



Use of role-plays to foster speaking skills in French in 11th grade students at Provincial
San José high school implementing a tasks-based learning approach.

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Practicum Stage

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CHAPTER I: General Presentation of the project

General overview

In the following document you can find the aspects worked on during the process of the integral practice. In addition, the 3 main chapters and their categories are found: Institutional Observation, Pedagogical and Research Component, Inter-institutional Component, Community Outreach Component, and the reflective approach.

In the first place, we find everything related to the educational institution Colegio Provincial San José and the observation made during the first week: the location of the school, PEI, pedagogical level, information of the subjects, etc.

Second, the pedagogical and investigative component, in this part we can find everything related to what was implemented in the institution and how to solve the problem presented, we can also find the title of the project, the research questions, the objectives, the design to be used, the population and the data collection instruments, the results and the conclusions.

Likewise, the community outreach component, where everything related to the help that was provided to the students during the process, the activities that were carried out and the conclusions of the process is found. In addition, the intra-institutional component, which refers to all the activities that the pre-service teacher had to attend, such as: teacher meetings, events, parent meetings, etc. This with the aim of having a better view of the educational process and everything that comes with being a teacher and being part of an institution.



Finally, the reflective approach where the entire experience of the teacher is reported and how this process was helpful for his personal and professional life, as well as general conclusions of the components worked during the entire practice process.

Introduction

Currently, in Colombian educational institutions, it is mandatory to teach a second language, in most cases it is English. This is because the world is constantly changing and constantly advancing, this means that a common language is needed that allows society to access this world and thus achieve better personal and work opportunities. (MEN 2015)

Likewise, the French language, along with English, is one of the most studied and important languages in the world. According to Onyemelukwe, and Karo (2020), being a polyglot or speaking more than one language is an advantage that people have today; Likewise, French is spoken on all continents and has the reputation of being the most widely used language internationally after English.

This study takes place in a Colombian public school, where the teaching of English is mandatory, and in 11th grade French is taught in the last part of the year, thanks to the leadership of the teacher and her love for languages, which she wants to transmit to his students. In addition, this project arises from the idea and purpose that students learn a new language, and at the same time see beyond English, which is taught from the first years at school. For this reason, this project focuses on teaching basic French from level A1 and using role-plays with the aim that



students learn the basics of the language and at the same time develop the oral part in the best possible way.

With this in mind, it should be noted that the time is very short and only basic French is taught. For this reason, a task-based language learning approach is used so that students can develop communicative skills in French.

Justification

French is one of the most important languages in the world. Faniran (2016) highlights in his article "French is the second most widely learned foreign languages in the world" this proves that learning French has nowadays become as necessary as learning English.

Likewise, this project arose from the observation week at the institution, where it was evident that the students, beyond learning the grammar of a language, wanted to speak it. Also, after having been in contact with the English language for almost 11 years, they wanted to know and be immersed in another language, which is why the idea of teaching basic French in the last quarter of the year came up. On the other hand, some students expressed their intention to study foreign languages or just to learn them to have better opportunities. Carrying out this French course and this project focused on the oral part, can make them have bases for this new stage that they want to live.

Teaching a second language in schools is one of the most important challenges in Colombian education today, which is why English is taught in schools as a required subject. At



the Provincial San José Pamplona educational institution, according to the syllabus, 11th grade students receive French classes the last part of the year, after having taken the SABER 11 state exams.

Finally, to carry out the community outreach component, the pre-service teacher is focus on tutoring 10th grade students using technological resources. According to Ammanni and Aparanjani (2016), the use of ICT makes it easier for students to learn any subject, and even more so when it comes to English. In addition, its use allows improving the quality of the learning process.

Objectives

General objective

- To implement role plays to promote the oral production in French in 11th grade students at Provincial San José High school.

Specific objectives:

- To implement role plays to promote the oral production in French in 11th grade students at Provincial San José High school.
- To Support 10th grade students with virtual tutoring in English using technological resources at Provincial San José school.
- To be part of any extracurricular activity, event, Eucharist, and meeting organized by Provincial San Jose high school.



General conclusions

During the process, 3 components were developed, which were called the pedagogical component, the community outreach component, and the intra-institutional component. In each of these aspects, the pre- service teacher managed to be part of the educational institution.

As regards the first component, a task-based approach was implemented for students to develop the oral part in French. Using listening and speaking activities such as role-plays and videos of real situations, students improved the pronunciation of the basic French they had learned and at the same time promoted their oral expression in French. This also allowed students to become interested in a new language and at the same time feel motivated to learn it.

Regarding the community outreach component, it was not possible to carry it out in its entirety due to time constraints. By giving English tutoring to 10th grade students virtually, it was possible to demonstrate the support that students needed when learning English. Likewise, the use of technological tools and web pages make students feel free to learn in a comfortable environment. The use of videos and online games make learning English more innovative and enjoyable.

Finally, the last intra-institutional component allowed the process to be real, since the pre-service teacher had to attend all the activities carried out and programmed by the school, likewise, this experience allowed to understand what it is to be a teacher in a public school in



Colombia. Likewise, it provided an enriching experience since having been part of these activities made the process more enjoyable and different.

CHAPTER II: Institutional observation

Document Analysis

Topographic location

Provincial San Jose high school is located in Pamplona, department of Norte de Santander, Colombia; in the Santander Avenue N 11-188.

Figure 1. Location Provincial San Jose high school



Institutional history

The history of the Colegio Provincial San José de Pamplona goes back in time to the year 1815 when Dr. Hilario José Rafael Lasso de la Vega y de la Rosa Lombardo, while in Panama, receives the news of his election as Bishop of Western Venezuela. in March 1815.



Upon receiving this news, he travels from Panama to Maracaibo, passing through Pamplona, he arranges the foundation of a 'House of Studies' that would serve as a Seminary for the region. But it was not until the following year that this idea materialized when the 'House of Studies School' was created.

In the year 1823, on February 4, when Bishop Lasso de la Vega was again in Bogotá, he wrote a memorial to the Vice President General Francisco de Paula Santander, in the sense of making him aware of the resources that were necessary for the operation of the House of Studies in Pamplona. General Santander with the Decree of March 6, 1823, which regulated and gave legal life, as a college, to the House of Education of Pamplona.

The people of Pamplona wanted to break the umbilical cord that linked the study school attached to the seminary, longing for the constitution of a second educational center that would house the students of the province, this materialized on October 18, 1835.

In 1890, the course of theoretical and practical agriculture began, which included four years of study. The students at the end of these studies received the "Diploma de Idoneidad en Agricultura". Already in more recent times corresponding to the first years of the 21st century by departmental Decree No. 004 of July 26, 2002, the restructuring of the educational sector is made at the regional level and the new educational organization of the municipality is started, being the Provincial San José College one of the most solid Educational Institutions of those established in the urban area of Pamplona.



Administrative level

PEI

The Provincial San José School is made up of 5 locations: Central, Rafael Faría, La Salle, La Mistral and Santa Cruz, not far from each other. The first two offer basic secondary and middle education levels and the remaining three offer preschool and basic primary levels; the Santa Cruz campus, with the New School Methodology.

Institutional mission

The Provincial San José school de Pamplona educational institution, of an official nature, guarantees the service of education at the preschool, basic and secondary levels, with the purpose of forming upright, competent beings, with an investigative spirit and citizens of peace, in a society pluralistic and globalized in permanent change, respectful of human rights, individual freedoms and the values of human dignity, based on the Santander and Lasallian principles: Honor, Science and Virtue.

Institutional vision

The Educational Institution Provincial San José de Pamplona, for the year 2021 will continue to be recognized for offering a quality educational service, based on humanistic, pluralistic principles, in healthy coexistence and in permanent updating of its pedagogical and investigative practices, in response to the challenges of the current era, the demands of the environment and the commitment to building peace.



Philosophy of the institution

Faithful to its historical tradition, the Provincial San José School of Pamplona is an educational institution of an official nature, with clear principles of Catholic Christian orientation, which bases its pedagogical actions on the virtues and values of San José, the Lasallian community and the ideology of our founder Francisco de Paula Santander.

A work of reflection, discussion and action of all and all, is the practical way of building coexistence, for the educational community of the "San José" Provincial College. These lessons have been defined as follows:

- Learn not to attack others: Foundation of any model of social coexistence.
- Learn to communicate: Basis of personal and group self-affirmation.
- Learn to interact: Basis of social relationship models.
- Learn to decide in a group: Basis of politics and economy.
- Learning to take care of yourself: Basis of health and social security models.
- Learn to take care of the environment: Foundation of survival.
- Learn to value social knowledge: Basis of social and cultural evolution



Institutional Principles

1. The personalization and socialization of the student, understood as respect for human dignity.
2. Tolerance and dialogue between the members of the educational community as the basis for healthy coexistence and democratic action.
3. Educate for life, understood as an open project seeking to satisfy the basic and superior needs of man.
4. The development of a sense of belonging on the part of directors, teachers, students and parents of the school, the region and the country, as the basis of our identity.
5. The development of intelligence through scientific, communicative, playful, artistic and investigative activities.
6. The family as the fundamental nucleus of society and the first educator, linked and committed to the process of training the new generations.

Institutional foundations

Provincial San José school, bases the human and cognitive development of the students, in the following aspects:



Philosophical: Becomes aware of the transcendental nature of his being, projecting himself as someone capable of taking on and overcoming the challenges of the historical moment in which he lives.

