

**Implementing Game-based Learning Teaching Method to Encourage Speaking
Skills on 10th-grade English Course**

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Bachelor of Arts in Foreign Languages Degree

Practicum Stage

Pamplona

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General Presentation of the Project

Presentation

This project, carried out during the last semester of the Bachelor of Arts in Foreign Languages Degree, compiles the fundamental components for an appropriate practicum stage, which represents an opportunity to face challenges. Likewise, its main objective is focused on training pre-service teachers as future professionals by applying all the knowledge acquired during the previous semesters of the degree. This project allows the pre-service teacher to develop skills and attitudes towards the field of teaching. In addition, its importance also lies in evaluating the experience that this professional practicum provides in terms of tasks and responsibilities.

As a requirement for pre-service teachers of the Bachelor of Arts in Foreign Languages Degree of the University of Pamplona who are taking this first stage of practicum, it is necessary to comply with the following four components covered by this project: Institutional Observation and Diagnosis, Pedagogical Research Component, Community Outreach Component and Intra-Institutional Activities Component, the last three components being those related to the institutional and program mission axes.

Initially, the institutional observation and diagnosis allowed the pre-service teacher to observe and recognize in depth the institutional environment where she was going to be working and the participants involved in the field. Likewise, the pre-service teacher was able to learn about the different types of activities that took place in the educational community. For institutional knowledge, a multilevel documentary analysis stage was proposed at various levels: administrative, pedagogical, technological and population levels.

Next, the pedagogical research component entitled: "Implementing Game-based Learning Teaching Method to Encourage Speaking Skills on 10th-grade English Course" which is the

central axis of the integral practicum, shows a research proposal conceived by the analysis of the context. It sought to address the main problem of this study, which was identified through the observation of the environment during a week of contact with the institution in one of the courses in charge, and was oriented to give main attention to the need.

As a third place, there is the community outreach component entitled: "Using Tutoring to Reinforce Vocabulary Learning in Secondary Students", which presents a pedagogical outreach proposal aimed at secondary students, specifically sixth graders, as an additional academic reinforcement in the English area. The objectives of this project were oriented to meet the lexical needs of the school's youngest student population.

Finally, the intra-institutional activities component gave the trainee teacher the opportunity to get involved and take an active role in all extracurricular and administrative activities established by the educational institution in order to recognize the importance of culture in the educational process and the role of the teacher outside the classroom.

Introduction

In today's world, it is well known that English is conceived as the Language of International Communication and it is a reality that it is not only the most commonly spoken and understood language by millions of people in every single country, but it is also the most important language to be learned for several reasons. Tillayeva (2020) pointed out that "all spheres of our life in one way or another require knowledge of the English language." being a language increasingly in demand as it allows to improve the life of each individual in different professional fields providing numerous opportunities in business and education.

However, despite the constant emphasis on the importance of obtaining a broad English proficiency in order to open new horizons, in countries such as Colombia, this remains low. Besides, in Colombia's English lessons, teachers normally focus on other aspects of the language such as reading and listening, which are very important, but students should also be encouraged to develop other skills that are essential to manage English language, such as speaking. Teachers are also unaware that some teaching methodologies are not the most appropriate, for example, the constant use of text-based worksheets. In fact, in 2021, according to the EF English Proficiency Index, Colombia was in the category of "very low proficiency" occupying position number 77 out of 100 nations, and currently, it ranks at level 81 of "low proficiency" (RCN Radio, 2022).

According to experts, it is evident that this problem emerges from the initial school education since there have not been progress in terms of the level of public and private educational institutions. From this arises the need to improve the development of English skills in children, young people and adults. On the other hand, it is also highlighted that access to English lessons is scarce in many schools in Colombia, as Luz Karime Abadía, co-director of the Economics of Education Laboratory of the Javeriana University (LEE) and former vice-minister of Education, stated: "In many of the official schools there are not even English classes because they cannot get a teacher to teach the subject, and in general there is no strong bilingualism policy in Colombia that reaches all regions". (El Tiempo, 2021)

In view of the above-mentioned difficulties, this project reveals a research proposal that sought to positively contribute to the community from the Bachelor of Arts in Foreign Languages degree practicum stage. This project was focused on encouraging speaking skills in high school students to a great extent by learning through games.

Justification

Learning English as a foreign language encompasses a series of basic competences that are necessary to fully express ourselves in the language. It is for this reason that it is essential to work on each of them continuously in order to master them appropriately. These competences are also known as communicative skills, which are characterized by being linguistic processes that allow us to participate efficiently in all spheres of communication. They are deployed in four: listening, speaking, reading and writing skills.

Unfortunately, many students have noticed that English lessons have been mainly centered on grammar teaching and traditional related method. This problem has been evidenced in schools as well as in higher education contexts, where there are also other obstacles that negatively affect the development of language skills, such as: time constraints, overcrowded classrooms, textbook-oriented classes, excessive use of the mother tongue, grammar-based teaching, etc. Consequently, it is important to understand that focusing solely on grammar cannot ensure that students will be able to communicate adequately in real-life situations.

Taking as a reference the environment where this project was located, the students practiced writing skills through guides and evaluation's transcription, gap filling exercises and activities where they must write words or short sentences. On the other hand, reading was usually evidenced when they read instructions from the worksheets and critical reading texts. Listening comprehension was only reflected when the teacher proposes listening exercises, otherwise it would not be reinforced since the teacher used the mother tongue every time. Oral production, on the other hand, was not worked.

Therefore, taking into account that “....English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both

with native speakers of English and other members of the international community" (Boonkit, 2010), this proposal aimed at providing students with a specific beneficial space in which they had the opportunity to gradually develop their language skills, but specially work on speaking competence.

Objectives

General Objectives

- To encourage 10th grade students' speaking competences through the implementation of the game-based learning teaching method.

Specific Objectives

- To put into practice pre-service teacher's knowledge acquired during the degree in a real educational environment.
- To provide secondary students with an entertaining learning space through the use of games as an effective teaching tool.
- To participate in Instituto Técnico Patios Centro intra-institutional activities during the second semester of 2022.

Chapter I: Institutional Observation and Diagnosis

As an initial stage of the practicum process of pre-service teachers of the Bachelor's Degree in Foreign Languages, it was required to carry out an institutional observation in the academic community previously assigned. The trainee teacher first explored the school's facilities in order to familiarize herself with the context, get to know how it worked and identify any deficiencies that should be addressed in the teaching and learning English processes. Moreover, this stage helped the trainee teacher to know how to adequately face any type of situation that might arise in the institution. Therefore, in order to fulfil what was requested in this practicum stage, the educational institution was described taking into account certain aspects such as the institutional educational project (PEI), the educational community handbook, the institutional schedule, among others.

Knowledge of the setting

Instituto Técnico Patios Centro is an educational institution with religious, ethical and moral principles. It focuses on teaching students to be competent people for service to society and its subsequent follow-up in the personal preparation towards their professional careers. The Educational Institution has training in technical careers supported by the National Learning Service (SENA) and it has specialized teachers in each of the areas in order to provide a higher quality education.

The technical careers that the Educational Institution offers are: administrative assistance, sales of products and services, systems and multimedia and leather goods.

Location

Instituto Técnico Patios Centro is divided into seven seats: The main seat which is "Instituto Técnico Patios Centro N° 2" along with "La Sabana", "Doce de Octubre", "La

Cordialidad”, “Luis Enrique Ávila”, “Rudesindo Soto” and “Patios Centro N° 1” seats. Each of them are located in the urban area of the municipality of Los Patios, Norte de Santander. However, this research proposal was only conducted at the Instituto Técnico Patios Centro N° 1 seat, specifically located on the 4th avenue, 27a street in Los Patios.



Figure 1. Instituto Técnico Patios Centro N°1

Characterization of the setting

At the seat “Instituto Técnico Patios Centro N°1” where this integral practicum took place, secondary education is offered in the morning from 6 a.m. to 12 p.m. and primary education in the afternoons from 12:30 p.m. to 5:30 p.m. On the other hand, the facilities of the educational establishment are small and they do not have many technological resources since it is a public institution of easy access for students of social strata 1 and 2 and this type of institution does not receive much government aid. The school has about 12 classrooms and a computing laboratory which was also used for one English class per week. Instituto Técnico Patios Centro also has a small cafeteria, a specific room for the coordinator of the institution and a spacious field in which

the students practice sports, spend their break time and the school community celebrates ceremonial flag raisings.

Knowledge of the different types of activities developed in the educational community

The educational activities carried out in the school are aimed at the development and growth of the person in all its facets. In one hand, there are the school's own educational activities, which are part of the school day and are developed at school, stage or class level, depending on each one. On the contrary, there are also extracurricular activities such as sports, culture and music events, which are usually offered to families and take place mostly outside school hours.

Perceptions of the community regarding the health emergency

The school day for students and teachers, both in the mornings and in the afternoons, was completely classroom-based, complying with biosafety standards. As preventive measures, students were required to wear masks inside the classrooms and to wash their hands constantly to avoid possible contagions. On the other hand, it was recommended that when a student was sick, he/she should stay at home and return to classes until he/she was fully recovered. Likewise, they were asked to provide a written justification that supported their incapacity so that they could complete and deliver any type of homework to their teachers.

Administrative Level

Institutional Educational Project (PEI)

The Institutional Educational Project of Instituto Técnico Patios Centro is recognized as a guide that specifies the principles and purposes of the school, the teaching and didactic resources available and necessary for the educational community, the pedagogical strategy, the regulations for teachers and students, and the management system.

Mission

Instituto Técnico Patios Centro will train integral citizens from preschool to eleventh grade through an innovative pedagogical proposal with inclusive, academic and technical bases that prepares students for productive work and the continuity of professional studies that will allow them to act successfully in the academic, labor, cultural, scientific and social environment of the region.

Vision

Instituto Técnico Patios Centro will be the entrepreneurial support of the region, offering an integral humanitarian education, with an inclusive and competent character that will contribute to the transformation and improvement of the environment and social reality, being an useful institution to the Colombian society.

Institutional Objectives**General Objectives**

Instituto Técnico Patios Centro as an official entity, trains preschool students, elementary school students, high school and technical high school students and it pursues the following objectives:

- Progressively improve from its technical nature, being an agent of change and a wise and intelligent organization at the regional level.
- Knowing, doing and being (saber, hacer y ser in Spanish) as the axis of the educational problem in permanent dialogue with the scientific, cultural and technical aspects.
- Consolidate the formation of an academic community within the institution by stimulating the formation of research groups.

- Transform the institution into an experiential center of pedagogy, democracy, peace and human rights.
- Motivate through research the production of knowledge, interpreting contexts, understanding and solving problems in the field of education and pedagogy.
- To articulate the curricular proposal of the institution, especially the Technical High School proposal, with the articulation of the pedagogical approaches of the SENA REGIONAL Cúcuta.
- To train people capable of promoting and accepting the pluricultural condition of the country in the recognition of diversity
- To take advantage of formal and non-formal education in order to stimulate processes of personal qualification, improvement of the context and quality.

