routine	Describe, de manera oral, personas, actividades, eventos y experiencias personales usando el presente simple en la forma afirmativa.
7	Have to: obligation / Parts of the body and adjectives	Reconoce y habla de sus obligaciones en casa y en el colegio
2nd Period		
1 y 2	Present simple: interrogative Wh questions	Hace preguntas sobre sus intereses y gustos
3 y 4	Present simple: negative sentences	Indica de manera de manera escrita y oral las acciones que no realiza
5	Likes and dislikes	Expresa sus gustos y lo que le desagrada.
6 y 7	Adverbs of frequency	Indica con qué frecuencia realiza actividades
3rd Period		
1 y 2	Zero conditional	Indica lo que sucede si las condiciones aplican
3 y 4	Present continuous: affirmative form	Expresa de forma oral y escrita las acciones que esta realizando en el momento
5 6	Comparatives	Hace comparaciones sobre objetos, personas, animales y lugares.
7-8	Places of the city and weather: what is the weather like?	Reconoce los lugares de la ciudad y su clima
4th period		
1 2	Present continuous negative form	Expresa de forma oral y escrita las actividades que no esta realizando
3 4	Present continuous: interrogative form	Es capaz de realizar preguntas sobre lo que hace un individuo en el momento

5 6	Reported speech: present – present / continuous	Puede reportar lo dicho por otra persona
7 8	Superlatives	Indica la superioridad de personas, cualidades, objetos y lugares

Table 4. Seventh grade Syllabus

2.1.2.4 Teaching methodology in the language class

This institution is based on the pedagogical approach of constructivist learning that provides the tools necessary for students to build or develop their own knowledge from those already acquired. On the other hand, the observed level-seventh English class is characterized by having a traditional being since in the English class mother tongue is used in most of the lesson, including explanations, basic indications and conversations with students, this is a method that has remained for years in the educational institutions of the country. Similarly, the behavioral approach is evident and necessary in the teacher's perspective, to incentive students and maintain discipline, considering that it is a large group and that its age (12-16) is difficult to manage.

However, the teacher occasionally uses methods to improve the students' learning process, usually using the Total physical response method giving direct examples with objects within reach. In addition, the classes have a student-teacher interaction that generates an atmosphere of trust in the students. The teacher likewise uses habitual activities at the beginning of the class such as; "Prayer of the warrior" and Weather questions, which works effectively as warm-up, being a repetitive but natural activity at the same time.

2.1.2.5 Arrangements for accompanying students

The accompaniment of English students could be considered limited since an extracurricular activity is not established to reinforce the topics seen in the classes, however there are remedials in which students have the opportunity to re-acquire a guide to everything seen in class and the teacher is available to respond to concerns about it, also they present a workshop and make an evaluation of that workshop to improve the low grade, hours of rest ranging from 20 minutes to 30 hours are an opportunity for students to approach the teacher in the teacher's lounge and resolve their doubts or reinforce a knowledge acquired in class.

2.1.2.6. Workshop design and materials

The teacher makes a simple design of the workshops and quizzes using images to support the situation of the question, these questions are usually not in large quantity or not very extensive, corresponding to the level of language that students have, in addition, this makes it not exhausted for students.

Among the students there is a child with special needs so in the evaluations a version adapted to his cognitive ability is made.

The institution has a variety of English books available for seventh grade, the reading room is a place to appreciate books on English literature, grammar, among others.

2.1.2.7 The Basic Rights of learning in the institution. Standards

The system of planning English classes is governed by the basic learning rights that explicit structuring learning for a particular grade and area. In the English area, the DBA seek that students reach a level of English that allows them to communicate, interact and share knowledge, and at the same time enhance their human and professional capacities. The skills that are intended to develop here are: Monologue, writing, reading, school and conversation (MEN, 2016).

Thus, the regional plan organizes the basic standards and standards of English according to the levels given by the National Plan for Bilingualism (Plan Nacional de Bilinguismo) and the Basic Standards of Competence in Foreign Languages "English". Therefore, seventh- students, who are the students involved in this educational research project, are expected to have the following skills in the various language skills:

- Describe with simple sentences a person, place or object that are familiar to me although, if I require it, I support myself in notes or in my teacher.
- Ask simple questions about familiar topics by leaning on gestures and repetition.
- Describe with short sentences people, places, objects or facts related to topics and situations that are familiar to me.
- Respond with short sentences to simple questions about topics that are familiar to me.

2.1.2.8. Courses

The educational Integrated Juan Atalaya Integrated school has the grades of Basic primary, Basic secondary, academic media and technical media distributed in different headquarters of the sector. In addition, it has a department of technical courses in agreement with the Foundation of Higher Studies (FESC): Customs processes, accounting processes and marketing.

No	BÁSICA PRIMARIA	IHS	BÁSICA SECUNDARIA	IHS	MEDIA ACADÉMICA	IHS	MEDIA TÉCNICA	IHS
1ª	MATEMÁTICAS	4	MATEMÁTICAS	3	MATEMÁTICAS	3	MATEMÁTICAS	3
2ª	GEOMETRÍA	1	GEOMETRÍA	1	ESTADÍSTICA	1	ESTADÍSTICA	1
3ª	LENGUA CASTELLANA	4	LENGUA CASTELLANA	5	LENGUA CASTELLANA	3	LENGUA CASTELLANA	3
4ª	INGLÉS	1	INGLÉS	3	INGLÉS	3	INGLÉS	3
5ª	BIOLOGÍA	4	BIOLOGÍA	2	BIOLOGÍA	2	BIOLOGÍA	2
6ª	CIENCIAS SOCIALES	3	LABORATORIO DE BIOLOGÍA	1	QUÍMICA	2	QUÍMICA	2
7ª	URBANIDAD, CIVICA Y CATEDRA DE LA PAZ	1	QUÍMICA	1	LABORATORIO DE QUÍMICA	1	LABORATORIO DE QUÍMICA	1
8ª	RELIGIÓN	1	FÍSICA	1	FÍSICA	3	FÍSICA	3
9ª	ARTÍSTICA	1	CIENCIAS SOCIALES	4	FILOSOFÍA	2	FILOSOFÍA	2
10ª	ÉTICA Y VALORES	1	URBANIDAD Y	1	ECONOMÍA Y CIEN.	2	CIENCIAS	1

			CIVICA		POLITI		SOCIALES	
11ª	TECNOLOGÍA E INFORMÁTICA	1	RELIGIÓN	1	CIENCIAS SOCIALES	1	URBANIDAD Y CIVICA	1
12ª	EDUCACIÓN FÍSICA	2	ARTÍSTICA	1	URBANIDAD Y CIVICA	1	RELIGIÓN	1
13ª	LECTURA, ORTOGRAFÍA Y COMPOSICIÓN (L.O.C.)	1	ÉTICA Y VALORES	1	RELIGIÓN	1	ARTÍSTICA	1
14ª			TECNOLOGÍA E INFORMÁTICA	1	ARTÍSTICA	1	EDUCACIÓN FÍSICA	1
15ª			EDUCACIÓN FÍSICA	2	TECNOLOGÍA E INFORMÁTICA	2	TECNICA	12
16ª			EMPRENDIMIENTO	1	EDUCACIÓN FÍSICA	1	TECNOLOGÍA E INFORMÁTICA	2
17ª			ESTADÍSTICA	1	EMPRENDIMIENTO	1	EMPRENDIMIENTO	1
							ECONOMÍA Y CIENCIAS POLÍTICAS	2
	TOTAL	25	TOTAL	30	TOTAL	30	TOTAL	42

Figure 4. Courses

2.1.2.9. Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1		704	701		
2	704				
3					
4		702		702	702
BREAK					
5		702		702	701
6	703		704	701	703
7		703			

Table 5. Seventh grade Schedule

2.1.3. Technological level of the institution:

2.1.3.1. Connectivity

The educational institution has a dysfunctional wireless internet connection called *InternetGratuito NorteProductivo*. The connectivity in the institution is almost nil, only the computer rooms have internet, however in other spaces the possibility of any online process to support the learning process in the classes falls on teachers.