Epistemological: Uses knowledge to apply it for the benefit of its community, based on scientific, technical and humanistic aspects, supported by research and advances in the field of knowledge.

Axiological: Considers man as a person and as a multidimensional being, projecting himself towards others.

Psychological: Respects individual differences, guides the free development of the personality, promotes respect for pluralism and facilitates social inclusion.

Sociological: Appropriates the training he receives to strengthen his position in society that requires, from every perspective, to lay solid foundations of communication, as instruments of healthy coexistence; development of skills in the management of technical and technological advances imposed by modernity; and of democracy as a lifestyle that enables the enjoyment and enjoyment of human rights, banishing any form of discrimination.

Pedagogical: The learning process and other activities related to it are developed, putting active pedagogy into practice, allocating personnel, resources and spaces in a way that contributes to making the student a sensitive, loving, respectful, supportive autonomous being



with a deep sense of belonging and identity. The institution's pedagogical model allows teachers to assume a position regarding the curriculum, society and the human being they want to train, relying on new information and communication technologies (ict) and research as a pedagogical tool.

Institutional objectives

General.

Provide comprehensive training, facilitating human, scientific and technological development.

Specific

Provide solid academic training, which allows students to enter higher education and their effective incorporation into society as an agent of change.

Encourage respect and promotion of values, stimulating the development of socio-affective processes.

Experiencing conflict resolution within the classroom, respecting individual differences and plurality as peace-building elements.

Develop communication skills and the appropriate use of new technologies and investigative practices.



Promote the preservation of the person's physical and mental health through the rational use of free time.

Inculcate respect, proper use and conservation of the environment as a common heritage.

Promote investigative practice in the different fields of knowledge as a pedagogical strategy that contributes to the construction of knowledge supported by ICT.

Dynamize the transversal pedagogical projects defined in the general education law, taking into account the conditions of the institutional context.

Institutional symbols

Flag

It is composed of two horizontal stripes of equal size. The upper stripe is red and symbolizes the ardor, love and passion for study, expressed in the desire to fight for personal improvement. The lower stripe is green, symbolizing nature, life and hope, expressed in the commitment to preserve the environment.



Figure 2. Flag of the Provincial San José school



Shield

This wooden carved shield was used by the Christian Brothers when they ran the College. At the top, like a bell, stands out a widened cross, whose arms narrow when they reach the center.

In the center of the shield, decorated symmetrically, there is a five-pointed star on blue and white enamels, which symbolizes man and the elements of nature: air, fire, earth and water. The upper point indicates the predominance of the spirit over the body. The upper lateral points symbolize the elements of air and fire. The lower points symbolize the elements water and earth. On these elements the human being seeks to strengthen his domain.

As a support for a ribbon surrounded by acanthus leaves, it reads the San José Provincial College, used at that time, and the Latin motto “Signum fidei” which means “Sign of faith”.



Figure 3. Shield of the Provincial San José school



Corporate image

As a corporate image and identification with the community, a symbol is used consisting of a five-pointed white star with a black border within a circle with red and green colors in which the name Colegio Provincial San José Pamplona stands out. It is the one used by the students in their uniforms.



Figure 4.*Corporate image of the Provincial San José school*



Guidelines and regulations in the face of the health emergency

Provincial San José school guides the development of the area of Humanities, Spanish Language and foreign languages from first to eleventh grade for the subjects: Spanish Language and English, which will be evaluated and promoted independently given the demands of developing skills towards critical reading. and the adoption of a second language.

The institution maintains health care where it promotes:

Continuous hand washing

Permanent use of face masks within the institution

Pedagogical model

The Active Pedagogical Model prepares for life by developing training processes in the students of the San José Provincial School as future citizens, with the ability to integrate



education with work and community processes, with a sense of belonging to their own culture, assuming the specific characteristics of the sociocultural, ethical, political and economic context, which provides the purposes, contents, methods, resources and evaluation. The school is an "embryonic community" that will improve the whole society, making it democratic and harmonious.

Purposes: in our educational institution, the final goal is the formation of comprehensive, competent citizens, with interests and natural curiosity, with the potential to learn, with specific skills, and capable of making important decisions for their lives, promoting the development and appropriation of knowledge. academic and culture values, elements that are part of the curriculum and the study plan, and that aim to improve the educational quality of our students.

Contents: knowledge and specific knowledge aimed at the development of processes and skills in students, which are established from the needs, expectations and characteristics of the environment, following the guidelines determined by the active pedagogical model; these are organized in a cohesive way, merging all the necessary elements for the optimal progress of the areas.

Methods: the method constitutes one of the necessary resources to achieve the purposes of teaching, learning and evaluation of the students under the guidelines of the active pedagogical model; it is the general approach of the actions that we intend to achieve in accordance with the established criteria and taking into account certain goals.



Resources: the resources in the educational institution colegio provincial san José are conceived as the mediators for the development and enrichment of the teaching, learning and evaluation process, which qualify its dynamics for the integral formation of the students; as a pedagogical tool capable of leading young people to learn as the basis of a comprehensive self-construction process.

Evaluation: in the Provincial San José school educational institution, evaluation is considered an integral part of educational processes, in general, and of teaching and learning, in particular, to form value judgments and make decisions aimed at improving educational quality. in the evaluation, that is, the assessment of whether or not it was learned, how much was learned and the level of quality in which it was learned, teachers and students participate.

School government

Table 1. School government

INSTITUTIONAL CHARGES	NAMES
Principal	Wilson Augusto Cristancho Pabón
Coordinator	Martin Cuy
English teacher	María de los Ángeles Eugenio
Academic Council.	
Student Representative	



Student Council

Coexistence manual

Generalities of the school coexistence manual

1. Identify the composition, functions and procedures that govern each of the existing councils, committees, commissions and other instances of participation in the educational community.
2. Facilitate the process of inclusion of students with special and diverse educational needs of the population served.
3. Promote dialogue and conciliation as a basic tool for conflict resolution

The coexistence manual of the san josé de pamplona provincial school educational institution is legally and juridically based on the political constitution of colombia of 1991, judgment t-519 of 1992, judgment t-386 of 1994, judgment t-345 of 2008, judgment t-356 of 2013, judgment t-478 of 2015, judgment t-240 of june 26, 2018. law 115 of 1994. law 30 of 1986, law 1620 of 2013, decree 1108 of 1994 decree 1850 of 2002. decree 1286 of 2005, decree 1965 of 2013, decree 1075 of 2015.



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Rights and duties of students

Accept, commit to and comply with the School Coexistence Manual.

Gentlemen must keep their hair short, without extravagant hairstyles and shave when necessary. The ladies have a proper cut and hairstyle, without dyes that clash with the harmony of the uniform.

Make appropriate use of information technologies (Internet, virtual social networks, mobile telephony and online video games) and not use it to engage in ongoing psychological abuse among members of the educational community.

Establish more just, democratic and responsible relationships with oneself, with others and with the environment, within the framework of the Exercise of Human, Sexual and Reproductive Rights.

The use of cell phones is subject to a culture of rational, appropriate, and responsible use, phones must remain off during the course of academic activities. (Classrooms, general meetings, religious acts, etc.)

Institutional Schedule and Programming

Provincial San José School for compliance with resolution 3690 of October 24, 2017, and distributes the 40 teaching weeks in 3 trimesters of 13 weeks and 1 week of pedagogical support activities for students who require special reinforcement to overcome learning weaknesses.



Figure 5. Schedule of the Provincial San José school

CRONOGRAMA DE ACTIVIDADES							
SEPTIEMBRE 2022							
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO	
						EUCARISTIA ESTUDIANTES UNDECIMO GRADO	
4	5	6	7 REUNION GENERAL DE DOCENTES SALON FUNDADORES 3:00 PM	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23 CONVIVENCIA DE DOCENTES ORGANIZA CADA SEDE	24	
25	26	27	28 REUNION GENERAL DE DOCENTES SALON FUNDADORES 3:00 PM	29	30		

Class schedule

Length of the school day. 6 continuous hours of direct activity with students. from 7 a.m. to 1 p.m. Monday through Friday.

Pedagogical level

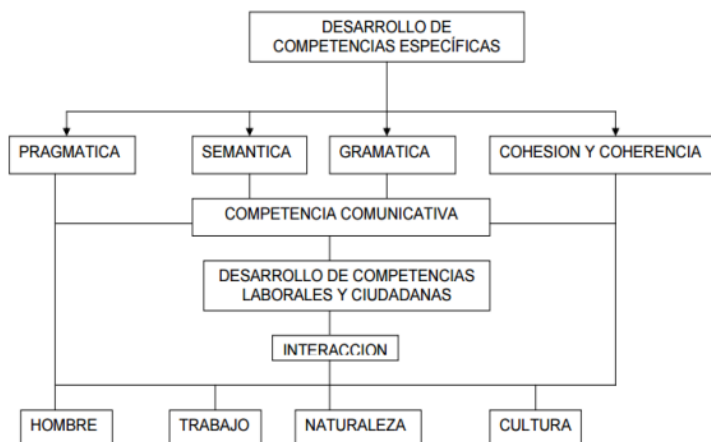
Planning

The English area plans have a communicative approach and the conceptual structure of the area is as follows:

Figure 6. Planning of the Provincial San José school



3. ESTRUCTURA CONCEPTUAL DEL AREA



Knowledge of the pedagogical resources available

The institution has a room specifically equipped for the development of English classes, where there is a blackboard, computer, video beam, etc. In addition to this, some materials and resources are used, such as:

- Guide text that helps to achieve the proposed objectives.
- Tasks with an appropriate level of difficulty for each grade.
- Practical activities.
- Use of the criteria of the active methodology in the materials and resources.
- Authenticity of the materials.
- Technological resources.