Philosophy of the Institution

Instituto Técnico Patios Centro is committed to train citizens with inclusive principles of quality in autonomy, authenticity, conscious freedom and critical spirit, which prevails in respect for values and human rights, promoting peaceful coexistence and democratic principles, preserving the environment in which it lives. It is expected that its integrity is the platform to develop productive work and university or technological training, allowing them to develop successfully in society, responding creatively to the needs of transformation and development of the modern world in all its dimensions.

Institutional Principles

Instituto Técnico Patios Centro has seven (7) basic principles and they are stated as follows:

Spiritual Principle

The gospel of Jesus Christ is taken as a foundation contemplated in the Bible which teaches the meaning of love of neighbor. According to what was socialized on January 20, 2022, the institution recognizes article 19 of the Political Constitution and respects the fundamental right to religious freedom and worship.

Administrative principle

With teamwork and generating a sense of belonging, the work for public education is dignified by offering an efficient, agile and timely service.

Environmental Principle

Respect for the environment, the conservation of the earth and the human being are part of the formation; which is based on research.

Axiological principle

The educational process proposes social tools that strengthen coexistence through the practice of cultural, spiritual and moral values.

Principle of participation

The guarantee of the democratic process takes as a participation of the educational community in all institutional decisions, reflecting transparency.

Principle of entrepreneurship

The application of educational strategies will guide the student to be an agent of economic change in the municipality.

Principle of inclusion

The quality educational service guarantees the full participation in education as a fundamental right for all students who experience barriers in learning and people in situations of vulnerability.

Profiles of the Institution

Student Profile

The student of Instituto Técnico Patios Centro is a critical, analytical person, an active agent of his or her own personal development, capable of transforming his/her social reality, contributing to the sustainable growth of his community, integrating himself/herself to productive work or to continue his/her higher studies, who evolves culturally, spiritually and socially as an inclusive human being of quality.

Teacher Profile

The educator of the Instituto Técnico Patios Centro is an authentic professional of inclusive quality education capable of produce knowledge and innovations; to ensure that students appropriate the best knowledge available in society, to create pleasant conditions for self-study and cooperative group learning; is a balanced person, with comprehensive training, fair, who loves his/her profession and perform it with high standards of efficiency and quality, which aims for continuous personal, academic, professional and spiritual improvement; committed (a), loyal, who appropriates the principles, fundamentals, institutional goals; and practice in their personal, family, social and professional life the highest human values.

Family Profile

The community of the Instituto Técnico Patios Centro, represented by the parents and legal representatives, is characterized by its participation in the formative process as the student's main

guide, committed to the institutional principles and values. Parents are part of the process of inclusion with quality, they are the ones who support the institutional objectives.

Community Profile

The community of the Instituto Técnico Patios Centro will have new knowledge and expectations, committed to the principles, foundations and institutional goals, protagonist of inclusive quality processes that allow them to recognize and solve their educational, social and cultural problems through the interaction and cooperative contribution of the members of the community, and will be able to build a community that is committed to the principles, foundations and goals of the institution.

Organigram of the Institution



Figure 2. Organigram

Educational Community Handbook

Instituto Técnico Patios Centro establishes clear disciplinary rules of coexistence, which is a formative and fundamental principle in the educational process, so that the different levels of the institution have a guide in the valuation of school interrelationships. School actions seek to promote educational purposes by stimulating changes in all aspects of the educational community.

The objectives within the coexistence plan are related to the fulfillment of the rights and duties of the institution respecting and complying with the national regulations proposed by MEN (Ministry of National Education). The coexistence rules, both general and specific to the center and the classroom, specify preventive actions, promotion and monitoring of disciplinary measures that are applied with the ultimate goal of generating better citizens.

General Objective

- To establish a frame of reference to strengthen the rights and duties of the educational community established for the community, according to the norms established by the Ministry of National Education. decreed by the Ministry of National Education.

Specific Objectives

- To provide the school's governing bodies with instruments and resources related to the promotion of a culture of peace, the mitigation of violence and the improvement of coexistence in the institution.
- Encourage attitudes and practices in the institution that allow improving the degree of acceptance and compliance with the rules. acceptance and compliance with the rules. Emphasizing respect for diversity and the promotion of equality between men and women.
- Prevent, detect, and develop a monitoring of conflicts and school violence in the institute, for the analysis and peaceful resolution of the same.
- Encourage the involvement of families with activities to support this learning at home. Seeking the integral development of the student and society on the basis of respect for life and human rights.
- To foster in students a sense of belonging to the Institute in the search for the care and conservation of the environment.

- Follow the route and protocol for the application of the Coexistence Manual by the educational community.

Chronogram of Activities

Instituto Técnico Patios Centro had a wide variety of events and activities that were held throughout the school year in which students took an active role by participating in each of them. The institution normally carried out activities in different areas such as spiritual, linguistic, cultural, social, municipal, family, sports, among other dates established in the calendar.

CRONOGRAMA DE ACTIVIDADES INSTITUCIONALES AÑO 2022			
RESOLUCIÓN 005132 de 13 de diciembre 2021 SED NORTE DE SANTANDER			
SEMANAS LECTIVAS	FECHA INICIO	FECHA TERMINACIÓN	DURACIÓN
PRIMER SEMESTRE	31 de enero de 2022	19 de junio de 2022	19 SEMANAS
SEGUNDO SEMESTRE	04 de julio de 2022	27 de noviembre de 2022	20 SEMANAS
TOTAL			39 SEMANAS

PERÍODOS ESCOLARES			
PERÍODOS	FECHA INICIO	FECHA TERMINACIÓN	DURACIÓN
PRIMERO	31 Enero de 2022	08 de Abril de 2022	10 Semanas
SEGUNDO	18 Abril de 2022	17 de Junio de 2022	09 Semanas
TERCERO	04 Julio de 2022	09 de Septiembre de 2022	10 Semanas
CUARTO	12 Septiembre de 2022	27 Noviembre de 2022	10 Semanas

DISTRIBUCIÓN DE TIEMPOS			ACTIVIDAD
FECHAS			
11 de enero de 2022	30 de enero de 2022	ACTIVIDADES DE DESARROLLO INSTITUCIONAL 6 SEMANAS	
11 de abril de 2022	17 de abril de 2022		
10 de octubre de 2022	16 de octubre de 2022		
28 noviembre de 2022	04 diciembre de 2022		
27 diciembre 2021	30 de enero de 2022	RECESO ESTUDIANTIL 13 SEMANAS	
11 de abril de 2022	17 de abril de 2022		
20 de junio de 2022	03 de julio de 2022		
10 de octubre de 2022	16 de octubre de 2022		
28 de noviembre de 2022	25 de diciembre de 2022		
27 de diciembre de 2021	09 de enero de 2022	VACACIONES DIRECTIVOS DOCENTES Y DOCENTES 7 SEMANAS	
20 de junio de 2022	03 de julio de 2022		
05 de diciembre 2022	25 de diciembre 2022		

Figure 3. Chronogram of activities

Flag-raising events

IZADAS DE BANDERA Y CARTELERAS DECORATIVAS

FECHA	MOTIVO	CURSO		VALOR
28 de febrero de 2022	<ul style="list-style-type: none"> Manual De Convivencia Danza Región Pacífica 	11°	5°	IDENTIDAD RESPONSABILIDAD PERTENENCIA
--- de marzo de 2022	<ul style="list-style-type: none"> Elección del Personero Acto Especial 	10° COMITÉ DEMOCRACIA		HONESTIDAD
22 de abril de 2022	<ul style="list-style-type: none"> Día del Idioma Español Muestra Folclórica 	ÁREA HUMANIDADES		TENACIDAD
11 de mayo de 2022	<ul style="list-style-type: none"> Mes mariano- Maestro-Madre Danza Región Orinoquía 	6°	3°	RESPECTO
06 de Junio de 2022	<ul style="list-style-type: none"> La Familia Danza Región Andina 	PREESCOLAR		TOLERANCIA
19 de julio de 2022	<ul style="list-style-type: none"> Día de la Independencia Muestra Folclórica 	DOCENTES PASANTES TITULARES PRIMARIA		PAZ -LIBERTAD
05 de Agosto de 2022	<ul style="list-style-type: none"> Batalla de Boyacá Danza Región Insular 	7°	2°	RESILIENCIA
09 de septiembre de 2022	<ul style="list-style-type: none"> Amor y Amistad Danza Región Caribe 	8°	1°	ESPIRITUALIDAD
08 de octubre de 2022	<ul style="list-style-type: none"> Descubrimiento de América Danza Región Amazonía 	9°	4°	LEALTAD
18 de noviembre de 2022	ENTREGA DE SÍMBOLOS	11°		PERSEVERANCIA

Figure 4. Chronogram of flag-raising events

Institutional Symbols

Logo

The colors of the logo represent the Department of Norte de Santander. The letters ITPC represent the initials of the institution's name and the red background represents the number two.



Figure 5. Institutional Logo

Institutional Shield

The institutional coat of arms presents two highlighted black ovals that indicate the union and the inter-institutional accompaniment that surrounds the institute. The small oval encloses the seed that signifies the beginning of school life and the large circle represents the progress obtained in the integral formation.

The coat of arms is based on the colors of the flag of the municipality of Los Patios: white, which signifies purity and the attainment of peace, which we all long for under the spiritual principle that governs the institution; green, which signifies life and hope, demonstrating the commitment to the environment by promoting research and conservation; and yellow, which signifies happiness and prosperity, emphasizing the sense of belonging and teamwork.



Figure 6. Institutional shield

Pedagogical Level

English area planning

The English area plan consisted of the fundamental aspects sent by the Ministry of National Education that gave the guidelines to be followed for the development of the curriculum so that the student could study based on a plan designed in order to meet the basic needs in this area and comply with the performance indicators and goals outlined in the plan. Thus, each level of

education had its own standards and criteria which help to strengthen the level of performance as a tool to meet the demands of the foreign language. The guidelines taken into account to develop these competencies were: Linguistic, pragmatic and sociolinguistic, as well as the skills: listening, reading, writing and speaking.

Objectives

General Objectives

- To develop communicative skills to read, write, listen, speak and express themselves correctly in the foreign language English according to the standards established by the Ministry of National Education.
- To expand the ability of knowing and using the foreign language as a means to improve the processes of interaction in a society with a diversity of cultural identities and thus be able to access the globalized world.

Specific Objectives

- Articulate the purposes of the Ministry of Education to the institutional objectives and those of the area for the applicability of linguistic knowledge for the communicative act.
- To structure the contents in the area of foreign language - English according to the new standards of the Common European Framework given by the MEN for the pedagogization and optimization of the students.
- Design the foreign language English area plan, following the guidelines of the PEI and the international guidelines for teaching foreign language to competent students to face real conversational situations.
- Apply the Inclusive Education program for children and young people who require it, giving room for equity and respect for learning rhythms for personalized teaching.

Knowledge of the available pedagogical resources

Regarding the pedagogical resources available for the development of the classes, it should be noted that the institution did not have innovative or modern spaces that were necessary for both students and teachers. For example, the institution did not have a school library that facilitates and supports the learning process of students outside the classroom. The classrooms were quite traditional as they had the basic furniture such as the board, desks and the teacher's desk. Only a few classrooms had a projector with sound equipment and there was only one digital classroom with computers. On the other hand, it is worth mentioning that the school managed an online academic platform called "Web Colegios" where teachers uploaded grades, observations and students' behaviors and also assigned guides and workshops.