2.1.3.2. Access and use of platforms

The institutional platform is the Ovy, a platform that was supported by many institutions at the national level since the beginning of the health emergency, this platform has various tools such as, database of ratings for each activity, quiz and evaluation performed, as well as the bimonthly final grade.

2.1.3.3 Description of digital resources used

The institution's digital resources are limited, with few elements with which there is not much interaction. This is an institution that has been growing in a way with little potential with respect to digitization, has two computer rooms and an audiovisual language laboratory with Video Beam and speakers, However, several of the laptops do not work properly the sound in this classroom does not work properly. This forces teachers to use traditional rather than digital interaction elements in the classroom.

2.1.4. Level of population and information of subjects

2.1.4.1. Number of Students

	NUMBER	AGE	LANGUAGE LEVEL
STUDENTS	1083	10-19	A1

Table 6. Number, Age and Language Level

2.1.4.2. Teachers, Administrative personnel, Community of Parents

	NUMBER
TEACHERS	121
ADMINISTRATIVE PERSONAL	6 Administrative Assistants 3 Doormen 3 General Service Assistants 1 Technical Assistant
COMMUNITY OF PARENTS	

Table 7. Teachers, Administrative personnel, Community of Parents

Chapter III. Pedagogical and research component

Improve the oral production in level-seventh graders of the Integrated Juan Atalaya School by using a cooperative approach.

3.1. Introduction

Learning English has become one of the most important challenges for many countries in the world, indeed it is a language that allows people to have better opportunities for their personal and professional future. However, this language has become an important focus for Colombian education, which is why the Colombian Ministry of Education (MEN) has launched projects where students have the opportunity to have a contextualized and much more natural education. Where you can implement different methodologies that allow an acceleration of learning, Do not continue with the same traditional methodology where students learn perfect grammatical structures and do not understand communicative skills. MEN guidelines on the bilingualism project are subject to the guidelines of the Common European Framework of Reference for Language Learning (CEFR), which focuses on the classification of pupils at certain levels ranging from the lowest (A1) to the highest (C2) Implementation is in Colombia from one (A1) to one (B1).

To achieve a meaningful learning of a foreign language, it is essential to include relevant and precise strategies that involve and generate a strengthening of communicative skills (receptive and productive) taking into account the regulations or instructions of the Common European Framework of Reference for Languages. This is why the field of education must implement and examine alternatives for better learning, as well as facilitating the improvement of communicative skills that

goIt is not just grammar, it is demotivating and it makes students lose interest in learning something new.

Since the competence of oral production is one of the least developed skills in secondary institutions, it is necessary to cover this competence for this project, to achieve fluency in the discourse of English and the use of vocabulary orally in a society that increasingly requires it.

3.2. Statement of Problem

After a week of observation in the institute, it was possible to analyze that the students have several difficulties regarding the structure of a sentence and the articulation of each of its parts. In the course of the diagnosis was identified lack of knowledge and lack of interest in participating in oral production activities, there is a difficulty at the time of generating a simple sentence orally, which makes students less receptive to participate. However, it was also noticeable that a certain lower percentage of students do not present these needs at a high level. In this way it could be concluded that this phenomenon is presented due to the lack of dynamics that awaken the motivation in the student which causes his interest in the class to lose strength in le majority of students, and at the time of explanation, students digress in their opinions, as a consequence, at the time of practice students justify their lack of participation with not having understood the topic presented.

Thus, it is recognized that due to their school conditions, such as the large number of students, indiscipline, students need a pedagogical strategy appropriate to their context, so that interest is generated by the subject presented, cooperative participation. The analysis of this problem generates

the following questions for the implementation of the project: How propose a series of interactive activities to replace the mechanical drills in the teaching English process in level- seventh graders? How motivate level-seventh graders to develop oral production with the implementation of a cooperative approach? How analyze the impact of the implementation of a cooperative approach in level-seventh graders to promote oral production.

3.3. Justification

This research aims to promote oral production among seventh grade students of the school «Integrated Juan Atalaya», Implementing games with a cooperative approach that will allow each student be responsible not only for learning what is taught but also for helping classmates learn, thus creating an atmosphere of achievement. Likewise, the implementation of didactic activities such as games establishes two points necessary for the realization of this project. The first is that play makes it possible to adopt roles in students that help them feel part of a work group. On the other hand, the second involves negotiating the rules and objectives of the game, thus stimulating the development of language.

CL activities are well-structured tasks involving positive interdependence, individual responsibility and development of social skills, among others. In typical group activities, tasks are generally not as well and clearly designed as cooperative learning activities. Putnam (1998) states that one of the most important differences between typical group work and cooperative learning group

work is the heterogeneous nature of cooperative learning groups. LC groups often mix intentionally in terms of skills and performance level, gender, culture and language characteristics.

Taking into account the needs which have been demonstrated in the Educational Centre in terms of oral production competence, such as the confidence to participate in classes, The motivation to carry out the activities and the development of a successful dynamic that links each of the level-seventh students in the activities in the oral production, seeks to realize this project having a hypothesis of success in the process. In addition to having previously observed that students have the necessary capacity to be involved in the project, and that the conditions of the institution are suitable for its realization.

3.4. Objectives

3.4.1. Main objective

Improve the oral production in level-seventh graders of the Integrated Juan Atalaya School by using a cooperative approach.

3.4.2. Specific Objectives

- To propose a series of interactive activities to replace the mechanical drills in the teaching English process in level- seventh graders.
- To motivate level-seventh graders to practice oral production with the implementation of a cooperative approach

- To analyze the impact of the implementation of a cooperative approach in level-seventh graders to promote oral production.

3.5. Research questions

3.5.1. Primary question

- How to improve the oral production in level-seventh graders of the Integrated Juan Atalaya School by using a cooperative approach?

3.5.2. Secondary questions

- What kind of interactive activities are appropriated to replace the mechanical drills in the teaching English process in level- seventh graders?
- How the cooperative approach influences the level-seventh graders' motivation to practice oral production?
- What is the impact of the implementation of a cooperative approach in level-seventh graders to promote oral production?

3.6. Theoretical Framework

This section will examine the main constructs which frame this study; Cooperative Approach (CA), Oral Production, Games.

3.6.1. Cooperative Approach

Wichadee (2007) states that CL is a pedagogical approach that encourages interaction between students whenever they work in small groups and intensifies their learning and achieves their goal.