Syllabus

Since there are many programmatic contents, only the one oriented to grade 11 is shown here, where in the last period French is taught instead of English.

Figure 7. 11th grade syllabus

ELEVENTH GRADE (11TH)

UNIT 0: Leveling time

Topic 1: General vocabulary related to tenth grade.

Topic 2: Simple present and zero conditional

Topic 3: Simple future and first conditional

Topic 4: Simple past in affirmative form

Short texts for reading comprehension.

UNIT 1

Lesson 1: Second conditional - Simple past.

Lesson 2: Present Perfect tense.

Lesson 3: Past perfect tense.

Lesson 4: Third conditional.

Lesson 5: Passive voice and active voice.

Short texts for reading comprehension.

SABER TRAINING: Inferential Reading Comprehension.

UNIT 2

Lesson 1: "Wh" questions and relative clauses.

Lesson 2: Prepositions and phrasal verbs.

Lesson 3: Prefixes and suffixes.

Lesson 4: Comparatives and superlatives.

Short texts for reading comprehension.

SABER TRAINING: Inferential Reading Comprehension.

UNIT 3

Lesson 1: Greetings and Farewells in French.



Lesson 2: The alphabet.

Lesson 3: The numbers.

Lesson 4: Time.

Lesson 5: Months, days and dates.



	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD PLAN DE AREA		
	CODIGO:		

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Lesson 6: The colors.

Lesson 7: Personal pronouns.

Lesson 8: To be and have verbs.

Methodology

The active methodology allows learning when participating in activities in which the main objective is to carry out actions in the foreign language. These methodologies allow students to be actors who use the foreign language to actively communicate both in the classroom and in circumstances that require it. Within this process, the teacher assumes the role of counselor, using strategies that allow the student to discover their own means and learning styles.

Modalities of accompaniment to learning (tutoring, communication tools and strategies, etc.)

In the English area, some accompanying courses are offered to those who need it most, these are proposed in the afternoons after the school day.

Standards

The specific standards correspond to the comprehension skills that are listening and reading and the production skills related to writing and the use of oral language, both in the production of monologues and in conversation.



Courses

Professor Maria de los Angeles is in charge of those in grades 10-01, 10-02, 11-01 and 11-02. Each course has a total of 4 hours per week.

Schedule

Figure 8. Class schedule

	Lunes	Martes	Miércoles	Jueves	Viernes
07:00-7:55					
07:00-8:50	ingles 10-1	ingles 11-1		ingles 10-2	ingles 11-2
8:50-9:45	ingles 10-2			ingles 10-1	ingles 11-1
10:15-11:10	ingles 11-1	ingles 10-1			ingles 10-2
11:10-12:05		ingles 11-2	ingles 11-2	ingles 11-1	
12:05-1:00		ingles 10-2	ingles 10-1	ingles 11-2	

Technological level

Connectivity

specifically, the English room has internet with adequate speed, also videobeam, computer and speakers



Access and use of platforms

Provincial San Jose school manages the "web colegios" platform to have direct contact with students.

Population and information level of the subject

Numbers of students

The school as a whole has a total of 1,715 students. Each course has approximately 30 students.

Age

The ages of the students can vary but in general the students in the last grades are between 16 and 17 years old.

Language level

The language level of 10th and 11th grade students is between A2 and B1, it can vary.

Teacher staff

The school has 1 Support Classroom Teacher, 79 teachers, 1 counselor

Administrative staff

The administrative body is made up of 3 directors, 1 assistant with payer functions, 3 assistants with secretarial functions, 1 assistant with librarian functions. 1 administrative with



warden functions, 1 administrative with driver functions, 6 administrative with general services functions.

Parents community.

The parent community has the right to elect two representatives. One must be a member of the Board of Directors and the other a member of the Parent Council.



CHAPTER III: Pedagogical and research component

Use of role-plays to foster speaking skills in French in 11th grade students at Provincial San José high school implementing a tasks-based learning approach.

Introduction

Oral skills within the process of learning a foreign language is one of the most important aspects to manage, although it can be difficult, it can help the student to function in a real context. It is also a skill that must be perfectly handled by students, since their communication and interaction with society depend on it, (Yulia; Muhammad; Tatie, 2014). In addition, the learning and teaching process require innovative strategies to work on this skill. According to Akanbi & Ndidi (2020) on the way to learning a language, it is necessary to implement strategies that make the student able to interact with a native speaker in a real context.

Learning and developing oral skills in a language like French requires the use of authentic communication situations. To master the basics of French as a foreign language, it is necessary to experience communication situations. This can only be achieved with the use of strategies that motivate the student. One of these strategies to develop oral skills and at the same time motivate the student is the use of role-plays or situations that make the language used in a daily setting (Smyan 2018).

Thereby, the use of role-plays can make the learning process not only different but also dynamic and at the same time it is a great tool to develop oral skills during the path of learning a language. According to Lee (2015) role play activities are very useful since teachers can teach the



target language in a different way; in addition, students learn culture and practice the language communicatively.

For this reason, this project seeks for students to develop their oral skills in French through role plays with the aim of making the student feel that they are using the new language and what they have learned during the process, in a real and everyday context. Magos & Politi (2008) The objective of the role play is for the students to feel in a real situation and have experience in the use of the language that they are learning.

Statement of the problem

Learning a new language brings great challenges, starting from scratch with everything related to vocabulary and pronunciation can be overwhelming and more so when it comes to French.

According to the MAEE (2012), French has become over time one of the most important languages in the world. With more than 220 million speakers around the planet, it is consolidated along with English and Spanish as languages spoken on the 5 continents. In addition, today, French is taught in educational systems in most parts of the world. Furthermore, in terms of employment and economic opportunities, learning French can mean better income in the future, since French-speaking countries account for almost 20% of world trade. In Colombia, some educational institutions are beginning to implement the teaching of French in their syllabus, so that students can leave school prepared to enter university.



Consequently, in the observations made at the Provincial San José Pamplona school, it was shown that French is taught to 11th grade students in the last stage of the school year, but the teacher always focuses on the grammatical and written part. Students get bored and the teacher in charge of the English area has only basic knowledge of French, so the pre-service teacher is asked to teach this course. The problem emerged that students want to learn French in order to speak it, even if it is basic French A1, and they do not just want to know the vocabulary and write it correctly. The use of role plays can be an alternative for students to use what they have learned in class and develop the oral part that they so much want to develop. In addition, some students want to study foreign languages and want to have some bases before entering university or even want to learn it to travel and have better opportunities.

Justification

One of the most important skills in the process of learning a language is speaking; since on this depends, an assertive communication with native speakers, understanding contexts, situations and of course having fluency in the target language in real situations. According to Leó & Cely (2010) both speaking and listening in a conversation are very important, for this reason, when students develop their oral skills and begin to use them in a comfortable and trusting environment, the student will be able to interact better in real situations.

Learning a new language such as French for students can become a challenge, since it is a language that is rarely taught in public schools in Colombia. Among these challenges, being able to communicate in this new language is one of them; Husanboy (2020) mentions that



communicative competence is important in the process of learning a language since it is a tool that helps students express themselves. In addition, in learning and teaching French it is necessary to use strategies so that the process is not complex and time-consuming.

Likewise, the 11th grade students of the Provincial San José high school learn French only the last 3 months of the school year, this means that they are only taught the basics and that they do not develop their oral skills at all. In addition, some of them leave school with the idea of studying a foreign language and not having a solid foundation in these skills makes the process frustrating and longer.

For this reason, this project is focused on teaching them basic aspects of French and also, promoting role-plays to develop oral skills and thus make them have more solid foundations and at the same time learn how to express themselves in a totally new language for them.

Research questions

To carry out this project it is necessary to know the following questions:

Main question

- How does the implementation of role play promote oral production in French in students?

Sub-questions

- How could the use of speaking and listening activities foster oral skills in French?



- How the use of the task approach contributes to the acquisition of French?
- How can the implementation of activities where the language is used in real contexts promote oral skills in students?

Objectives

General objective:

- To implement role plays to promote the oral production in French in 11th grade students at Provincial San José High school.

Specific objectives:

- To use speaking and listening activities to foster oral skills in French.
- To promote activities where the language is used in real contexts.
- To design workshops that integrate the task-based approach in order to contribute to the learning of French.
- To foster the use of real communication situations in the 11th grade students of the Provincial San José high school.
- To analyze the development of oral production in French in 11th grade students of the Provincial San José high school.
- To work with oral comprehension and production together in French classes.



Theoretical framework

In this theoretical framework, a series of definitions and theories related to role-play, oral production, and task-based learning are shown, in order to present a more detailed view of the problem.

Oral production.