Syllabus

The following are the syllabus of the sixth and tenth grades, which were the ones in charge of the pre-service teacher.

Sixth grade syllabus***Purpose***

- To recognize oneself as an individual and as a member of the class.
- Establish a personal physical care routine.
- Specify energy saving actions in the community.

<p>Sostengo monólogos donde hago presentaciones breves y explico de manera sencilla mis preferencias, actividades y otros temas relacionados con mi entorno e intereses.</p> <p>ESTÁNDARES ESPECÍFICOS</p> <ul style="list-style-type: none"> • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. • Narro o describo de forma sencilla hechos y actividades que me son familiares. • Describo con oraciones simples mi rutina diaria y la de otras personas. <p>DBA 5 Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.</p> <p>HABILIDAD DE PRODUCCIÓN Conversación ESTÁNDAR El lenguaje que domino me permite tratar temas cotidianos o sobre los que tengo conocimiento, pero es normal que cometa algunos errores básicos. Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares..</p> <p>ESTÁNDARES ESPECÍFICOS</p> <ul style="list-style-type: none"> • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer.. • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. 		<p>Acepta las sugerencias y recomendaciones de otros</p> <p>Distingue expresiones empleadas para dar sugerencias y recomendaciones</p> <p>Construye colectivamente las normas básicas para mantener una sana convivencia en el aula de clases.</p> <p>Identifica estructuras básicas de los tiempos presente y pasado simple, y presente perfecto.</p> <p>Produce textos orales o escritos, en los que da a conocer información sobre un tema de interés.</p> <p>Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.</p> <p>Valora la opinión de sus</p>	
<p>DBA 6 Responde a preguntas relacionadas con el "qué, quién y cuándo" después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares.</p>		<p>compañeros.</p>	

Figure 7. Sixth-grade syllabus

<ul style="list-style-type: none"> • Identifico palabras clave dentro del texto que me permiten comprender su sentido general. • Identifico el punto de vista del autor. • Asumo una posición crítica frente al punto de vista del autor. <p>DBA 2 Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.</p> <p>HABILIDAD DE PRODUCCIÓN ESCRITURA ESTANDAR Escribo textos que explican mis preferencias, decisiones y actuaciones.</p> <p>ESTÁNDARES ESPECÍFICOS</p> <ul style="list-style-type: none"> • Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Expreso valores de mi cultura a través de los textos que 	<p><i>Pragmática</i></p> <p><i>Sociolingüística</i></p> <p><i>Lingüística</i></p> <p><i>Pragmática</i></p>	<p>Reconoce palabras y expresiones sobre ciertas prácticas culturales y sociales.</p> <p>Identifica estructuras básicas de los tiempos presente, pasado y futuro simple y perfecto.</p> <p>Distingue expresiones relacionadas con la moda.</p> <p>Reconoce información general y específica en textos narrativos y descriptivos orales y escritos relacionados con temas académicos de interés.</p> <p>Respeto las diferencias personales y culturales.</p> <p>Resume información relevante de textos relacionados con el fenómeno de la moda, a partir de estrategias de</p>	<ul style="list-style-type: none"> • Presente, pasado y futuro simple y perfecto • Condicionales • Modales • Presente y pasado simple. • Presente perfecto. • Futuro simple.
---	--	---	--

<p>escribo.</p> <p>DBA 4 Produce mensajes escritos, tales como cartas y correos electrónicos, claros y bien estructurados teniendo en cuenta el contexto en el que tienen lugar.</p> <p>HABILIDAD DE PRODUCCIÓN Monólogos ESTANDAR Con mi vocabulario trato temas generales, aunque recurro a estrategias para hablar de hechos y objetos cuyo nombre desconozco.</p> <p>ESTÁNDARES ESPECÍFICOS</p> <ul style="list-style-type: none"> • Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. • Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. <p>DBA 7 Responde preguntas e inquietudes después de hacer una exposición oral sobre temas generales o académicos de interés.</p>	<p><i>Sociolingüística</i></p> <p><i>Lingüística</i></p> <p><i>Pragmática</i></p> <p><i>Sociolingüística</i></p>	<p>elaboración de resúmenes.</p> <p>Sustenta de manera escrita una postura sobre temas de interés a partir de razones estructuradas siguiendo un modelo definido.</p> <p>Asume una posición crítica ante temas académicos o sociales de su interés.</p> <p>Distingue vocabulario y expresiones relacionadas con la globalización.</p> <p>Identifica estructuras básicas de los tiempos presente, pasado y futuro simple.</p> <p>Comparte oralmente una postura hacia temas de interés.</p>	<ul style="list-style-type: none"> • Preguntas con which? • Condicionales • This/These, that/those, one/ones • Too + adjectives • Presente simple y continuo. • Pasado simple y continuo. • Infinitivos de propósito. • It's + adjective+ infinitive. • Gerundios.
---	--	--	---

<p>HABILIDAD DE PRODUCCION Conversación ESTANDAR En interacciones con hablantes nativos de inglés reconozco elementos propios de su cultura y elementos propios puedo explicarlos a mis compañeros.</p> <p>ESTÁNDARES ESPECÍFICOS</p> <ul style="list-style-type: none"> • Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. • Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. <p>DBA 6 Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.</p>		<p>Expresa acuerdos y desacuerdos.</p> <p>Diferencia la estructura y el uso del infinitivo y el gerundio.</p>	<ul style="list-style-type: none"> • Modales. • Estilo indirecto.
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Figure 8. Tenth grade syllabus

Methodological Approach

The development of the area based its application on meaningful learning, which effectively contributed to the approach assumed by the institution, since it took into account its characteristics:

1. Contents related in a hierarchical way, according to their degree of complexity, which allows a gradual advance and avoids the repetition of topics.

2. Reception and discovery learning with two stages: exposure and explanation of new knowledge and guided learning and autonomous.

Methodology

The teaching methodology of the English teachers of the Instituto Técnico Patios Centro was broken down into five specific moments: exploration, structuring, execution, transfer and valuation.

Exploration Moment

At this moment, teachers motivate the student towards a new learning by recognizing their previous knowledge regarding the topic to be addressed and/or the activity to be performed, the importance and necessity of such learning. This allows them to have a basic diagnosis of the students' knowledge and understanding of a new learning and/or the activity to be performed, which provides guidelines to develop the activity step by step and in that way, facilitate the understanding and achievement of the proposed learning period by period. Then, they captivate the student's interest in learning the language through language and dynamic classes which motivate them to actively participate in and out of the classroom, as well as in external environments, that is, in their daily environment or context.

Structuring Moment

At this moment, conceptualization, explicit teaching and modeling are carried out in developing of the learning objective. It presents the topic, makes the modeling and verifies the students' understanding of the learning process. It proposes the sequence of activities to be developed, taking into account the time, the organization of the students, the expected product, among others.

The subject matter, resources and times are inferred in the context of the learner for the achievement of the objective and the expected product; the learning content is related to the students' experience. It takes into account the step-by-step for the development of activities through which students can achieve the proposed learning. Work will be done individually, in pairs and in cooperative groups. Formative evaluation strategies will be proposed to follow-up the learning process.

Execution Moment

At this moment, resources are used which, through several activities, make the proposed learning objective possible. It connects the learning objective with the concrete scenario or context in which the student express him/herself. On the other hand, in execution, it is useful to take into account the experience of learning in a concrete scenario since at this moment it is the step of “knowing-how to do” and “to do”.

Transfer Moment

The teacher takes advantage of this moment to plan how the students will socialize and transfer what they have learned during the activity in order to verify if the learning objective was achieved. For this purpose, formative evaluation strategies will be proposed that allow feedback and a follow-up of the learning process.


Valuation Moment

At this moment the formative evaluation of the acquired information will be carried out. The activities to be reviewed and adjusted are clarified through socialization strategies that allow verifying the students' learning. The closing of the activity will take place and the students' appreciations, comments and observations will be collected, and commitments, agreements and conclusions will be established.

Design of worksheets and material

The English teacher always designed the different guides with the format established by the institution and usually the content that was seen in class, was obtained from the English books proposed by the Ministry of National Education and also from the Internet. In the guides, students were introduced to a new topic through a conceptualization that included grammar rules and examples to follow. Also, the teacher used images related to the topics for a better understanding

and to make the guides more visually pleasing. After that, some filling in the gaps, writing dialogues and listening exercises were proposed to practice the topic.

		INSTITUTO TÉCNICO PATIOS CENTRO DOS DANE 254874000568 NIT:900027336 1 <small>Creado por el Decreto N° 090/00 de 01 de mayo de 2001 - Aprobado por Resolución No. 084444 del 14 de noviembre de 2008</small> <small>Expedido por la Gobernación del Departamento de Norte de Santander - Registro de Formas en la Secretaría de Educación</small> <small>Departamental Libro 5 Folio 126</small>		SIG. PA.PC.DUA 17-01-2019 VERSIÓN 1.0 1	
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GUÍA EVIDENCIA DUA

Analizar el fenómeno de la Moda Desechable.					
AREA/ASIGNATURA:		INGLES			
DOCENTE:		ANA ELIZABETH PARRA BLANCO		GRADO: 10	
PERIODO		III		FECHA DE ELABORACIÓN: 08-07-2022	
EJE / COMPONENTE:				TIEMPO: 4H	
				GUÍA N°	
		Vocabulario sobre Vestuario, accesorios y moda			
INDICADORES DESEMPEÑO.		DE Distingue expresiones relacionadas con la moda			
DBA		Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos.			
NOMBRE DEL ESTUDIANTE					

WHAT IS AN URBAN TRIBE? (Punks, Emos, Hippies, boots, jackets, glasses, necklace)
 I. Describe their physical appearance, in a written way, on your notebook.




Figure 9. Instituto Técnico Patios Centro's guide format

English classes schedules and grades

The English classes schedule established for secondary students, specifically for 6th, 10th and 11th graders was the following:

Table 1. Supervisor's schedule

	1 6:00 – 6:55	2 6:55 – 7:50	3 7:50 – 8:45	4 9:15 – 10:10	5 10:10 – 11:05	6 11:05 – 12:00
Lunes	Inglés 10 - 01	Inglés 10 - 01		Inglés 6 - 01	Inglés 6 - 01	
Martes	Educación Religiosa 10 - 01		Inglés 10 - 02	Inglés 10 - 02	Inglés 11 - 01	Inglés 11 - 01
Miércoles	Inglés 11 - 02	Inglés 11 - 02	Inglés 6 - 02	Inglés 6 - 02		
Jueves	Inglés 10 - 02	Inglés 10 - 02		Inglés 6 - 01	Inglés 10 - 01	Inglés 10 - 01
Viernes	Inglés 11 - 02	Inglés 11 - 02		Inglés 6 - 02	Inglés 11 - 01	Inglés 11 - 01

However, the pre-service teacher was in charge of two grades: 6th and 10th grades. Each grade had two groups named by numbers, that is, 6 – 01, 6 – 02, 10 – 01 and 10 – 02, as shown in the following table.