Badache (2011) defines group work as a method of instruction where students of different cognitive levels form groups and work together to solve a specific objective.

Johnson, Johnson, & Smith (1998) state that truly cooperative learning implies the development of certain characteristics such as: Positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills and group processing. The authors define these principles as: Positive interdependence referring to idea that members of the team need one another in order to succeed. Individual accountability which is related to the responsibility each member of the group should develop. Face-to-face promotive interaction that can be explained as the mutual collaboration of team members in order to produce something. The development of interpersonal and small group skills is another principle in CL and finally group processing which can be understood as the constant feedback the groups needs to have in order to maintain effective working relationships.

3.6.2. Oral production

Cardona & Celis (2011) suggest is an effective oral communication that is given thanks to a series of techniques that establish general guidelines to continue managing to express what we think and feel, without exceeding or causing harm to third parties. Brown (1994) states that oral production is a tool of communication that takes place when two or more people interact with each other in order to maintain a social relationship. On the other hand, Bilash (2009) mention that:

Speaking is found on the tree as one of the branches; it is labeled oral production and is one of the skills students are to learn in their language development. The ability to converse

is highly valued by students, but teachers often find it a skill that is hard to develop. Students often feel a great deal of anxiety around speaking.

3.6.3. Games

Paucar (2021) states that playing is a tool of learning that makes it an easy, interesting and funny way where students want to be part of the oral interaction during the class. In addition, games help students to express their ideas spontaneously without feeling frustrated or afraid. She establishes that Students focus on playing games that they use the language because they feel motivated and they participate in an active way among them when they speak. Game is a fantastic strategy to increase the speaking fluency because students pay attention to have fun doing something that they like and understand instead of getting bored or worried about making speaking mistakes, so students try to express their ideas rapidly in order to succeed in the game.

Kamra (2010) concluded that using games is an efficient way to teach English in the classroom. Following this method, you get the best results in the classroom. It increases students' motivation. Games prepare young learners for life, and they acquire positive social attitudes. Games teach sharing, helping each other, and working as a team. A child learns by doing, living, trying, and imitating. So, this kind of learning is lasting. During games, some feelings, such as the pleasure of winning and the fear of losing, may arise. This gives the teacher an idea about the student's character. So, games are must-have activities for hardworking teachers. This is in line with Buckingham (2003). In conclusion, Prensky argued that children are naturally motivated to play games. Serious games are interactive play that teach students goals, rules, adaptation, problem solving, and interaction, all

represented as a story. They allow them to learn by providing enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction, and emotion. “Playing has a deep biological, evolutionarily important, function, which has to be done specifically with learning” (Prensky, 2011).

3.7. Literature Review

The development of this section of the research project will mention researches that have developed beyond fundamental issues such as; Cooperative Techniques for oral production in EFL, Games for oral production improvement, Motivation increasing by using cooperative approach.

3.7.1. Cooperative techniques for Oral production in EFL

Tovar (2020), in his research, searches describe the oral communication process of ninth grade EFL students of Prado Veraniego school, through the implementation of project-based learning approach focused on ecotourism. Field notes, interviews and recordings were the instruments chosen for this study. It was divided into 3 cycles to see the progress, or to identify the difficulties of students during each stage. These cycles are conceived as specific moments to collect data, in favor of solving the research question. Each cycle has the same structure, with different aspects in the instruments to collect information, as the pieces of homework and the way students interact vary. focused on the participation, taking into account the grammar, vocabulary and other elements of language use, previously described in the lesson plans; and the assertiveness and relevance of it, and creative works. The results show that the development of cooperative project work focused on ecotourism in the

English class, permitted students to develop some micro-skills of oral communication, to discover strategies to work in group, to build critical thinking, to share their ideas, to use tools in order to communicate those ideas clearly in the target language, and to notice the problems that translation methods bring when they overuse it to produce speech in English.

Rincon's study (2019) focus on the use of cooperative learning (CL) to promote spoken English production in a group of ninth-grade students from the Isaias Hernan Ibarra public school. It was implemented 8 lessons that includes role plays, games and didactic activities that presented good balance between individual and group strategies when the members of each group interacted. The qualitative methods were: Teacher's diary, classroom observation, classroom documents, video tapes and photographs. The results show that CL provided a friendlier scenario for promoting the development of the speaking skill, enhancing student motivation to use the language, and it create a low-threat environment in the classroom that helped students overcome their fears to use the language, lowering their anxiety to participate in the speaking activities and developing more self-confidence to do it.

3.7.2. Games activities for oral production improvement

Ramirez et al. (2016) carried out an action research with the objective of check the effectiveness of guided vocabulary practice through board games as a strategy to improve students' level of oral production in A1 English level according to the Common European Framework of Reference (2001). The instruments used to collect the information before, during, and after the pedagogical intervention were vocabulary tests, oral production tests, questionnaires, checklists and

teachers' journals. this pedagogical intervention emphasized the need to teach vocabulary in context and provide students with the tools for them to become able to participate actively in oral activities. In this sense, the learning and practice of a high-frequency words list through board games presented positive results. In addition, games helped students to feel more confident and secure when interacting with peers in the target language. These also eased the processes of identification, memorization, use and mechanization of word meaning and expressions. This strategy made students become more active in communicative oral activities.

The study guided by Arif (2018), was conducted to improve students speaking skills in X-1 class of MA Nurul Islam Tenganan school through snake and ladder game and cooperative learning. The research design of this research is class action research. It includes two cycles. Each cycle consists of planning, acting, observing, and reflecting. The study shows that the implementation of the study improved gradually from cycle 1, and cycle 2. The results of the t-test of cycle that the target of grade is 85% and the passing grade is 70 this shows the . Unfortunately, the passing grade of cycle 2 is over the target, therefore, and 88% of the students could reach the target. It showed that most of the students could pass the passing grade and improve their speaking skills. In addition, the research suggests it could be more effective if in the process, the teacher makes innovative rules in playing the game, especially in snake and ladder game, due to, there are gifts for all the groups, so that the students will be more interested and competitive. Or the last finished student will get a challenge.

3.7.3. Motivation increasing by using cooperative approach

This study by Velasquez (2016) focused on implementing language games for teaching speaking skill in level-fifth students from a public school in the city of Pereira. It was carried out in eight lessons, consisting on two classrooms per week. Every classroom consisted in a series of steps, which were planning the lesson, implementing the language games, observing each classroom, and reflecting on the process of learning. Information was collected through observations, video-recordings, photographs, and personal journals. The observations were systematized in field notes at the back of each lesson plan. The conclusions of the information show implementing the language games in fifth graders, it enhanced students' performance on speaking skill given the fact that students felt more comfortable and they participated continuously during the learning activities in the classroom implementation. Using the language games was a meaningful strategy to promote students' motivation.

3.8. Pedagogical Methodology

The use of cooperative techniques is the correct option for this pedagogical project considering that these techniques can effectively address the challenges of learning English focused on oral production, with the previously presented conditions of this group of students. Taking account that the cooperative techniques improve the learning process in the ideal classroom, due to all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously (Johnson and Johnson, 2013).