According to Bula (2015), oral production is basically the ability to communicate effectively with others; it is also the way in which people share information about every day or familiar things. Speaking is part of the learning process of a language, it is necessary and students must learn for their development and improvement of the linguistic component. (Bilash, 2009, as cited in Hernández 2018). Besides, according to Yetis (2012), oral production can be defined as simply speaking where the individual must use certain previously acquired skills to be able to communicate with other people in their environment, having a clear context. This is achieved through the use of language skills.

Task-based language learning

This approach is based on performing tasks, the class is organized as a sequence of tasks and this is what generates the language to use. In this field, language is the main instrument to carry out each task (Peña & Onatra 2009). Likewise, “the focus is away from learning language items in a non-contextualized vacuum to using language as a vehicle for authentic, real-world



needs. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic” (T-kit series 2000)

Task-based learning is an approach where tasks are used as the main instrument for the purpose of planning and teaching, learning occurs when the student has an active role in the development of tasks. This makes the language significant at the time of making them. That is to say, when the students do the tasks, they have a moment in which they are immersed in the process so that the learning is acquired efficiently. (Richards and Rodgers 2004 as cited in Bonces & Bonces 2010).

According to Pools-m task-based learning, (2013) the task-based learning approach follows these steps:

Pre-Task:

Raise consciousness

Introduction to subject and task.

Thorough introduction to topic by teacher

Use of pictures, posters and demonstrations

Task

Working with and using the target language



Activities like pair work, group work

Post Task

Selecting, identifying and classifying common words and phrases.

Practice of language and phrases in classroom.

Role play

Role plays are a useful tool during the language learning process. According to Bahriyeva (2021) role plays are based on the fact that the student must assume a designated role and represent it in a scripted play; also, this can be done individually or in groups. Role-plays can provide experiences to students, since they are based on real situations but with a safe environment for the student, that is, they can make mistakes without fear.

Garcia (2022) states role-plays are a technique that requires time and security from the student. Before performing the role-play, it is necessary to carry out certain steps so that the students do not feel uncomfortable and their performance is the best, since the main objective of role-play is for students to enhance communication and have fun. In the first place, a safe environment must be created in the classroom, a warm-up must be carried out to introduce the topic and thus make the students feel motivated to carry out the role-play, then give the topic on which the role play should be based.



CEFR descriptors for oral production in French A1

According to the CEFR for oral production in French level A1, the student can use simple expressions and phrases to communicate, as well as ask and answer questions in a simple way, such as; ask the time, the name, the age. although, the communication totally depends on the repetition, the reformulation and the correction. All this is part of an A1 level, that is, “breakthrough”, this is the most elementary level within the language. Among the general objectives are:

- Can say and ask for day, time and date.
- Can greet in a simple manner.
- Can say yes, no, excuse me, please, sorry.
- Can fill out a simple form with name, address, nationality and marital status.

Communicative approach

According to Richards (2006), the communicative approach is defined as the principles about the objectives of teaching a language, how a language is learned, the activities in the classroom to facilitate the learning process, and the roles of both the teacher and the student. Teaching communicative language aims to teach communicative competence, which includes aspects such as: knowing how to use language, knowing how to vary our use of language according to the scenario, knowing how to maintain communication despite having limitations.



the roles of teachers and students are new, the student participates in group activities, listens to his classmates and no longer follows the teacher as a model. Regarding the role of the teacher, he assumes the role of facilitator and monitor.

Irmawati (2012) states that the communicative approach is one of the important approaches used to help students speak fluently and express themselves confidently. The communicative method focuses on language as a means of communication, recognizes that communication has a social purpose, and also focuses on improving communication skills. The communicative approach has 6 essential principles: 1) goal of effective communication, 2) learning language by using it to communicate, 3) focus on meaning and appropriate usage, 4) focus both on fluency and accuracy, 5) use of authentic materials to reflect real life situation, and 6) integration of four skills.

Literature review

Referring to this section, there are 3 categories which are: Use of role plays to promote oral skills, Task-based learning to foster skills in language learning, and Development of Oral skills using tasks; in these categories, studies are mentioned to have a literary support and thus have a more detailed vision of the project and what is wanted to be achieved having as a reference authors and projects already made.



Use of role plays to promote oral skills

Regarding the first part, Encalada (2017) carried out an investigation called “a1 efl students’ insights about the use of role-plays in two English for specific purpose (Esp) courses to develop speaking skills in the hotel and tourism management career of a public University in Ecuador”, whose purpose was to show that the use of role plays was an effective technique for students to develop oral skills. In addition, to achieve this, the author used semi-structured interviews with focus groups. As a result, the author takes the participants' perceptions and concludes that role-plays allow for vocabulary development and improves pronunciation and communication skills. However, the use of role plays can have drawbacks in students, such as embarrassment, mispronunciation, memorization; these factors limit the development of oral skills.

Likewise, de la Rosa (2022) carried out a qualitative study focused on role play as a strategy to improve oral production in French in higher education students, and whose objective was to promote fluency in oral expression in French among students. This, through the use of ICT as tools that allow the development of communicative situations in the context of students. As a result, the author evidenced that the use of role plays in FLE classes is an option that helps to work on the cultural and pragmatic component of the language.



Task-based learning to foster skills in language learning

Xuyen & Nguyen (2021) carried out a study called “effects of task based speaking activities on efl learners’ oral performance” which aimed to see what effects task-based activities had on students. This study was conducted in the Mekong Delta of Vietnam in the second semester of the school year 2020-2021. The research followed a mixed method approach, qualitative and quantitative designs were combined and the instruments used by the researchers were pre-test and post-test, questionnaire and lesson plans. Likewise, there were 58 participants. The results show that the students developed a greater oral interpretation. It should be noted that this study was carried out with English language students.

On the other hand, Tirloy (2016) carried out an investigation called “task-and project-based approach in French as a foreign language teaching and learning” where it was based on using a task approach so that students had meaningful learning in a French course, also using an actional approach. The main objective of this study was to carry out sessions in which they would implement tasks to teach and improve French in Spain, this was done following an actional approach and based on a student-centered constructivist perspective. The result of this study showed that this type of activities arouse the interest of the student. Besides, it stimulates teachers and enriches the ability to learn. In addition, it is verified that the student is the one who has the responsibility to learn, that is, he has the reins of his own learning.



Development of Oral skills using tasks

Finally, Escobar (2018) carried out research called “Le développement de la production orale à travers l’implémentation de tâches.” at the Javiera Londoño educational institution, which aimed to improve the oral production of French students, through tasks. The main objective of this research was to implement a methodology based on tasks to promote oral production among students, as well as to favor participation and interaction in French in students. The researcher followed an actional approach to carry out this study. In this research-action, the following instruments were used: field diaries, questionnaires. In addition, it concludes that after completing two tasks, the students improved their pronunciation and oral expression in French despite having some difficulties.

Methodology

Pedagogical methodology

The methodology to be followed to carry out the proposed activities is a task-based learning approach. There are three key moments in the TBL application process, pre-task, while-task and post-task. (Methods 2013)

Pre-task

It is the stage where the teacher as facilitator raises the students' awareness, introduces the topic in a detailed way and motivates the student to learn. photographs, posters, infographics, and games can be used.



To carry out the first stage of the task, it is also necessary to implement listening activities. According to Kahtali & Aslan (2021) there is a sequence that must be followed when approaching a listening exercise, which consists of a pre-listening, a listening and a post-listening.

Bearing this in mind, the British Council (2022) proposes the following guidelines when carrying out each stage:

Pre-listening: At this stage the student must be motivated, likewise the student must be contextualized, that is, give a context in which the material to be heard is developed, and finally the preparation, in this part the vocabulary and expressions are given to the student, they will need them in order to understand what they are going to hear.

While- listening: At this stage the students listen to the material, it must be related to the topics that are taught, that attracts the students and that is appropriate for their level. In addition, students need to listen to it a number of times, 3 or 4 which are ideal for them to start developing listening comprehension.

Post- listening: At this last stage, there are two ways to approach it. The first is to discuss what is generally understood, asking questions that students feel confident to answer with prior knowledge. the other form is related to linguistics, that is, the analysis of verb forms, new expressions and how language is used in the context of the material.



While -task

It is the stage where the students work completely with the target language, that is, it is where the completion of the task occurs; It is possible to implement activities such as work in pairs, in groups, role plays.

For this part, certain stages are followed for the oral production of the students.

1. The structure of the dialogue is remembered in French.
2. Review of pronunciation and unknown words
3. Practice the role-play in the first instance
4. Create an interview orally in the form of a role-play.

Post-task

In this stage, a review and feedback are made, where phrases and words in common are selected and identified, and the language is practiced. In this last stage, in addition to giving general feedback, a review of the topics in which the students had more difficulties is given, it is about making the students aware of the errors and that they work on improving each one of these aspects.



Implementation of the proposal

This project followed a task-based learning approach. There are three key moments in the TBL application process, pre-task, while-task and post-task. This was used to give students the opportunity to practice the language in a real context through role play, and to create dialogues and record them as task so that they could learn autonomously.

In the first stage called pre task, the pre-service teacher explained the subject and put in practice the listening skills of the students with audios and videos, also followed the steps for preparation which were 3 moments; a first listening, where students had to recognize vocabulary. The second one, students had to write everything they understood and the last listening, with the transcription. In the second stage, the task was assigned, which consisted of recording the dialogue they wrote in the classroom in the form of a role-play, so that they could put into practice what they learned in class. In the last stage, general feedback of the errors was given and corrected as a group. This so that the students were aware of the errors and improved for the next task.