Table 2. Pre-service teacher schedule

	1 6:00 – 6:55	2 6:55 – 7:50	3 7:50 – 8:45	4 9:15 – 10:10	5 10:10 – 11:05	6 11:05 – 12:00
Lunes	Inglés 10 - 01	Inglés 10 - 01		Inglés 6 - 01	Inglés 6 - 01	
Martes			Inglés 10 - 02	Inglés 10 - 02		
Miércoles			Inglés 6 - 02	Inglés 6 - 02		
Jueves	Inglés 10 - 02	Inglés 10 - 02		Inglés 6 - 01	Inglés 10 - 01	Inglés 10 - 01
Viernes				Inglés 6 - 02		

English classes books

Teachers in charge of sixth and tenth grades were required to use the following English books proposed by the Ministry of National Education (MEN) (Ministerio de Educación Nacional):

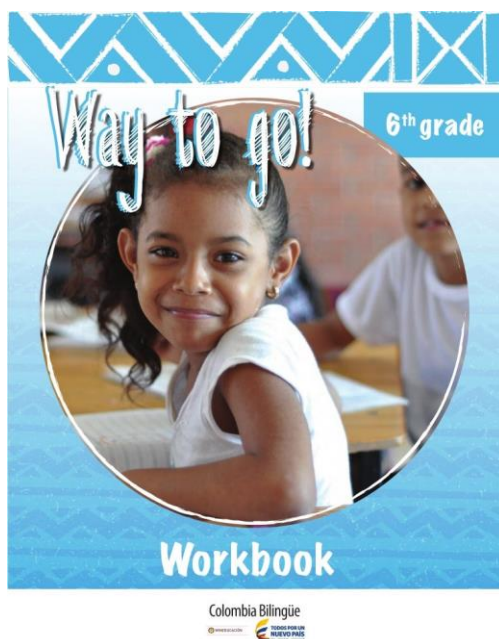


Figure 10. English book for 6th graders entitled “Way to go!”

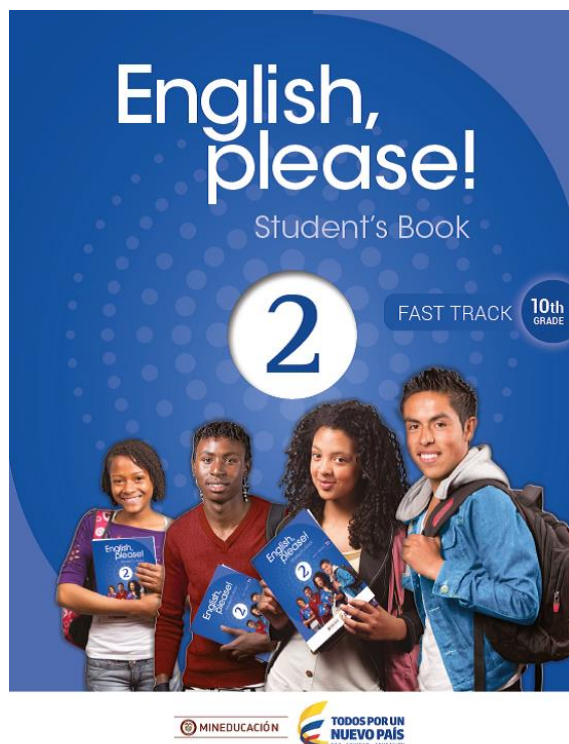


Figure 11. English book for 10th graders entitled “English, please!”


English classes observations

Regarding the observations made during the first week of the practicum stage, it was possible to identify certain aspects related to the development of the classes given to sixth and tenth graders. Generally, the classes were guided under a quite basic sequence since worksheets were the only material that the teacher employed. The teacher started the class providing the students with a specific worksheet to work on that day and asked them to transcribe the whole page using the dictionary as she considered that it helped them to mechanize information and acquire vocabulary. The worksheets included the conceptualization of the topic, therefore, the teacher did not consider important to explain the grammatical part of it, and that is why she never used the board. After that, she usually asked students for unknown vocabulary found when transcribing the page. Throughout this time, the teacher did not stop using the mother tongue, even when she gave

the directions of what they had to do. When the students finished, the teacher told them to start completing the exercises to practice the topic.

English classes planning

English classes were planned with the following Instituto Técnico Patios Centro planning format:



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BRITISH COUNCIL

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Convenio 00028 de 2019
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS
ELT PLAN TEMPLATE

Select the type of plan

Lesson plan	Activity plan	Task plan	Project plan
X		X	

Complete with the information about you and your students

Author	
Teacher's name	School name
ANA ELIZABETH PARRA BLANCO	IT PATIOS 2 SEDE PATIOS 1

Grade	Length of lesson	Number of students	Average age

Area	English level
Rural	Urban X
	A1 X A2 B1

Complete with information about the content and methodological approach of the plan

Topic			
Module / Unit	MODULO unit		
Language focus	Functional language	Language skills	Vocabulary
		X	
Principles / approach			

In "Aim", describe the most important thing you want your students to achieve by the end of the session. In "Subsidiary aims", relate the language skills (communicative and linguistic) students need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centered, specific, measurable, achievable, realistic, and action oriented.

Learning objectives	
Aim	By the end of this lesson, students will be able to talk about...
Subsidiary aims	By the end of this lesson, students will be able to...

List all the materials needed for this plan. Please, do not include any picture or photograph.

Materials needed

Write the name for each state of the plan. Then in the "Procedure", write a detailed description of what the teacher and students do at each stage of the session. Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.

Stage	Procedure	Time and interaction
Warm up Ice-breaker		
Introducing language (Pre-?)		
Controlled practice (While-?)		
Post-?		
Wrap-up Assessment Feedback		

Figure 12. English classes planning format

Technological Level

Connectivity

Instituto Técnico Patios Centro did not have many digitized spaces since there was only one computing classroom. In terms of connectivity, the institution did not ensure a good internet connection and only some teachers had access to the Wi-Fi network that was offered. Only in certain areas of the school it worked well.

Access and use of platforms

Instituto Técnico Patios Centro has a web platform called "Web Colegios" which allows to systematize and administer the school effectively by managing all the information that is generated in the institution such as student's performance, observations, strengths, weaknesses, and recommendations for the student. Basically, through this platform academic information is shared with the entire educational community. Therefore, both teachers and students had access to the platform, however, the use of it by students was very limited. On the contrary, teachers used it constantly to upload grades online and important documents. The system automatically calculated the student's final grade in each subject.

Description of digital resources used

Since the pandemic ended, synchronous meetings were no longer held at the institution. Currently, all classes are carried out face-to-face, and apart from the school's web platform "Web Colegios" mentioned above, teachers sometimes shared material and communicated more easily with students via WhatsApp.

Population Level and Subject Information

Number of students and age

Tenth - 01 grade had 29 students and tenth - 02 grade had 30 students, between 14 to 18 years old. On the other hand, sixth – 01 grade had 33 students and sixth – 02 had 28 students.

Gender

Instituto Técnico Patios Centro is made up of male and female students, being a mixed educational community.

Language Level

The Ministry of National Education used the Common European Framework of Reference to describe the scale of language levels, indicating that sixth graders must have an A2 language level and tenth graders a B1 language level. However, due to the health emergency, most of the students lowered their English language proficiency when taking the virtual classes.

English Staff

Instituto Técnico Patios Centro had only one English teacher, who was in charge of sixth, tenth and eleventh grades. Therefore, students in seventh, eighth and ninth grades were not taking English classes because there was no teacher.

Administrative Staff

The distribution of the administrative body that was in charge of the institutional components is shown below.

Table 3. Administrative staff

Rector	REINEL GONALEZ ROBAYO
Academic coordinator	ANA BELÉN TARAZONA TORRES
Secretaries	CAROLINA GARCÍA MARY RIVERO

Chapter II: Pedagogical Research Component

Implementing Game-based Learning Teaching Method to Encourage Speaking Skills on 10th-grade English Course

Introduction

Today, speaking skills play a substantial role in English language acquisition, being one of the most effective communicative competences as it empowers people to express their ideas and opinions confidently and understandably. Mastering this skill is fully necessary in this modern world and learners must be aware of how important it is in order to perform better in different fields.

Unfortunately, learners still face major problems when trying to communicate as this skill has been continually ignored in both school and university contexts playing an absent role “...due to different reasons like emphasis on grammar and unfavorable teacher-student proportions.” (Leong & Ahmadi, 2017). Consequently, opportunities for students to establish effective communication with others are extremely low.

According to Parupalli (2019) “the teachers have to understand the problems of the ELLs (English Language Learners) and try to implement various teaching strategies in their classrooms in order to develop their learners’ speaking skills in English classrooms.” which leads us to understand how beneficial it would be to change some teaching methods and propose activities where learners are able to put their oral expression skills into practice, instead of focusing on language structures teaching only.

Games are part of the most widely strategies’ repertoire used by teachers to work on speaking. For Liu, Vadivel, Rezvani & Namaziandost (2021) “Games should be perceived as

elements of the process of teaching” because they not only reinforce language skills but also allow the learner to become a more active, social and interactive individual. In addition, Andriani & Syarif (2020) affirmed that “Communicative Games is effective because each student has the opportunity to speak in English without feeling afraid or shy” and one of the main reasons why they feel confident to speak because games are usually organized in pairs or groups.

In view of some of the advantages of using games in class to help learners overcome speaking skills difficulties, this study aimed at strengthening speaking skills in tenth graders by implementing a series of games that supported the teaching and learning processes and fostered communication among students.

Problem Statement

In Colombia, English teaching as a foreign language is offered since primary education, however, most of the students find it quite difficult to communicate orally in English and naturally share their ideas with others. For that reason, speaking proficiency is one of the most common weaknesses that EFL learners are facing nowadays, and there is one specific obstacle that limits the development of this competence: grammar-based teaching. Ahmed (2020) pointed out that “even the bright students who get high scores in written examinations are unable to express themselves orally in English language” and this is due to the lack of emphasis on speaking during English classes.

During the observation period, it was clearly evident that the English teacher did not train students to hold conversations or express opinions about topics seen in class. Instead, the teacher focused on working on writing and reading by asking students to transcript worksheets. Additionally, as the students were not used to listen the language since the teacher used the mother tongue during the entire two hours of class, it was tough for them to orally practice the language.

Besides, students did not want to step out of their comfort zone because of the fear of making mistakes in front of their classmates and did not dare to try to use the language, as Tram (2020) indicated: “they feel less ‘exposed’ if they are speaking their mother tongue”.

In order to reduce speaking skills’ deficiency in 10th grade students and promote effective communication, the implementation of games in EFL classrooms was proposed. This proposal was guided by the following questions:

1. To what extent can the game-based learning teaching method encourage 10th grade students speaking skills?
2. How effective are games to reinforce English language structures and vocabulary?
3. Is GBL teaching method useful to increase communication and interaction among learners?
4. How do 10th grade students react towards the use of games in EFL classes?

Justification

Instituto Técnico Patios Centro’s English teacher did not give enough attention to secondary students’ speaking skills since she mostly preferred focusing her teaching processes on working on writing and reading competences as an attempt to prepare students to the ICFES test. Moreover, as she was the only English teacher in the institute and she used the mother tongue to conduct the lessons, the students were influenced in some way by this situation and they avoided using the language orally. Indeed, the students decided to constantly communicate and interact in L1 with their teacher and classmates.