For the planning of the classes, the form designed by Bryan & Acero (2012) will be used as a basis, where each lesson plan has five sections; activation, preparation, presentation of the model, practice and evaluation. In this way, the steps will contribute to achieving research objectives and facilitating planning. Cortez and sanches, (2019) describe these stages as follow:

Activation: The goal of this section is to start the class in a meaningful way, helping students remember previous lessons.

Preparation: The aim of this section is to introduce the topic. It is an important time to activate interest and motivate students.

Presentation and Model Analysis: The objective of this section is to provide language input to students and to help them become familiar with the topic of the lesson. Teacher shows to students a model of the task they were expected to perform later in the process. In this way, learners acquire a general sense of what they would have to do by comparing the goals of the lesson to clarify what they had to accomplish.

Practice: This stage was aimed at carrying out activities to achieve the language and objectives of CL. In this phase, the students began to prepare their homework, in the case of this project the students work in a group identifying the role and the moment of participation they have in the activity.

Evaluation: Its objective was to determine students' speech performance by considering specific criteria for evaluating each class plan activity. In addition, to have a record of your oral production, such in vocabulary, grammatical structures and other elements in the criteria of planning.

3.9. Research Methodology

This section will present the research methodology as an intrinsic component to better guide the development of this study. This methodology contains seven important points which must be described in detail: type of study, study design, data collection instruments, and chronogram.

3.9.1. Type of study

The type of approach for this study is action research, which according to Creswell (2002) includes procedures for collecting, Analyze and combine qualitative data that facilitates understanding of a research problem by capturing complementary data. Thus, the practice and application of the study will provide diverse data to understand the subject in a diverse way.

3.9.2. Population

For the development of this project, the beneficiary population will be the level-seventh students of the Juan Atalaya Integrated School. The total number of students in three grades is about 120 students between 12 and 16 years old. Among these students, the population selected for the sample is five students per grade, which gives a total of 15 children in the sample.

3.9.3. Data collection instruments

According to Kok (2013), a research instrument is what can be used to gather information to answer research questions and also to answer the main purpose of a research. For this research, the instruments that will be used to collect data are:

3.9.3.1. Participative observation

According to Hatch (2002), the primary purpose of observation is to obtain critical information to better understand the culture, location, or social phenomenon that will be studied from the perspective of participants. The researcher tries to see the reality of the participants, to understand the point of view of the participants. This instrument is adapted to the research problem and the context, thanks to this instrument some important aspects have been perceived and this is why of the proposal, to understand the depth conditions in order to explore the problem of this project.

For this project, the model of Cortes & Sanches (2019) of the evaluation by the teacher will be used as inspiration, being adapted to the criteria of this project. It is divided into 3 main criteria being the first two the principal ones; Cooperative learning and Speaking performance. The third point is oriented to the interaction in oral production being an important and complete point to carry out participatory observation. It also has two final open-ended questions. "What happened? What I need to improve for the next session? " to add aspects to perfect and other comments about the class.

Teacher's name:	Observation number:		Date:
Constructs	Students' reaction	Concerns /problems	Other comments
COOPERATIVE LEARNING			

It is a student - centered approach that comprises learners grouped in mixed -ability teams that help and depend on each other in order to achieve a common goal.			
SPEAKING PERFORMANCE: VOCABULARY RANGE It refers to the student's ability to use a repertoire of isolated words and short and basic phrases or sentences that are related to familiar situations.			
SPEAKING INTERACTION This refers to the students' ability to maintain simple exchanges. Interactions are simple and with the use of basic structures.			
What happened? What do I need to improve for the next session?			

Table 8. Participative observation format

3.9.3.2. Rubric

The rubric was taken from the Ibeas de Pedro's model (2021), who defines it as a fundamental tool for the assessment of the students to identify the level of acquisition of the students, as well as their progress. This instrument takes place in the classroom and lasts 5 minutes per student. The rubric has two categories; the first category is related to communicative assessment; the second category is related to "cooperative assessment". The grade that informs parents of their child's level in the subject is set by:

Outstanding: The pupil goes beyond what is expected of him/her within his/her grade.

Notable: The pupil is within the level expected of him/her for his/her grade.

Sufficient: The pupil is working towards the level expected of him/her within his/her course.

Insufficient: The student is below the level expected of him/her for his/her course.

Speaking assessment				
Assesment criteria	Insufficient	Sufficient	Notable	Outstanding
Student's pronunciation was understandable with errors that did not interfere with comprehension.	Poor pronunciation and intonation, without stress elements.	Sometimes it may be difficult to understand.	Is mostly intelligible, although some sounds may be unclear. Has limited control of word stress.	Is mostly intelligible. Has limited control of word stress and intonation.
Interacts in conversations requiring exchange of information with simple structures and sufficient lexis with pauses, fulfilling the communicative function of the message.	Does not interact with peers. Struggles to understand and answer questions. Communication is not established.	Can understand and make him/herself understood, producing simple messages with the help of written information.	Can interact with peers and produce simple messages, using simple structures and lexis, making fluent exchanges.	Can interact naturally, constructing long, correct sentences fluently.
Cooperation assessment				
Assesment criterio	Insufficient	Sufficient	Notable	Outstanding
Actively participates in the dynamics of cooperative work, complying with the rules and roles of the team, and each of the steps to carry out the activities and tasks proposed.	Does not follow the rules or roles. Does not get involved in cooperative work dynamics.	Finds it difficult to get involved in cooperative dynamics. Does not always follow rules and roles.	Complies with rules and roles and engages in cooperative dynamics correctly.	Is actively involved in cooperative work dynamics, complying with the rules and roles, ensuring a cooperative working environment and encouraging their classmates to get involved too.

Asks for and offers help to peers, showing willingness and autonomy in order to build learning without giving the final answer.	Refuses to help their classmates. Does not ask for help and does not show interest in learning.	Gives help but does not always know how to offer it correctly. They are reluctant to ask for help and listen to their classmates in order to learn.	Helps their classmates whenever they need it. Asks for help when they need it, but maintains a certain dependence when working.	Is actively involved in helping his/her classmates, anticipating their needs and adapting to their level. Asks for help whenever they need it and makes an effort to learn to do things independently.
Reaches agreements, makes decisions and respects the opinions of others with a listening and respectful attitude.	Does not listen to the opinions of others and is not able to reach agreements or respect the decisions of others.	Finds it difficult to reach agreements and accept opinions different from their own with a good attitude.	Has an attitude of dialogue to reach agreements, listening and respecting other opinions different from their own.	Is able to give opinions and respect other opinions, mediating so that everyone reaches an agreement and ensuring that nobody feels discriminated against.

Table 9. Rubric to Assess Cooperative learning and Speaking Performance

3.9.4. Implementation of the project

In this section you can find important aspects of the games made in the course of the project, duration, evaluation, resources, etc. This is a follow-up and description that helps to have a detailed idea of how the dynamics work in the class.