Likewise, to carry out the implementation, a planner assigned by the institution was used to have a better order and know what was going to be done in each class. This planner was something simple but it had to describe everything that would be done in class.



Figure 9 Planning format

	SAN JOSE PROVINCIAL HIGHSCHOOL PAMPLONA HONOR, SCIENCE, VIRTUDE LESSON PLANNING 1		

AREA: Humanities and languages
SUBJECT: French
GRADE: 11th
TOPIC: Première tâche
DATE: 05-Octobre-2022 **TIME:** 1 heure
TEACHER'S NAME: Maria de los Angeles Eugenio L.
Pre-service teacher: Juan José Gelves Rivera

LEARNING PURPOSES : créer un dialogue en utilisant ce que les étudiants ont appris dans le cours.

LINGUISTIC OBJECTIVE : À la fin de la tâche, l'étudiant sera capable de rédiger sa présentation personnelle et de poser des questions simples.
COMMUNICATIVE OBJECTIVE : A la fin du cours, l'élève sera capable de prononcer, poser et dire des questions simples et sa présentation.
SOCIOLINGUISTIC OBJECTIVE : A la fin du cours, l'élève sera capable de se communiquer formellement ou informellement.

ACTIONS DE CONTRÔLE OBLIGATOIRES

- 1) L'enseignant révisera l'assistance des étudiants.
- 2) Le professeur demandera à un élève de dire le Notre Père en anglais et les autres le répéteront.
- 3) L'enseignant commencera par une activité d'introduction pour mettre les élèves en contexte.
- 4) L'enseignant commencera à développer la classe avec leurs activités respectives.

Implementations

The implementations took place in the period 2022-02 during the months of September, October and November. Two tasks were implemented, the first was carried out with the aim of raising students' awareness of the pedagogical project and making students feel comfortable with the methodology used. The last task was for students to express in a conversation all the knowledge of French learned for about two months. Likewise, with the objective of seeing how the learning process was and to observe if it was successful and if the students were able to learn some basic A1 French.



Presentation

In the presentation of the project, the methodology that would be carried out in each implementation activity was explained to the students. In addition, they were informed that the main objective was for them to learn and develop their oral skills in French through role-plays that would be carried out through tasks.

First implementation

This first implementation was carried out on Wednesday, October 5, 2022. In the first part, the class began with a warm-up game, the students were chosen at random, the chosen student had to answer certain questions related to the topics covered in class, in addition, a prize was awarded to the student. This game helped students remember topics and at the same time feel motivated.

Therefore, we started with the steps proposed in the TBL approach. For the pre-task, the students had to listen to an audio about a type of interview where the two people asked each other for personal information (appendix A). Likewise, the stages for the listening exercises were followed. The first time they had to recognize vocabulary, the second time they had to write what they understood and finally they had to follow the audio with the transcription. They also asked questions orally such as: the name of the person speaking, age, where he was from.



Once the dialogue was created in writing, and for the while-task part, the students had to practice it and then record it as an audio. The audio had to be in the form of a role-play where



two people meet for the first time and ask each other personal and general questions. The audio had to be recorded at home.

Finally, for the post-task part, and after having checked and qualified the audios, the students received general feedback, where these aspects were reviewed: pronunciation of words, numbers, greetings. in these subjects, a greater difficulty was evidenced. To carry out all this, it was necessary to create a class planner, in order to have a better organization. (Appendix B)

Figure 10 *First implementation format*

	SAN JOSE PROVINCIAL HIGHSCHOOL		
	PAMPLONA		
	HONOR, SCIENCE, VIRTUDE		
	LESSON PLANNING 1		

AREA: Humanities and languages
SUBJECT: French
GRADE: 11th
TOPIC: Première tâche
DATE: 05-Octobre-2022 **TIME:** 1 heure
TEACHER'S NAME: Maria de los Angeles Eugenio L.
Pre-service teacher: Juan José Gelves Rivera

LEARNING PURPOSES : créer un dialogue en utilisant ce que les étudiants ont appris dans le cours.

LINGUISTIC OBJECTIVE : À la fin de la tâche, l'étudiant sera capable de rédiger sa présentation personnelle et de poser des questions simples.

COMMUNICATIVE OBJECTIVE : A la fin du cours, l'élève sera capable de prononcer, poser et dire des questions simples et sa présentation.

SOCIOLINGUISTIC OBJECTIVE : A la fin du cours, l'élève sera capable de se communiquer formellement ou informellement.

ACTIONS DE CONTRÔLE OBLIGATOIRES

- 1) L'enseignant révisera l'assistance des étudiants.
- 2) Le professeur demandera à un élève de dire le Notre Père en anglais et les autres le répéteront.
- 3) L'enseignant commencera par une activité d'introduction pour mettre les élèves en contexte.
- 4) L'enseignant commencera à développer la classe avec leurs activités respectives.

Figure 11 *Dialogue created by the students*

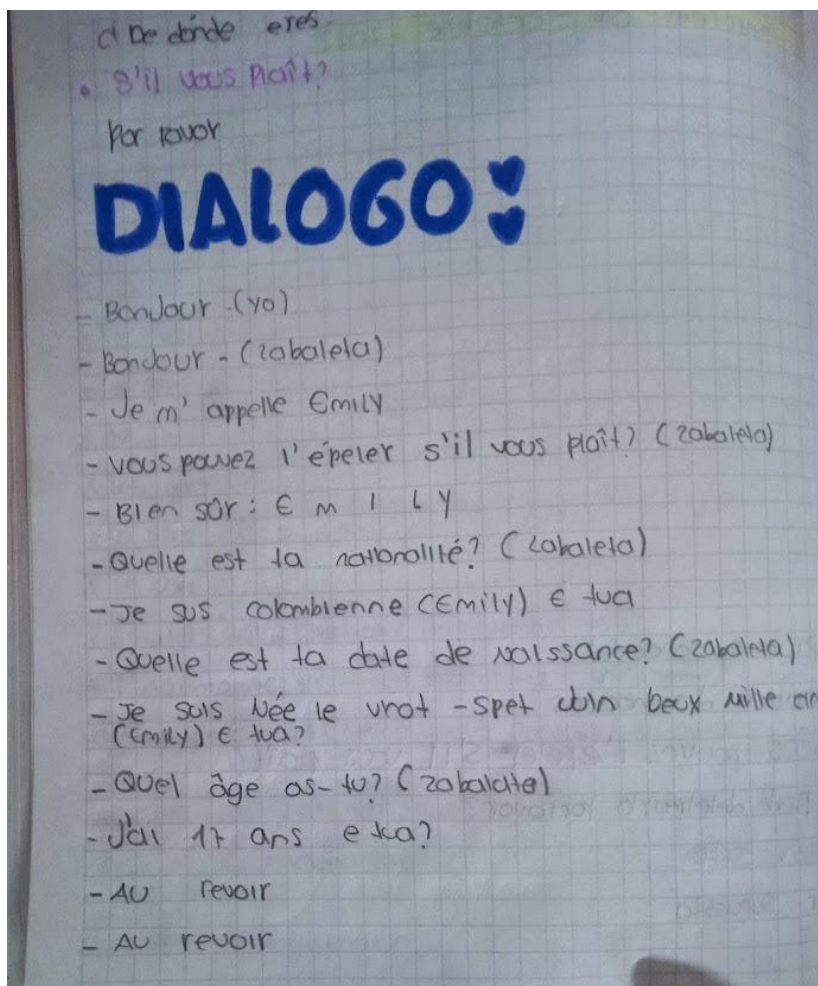
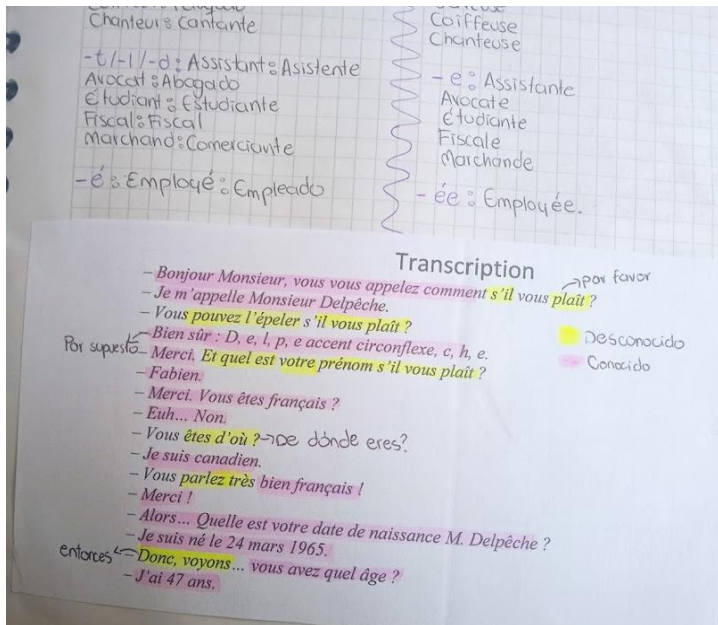


Figure 12 Transcription



Second implementation

This implementation was developed on November 2, 2022. For this second implementation, the class began with a warm-up game called "broken phone." The game consisted of the students whispering a sentence said by the teacher to the first person, the sentence must reach the last student with the same structure and the same pronunciation that the teacher said to the first student. The aim of this game was for the students to practice, review and remember structures, pronunciation and vocabulary in French.