Therefore, this proposal aimed at contributing to students’ speaking skill enhancement through an innovative and different teaching strategy, which were games, in order to foster a meaningful environment for them to practice with higher motivation and put aside their

insecurities. In doing so, students were not only expected to actively participate in the English lessons, but also to interact and use the language effectively in games.

Objectives

General Objective

- To promote 10th grade students' speaking skill through the implementation of the game-based learning teaching method.

Specific Objectives

- To reinforce English language structures and vocabulary through the implementation of different interactive games.
- To increase 10th graders level of communication and interaction with each other through games.
- To provide 10th grade students with a meaningful learning environment in which they can use and practice the target language orally through games.

Theoretical Framework

Considering that this proposal is focused on encourage speaking by implementing the game-based learning teaching method, this section first describes conceptually and theoretically what speaking skill is based on and second, what the game-based learning teaching method is about.

Speaking skill

Speaking has been broadly defined by several authors and most of them agreed when indicating that it is the most important language skill. Lumettu & Runtuwene (2018), for instance, stated that “speaking skill usually gets the first priority in English teaching” as it allows the learner

to express ideas fluently in any kind of communicative situation and also utter feelings to others. Similarly, Leong & Ahmadi (2017) explained that even if speaking ability is not an easy task, its development is necessarily fundamental because through it, learners can perform conversations effectively.

For Bygate (1987) speaking is the production of auditory signals to produce different verbal responses in listeners. That is, speaking is composed of a systematic blending of sounds to form meaningful sentences. (As cited in Leong & Ahmadi, 2017).

On the other hand, Burns and Joyce (1997) pointed out that speaking skills are often related to a public speaking context. However, they emphasized that speaking goes beyond that as this skill has specific purposes in everyday communication, such as using it to inform, ask for explanations, give instructions, among others. Furthermore, within the speaking process, individuals alternate in their roles as speakers and listeners by employing verbal and nonverbal means to achieve communicative goals. Chaney & Burk's (1998) definition described speaking in a similar way arguing that "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

Additionally, speaking is also defined as a learner's ability to express him/herself orally, coherently, fluently and appropriately in a meaningful context using pronunciation, grammar and vocabulary correctly and adopting the pragmatic and discursive rules of spoken language. (Shaimaa, 2006, p.30).

Game-based Learning Teaching Method

Integrating games into educational settings has been exponentially increasing and this is because teachers have realized that it is a more natural and entertaining way to get students

interested in learning a second language. For Trybus (2015) game-based learning is basically about applying certain principles from games to real-life environments with the aim of engaging users (As cited in Pho & Dinscore, 2015). Besides, implementing games in EFL classrooms allows the teacher to introduce new concepts in a dynamic way and guide students towards ideal results.

On the other hand, Norhidayah, et al. (2020) defined Game-based Learning (GBL) as a “form of gaming that leads to learning outcomes.” allowing students to have a better understanding of the information acquired in class. Likewise, the authors mentioned that is a common issue to find students who get bored quickly and lose, both interest and concentration, in the class. Therefore, GBL is an effective educational tool to amuse students and for them to become active and participative individuals. Similarly, Bendo & Erbas (2019) explained that games “are constructed to provide people a simple and easy environment to learn about certain subjects, or assist them in improving their skills”.

With some of the above-mentioned benefits of games, it can be inferred that the implementation of games in EFL teaching and learning processes, gives the possibility of leaving aside monotony, maintaining interesting and participatory learning spaces and reaching specific learning objectives. The game-based teaching method would encourage students to put their speaking skills into practice spontaneously as they would be immersed in an active and self-confident state.

Literature Review

Taking into account that the main purpose of this study is to promote 10th graders' speaking skills through the implementation of games, this section briefly introduces a general review of four inquiries presenting similar perspectives about games influence on students' oral production. It is broken down into one single category, as follows:

Impact of game-based learning in EFL speaking enhancement

It has been evident that the use of games in EFL classrooms promotes students' oral production, showing a positive impact that has been highlighted in several prior studies.

Vladimirova (2020) conducted a research proposal in a public high school in which she implemented game-based learning activities to motivate English learners to improve their speaking and interacting productive skills for communicative purposes. The author revealed that her proposal, besides being approved with a good attitude by the students, contributed positively to oral production improvement by introducing playful activities that gave the students the opportunity to interact, develop social skills, became competent English speakers and continuously practice oral production. Similarly, Toro & Velásquez (2016) implemented language games for teaching speaking skill in a public school in the city of Pereira. The authors aimed at promoting fluency in students' speaking skill in order to have good communication in English by interacting orally in language games. In this project, students were exposed to speaking tasks that focused on improving self-confidence to promote better development of speaking skills. Therefore, positive linguistic results were shown students' speaking development as they were able to control affective factors and express their ideas, emotions and some words related to the topics of the lessons. It was emphasized that the implementation of language games was a great tool that improved students' oral performance and promoted students' motivation and active participation in oral activities.

In addition, Salazar & Villamil (2012) emphasized that lessons that include games should be well structured as these types of classes may be some of the few spaces in which students have the opportunity to make use of speaking. The students' response to the games showed that games indeed help students engage in classroom activities while at the same time making use of the

second language. Andriani & Syarif (2020) also corroborated the aforementioned statements by pointing out that communicative games can be used for students to actively communicate in real-life situations, and that they have special features to improve students' speaking skills.

Pedagogical Methodology

During the second week of the practicum stage, the trainee teacher presented the general aspects of the project to 10th graders so they had a broad idea of what was expected to accomplish with the project. On the other hand, for the development of this proposal, games were implemented once a week and were related to the grammatical and vocabulary topics previously established for the classes. Each game applied had the main purpose of fostering students' speaking skills so that they were able to improve communication and interact with each other using the target language in a meaningful way. Therefore, as an effort to achieve it, game activities were well planned and structured. Otherwise, they could become a distracting factor for students in their learning environment and consequently, lose interest. (Salazar & Villamil, 2012).

Stages for implementing GBL into the lessons

Bearing in mind that the idea was to work on language aspects while stimulating interactivity to avoid students' boredom and to provide them with a more practical learning by developing speaking skills, these game-based activities were developed under: pre-, while- and post-tasks, which are explained below. (Vladimirova, 2020).

- ✓ **Pre-tasks:** Allow the pre-service teacher to introduce the topic of the class and build knowledge related to it by proposing exercises.
- ✓ **While-tasks:** Give the students the opportunity to produce what they understood of the topic. At this stage, games would be implemented and the pre-service teacher would supervise the process.

- ✓ **Post-tasks:** Is the stage where a reflection on what was done in the game would be made, allowing students to be aware of their progress and teacher to assess students' performance.

Games Implemented in English Lessons

The following section fully describes each of the games implemented during the fourth school term.

Game N°1: Running Dictation

In the first place, the widely known “Running Dictation” EFL game was conducted as an attempt to practice the present continuous tense and globalization vocabulary, specifically the fairtrade topic. This game-based activity was guided under a specific planning lesson (Annex 1).

In doing so, the lesson was divided into three main moments: pre-task, while-task and post-task. In the pre-task stage, the teacher explained the grammar of the topic by indicating how to form the different structures of the verbal tense (affirmative, negative and interrogative forms) and asked students to say examples outloud with each structure for them to practice it. On the other hand, in the while- task, the teacher carried out the EFL game for students to better reinforce the previously acquired knowledge. For this activity, the teacher organized groups of seven students and posted a list of several present continuous sentences, including vocabulary related to globalization, on different walls outside the classroom. Each group had to select a writer who sat down on a desk with a piece of paper and a pencil and the other students were the “runners” who dictated the sentences to the writer.

The first player in the group ran to find the paper and memorized as many words as possible. Then, that student went back to the writer and dictated him/her what he/she remembered or memorized. Meanwhile, the second player started running to read the next sentence. The rest of

the players followed the same procedure until one group had all the sentences completed. Finally, in the post-task, the teacher supervised the game and then, she got together with the students to verify which group had won the game by writing the most sentences correctly. However, in this stage, a reflection of what was done could not be executed due to time factors.

This Running Dictation game not only allowed students to practice the topics explained in class but also to reinforce the four main language skills, speaking, writing, listening and reading, while having fun at the same time. From what was observed, the players made a great effort to accomplish the goal of getting almost all the sentences right and a successful team work was executed.



Figure 13. Running dictation game evidence

Game N°2: Hot Seat

In a second place, the past simple and continuous verb tenses, along with technology vocabulary, were practiced through a very entertaining game called “Hot Seat”. This game-based activity was guided under a specific planning lesson (Annex 2).

Before conducting the game, the lesson was divided into pre-, while- and post-tasks. For the pre-task, the teacher introduced the topics of the class, reviewing past simple and continuous verb tenses by doing some examples on the board for students to better understand them. After that, the teacher went over the vocabulary topic which was 'technology' that included technological devices and technology verbs.

Subsequently, in order to reinforce the topics previously learned, the 'Hot Seat' game was used in the while-task stage. In doing so, the classroom was divided into two teams and each member of the team had to participate by sitting down on the hot seat, with their back to the board but facing their classmates. That is, the teacher placed two chairs in front of the board facing the students and wrote down different past simple and continuous sentences on the board for each team. The first two students of each team sat down on the hot seat without looking back, and when the teacher said 'Go!' the rest of the team members started making mimics, gestures and signs that represented and described each of the words. The students on the hot seat had to guess the sentence using the correct verb tense and she/he was the only one who could speak outloud. The round was over when one of the students on the hot seat said the sentence correctly.

Finally, in the post-task stage, the teacher not only supervised students but she also helped them to express themselves easily when they found the correct words to use in English. The teacher guided them by giving examples of gestures and key words they could use and say to win each round. Likewise, when the students on the hot seat made some mistakes when forming the structures of the sentences, the teacher quickly corrected them so that they would keep the verb tense structure in mind and so that the other team members would not repeat mistakes again.

This lively activity was appropriately adapted to the number of students in the classroom and, above all, it worked positively to stimulate oral production in students. Each team worked

together using the language orally as much as possible, putting into practice the topics seen in class.



Figure 14. Hot seat game evidence

Game N° 3: On Location

For a third encounter, the game entitled “On Location” was planned to be carried out in order to practice the modal verbs. This game-based activity was guided under a specific planning lesson (Annex 3).

As usual, the lesson first started with a pre-task stage where the pre-service teacher introduced the modal verbs presenting only four of them which were: would, could, will and can. In doing so, she explained how to correctly use them by giving different examples on the board and calling student to the board to write down sentences using each of the modals.

After that, the while-task stage took place with a EFL game known as “On Location”. In this activity, students were given with some picture cards showing different cities where people can spend holidays, such as: Las Vegas, Cancún, Tokyo and Paris (Annex 4). They had to describe the city that corresponded to them by giving clues and using the modals: could, can and would to specify the activities or hobbies that people do there. Therefore, the pre-service teacher asked students to organize groups of seven members in the classroom and gave the opportunity to each group to pick up only one card without seeing.

For the development of the game, students had to work with their classmates to write seven sentences describing that particular place and have the other groups try to guess which city they had chosen. When they finished the sentences, each team then took turns reading their ideas outloud to the rest of the class.