3.9.4.1. 26 Sep – 30 Sep. First implementation (Fan N pick game)

Students are divided into groups of four using classroom classification or partner selection strategy. The Professor gives each group a set of 12 question cards on the content seen in the explanation of the class and on the topics seen: Present continuous, Weather and Places. Students will

be numbered as student 1, student 2, student 3 and student. Once the order has been determined the game is on. Student 1: Take the cards and offer them to student 2 and say in English "Pick a card, any card." Student 2: read the card to the group, to be answered by the student 3. Student 3: answer the question on the card should take no longer than 15 seconds to answer. Student 4: Paraphrase or repeat the response given by the student and write it on a sheet, in addition to clarifying or verifying the response, praises the student for the response given. This dynamic must be repeated between the groups until they finish asking the 12 cards, the roles of the students are altered with each card answered. (Appendix G)

3.9.4.2. Oct 17th – Oct 21st. Second Implementation (Ladder And Snake game)

This class began with the review of the theme seen that week called "Reported speech. So it was necessary to do an oral activity with the help of a board in which all the students participated, here mistakes were corrected and the doubts that the students had on this subject were resolved. Then, the groups were divided once again, the rules of the game were established and the role that each student should take in the group using a model group. The teacher explains that the student should roll the dice to move towards the finish square. If he lands at the bottom of a ladder, he can go up. If he lands at the top of a snake, he has to go down. If he lands on a question mark, another member will read the card with a prayer that the participant of the shift must then convert to reported speech,

and in turn another member records the answers on a sheet. Each member must carry to the end of the board, the game does not worry that the last member has reached the end. (Appendix G)

3.9.4.3. Oct 24th – Oct 28th. Third implementation (Who am I? game)

For this class, it was selected a particular theme related to the holiday to be celebrated at the time (Halloween) in order to generate motivation in the students. The class begins with the presentation of the 12 most representative characters of Halloween; the witch, the vampire, the werewolf, Chuky etc. Each character has a characteristic that differs from others and is described with a specific superlative. After this, the teacher integrates the groups of four students and explains the rules of the game. In this game each student must select a card at random and will have to perform the description of that character for the other companions to guess what the character is, using the phrase at the end of each description "Who am I?". The guesser will take a point that will be noted in the points table, so each student will describe three characters and use at least three superlative phrases in each description. The person who has the most points at the end will be the winner. (Appendix G.)

3.9.5. Chronogram

ACTIVITY		SEP				OCT				NOV			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Observation and Diagnostic	X											
2	Projet Creation		X										
3	First				X								

	implementation: Fan N pick	
6	Second Implementation: Ladder And Snake	X
8	Third implementation: Who am I? Game	X

Table 10. Chronogram of activities

3.9.6. Ethical considerations

This research will take into account some ethical considerations such as: protecting the privacy of participants when conducting our research, in addition, participants will have access to the results of the study before being published. (Appendix A, B.)

3.9.7. Data collection and analysis

The present study uses typological analysis as a reference to interpret the data collected during the execution of the project. According to Hatch, “data analysis starts by dividing the overall data set into categories or groups based on predetermined typologies. (Appendix D). Typologies are generated from theory, common sense, and/or research objectives, and initial data processing happens within those typological groupings” (2002) The typological analysis is suitable for our study because it is usually applied to the analysis of survey data and maintenance. On the other hand, its effectiveness lies in starting from predetermined typologies that allow researchers to classify them into categories and then patterns emerge from the data (Hatch, 2002).

In this section of the project, we will find the most important and relevant generalities during the execution of the project, such as: 1) The impact of cooperative learning on students’

pronunciation. 2) The impact of cooperative learning on the students' communicative interaction. 3) Cooperative values in speaking practice. 4) Game as a motivating factor for speaking.

3.9.8 Findings

3.9.8.1. *The impact of cooperative learning on students' pronunciation*

Pronunciation is a skill that must be developed by the student with the help of the teacher, he is responsible for guiding in the regulation of the accent and in the correction of errors in pronunciation of words that are difficult for the students. In the case of cooperative activities, the teacher does not become the only regulator but the group mates help the student in the development of this skill. Taking this into account, in the development of the three games there is a group practice of oral production that impacts on the development of the pronunciation of each student and that is represented by the following table.

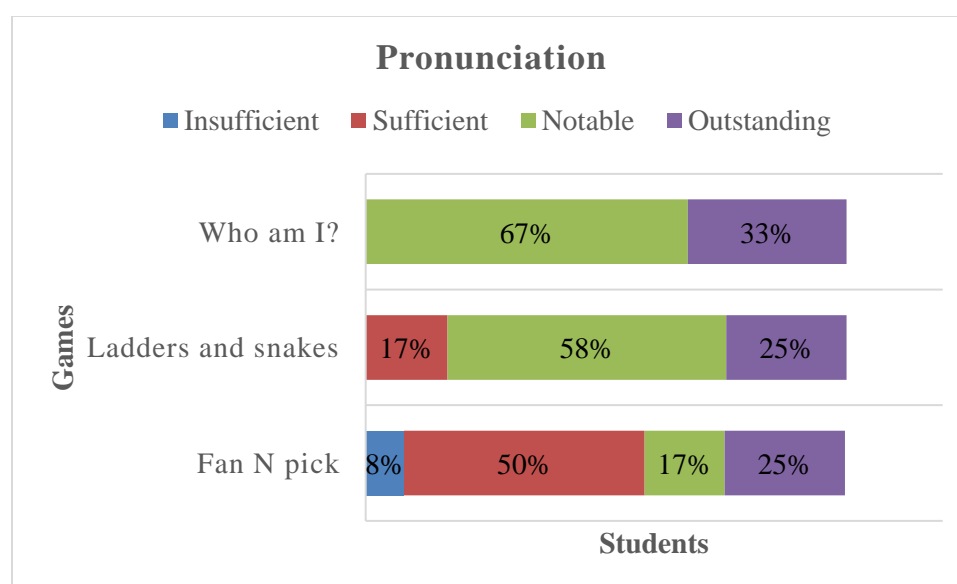


Figure 5. Pronunciation performance

Table number shows the grades obtained during the speaking test through the three games carried out (Appendix D). The table shows the reduction of *Sufficient* qualification from the first game with 50% of students, to the last game with 0% of students. In addition, it represents the increase in the percentage of students who achieve *Notable* results from the first game with 17% to the last game with 67%.

Similarly, two of the participant observations made by the teacher can be compared, firstly, in the participant observation #1 of the group 1 the teacher stating that “The pronunciation of the students contains several faults. This due to the lack of practice of this skill” which evidences the initial state of oral production ability in students. On the other hand, the participant observation #7 of the group 1 (Appendix E) mentions that “students can understand and make themselves understood, producing simple messages with the help of information received in the previous explanation and with the help of their group mates”. This shows the final state of the students in the management of pronunciation from the perspective of the teacher.