Therefore, implementation was started following a task-based approach. The first stage was the pre-task, where oral comprehension was practiced. The audio was about a woman talking in French, where as in the past implementation, the audio was played 3 times, the students had to



pay attention and follow the comprehension strategies taught by the teacher (Appendix C). The students were asked questions about the audio, questions such as, what was the nationality of the person? what was her name? how old was she? After having answered them orally, the transcription of the audio was given to the students, they had to recognize known and unknown vocabulary, they had to underline it with different colors.

The students had to listen to an audio of an interview, in which personal data was requested (Appendix D). The audio was played twice, so that the students paid attention and identified the vocabulary. Then they received a series of questions related to the audio, they had to answer them in the notebook. in the next part, to start performing the task. The students had to group themselves and create a dialogue following the structure of the audio worked on, where all personal data was requested. The creation of this role-play had to have the structure of a job interview. After having practiced the dialogue orally in the classroom, they had to create a video performing the role play.

Finally, for the post-task part, and after having checked and qualified the videos, the students received general feedback. Since this was the last implementation, feedback from the entire course was also given, and suggestions and opinions were heard. In order to carry out this implementation, it was necessary to create a class planner, in order to have a better organization about the class. (Appendix E)



Figure 13 Second implementation format

	SAN JOSE PROVINCIAL HIGHSCHOOL PAMPLONA HONOR, SCIENCE, VIRTUDE LESSON PLANNING 2	
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AREA: Humanities and languages
SUBJECT: French
GRADE: 11th
TOPIC: Première tâche
DATE: _____ **TIME:** _____
TEACHER'S NAME: Maria de los Angeles Eugenio L.
Pre-service teacher: Juan José Gelves Rivera

LEARNING PURPOSES : créer un dialogue en utilisant ce que les étudiants ont appris dans le cours.

LINGUISTIC OBJECTIVE : À la fin de la tâche, l'étudiant sera capable de rédiger la date, la nationalité et la date de naissance.

COMMUNICATIVE OBJECTIVE : A la fin du cours, l'élève sera capable de prononcer, poser et dire des questions simples.
SOCIOLINGUISTIC OBJECTIVE : A la fin du cours, l'élève sera capable de se communiquer avec quelqu'un de manière simple.

ACTIONS DE CONTRÔLE OBLIGATOIRES

- 1) L'enseignant révisera l'assistance des étudiants.
- 2) L'enseignant commencera par une activité d'introduction pour mettre les élèves en contexte.
- 3) L'enseignant commencera à développer la classe avec leurs activités respectives.

LEARNING EXPERIENCES :
 Pour commencer la classe, il y aura un jeu appelé "téléphone cassé". Le jeu consiste pour les élèves à chuchoter une phrase dite par l'enseignant à la première personne, la phrase doit parvenir au dernier élève avec la même structure et la même prononciation que le professeur la dit au premier élève.

Phrase : je suis Antoine, je suis italien et j'ai 20 ans.

- **PRE-TASK (listening and reading)**

Dans la première partie, une activité d'écoute sera développée, une vidéo sera utilisée dans laquelle les informations personnelles d'une personne sont données, les élèves écouteront l'audio deux fois, les questions correspondant à l'audio apparaîtront dans la même vidéo, les élèves doivent y répondre en groupe. Cette activité est réalisée dans le but de pratiquer l'écoute de groupe.

Figure 14 Students listening to the audio





Figure 15 First audio transcription

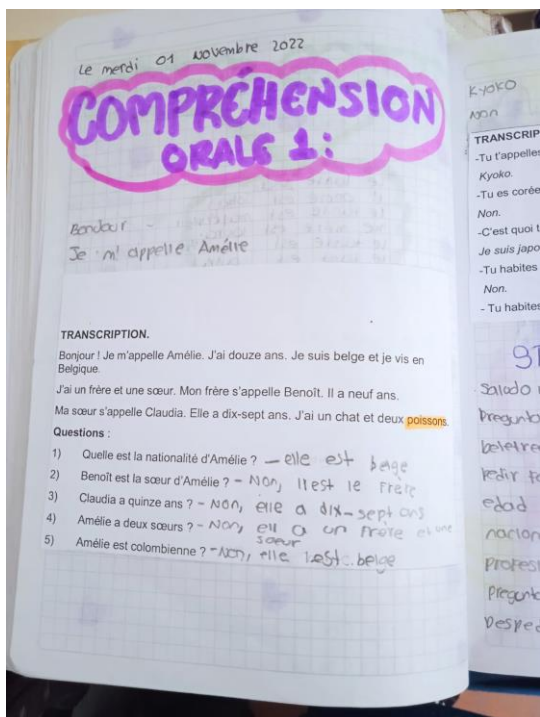


Figure 16 Second transcription

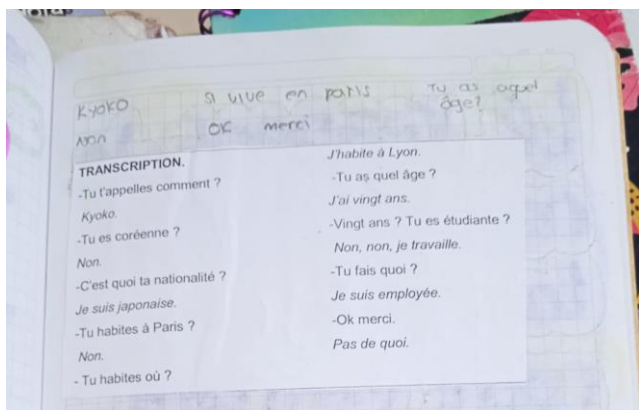




Figure 17 Students creating the dialogue



Figure 18 Dialogue created by the students

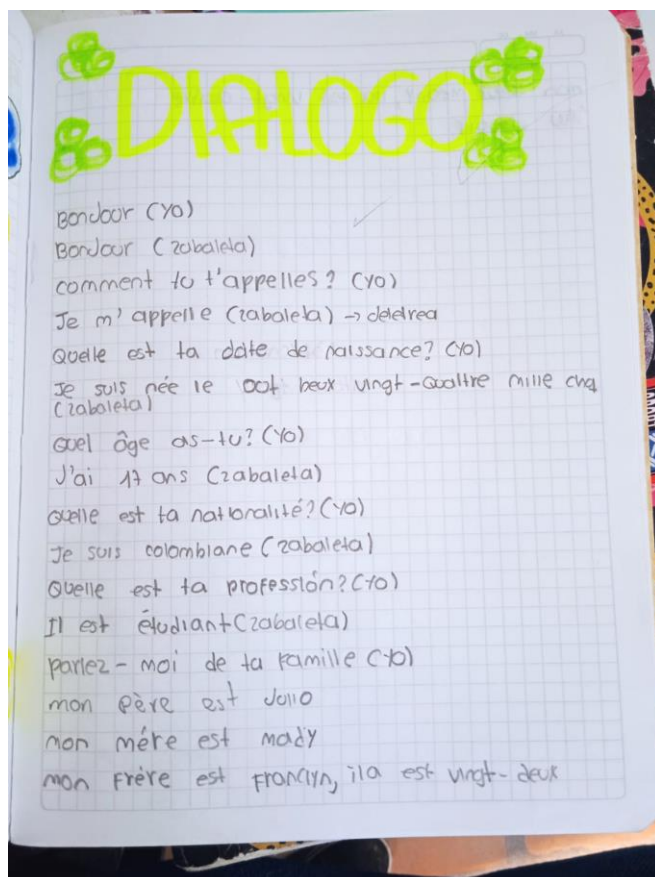




Figure 19 video recorded by students



Research methodology

To carry out this project it is necessary to define that a qualitative approach is used and also, it has an action research design. Also, the population is the 11th grade students of the Provincial San Jose high school, for the sample 4 students were chosen.

To fulfill this stage, a journal was kept. the instrument was implemented in the first and second tasks. The semi-structured interview was applied at the end of the course to the 4 project participants.

Research approach

This research project follows a qualitative research approach. According to Denzin & Lincoln, (2005) a qualitative research design focuses on multiple methods, that is, qualitative researchers must study the phenomena in their natural settings and interpret them. Furthermore,



qualitative research suggests the use of empirical materials such as case studies, personal experiences, life stories, interviews, observational, interactive and visual texts.

Research design

This study has an action research design, according to Creswell (2002) action research, in addition to being one of the most applied designs, it is one of the most effective when it comes to solving a problem, since it aims to address a specific practical problem and seeks to solve a problem, in addition, it is used when there is a specific educational problem, for this reason, this study has this design since it has a specific problem that is the lack of oral skills of the students.

Instruments

The instruments for data collection are participant observations, semi-structured interviews and fieldnotes. Each instrument was used with a purpose: observations to show changes and behaviors of the participants, semi-structured interview in order to learn more about the process that was carried out and the journal to keep notes of what is constantly happening

Participant observations

It allows the researcher to be in the day of the participants, its objective is to record the behavior in the majority of possible scenarios. (University of Toronto 2019).

On the other hand, participant observation permits researchers to learn about the activities of people in their natural environment, this is done by observing and participating. In addition, it



provides a context for the development of interviews. (dewalt & dewalt, 2002, p.vii as cited in Kawulich 2005). Participant observations were used in order to see and analyze behaviors, interests and relevant aspects of the participants, in a precise context within the implementations carried out during this stage.