Once students completed the task and indicated the cities, the post-task stage was conducted. In this part, the pre-service teacher made a review of frequently-made errors during their presentation and let students evaluate themselves. Peer correction took place in the form of free comments and feedback in order for them to reflect on the work done during the game and analyze it as an attempt to improve their skills for future lessons.



Figure 15. On location game evidence

Research Methodology

Considering that the health crisis decreased significantly, this project was executed in a face-to-face modality since the students were attending class synchronously. Therefore, the pre-service teacher was able to carry out the project inside a classroom without any inconvenience and subsequently, implement the proposed instruments below. Likewise, this section also focuses on describing the following aspects: design, setting, population, sample, data collection instruments and the timeline.

Design

The present study was framed under an action research design in order to directly address the proposed issue. For Creswell, an action research “addresses a specific, practical issue and seeks to obtain solutions to a problem”, therefore, “(...) researchers seek to empower, transform, and

emancipate individuals from situations that constrain their self- development and self-determination” (2012, p.577).

Participants, sampling and setting

This proposal was implemented with 10th graders from the Instituto Técnico Patios Centro, seat N°1, which is a public school located in the municipality of Los Patios, Norte de Santander. However, as both of the classrooms were composed of around 28 students, only two students were selected under a convenience sample, defined by Creswell as having those “willing and available to be studied” (2012, p.145). Therefore, the students who were chosen as sample, were those who were available to take part in the interviews and provide valuable information to the researcher.

Instruments

In terms of data collection techniques, field notes and semi-structured interviews were implemented. According to Creswell, field notes are defined as “text (words) recorded by the researcher during an observation in a qualitative study” (2012, p. 216). This instrument was carried out during the first institutional observation stage and allowed the researcher to identify the need for the intervention of this current proposal. That is, she realized that in secondary English classes, speaking was constantly omitted. Moreover, field notes were also used to write down reflections about students’ speaking progress towards the use of GBL in the lessons.

Regarding the semi-structured interviews, one single interview was conducted when the implementation of the project was about to be concluded. This interview had the purpose of identifying the effectiveness of implementing games into the English classes for students’ speaking skill enhancement (Annex 5).

Timetable

This project was carried out taking into account the following schedule which indicates the games and instruments implemented along the practicum process.

		SEPTEMBER				OCTOBER				NOVEMBER			
	GAMES AND INSTRUMENTS IMPLEMENTED	WEEK				WEEK				WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Introduction of the project		X										
2	“Running dictation” game				X								
3	“Hot seat” game					X							
4	“On location” game							X					
5	Semi-structured Interview								X				

Ethical Considerations

Taking into account that the participants interested in being part of this project were minors, it was necessary to establish a request through a letter of informed consent for the parents of the students to give them due authorization to participate in the data gathering process (Annex 6). Additionally, it is important to highlight that the protection of the participant's identity and the information they provided, was guaranteed by keeping it anonymous.

Data Analysis Process

The data obtained from this pedagogical research proposal were analyzed under an interpretative analysis approach which “details a way to transform data that emphasizes

interpretation” and allowed the pre-service teacher to understand the meanings associated with the lived experience (Hatch, 2002). Through the interpretative model, the researcher made sense of the data and transform it by giving explanations, interpretations and, above all, attaching a complete significance to the data.

Therefore, one of the most useful tools for interpreting data are memos, which were recognized by Graue & Walsh (1998) as notes that researchers usually design for themselves of their thoughts about the data and their understanding of it. (As cited in Hatch, 2002). For this reason, the pre-service teacher wrote memos within the semi-structured interviews in order to capture impressions and understandings of what happened and what was observed during the data gathering process (Annex 7).

Results

The researcher analyzed and interpreted the data gathered in light of one main aspect: the research questions about how effective is the GBL teaching method to reinforce language structures and to encourage speaking skills.

GBL Effectiveness to Reinforce English Language Structures

One of the most remarkable aspects of implementing games into English lessons was the possibility of reviewing and practicing different linguistic structures and vocabulary. The participants expressed that games not only created an entertaining learning environment but they also “re-explained” what the pre-service teacher previously taught, allowing a better understanding of the topics, as participant 1 stated: “I found games very entertaining and above all, educational because they explained the topic of the class very well” and “... they give us the chance to learn more and have fun as well”. Therefore, games were a quite effective teaching strategy through which the pre-service teacher was able to support her classes and reinforce

several grammar and vocabulary topics that had not been explained or were not fully clear and understandable to most of the students. For example, the ‘Hot Seat’ game obtained positive outcomes when putting into practice what was explained during the lesson which were past simple and continuous verb tenses as students continuously recalled the structures and used them orally. Likewise, the games that were implemented enabled the students to spend pleasant moments working in groups while practicing the topic of the lessons, as he pointed out: “I really loved the games. The main reason is that through them the classes became more innovative. That is, I had fun while practicing the topic”. For this reason, games proved to be a bright idea to caught students’ interest and attention towards the language. In fact, from this arises the importance of carrying out different activities that do not only focus on grammar-based teaching through specific competences such as writing and reading in order to provide students with a meaningful learning experience.

Encouraging Speaking Skill Through Games

Regarding students’ speaking enhancement, it was found out that games greatly promoted interaction and communication among learners, which is clearly linked to the oral production progress and also to the development of social skills. Indeed, participant 2 emphasized on the interactivity generated by the proposed games expressing that:

“...I liked all the games that were played because they were very fun and interactive. Also, there were many times when help was needed from all the classmates and that allowed, not only me, but also them to better understand the topics of the class”.

He also stated that game-based activities should continue to be implemented in further English lessons as “English classes should not be just a worksheet or a guide and write. This

interactive topic also catches my attention since we are learning and having fun at the same time”. When the pre-service teacher executed the games, students used to positively react to those activities since they actively participated by playing in teams and showing challenging and competitive attitudes, without fear of making mistakes while using the language. Besides, the rules that the pre-service teacher established for the games, required students to use the language orally as much as they could, even if they needed to look for help to successfully complete the tasks or just to exchange information with their team members. This strategy fostered speaking skills because students felt somehow responsible for following the instructions given by the teacher and they freely expressed their ideas.

Although some of the students showed difficulties when trying to speak in English as they struggled to find the correct words to say, they were willing to participate and they demonstrated their commitment by interacting in the target language, asking and answering questions for example, as stated by participant 1: “With my classmates we tried to speak in English and, for example, they answered me using the language”. Generally, through the GBL teaching method, students faced common situations which allowed them to use the language spontaneously without thinking whether it was correct or not and to use expressions or phrases they had heard before.

Conclusions

Taking into account what was carried out during the practicum stage, it is essential to recognize that this proposal achieved some of the objectives previously established. The researcher succeeded with the objective of planning EFL games that were adequate to practice vocabulary, linguistic structures already learned in class and to stimulate communication and interaction among tenth grade students, using the target language orally.

Moreover, through the different GBL activities implemented during the English lessons, the students were provided with an enabling learning environment where they not only practiced the topics by developing speaking skills, but also had fun working in teams and improved social skills at the same time. It was revealed that, despite the fact that students were never trained to express opinions and communicate in English before, they made an effort to practice their oral production by establishing interaction with their classmates and facilitating the communication process in the given context.

Previously, students were mostly used to guide-based lessons and the transcription of the worksheets themselves, therefore, by proposing interactive games, students showed positive attitudes as their learning processes were being transformed in some way. The students' participation in the games allowed them to internalize the contents in a better way, without fear of making mistakes. In fact, making mistakes gave students the opportunity to continually recall them and memorize what they done wrong in order to later execute them correctly.

Recommendations

Based on the experience lived during the integral practicum and the development of the project, certain recommendations will be given below for a better execution of it.

First, it is worthy to mention that future pre-service teachers need to establish good communication with the supervisor in charge of the groups in order to let her/him know about the research proposal, the main purpose of it and the ideas that the pre-service teacher is planning to carry out during the term to avoid time interruptions and disagreements with the teacher. Second, pre-service teachers should ask students in advance about their availability and willingness to participate in the project and subsequently, select the sample to be able to collect enough data that significantly contributes to the research; and third, it would be favorable if future pre-service

teachers take advantage of these practicum spaces to continue working on this skill with learners as it needs to be practiced for a better English proficiency.

Community Outreach Component

Using Tutoring to Reinforce Vocabulary Learning in Secondary Students

Introduction

Vocabulary acquisition represents a vital component of linguistic development, allowing EFL learners to know the meaning of several types of words and expressions. According to Arsana & Maharani (2021) “without vocabulary mastery we might not be optimal in communicating both listening, speaking, reading, and writing” and we would not be able to express ideas or grasp shared information in a communicative situation.

Nowadays, academic tutoring is perceived as an effective process of accompaniment and it has shown a positive impact on students’ academic performance and retention in school. Indeed, Hartman (1990) explained that students who are tutored are able to improve their grades, motivation, and learning skills through the social interaction of tutoring sessions (as cited in Rheinheimer & McKenzie, 2016). Additionally, tutoring and accompaniments are potentially a successful strategy that increases students’ accuracy regarding the grade level vocabulary and it reinforces the meaning of words and allows students to feel comfortable using the words casually, in written and oral tasks. (Kavanagh, 2018)

Hence, from the Bachelor of Arts in Foreign Languages Degree, this community outreach component aimed at stimulating the learning and understanding of vocabulary in elementary students through the use of tutoring as a successful strategy.

Justification

Due to the current vocabulary deficit of secondary students, it was evident the need of looking for effective alternatives to help students communicate and specially increase their

vocabulary knowledge. The objective of this component was to provide students with an appropriate space where they could work together using new vocabulary to strengthen their understanding of concepts and subsequently, meet their lexical needs.

Therefore, the main reason why tutoring was selected as an ideal strategy in the educational context, was basically because it allows to create a pleasant atmosphere where students enrich their vocabulary using social and collaborate skills, while achieving personal and team goals.

Objectives

General Objective

- To enhance secondary students' vocabulary learning through tutoring and accompaniments.

Specific Objectives

- To enable students to become more academically and socially integrated.
- To review some prior vocabulary topics through tutoring.
- To prompt students with an amusing learning environment where they are able to develop their lexicon.

Methodology

The students with whom this outreach proposal was carried out were secondary education students belonging to sixth grade English courses at the Instituto Técnico Patios Centro, located in the municipality of Los Patios, Norte de Santander. For this component, tutoring and accompaniments were carried out twice a week and were used to reinforce different vocabulary topics such as: action verbs, weather and seasons, clothing, countries and nationalities, along with grammatical structures.

	<i>Countries and Nationalities</i>												
2	Second English Reinforcement: <i>Clothing</i>				X								
3	Third English Reinforcement: <i>Action Verbs</i>					X							
4	Fourth English Reinforcement: <i>Weather and Seasons</i>							X					

Conclusions

According to the established objectives, it was evidenced that the accompaniments and tutoring spaces done by the pre-service teacher guided to a great extent the academic activities of the student's teaching-learning processes, in such a way that it responded to their needs and doubts. Moreover, the deepening and review of the topics, both vocabulary and grammar, allowed the students' understanding to be much clearer, accurate and more profitable. In addition, it is important to emphasize that this type of accompaniments promoted and enhanced student support and, for this reason, they gained more confidence with the teacher and felt free to express their concerns.