3.9.8.2. The impact of cooperative learning on the students’ communicative interaction

According to Ibeas de Pedro (2021) in an appropriated communicative interaction the students interact in conversations with exchange of information with simple structures and sufficient lexis with pauses, fulfilling the communicative function of the message. This means that in the realization of the games the student will be able to construct correct sentences and at the same time, exchange them fluently, in order to build a coherent and natural conversation with his peers. to demonstrate the previous process of communicative interaction in students, the following table is presented:

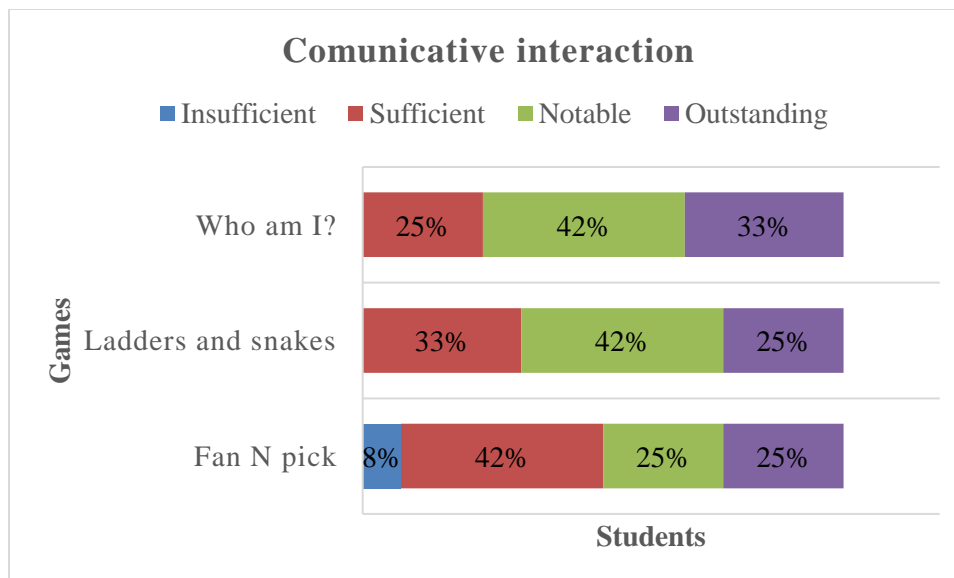


Figure 6. Communicative interaction performance

As shown above, the table shows that from the first activity to the last, the percentage of *insufficient* performance in students decreased from 8% to 0%, in the same way the *Notable* qualification of students increased from 25% to 42%.

On the other hand, in the participative observation number 3 of the group number 3 the students present faults in the structure of simple sentences either negative, positive or interrogative. The teacher mentions that “the interaction of the students is given, among them questions are asked and answered, sometimes with faults in the grammatical structure” (Appendix F). For example, in the *Fan N pick* assessment, the participant number __ was not able to create a coherent sentence by using the present simple, the answers the teacher’s question as follows:

Teacher: What does your mother do for a living?

Participant number 10: My mother for live...mmm.... living seller. (Appendix D).

On the other hand, in the participative observation of the last game called *Who am I?* it was mentioned that students of the group number 3 understand the use of the superlative adjective and the structure of the sentences that use it. The students were able to answer questions and create simple sentences using the superlative. For example, “Pennywise is the funniest monster” (participant number 12, *Who am I?* game). However, the teacher comments that students are limited to understanding simple sentences and it is difficult to create sentences with a slightly higher complexity. (Appendix D)

3.9.8.3. Cooperative values in speaking practice

Many values have been proposed for cooperative learning through history, but the following are the main factors that take part of this method; Comply with the rules and roles of the team, respectful attitude and ask for and offer help to peers. And it guided the assessment process throughout this research. The following table presents the presence of the cooperative work in all three games carried out:

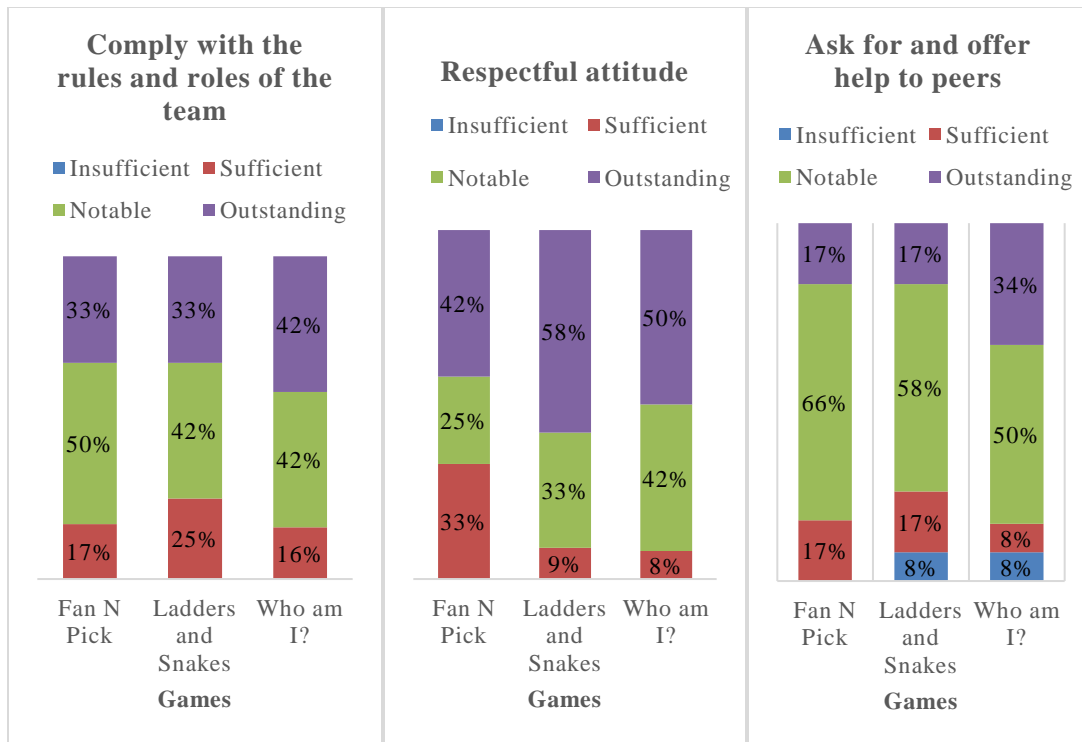


Figure 7. Cooperative values performance

The table number 2 shows the grades obtained on the three games in which the cooperative values are practiced. In the first value defined as comply with the rules and roles in the team, the use of this value is mostly Notable, however, this decreases from the first game with 50% reaching the last game with 42%. On the other hand, the respectful attitude in games, is presented mostly outstanding, starting in the first game with 42% and ending in the third game with 50. In addition, the students ask and offer help to their peers in a Notable way. In the first game with 66%, in the second game with 58% and in the last game the percentage of students who perform this action decreases with 50%.

Through the activities carried out in a group, many cooperative attitudes were identified in the students, however it was also possible to identify reluctance to integrate teams and carry out the activity in a cooperative manner. This was observed by the teacher through the participant observation number two where he comments that “the integration and spirit of cooperation is not evident in all groups”, in the same way, they mention that being a large group, the organization of the groups is difficult. (Appendix E)

3.9.8.4. Game as a motivating factor for speaking

Creating a motivating environment in the practice of oral production by means of games, is a complex task for the teacher, if you consider that the results depend on the environment in which the student is, the diversity of students present and the different types of learning processes of each of them. According to Toro & Velazquez (2016) “to have motivation in classroom it is necessary to consider some issues regarding the atmosphere, teacher’ attitude, students’ disposition to learn, teacher methodology to teach, as well as to the topics”. For this reason, the appropriate games were determined to overcome the students' conditions to generate a motivating effect on their oral production practice.

In order to record the information on the motivating effect of the games in the practice of speaking, the participative observation carried out by the teacher was used, in addition to the comments made by the students on their perspectives on the activities were presented. (Appendix E).