The observations were used for the moment of implementation, although they were also used at key moments in the process before assigning the first task, moments such as: role-play practice, when writing and creating the draft of the dialogue.

Semi-structured interviews

According to DeJonckheere & Vaughn (2019) this data collection instrument is based on a dialogue between the researcher and the participant, this is guided by a flexible interview and is complemented with follow-up questions and comments. semi-structured interviews help the researcher to collect data, explore thoughts, feelings of the participants on a specific topic, it also works to delve into personal issues. A semi-structured interview was used in the project, in order to collect data related to the experience, the process and everything related to the learning of the participants during this time. Likewise, it was used with the objective of knowing the thoughts and suggestions of the participants on the implementation of the activities.

The interview had a total of 20 questions seeking to know the students' perceptions regarding the implementations carried out and also to know their opinions and experiences throughout the process. The semi-structured interview was applied to 4 students from Provincial



San José high School. The questions were divided into categories, which were related to TBL, vocabulary, oral production, creation of role-plays. This to make it easier to identify specific aspects when analyzing the data. (Appendix F)

Figure 20 Semi- structured interview format

<p>Facultad Ciencias de la Educación Departamento de lenguas y comunicación Licenciatura en lenguas extranjeras inglés-francés Práctica integral: Décimo semestre Participantes: Estudiantes 11 grado Colegio Provincial San José Pamplona</p> <p style="text-align: center;">Entrevista semiestructurada</p> <p>Objetivos:</p> <ul style="list-style-type: none">Tener conocimiento de las opiniones de los estudiantes sobre las implementaciones realizadas usando juegos de rol para mejorar la pronunciación y afianzar conocimientos en francés.Saber si los estudiantes lograron afianzar y mejorar conocimientos básicos del francés a través de las tareas. <p>Preguntas y categorías:</p> <p>TBL:</p> <ol style="list-style-type: none">¿Considera que las tareas asignadas fueron de ayuda a la hora de aprender francés? ¿sí? ¿no? ¿Por qué?¿Considera que a través de las tareas desarrolló y mejoró la parte oral en francés?¿Cree que la retroalimentación dada después de la tarea ayudó a su proceso de aprendizaje de francés básico?Con el uso de videos y audios en francés, ¿comprendió de una mejor manera los parámetros de la tarea para la creación de los diálogos? <p>PRODUCCIÓN ORAL:</p> <ol style="list-style-type: none">¿Qué opina de las actividades de escucha que se hacían antes de escribir el diálogo para el juego de rol? ¿fueron relevantes para las producciones previas? ¿sí? ¿no? por qué?¿Cuál de las siguientes actividades le gustó más?<ol style="list-style-type: none">Escuchar diálogos en francés de situaciones reales como entrevistas.Ver y escuchar videos en francés de entrevistas casuales en la calle.Escuchar, escribir palabras y leer la transcripción de conversaciones reales en francésTomar apuntes de palabras y vocabulario desconocido.	<p>B. actividades lúdicas como juego con el dado C. actividades de participación grupal como <u>Hotpotato</u>.</p> <ol style="list-style-type: none">¿El uso de video y audios le ayudó a mejorar y desarrollar su producción oral en francés?<ol style="list-style-type: none">SíNoJustifique su respuesta.¿Qué nivel de interés le generó el uso de audios y diálogos en francés en contextos reales?<ol style="list-style-type: none">AltoBajoMedioA la hora de practicar la comprensión oral en clase ¿qué estrategias usaba para entender los audios de mejor manera? <p>CREACIÓN DE ROLE-PLAYS:</p> <ol style="list-style-type: none">¿Qué aspecto se le dificultó más a la hora de desarrollar los juegos de rol?<ol style="list-style-type: none">La creación del diálogo de manera escrita.La pronunciación de algunas palabras a la hora de desarrollar el juego de rol.Llevar un orden lógico en la conversación.¿por qué? y ¿qué hizo para mejorar en ese aspecto?¿Qué aspecto se le facilitó más?¿Cree usted que las actividades de habla y escucha fomentaron sus habilidades orales en francés básico?¿Las actividades donde se usó el idioma en contextos reales (entrevistas, conocer a una persona por primera vez) le ayudó a desarrollar la habilidad oral en francés? <p>APRENDIZAJE DE VOCABULARIO:</p> <ol style="list-style-type: none">¿Cómo se sintió con la metodología usada por el profesor durante las clases de francés?¿Cree que pudo aprender temas básicos del francés tales como saludos, preguntar la nacionalidad, el nombre, la edad, la profesión durante todo el proceso?¿Cree que los ejercicios de repetir el vocabulario le ayudaron a la hora de desarrollar los juegos de rol?¿Tiene alguna sugerencia respecto a la implementación del proyecto? ¿Sí? ¿No? Si la respuesta es afirmativa justifique su respuesta.
--	---

Journal

According to Hatch (2002) journals are basically tools to record all kinds of experiences, ideas, mistakes, progress throughout the process. They also serve to reflect what is being done and what is happening each day during the research experience. This research journal should be honest, thoughtful, and personal. For this reason, a journal was used to keep a personal record of



what happened during the implementations. Likewise, to provide feedback and see deficiencies in which it was necessary to improve and capture experiences and behaviors of the participants.

The journal was only taken into account in the implementation, it served to reflect what was evidenced in the class and see how the students reacted to each proposed activity. Likewise, at each stage of the task (pre, while, post) notes was kept of each relevant aspect. In addition, the journal served as a type of reflection on the aspects that needed to be improved for the next implementations. A word format was used to have better order. (Appendix G)

Figure 21 Journal format

University of Pamplona
Foreign language bachelor degree
Teaching practicum
Researcher name: Juan José Gelves Rivera

GENERAL DESCRIPTION		
PARTICIPANTS	SETTING	SITUATIONS
11 grade <i>students</i>	Provincial San José high school	First task

Journal /field note N°: 1	Date: October 5th, 2022	Hour: 7:00 to 7:50
Objective of observation: To know the attitudes, knowledge and disposition of the students before the implementation of role-plays to promote oral production in French.		
Name of High School: Provincial San José High School	Place: language classroom at school	Grade: 11-01 grade
Time of observation: an hour	Topic: the creation of a role-play where you meet a person for the first time	Participants: 22 <i>students</i>

Population

This research is carried out at the Provincial San José high school in the city of Pamplona, Colombia. In this school, there are transition students up to grade 11th. Therefore, the population



which the pre-service teacher works are students from grade 11th-01 whose total is 22. As a sample, 4 students are taken.

Data analysis and interpretation

According to Hatch (2002), typological data analysis begins by dividing the data into predefined categories or groups. Furthermore, these typologies are generated from common sense, and/or research objectives, or theories. Likewise, to carry out this typological analysis, 9 steps were followed:

1. Identify typologies to be analyzed.
2. Read the data, marking entries related to your typologies.
3. Read entries by typology, recording the main ideas in entries on a summary Sheet.
4. Look for patterns, relationships, themes within typologies.
5. Read data., coding entries according to patterns identified and keeping a record of what entries go with which elements of your patterns.
6. Decide if your patterns are supported by the data, and search the data for nonexamples of your patterns.



7. Look for relationships among the patterns identified.
8. Write your patterns as one-sentence generalizations.
9. Select data excerpts that support your generalizations.

In order to better see and analyze the data collected from the use of the established instruments, a matrix was used in an Excel document. The instruments analyzed were two journals and 4 semi-structured interviews, one for each participant. 4 categories were created where subcategories also arose, this to have a better organization and have a better vision of all the data. Likewise, the steps mentioned above were followed, creating patterns and seeing the relationships that each one had.

Figure 22 Matrix journal format

Análisis de datos de diarios de campo (journal)				
Categoría general	Subcategorías	Descripción teórica	Frases literales del diario de campo (journal) N°1	Frases literales del diario de campo (journal) N°2
ROLE-PLAYS	VOCABULARY	cefd (2002), A1 students have a basic vocabulary with isolated words and phrases related to specific situations.	The teacher reviewed basic vocabulary in French, such as greetings, which they had to use to elaborate the first role-play, in addition they had to search for new vocabulary on the Internet.	The teacher gave the students a review of the vocabulary that was a bit more advanced and that was related to personal issues and French grammar, such as the creation of the feminine in French for nationalities.



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Figure 23 Matrix interview format

Análisis de datos, análisis de entrevistas						
Categoría general	Subcategorías	Descripción teórica	PARTICIPANTE NÚMERO 1	PARTICIPANTE NÚMERO 2	PARTICIPANTE NÚMERO 3	PARTICIPANTE NÚMERO 4
ROLE-PLAYS	VOCABULARY		<p>si, las tareas ayudaron a mejorar mi vocabulario en francés.</p> <p>Las estrategias del profesor a mi parecer fueron de mucha ayuda para aprender y pronunciar de manera correcta el vocabulario visto.</p>	<p>las tareas nos ayudaban a practicar el vocabulario que aprendíamos</p>	<p>gracias a la retroalimentación practicábamos el vocabulario para los rol plays</p>	<p>las tareas además de ayudarnos a reforzar el vocabulario, también tenía que ver con gramática con las estructuras</p>

Ethical considerations

For the data collection it was necessary to ask the students if they wanted to be part of the project that was going to be carried out, this part was very important since thanks to this it was possible to obtain and analyze the data. A letter was presented to the participants explaining that their oral, written, and participatory productions would be used for academic purposes in this research.