In terms of vocabulary learning, these tutoring spaces were highly useful for the pre-service teacher to focus on several topics that had not been previously reviewed. Therefore, it contributed to the development of lexical and communicative competences, enabling the learner to carry out successful communications.

Chapter III: Intra-Institutional Activities Component

Introduction

When entering and being part of the Instituto Técnico Patios Centro, the role as a trainee teacher was not only focused on teaching, but also on being involved in different academic situations. Extracurricular activities, for example, required pre-service teachers to actively participate in order to execute such tasks well and simultaneously support other teachers in the development of the activities.

On the other hand, participating in this type of institutional events allowed pre-service teachers to strengthen interpersonal relationships and a sense of belonging inside the Institute. Therefore, pre-service teachers, in this case, needed to get involved with the activities of educational institutions by all means, as a crucial part of the practicum stage.

For this reason, from the Bachelor of Arts in Foreign Languages Degree, pre-service teachers were required to participate and act with enthusiasm in all kinds of extracurricular events proposed by the institutions where they performed their practicum stage.

Justification

As part of the teacher training process, intra-institutional activities became a propitious component for the acquisition of values in terms of responsibility and commitment that this type of tasks required. In addition, it was also necessary to have an in-depth knowledge, from an integrative perspective, of the disciplinary processes that were carried out within the institutions, since these not only involved academic processes, but also administrative processes that formed both students and teachers into integral individuals.

Therefore, it was necessary for the pre-service teacher to get involved in these processes as they guaranteed an outstanding experience.

Objectives

General Objective

- To participate in the Instituto Técnico Patios Centro extra-curricular and administrative activities during the second semester of 2022.

Specific Objectives

- To support other teachers with the planning and execution of different extra-curricular events.
- To encourage Instituto Técnico Patios Centro students to actively participate and perform in extra-curricular events.

Methodology

It was planned that the pre-service teacher would be engaged in all kinds of extracurricular activities that the Instituto Técnico Patios Centro, specifically at site N°1 addresses, during the second semester of 2022. In doing so, the pre-service teacher participated in meetings with parents and also in other cultural and religious activities such as flag-raising activities, masses, parades, among other important events. Likewise, the pre-service teacher was expected to provide her assistance as an attempt to help teachers monitor students, control discipline and ensure a proper development of activities.

Chronogram of activities and events

The following chronogram shows the different activities planned to be conducted at the school. However, only some of them were done.

CHRONOGRAM OF ACTIVITIES	
SEPTEMBER	
From September 5 th to 9 th	Coexistence Week
September 9 th	Caribbean Region Dance
September 19 th	Valentine's Day
September 23 rd	Mathematical Olympics
From September 26 th to 30 th	Academic Leveling
OCTOBER	
October 5 th	Fifth Week Report
October 8 th	America's Discovery and Amazon Region Dance
October 20 th	Preventive Campaign
NOVEMBER	
November 3 rd	Race Day and Loyalty Value

Description of activities and events

A detailed description of each intra-institutional activity carried out in the Instituto Técnico Patios Centro is given below.

Coexistence Week

The first activity I was able to be part of, was the coexistence week (Semana por la convivencia in Spanish). The coexistence week, which lasted five days, was focused on human rights topic and there were different significant activities such as educational talks, bazaars, flag-raising, dances, songs and parades. First, in 6th to 11th classrooms, a series of videos about human rights were played, focusing mainly on women's rights, in order to give students an overall idea of

what human rights were about and also to make them aware of the importance of the fulfillment of human rights. Second, the educational talk was held on the school's main court where all students from all grades attended, including teachers as well. This talk was also about human rights but it was given by two psychologists experts on the topic. They explained in detail the 10 human rights, one by one and then asked some students to prepare a quick performance of real life situations where the human rights were included. In the same way, they provided teachers with some brochures with all the basic human rights written there for a better understanding. Third, a bazaar prepared by 10th grade students, was carried out with the aim of collecting funds for their graduation ceremony. Therefore, the students sold several foods such as: arepas, hot dogs, sandwiches, churros, lemonade, sodas and ice cream. Fortunately, the bazaar was a success and they made good profits. After that, the flag-raising event was held where some students were recognized in front of the entire educational community for their excellent academic achievements and good behavior in the Institution. Also, some tenth grade students presented a dance performance in order to set the mood in the event. Finally, there was the female students parade in which a jury of teachers was selected in order to choose a winner. This parade consisted of designing a costume made with recyclable materials such as bottles, containers, cardboard, newspaper, paper and plastic objects.



Figure 17. Coexistence Week evidence

Valentine's Day

The school celebrated Valentine's Day on Monday, September 19th during the last hour of class. In doing so, the students gathered together with the teacher in charge of the course and organized the room in a round table. Together they brought food, sweets and drinks to share and also played some music. However, before eating, they played the famous game called "Amigo secreto" (Secret friend) in which each student took out of a bag a small slip of paper with the name of a classmate written on it, including the teacher. The students had to give a gift to the person he/she picked up. The pre-service teacher could not play secret friend with the group as she was not previously included in the list of papers. Nevertheless, she was invited to spend time with the students, eating and helping to hand out some drinks.



Figure 18. Valentine's Day evidence

Mathematical Olympics

The mathematical olympics were in fact planned for October 23rd, but were held on Monday, September 23rd in the morning. During these olympiads, the mathematics teachers took advantage of their class hours to provide the students with several mathematical puzzles in order to find solutions by associating, analyzing and reflecting on the attempt. Moreover, these puzzles, apart from being interesting and entertaining, they stimulated mathematical thinking and created a pleasant atmosphere for the students.

After the activities proposed inside the classrooms, students from sixth to tenth grades, were asked to go out to the main field of the school and participate in different physical activities organized by two physical education trainee teachers from the University of Pamplona. These activities These were competitive activities and consisted of running in teams and crossing several obstacles.



Figure 19. Mathematical Olympics evidence

Fifth Week Report

The fifth week school report was conducted on Wednesday, October 5th and consisted of a meeting with all parents from sixth through eleventh grades to inform them about the academic performance of their children. For this, I did part of this report by organizing all the English grades of the courses I was in charge of so that the parents were able to know in detail the progress or setbacks of their children in this area and look for improvement alternatives together.

Preventive Campaign

On October 20th, a campaign to prevent the use of drugs and psychoactive substances was held for the educational community, from sixth through eleventh graders. This campaign was carried out through lectures given by experts on the subject, with the purpose of making adolescents aware of the big negative impact that drug abuse has on individuals.

The lecturers used visual resources to get the students' interest and promote their participation by answering different questions posed in the slides, such as "Do you believe that the consumption of psychoactive substances generates physical and psychological damage? In this way, the campaign managers randomly selected some students to come forward and share their points of view on the topic. Likewise, a former drug addict was also present during the campaign to give his testimony and tell the students about his experiences as an active user of different psychoactive substances and how he managed to change his lifestyle after a few years. This person shared some old pictures showing how his physical appearance looked like when he was a drug user and mentioned all the effects he suffered. He focused on making students understand the importance of making healthy choices or decisions to avoid going through decadent situations and risky behaviors.



Figure 20. Preventive Campaign evidence

Race Day and Loyalty Value

On November 3, a flag raising ceremony was held to commemorate the Day of the Race and to pay tribute to the students who stood out during the school year for being loyal individuals to their educational community. In the first place, the head teachers of each grade were in charge of choosing in advance the students they considered to be the most loyal, empathetic and tolerant with their classmates and teachers. These students went to the front of the main field to sing the national anthem and their institution anthem. Also, they received badges as a recognition of their values. Secondly, the ninth grade students participated in the activity by telling the history review of the day of the race and mentioning some important aspects such as its origin, its meaning and why it is celebrated. Likewise, they organized a traditional indigenous dance to promote respect for ethnic and cultural diversity and to show a part of the customs of the indigenous people. On the other hand, two females tenth grade students also performed a modern artistic dance to arouse the interest of the students.

Thirdly, the eleventh grade students took advantage of this event to show students and teachers enterprises they had created and obtain some support. Among these undertakings were: handmade soaps, snacks (cookies), chicha drinks (chicha fest) and personalized plaques.

Finally, the Christmas novena was carried out since it is a Catholic institution and it was possible to pray and sing the Christmas carols. In doing so, some students brought tambourines to liven up the activity.



Figure 21. Race Day and Loyalty Value evidence

Conclusions

This component positively contributed to the teaching work carried out both inside and outside the classroom, since the direct contact with students, teachers and parents has enriched the process of integral practicum for the pre-service teacher. In the first instance, it was valuable for

the pre-service teacher to know that, in addition to the work done in the classrooms with her assigned groups, she had to be willing to attend and be part of these important intra-institutional activities that promoted the proper functioning of the educational institution and also the general welfare of the students.

Likewise, an active role was evidenced not only by attending the proposed activities and events, but also by helping to control the discipline of the students in order to maintain a proper and interested learning environment and in that way, the students could expand their knowledge and become aware of some important topics discussed there.

Chapter IV: Reflective Approach to Integral Practicum

The reflective approach has been a conscious exercise of internalization, immersion and exploration of the pre- service teacher's own subjectivity, through which she was able to question their own practice and the impact it has generated. It is important to mention that the reflective process around the integral practice was possible thanks to the writing of weekly narratives whose purpose was to generate a reflective spirit as a training tool through criticism and reasoning to improve the practicum process.

Therefore, this exercise of reflection allowed the pre-service teacher to express herself about her professional activity through narratives of her experience as a way of giving a certain meaning to the teacher's daily life.

Below is the writing of one of the weekly narratives in which the researcher reflected on her first week of classes, taking into account her first impressions about the school, the teacher, the students and the different tasks she was to perform during the week. To explore each of the narratives in more detail, go to the annexes section (Annex 8).

Narrativa Semanal

Primera semana de clases

Esta primera semana de intervención, del 12 al 16 de Septiembre, en la institución educativa Instituto Técnico Patios Centro, sede N°1, donde actualmente estoy realizando mi práctica integral, me permitió acercarme más a los estudiantes, conocer a fondo la manera en cómo trabajan y cómo perciben el aprendizaje del Inglés, dictar mis primeras clases y relacionarme también con algunas funcionalidades del colegio. Así mismo, me dio la posibilidad de notar en qué aspectos fallé durante el desarrollo de las clases para evitar posteriormente repetirlos y seguir mejorando en mi proceso de enseñanza.