In the participative observation number 4, the teacher mention that “some groups managed to capture the positive competitive spirit and had fun performing the board game”. In addition, during

the process students react to the games and integration is generated progressively, “for example, in the participative observation number 8 “students who in the previous games refused to participate, were motivated to be part of the teams on this occasion”. In addition, the teacher mentions that they had fun in the process guessing the Halloween character, being an interesting theme for students;

“I like playing ladders and snakes, so we compete with each other as we learn”. (Student’s comment, PO number 6).

“At this hour a game can make us wake up a little”. (Student’s comment, PO number 4).

Considering the lack motivation in groups, the teacher mentions that the students were demotivated when forming a team with peers, due to not being used to forming teams. (Appendix D). The same way situations were presented that did not allow the correct development of the classes, both the climatic conditions and the schedules of classes were aspects that determined the encouragement of the group to participate in the proposed activity;

“Some problems with the climate at the time discouraged several students”. (Teacher’s comment, PO number 7)

“The English class is divided by rest this makes in the second hour young people are much more restless”. (Teacher’s comment, PO number 5). (Appendix E)

3.10. Conclusions

The present study aimed to propose a strategy to improve the oral production in level-seventh graders of the Integrated Juan Atalaya School by using a cooperative approach. For this, three games were taken into account that were correctly adapted to the English classes of the students, taking into account the class plan established by the English area of the institution. Considering the results seen, it can be identified that simple games, concrete in terms of their approach and with specific roles for each student turn out to be the most effective regardless of the topic seen in the class. One of the reasons why this type of games works is that they are not difficult to understand and it makes the motivation of students increase when they feel comfortable with something they feel to know and that is easy to do since they are accompanied by more colleagues.

Each of these activities showed a varied interaction, yielding both positive and negative results. As can be seen from the results, the union of the groups was affected by the lack of group practice, so integration was presented as one of the main problems in the making of the games, Therefore, the lack of respect for the partner becomes the second negative aspect. However, it should be noted that students follow the indications and fulfill the role provided, even if it is not to their liking, so this opened the opportunity for students to meet and interact with other peers with whom they did not attend, giving as results a team of work that meets the basic values of cooperative work and initiates a process of development search for less present cooperative values.

On the other hand, regarding the communicative process, although there are a lot of grammatical and vocabulary faults in the students, it was evident that the students developed

pronunciation and improved the structuring of basic sentences, they had the ability to identify the questions of everyday origin of the other companions, answer them in a coherent way and engage in conversations with simple structures. This is influenced by the trust that is generated in cooperative games, the exchange of knowledge of students who cooperate with each other to give feedback on their responses.

Chapter IV. Community component

Flashcards as a pedagogical tool in the acquisition of vocabulary in the primary grades of the headquarter the Consejo of the Integrated Juan Atalaya school

4.1. Introduction

In order to promote the learning of English as a foreign language (ALE) to children in the country's public primary schools, it is essential to have a process followed, however, most of these schools do not include teachers in the field of English and therefore children's learning may be affected because many teachers cannot teach English correctly. This is one of the reasons why the foreign languages program: French-English at the University of Pamplona has allowed their pre-service teachers to contribute to the process of educating the community, In particular, these are many public schools in which the English curriculum is deficient due to lack of teacher preparation and socio-economic status.

This project has a significant goal which is the involvement of teaching practice and the transmission of knowledge to contribute to and improve the conditions of learning English of the pupils by the use of flashcards to teach the essential vocabulary to the school. Where integral practice will be carried out, in this sense, the educational institution "El consejo" will be the place where students will be the participants in the development of activities, so that through this tool they can acquire vocabulary and that it is one of the greatest advantages of continuing to use in the various superior courses and that will enrich their learning process in general with the association of image and words.

4.2. Justification

Learning a foreign language is currently an important requirement in the world, when it is necessary to use at least one foreign language in order to create better opportunities, This is why it is necessary to implement the acquisition of English from an early age and to encourage students to continue the process of learning English in higher education.

The main objective of this project is that primary school students learn vocabulary through the use of flashcards and in this way, children are familiar with the most basic subjects of the English language taking into account their language level. In addition, the aim of this project is for children to start enriching their information on English from an early age to improve their possibilities and knowledge.

The development of classes with primary students is posed in physical form since not all students have access to digital media. The use of flashcards attracts the attention of children and allows the process of associating images with meanings promoting the acquisition of vocabulary directly in English to avoid translation and facilitate the learning process of children.

4.3. Objectives

4.3.1. Main objective

Improve the acquisition of basic vocabulary in English through flashcards in the primary student of the Consejo school.

4.3.2. Specific objectives

- Address the learning needs in English for the primary student of the Consejo school.

- Integrate the English-French Foreign Language Degree Program students into the educational reality of teaching English in primary school.

4.4. Methodology

In this project flashcards will be created taking into account the topics that have already been established in the school's activity calendar with the supervisor. The active games will be developed in the class schedules used by the teacher not to interfere with another subject. With regard to the creation of the material, we will create flashcards or search for the cards on certain platforms that allow this process, the objective is that the material is physically shown to the students where they observe the image that the student must associate with the written, teacher will provide the pronunciation of this word and student will repeat this word with their pronunciation.

4.4.1. Activities

4.4.1.1. Clothes: This activity consists of two stages, the first consists of introducing the vocabulary of the clothes through the Cards, showing each card so that the word is then repeated by the students. In the second stage students perform a description activity in which they must draw three characters according to a text describing each garment they wear. For this they must be clear the meaning and color of each piece that the characters wears.

4.4.1.2. Weather: This activity consists of introducing the vocabulary of the climate through Flashcards, then performing an activity in which students should complete sentences that correspond

to a situation of a specific climate. Then you should socialize the answers and review the pronunciation of each sentence specifically of the main vocabulary.



Figure 8. Weather flashcards

4.4.1.3. Body parts: This activity is introduced with small cards in which the body parts are located, groups are established in which there is a model to be able to paste each card in the part of the body that corresponds, students must guess where each card goes, and then with the whole group socialize the body parts with flashcards. This creates a dynamic and motivating activity for students.



Figure 9. Clothes class

4.4.2 Progress towards achieving goals

The realization of the activities has been favorable for the students and the development of communication skills in English, the design of dynamic activities generates motivation in them. Learning new ways to learn English helps them focus on the classroom and want to get more involved. The classes are gradually improving as confidence progressed as classes were held. This is a very important point because the confidence in the classroom is what helps to develop the teacher's ability to manage discipline and control students being such young people.

4.4.3. Material designed for process support and planning

Flashcards

According to Peñafiel (2019) the flashcards emerge as an instrument of pedagogical and didactic support in the classrooms, in relation to the teaching of bilingual contents stipulated within the curriculum, these actions are considered as alternative strategies for learning a second language.

4.5. Chronogram

ACTIVITY		SEP				OCT				NOV			
		I	I	II	I	I	I	II	I	I	II	II	I
		I	I	V		I	I	V			I	V	
1	Observation and Diagnostic	X											
2	Project Creation	X											
3	Weather				X								
4	Clothes					X							
5	Body parts							X					

Table 11. Chronogram of activities

4.6. Conclusions

It was noted that flashcards facilitate learning of language skills, such as written and oral production. During the implementation of this pedagogical project, it was observed that students were

able to transfer the acquired vocabulary to activities involving other language skills, such as writing and oral production. This was because the students had the example on the flash card of how to write the word correctly and also had the opportunity to practice their pronunciation with the help of the teacher. The activities carried out with flashcards managed to optimize the learning of English taking into account that this visual tool is essential for children of the early educational stages. The disposition and motivation present were remarkable and suggests that dynamism in English classes for the youngest is essential for the development of communicative skills.

The experience with the children is enriching for a teacher in the process of learning. Primary school has its own unique light and process, handling children is a science that needs experience to develop and treat flashcards is one of the best and simple ways to explore this component. The management of children and interaction with them is an interesting fragility. This component makes us understand the importance of an optimal learning process from the first years and how this affects the rest of the academic trajectory.

Chapter V. Intra-institutional activities component.

5.1. Introduction

The role as a teacher in an educational institution presupposes a commitment to the conduct and implementation of various activities in and outside the classroom spaces. In fact, it is important for the teacher to assume an active position in order to encourage and develop not only the teaching/learning of knowledge or specific or communicative skills, but also the participation in events of an extra-It is a means to reinforce the values, principles and traits that reinforce the notion and sense of belonging and identity towards the community and the members.

5.2. Justification

With the development of this project was planned that the teacher in training can get all the necessary knowledge about the academic context that was found in their training process, who knows the type of activities that are generally conducted in an educational environment, who knows the purpose of the culture, meetings and sporting and educational events. Therefore, it is important that the teacher-in-training is fully familiar with the institution's facilities where he will develop a full practice, the special dates he will hold in that institution, the cultural and sport events that take place during the school year and that, at the end of the process, determine the benefits you will derive from carrying out this project and the importance of your training process.

5.3. Objectives

5.3.1. Main Objectif

Participate in academic and extra-curricular activities within the institutional framework of the Integrated Juan Atalaya School.

5.3.2. Specific objectives

- Acquire experiences that promote personal and professional development.
- Achieve integration in the context of the practice institution.
- Support the development and planning of events involving members of the educational community.

5.4. Methodology

The teacher in the training process assumes an active, participatory and cooperative position with respect to the structuring and development of obligatory activities, namely national celebrations and/or celebrations, competitions, among others. This will allow you to know in depth the characteristics and principles of the educational institution, in addition to strengthening its role as a teacher of foreign languages. With the help of the institutional observation already carried out, the teacher will know the dates and activities in the institutional knowledge, so participate in each of the proposed events and have the opportunity to get involved in their organization. On the other hand, it is also necessary for the teacher in training to interact and intuit when there is a situation where their skills and aptitudes are needed. In this way the teacher will be available in breaks and free hours for student counseling, class planning or interaction with other members of the institution.

5.4.1. Intra-institutional activities

According to the Rules of Practice the following are intra-institutional activities (Agreement No.032 19 July 2004. Article 18):

5.4.1.1. Talent Festival: This festival took place the headquarters throughout the day of the morning, students of all grades demonstrate various skills such as singing, dance performance, etc. The role I played was in the part of the decoration of the event, it was necessary to attend the school outside the day to decorate the entire colosseum which is where most of the events are made.



Figure 10. Talent festival



Figure 11. Talent festival

5.4.1.2. Day of the race: This flag raising was attended by the martial band of the school that opened the event with the local departmental hymns and the institute. The main protagonists were the seventh-grade students, who performed dances, dramatic performances and musicals. This day was held not only to celebrate the different races but also the various cultures of Latin America. In the same way the colonization was represented in a dramatic and masterful way.



Figure 12. Day of the race



Figure 13. Day of the race

5.4.1.3. The day of the child (Halloween) was presented at the elementary school The council where students could go to school dressed up and performed various activities such as dancing, games, singing, handing out sweets and other food. This event takes place every year to commemorate the children's day and the celebration of Halloween as it is a significant date for them.

There are also other interdisciplinary spaces such as student advisories to practice for the Spelling be contest, or for topics advice seen in class, these advisories are usually given on breaks.

5.5. Chronogram of activities

DATE	ACTIVITY
20 SEP	Opening Colijista Week
6 OCT	Day of the race
14 OCT	Colija Talent festival

31 OCT	Halloween
4 NOV	Final day

Table 12. Chronogram of Integrated Juan Atalaya Activities

5.6. Conclusions

In general, contact with students, teachers and parents has enriched the teacher-in-training practice process. Teamwork, organization, the articulation of subjects and precise contact with the participants in education are essential to the development of the skills that are part of the daily exercise of teachers, it has been possible to show different aspects that are part of education and that cannot always be appreciated, this component has been developed to the teacher's satisfaction as he has demonstrated effort, the teacher's dedication and responsibility in training to participate and be an active agent during activities. Being a part of these activities was very important in understanding and analyzing the skills and attitudes that teachers should rely on to teach.

Chapter VI. Reflective approach

The process of reflection has been fundamental for the development of the practice that the pre-service teacher has made, since it allows him to analyze the different methods, strategies and activities that he performs with students of 7th and 3rd grade in the integrated school Juan Atalaya, taking into account this reflection, it was possible to express their strengths and weaknesses at the time of being teachers, it is important to mention that the aspects that have played an important role in the development of the practice and that have allowed to clarify their learning process.

The practice process had three main axes in which the teacher initially worked. The main research component that has been successful, as can be seen in Chapter three of this project, There is also the community component that involved the youngest students at the school where the teacher had interactions and perceptions about what it means to be a teacher was able to identify the challenges that will be faced taking into account the levels of the students and ages and was able to know the student population and finally there is the inter-institutional component where the teacher was able to participate and know through him- even the activities that are part of the educational community, the importance of interacting with students in different academic and cultural activities, also to be part of the teaching organization.

“en esta semana tuve que empezar a involucrarme más a las clases de inglés, empecé por apoyar al profesor con las actividades de la clase, guiando a los estudiantes a realizar cada ejercicio debidamente, afortunadamente, tuve un buen recibimiento desde el principio, la idea de tener alguien nuevo en las clases de inglés más que el profesor que les dictó las clases todo el año, parece ser una idea emocionante para los estudiantes”. (Field notes, appendix F).

Through the reflection process, the teacher-in-training was able to observe the positive and negative aspects generally about the classes, the materials, the teaching strategies, the confidence and professionalism itself and the things she applied during the classes.

“Fue posible implementar esta actividad con dos de los tres grupos, el proceso del juego se realizó adecuadamente y se pudo notar la motivación para realizar la actividad, sin embargo, en una de los grados, al más numeroso, hubo problemas para que los estudiantes formaran grupos, esto debido a que no están acostumbrados a trabajar de esta forma y se indisponen al momento de formar un equipo con compañeros con los que no suelen tratar. Afortunadamente, el supervisor estuvo presente y con su ayuda se pudieron crear los grupos además de que remarcamos la importancia de este tipo de actividades”. (Field notes, Appendix F).

The teacher had the space to generate this reflection in order to improve the method and the way of being a teacher, this reflection process must continue to be developed to encourage the development of the practice, this activity works as a relief for the teacher, knowing and analyzing whether what is implemented works or not, which is why through reflection realized the importance of learning processes, it was possible to analyze the vocation and the aspects that should be part of the teacher.

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