Durante esta semana, trabajé con los cuatro grados asignados por mi supervisora los cuales fueron dos décimos y dos sextos. Con los estudiantes del grado décimo se desarrolló una guía de trabajo sobre el tema “La Globalización” donde realizaron una actividad de comprensión lectora y completaron algunos ejercicios de vocabulario relacionados al tema. Además, prepararon una presentación oral en pares en la cual expusieron sus entendimientos acerca del tema y hablaron también de las posibles ventajas y desventajas de la globalización. En cambio, con los estudiantes de sexto grado, se revisó el tema de “Los países y las nacionalidades” a través de una guía donde se trabajó mayormente la habilidad de escritura. En esta guía se les introdujo el tema proporcionándoles una lista de países con sus respectivas nacionales y, aparte de enfatizar en la correcta pronunciación de cada una, se les dio a conocer sus estructuras básicas para formar oraciones dando información de sus nacionalidades. Así

Figure 22. Weekly narrative evidence

Conclusions

Reflection has empowered the pre-service teacher to self-assess her pedagogical work, think critically about the practicum stage and emerging challenges that somehow tried to obstruct the process; and to better perform as a pre-service teacher inside and out the school. Generally speaking, this approach shed some light on pre-service teacher’s practicum stage since it allowed her to identify her strengths and weaknesses and subsequently improve as future professional every day. These reflective practices encouraged the trainee teacher to self-evaluate her role, lessons,

strategies and materials that were implemented with the students as an effort to attend their needs. Simultaneously, reflection let practitioners realize about their progress during the practicum.

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Annexes

Annex 1. “Lesson plan - Running Dictation Game” available in the following link:
https://docs.google.com/document/d/1n8xxnLc4cSle_VcAjJ1no5rzHB3X4IVh/edit



Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and students do at each stage of the session. Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.

Stage	Procedure	Time and interaction
Warm up Ice -breaker	The teacher will do a warm up activity to introduce the present continuous tense. In this activity, she will ask students to close their eyes and think about a person that is important for them, for example their mom, dad, sister, boyfriend, etc. Then, teacher tells them to think about what are they doing right now and say it outloud. (for example 'she is preparing lunch', 'he is working', 'he is running', etc)	10 minutes Group work
Introducing language Pre-?	The teacher will introduce the topic of the class which is Present Continuous and Fairtrade. After that, she will provide students with the worksheet to work on during the class hours. First, the teacher will start explaining the present continuous tense by indicating how to form its structure (affirmative, negative and interrogative) and some rules to take into account when using it. Likewise, she will explain what Fairtrade is about in today's world by asking students to take a look to the worksheet.	40 minutes
Controlled practice While-?	The teacher will propose a game called “Running dictation” to practice the topics learned in class. In doing so, the teacher will organize groups of 7 students and she will post a list of several present continuous sentences related to fairtrade, on different walls outside the classroom. Each group has to select a writer who has to sit down on a desk with a piece of paper and a pencil and the other students will be the runners who have to dictate the sentences to the writer. The runners cannot write any word, but they can spell words if they want.	30 minutes
Post-?	The students and the teacher will get together to verify which group wins the game and to identify in which parts of the sentences they found the verbal tense and the vocabulary topic. After that, they have to complete the worksheet where they will read some short texts related to Fairtrade, which include the present continuous tense. Likewise, they will find various fill in the blanks and reading comprehension exercises.	30 minutes
Wrap-up Assessment Feedback	In pairs, the students will prepare a role play about an interview, playing the role of a presenter and a farmer. They can guide themselves looking at the useful language box.	10 minutes

Annex 2. “Lesson plan - Hot Seat Game” available in the following link:
<https://docs.google.com/document/d/1FCfvn4ibD7YICkE0gzKcPqXj-I7yOO0a/edit#>



Write the name for each stage of the plan. Then in the "Procedure", write a detailed description of what the teacher and students do at each stage of the session. Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.

Stage	Procedure	Time and interaction
Warm up Ice-breaker	The teacher will play 'Hot Potato' in order to familiarize students with the past simple and continuous verb tenses. In doing so, the student who gets the 'hot potato', will be provided with a small slip of paper with a question written on it, for example, "what were you doing last Tuesday night at dinner time?" or "what did you eat for breakfast this morning?" for him/her to answer using the verb tense.	10 minutes Group work
Introducing language Pre-?	The teacher will introduce the topics of the class and will provide students with the worksheet to work on during the class hours. First, the teacher will review past simple and continuous verb tenses quickly by doing some exercises on the board for students to better understand them. After that, the teacher will go over the vocabulary topic which is 'technology' that includes technological devices vocabulary and technology verbs. The students have to search in the dictionary the unknown words to complete the exercises in the worksheet.	40 minutes
Controlled practice While-?	The teacher will propose a game called "Hot Seat" to practice the topics learned in class. In doing so, the teacher will organize the classroom into two teams. One student of the teams will sit with their back to the board, facing their teammates. The teacher writes statements on the board using either the past simple or past continuous (or both), including the technology vocabulary. The players must then describe that sentence to the student in the hot seat without using any significant words from the board. The round is over when the student in the hot seat says the sentence.	30 minutes
Post-?	After finishing the EFL game, the students have to continue working on the worksheet where they will now find some questions related to technology in order for them to give their points of view. They have to look at the 'expressing opinions' chart which indicates some useful expressions to give personal opinions and ideas.	30 minutes
Wrap-up Assessment Feedback	The students will develop some fill in the gaps exercises about past simple and continuous verb tenses. The teacher will select several students to share their answers and check with each other to see if they are correct or need to be corrected.	10 minutes

Annex 3. “Lesson plan – On Location Game” available in the following link:
https://docs.google.com/document/d/1636Dey7AvQuFkB71a00IMvQP2GZ7_YCr/edit#



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Write the name for each stage of the plan. Then in the “Procedure”, write a detailed description of what the teacher and students do at each stage of the session. Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.

Stage	Procedure	Time and interaction
Warm up ice -breaker	The teacher will ask students to brainstorm their most outstanding abilities or the things they could do easily in the past and then, form sentences using the modal verbs 'can' and 'could', for example: “I can speak two languages”. They will share their ideas with their classmates orally.	10 minutes Group work
Introducing language Pre-?	The teacher will introduce the grammar topic of the class which is “modal verbs” and the vocabulary which is related to traveling. She will present five main modal verbs and explain their uses providing examples on the board. After that, the teacher provides students with a worksheet for them to practice modal verbs completing some fill in the gaps and matching exercises.	40 minutes
Controlled practice While-?	The teacher will propose a game called “On Location” in order to reinforce the topic. In this activity, students will describe a vacation location using the modals could and would. Therefore, for the development of the game, the teacher will ask students to work in groups of seven students and will provide each group with a couple of picture cards of places where people can spend holidays, for example: Las Vegas, Bali, Mexico, The Bahamas, etc. However, each group will have to pick up only one card. Students will start working with their partners to write down seven sentences describing what a person could or would do at that specific location. Each team then takes turns reading their sentences to the rest of the class, and the class must then guess what location they are talking about.	30 minutes
Post-?	After finishing the EFL game, the students will continue working on the worksheet where they will read a text about traveling and internet, that also includes some modal verbs, and have to identify them and answer some questions. Then, students will learn specific travelling vocabulary such as: ticket, tourist, guests, lift, among others, and will use those words to complete sentences correctly.	30 minutes
Wrap-up Assessment Feedback	The teacher will randomly select some students to share their answers and check with each other if they are correct or need to be corrected. Likewise, during the last minutes of class, the	10 minutes

Annex 4. "Picture cards" used for the On Location game.



Annex 5. “Semi-structured interviews’ protocols” available in the following link:
<https://docs.google.com/document/d/1Sb0GmOqh6QYq56IMO3JO5oFoGNWO31Tb/edit>

First Interview's Protocol

Interviewer: Participant #1

Interviewee: Pre-service teacher Catherine Durán

Date: October 25th, 2022

Hour: 10:21 a.m.

Site: Instituto Técnico Patios Centro N°1

Objective: To identify students' perspectives about the effectiveness of games on their speaking skill.

Questions:	Participant's answers:
1. Estimado estudiante, ¿Cómo se sintió durante el desarrollo de los juegos?	Personalmente me senti muy bien y cómodo. Los juegos me parecieron muy entretenidos y sobre todo educativos ya que me explicaron muy bien el tema de la clase y lo supe también efectuar.
2. ¿Le gustaron los juegos que se llevaron a cabo? ¿Por qué?	La verdad sí me encantaron los juegos. La principal razón es que a través de ellos las clases se volvieron más novedosas. Es decir, me divertía mientras practicaba el tema.
3. ¿Considera que los juegos propuestos en clase fomentaron la participación suya y de sus compañeros?	Creo que mis compañeros y yo estuvimos muy participativos y activos durante el desarrollo de los juegos, además de que es algo nuevo para nosotros también. En las clases anteriores nos limitábamos a estar sentados todo el tiempo escribiendo y prestando atención, y ahora podemos realizar otro tipo de actividades que nos hacen ser más competitivos y ágiles.
4. ¿Considera que los juegos contribuyeron positivamente en la práctica de su producción oral en inglés? ¿Por qué?	La verdad sí y bastante. Con mis compañeros tratábamos de hablar en inglés y, por ejemplo, ellos me respondían utilizando el idioma. Siento que fue un buen punto que me ayudó de alguna manera en mi pronunciación también.
5. ¿Le gustaría que el docente continuara implementando este tipo de actividades en el transcurso de las clases de inglés?	Sí, me encantaría que la profesora <u>continuara</u> con este tipo de actividades ya que nos pueden enseñar mientras se hace entretenida la clase, que de por sí ya son muy aburridas con ella. Entonces la verdad sí me gustaría que se sigan haciendo porque nos dan el <u>chance</u> de aprender más y divertimos también.

Annex 6. “Letters of consent to ask for participants’ permissions” available in the following link:

<https://drive.google.com/file/d/1dR8rdPkKxLF0W11fV0o4JGNAPkdu69lj/view?usp=sharing>



Los Patios, Norte de Santander, 4 de octubre del 2022

Estimado Padre de Familia
Décimo grado
Instituto Técnico Patios Centro N°1

Cordial Saludo,

Yo, CATHERINE DURÁN ORDÓÑEZ, identificada con C.C. 1.004.966.605 de Pamplona, Norte de Santander, practicante de décimo semestre del programa de Licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona, tengo el agrado de dirigirme a usted para agradecerle por la respuesta de su hijo para participar en el proyecto pedagógico-investigativo titulado “Implementing Game-based Learning Teaching Method to Encourage Speaking Skills on 10th-grade English Course”.

En términos generales, este proyecto pretende fomentar las habilidades del habla en inglés a través de la implementación de diversos juegos en el aula de clase. En tal sentido, solicito por favor el consentimiento para que su hijo, como estudiante de décimo grado, pueda participar en el proceso de recolección de datos realizando una entrevista semi-estructurada.

Así mismo, es pertinente resaltar que, para propósitos de análisis, la entrevista semi-estructurada será grabada y los datos proporcionados serán tomados en cuenta para el respectivo análisis. Toda la información que se obtenga será llevada a cabo con la más estricta confidencialidad característica del ejercicio investigativo, por lo que se preservará y garantizará el anonimato de los participantes.

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Annex 7. “Memos” used as an interpretation tool to analyze the data gathered. Memos are available in the following link:

<https://docs.google.com/document/d/10M7TYDddutBfCtUAeSEGXNEA1i80wIs-TsjViKY26-8/edit?usp=sharing>

Annex 8. “Weekly narratives” written to reflect on the integral practicum process. The narratives are available in the following link:

https://drive.google.com/drive/folders/1NLUtOjLmVGN3EM40l2k6ozIG8LUNUbiq?usp=share_link