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Likewise, the parents of the participants received a letter of authorization, since the participants were minors. The parents had to sign the letter, which had all the information related to the project.

Figure 24 Consent letter

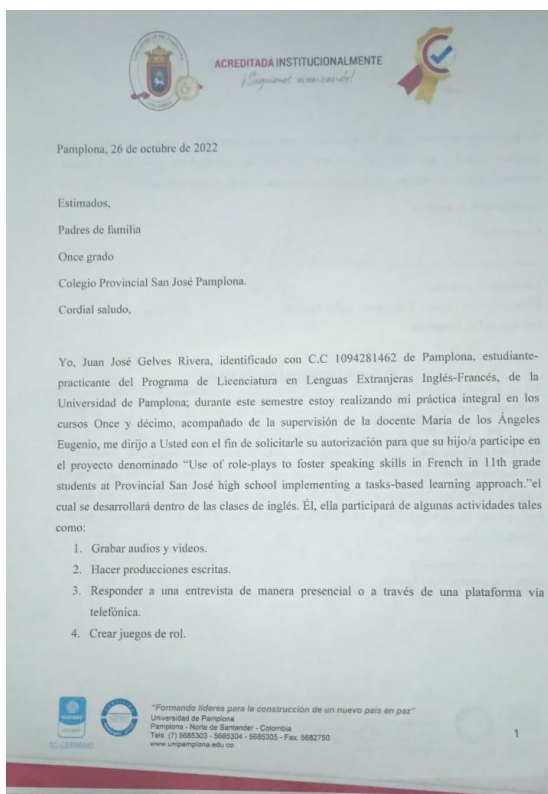




Figure 25 Letter of Authorization

ACREDITADA INSTITUCIONALMENTE
¡Siguiéndonos acreditando!

Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía. Y dicha información será utilizada para la escritura del proyecto final de mi práctica integral.

Agradeciendo su atención.

Cordialmente,

Juan José Gelves Rivas c.c. 109428462

Estudiante-Practicante
Licenciatura en Lengua Extranjeras Inglés-Francés
Universidad de Pamplona

CONSENTIMIENTO INFORMADO

Yo *Zenia Anibal Buitrago*, mayor de edad, identificado(a) con cédula de ciudadanía número *6026607*, en calidad de padre ☐ madre ☒ acudiente del estudiante *Mauricio Leal* del grado *II*

AUTORIZO para que mi hijo(a) participe en dicho proyecto y suministre la información solicitada. También, afirmo haber sido informado sobre las condiciones de la participación de mi hijo(a) y comprendo en su totalidad la información suministrada teniendo en cuenta que, la participación de mi hijo(a) no tendrá consecuencias en sus actividades escolares, evaluaciones o calificaciones en la materia de inglés.

Zenia Anibal Buitrago

Firma padre o madre de familia

“Formando líderes para la construcción de un nuevo país en paz”
Universidad de Pamplona
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Chronogram

The pre-service teacher was able to carry out institutional observation, the first and second implementation and therefore the journal and participant observation. Due to time constraints, it was only possible to carry out 2 implementations, in which everything learned by the students was reflected. The interview was conducted at the end of the course, finalizing the process.



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Table 2. Chronogram of activities

Activities	September				October				November			
	I	II	III	VI	I	II	III	VI	I	II	III	VI
OBSERVATION	X	X										
JOURNAL					X				X			
PARTICIPANT OBSERVATION					X							
FIRST TASK					X							
SECOND TASK									X			
SEMI- STRUCTURED INTERVIEW											X	
DATA ANALYSIS												X

Findings

After having analyzed each instrument, journals, semi-structured interviews and having followed the suggested steps for a typological analysis; Four categories were identified with their respective subcategories: the first category is role-plays, which has 2 subcategories, vocabulary and fluency. The second category is Task based learning, which has 3 subcategories,



participation, motivation and interest. The third category is oral skills, which has 2 subcategories, interaction in classroom and pronunciation. The last category is oral comprehension, which has 2 subcategories, oral comprehension strategies and understand dialogue structures.

Role-plays

According to Altun (2015) Role play consists of students acting out specific roles by saying and doing. The physical participation of the students in the role play motivates them to learn the foreign language in a more effective way. For this reason, one of the essential activities that the students had to carry out was the creation of role-plays in French to develop their oral skills. For this and since this aspect is one of the most important, this main category emerged and two subcategories emerged from it, which are: vocabulary and fluency.

Vocabulary

According to CECR A1 students have a basic vocabulary with isolated words and phrases related to specific situations. Also, during the development of this project basic vocabulary in French, greetings and basic questions were taught. All this vocabulary had to be used in the role-plays. This allowed the participants to come to the other classes with a consolidated vocabulary and they said it without having to review the notes or what they had written. *“The pre-service teacher reviewed basic vocabulary in French, such as greetings, which students had to use to elaborate the first role-play, in addition they had to search for new vocabulary on the Internet”* Journal 1. Using the Internet to review vocabulary made the participants learn new expressions in French such as "très bien", "je suis d'accord". *“The pre-service teacher gave the students a review*



of the vocabulary that was a bit more advanced and that was related to personal issues and French grammar, such as the creation of the feminine in French for nationalities” journal 2. The task was an opportunity for students to practice everything seen in class. This meant that the vocabulary they learned was repeated until it was established. After the first task, the participants already greeted and said goodbye using the vocabulary of each role-play. *“las tareas además de ayudarnos a reforzar el vocabulario, también tenía que ver con gramática con las estructuras”* P4. It worked as a mechanization strategy, since the participants, through the repetition and the practice of recording the role play, the vocabulary with the pronunciation was strengthened. *“Las estrategias del profesor a mi parecer fueron de mucha ayuda para aprender y pronunciar de manera correcta el vocabulario visto”* P1.

Fluency

CECR states that A1 students can communicate in a simple way but this depends on repetition at a slow rate of speech, they can answer and ask simple questions, fluency is very low. Making students fluent in simple aspects was a challenge, for this reason, before assigning the task, the topics were reviewed and the repetition of words and phrases was necessary. As a result, the participants in the role-plays were fluent in answering certain questions, they could respond to the greetings without needing to think for a long time about the correct word or phrase *“After reviewing the greetings, the teacher had the students repeat each word aloud so that they mechanized the pronunciation and sounds of French”* journal 1. With the practice of interviewing in French in class and the repetition of difficult words, some participants were able to carry on a



somewhat fluent conversation in French using the basic vocabulary learned. *“uno en esas entrevistas uno tenía que estar repitiendo el dialogo y pues eso ayuda a que uno se desenvuelva más en el idioma”* P2.

On the other hand, the participants also had problems in the conversation. The participants confused word order and as a consequence they did not have a stable fluency in the conversation during the role-play, they had to stop to think of more complicated words, and they got confused when saying dates and numbers. *“tener fluidez en la conversación se me dificultó porque algunas palabras se me parecían y no entendía el orden de las palabras”* P3.

Task- based learning

Nurhayati (2019) states that task-based learning is an effective way of teaching languages. It can help students to function in real situations, such as oral communication. This approach encourages learners to do things in the target language. Hereby, the task-based approach to language learning was used as a methodology for the students to create the role-plays and at the same time develop and refine their oral skills in French. For this reason, this category is one of the most important within this project. Likewise, 3 sub-categories were established, motivation, interest and participation in class.

Participation

This first subcategory is related to how the task-based approach influenced the students' participation in the classroom in French classes. According to Crosthwaite, Bailey & Meeker



(2015) Student participation is defined as taking an active role in all class activities such as games, quizzes, group discussions, role plays, simulations, collaborative creative writing, presentations, and speeches. With the creation of a space in the pre-task, where the students had the freedom to participate, it was possible to notice that the participants felt free to participate asking questions and practicing topics that were not completely covered during the classes. This also increased individual participation when developing the task. *“After having carried out the listening comprehension activity, a space was left for the students to ask questions and clarify doubts, the students asked about similar vocabulary, such as mother-in-law and stepmother in French”* journal 2. Likewise, participation increased in the classroom when the participants carried out group activities that aroused in them the competitive instinct, these activities were dynamic and different. *“las actividades grupales porque es algo como competitivo y hacía que todos participáramos en clase”* P3. In addition, in these activities they felt confident to speak French without fear of being judged since they felt in a safe environment to express themselves in French with the little vocabulary they had. *“en las actividades en grupo, era más chévere y había más confianza a la hora tal vez de participar y decir cosas en francés.”* P4.

Motivation

Gottfried, (1990) states that motivation is when students enjoy learning characterized by curiosity, persistence, task-autonomy, and learning challenging, difficult, and novel tasks. During each implementation, changes were seen in moods and in the motivation of the students when developing certain activities in French, such as hot potato and hangman. *“super bien, nunca*



fueron actividades pesadas, al contrario eran dinámicas y eso lo motivaba a uno porque uno sí entendía” P4. Similarly, with the methodology used and with the support of dynamic activities and games carried out in the pre-task, an increase in the motivation of the students when carrying out the task was evidenced. “la metodología del profesor era chévere y lo motivaba a uno porque no solo eran videos sino también juegos cada clase era diferente” P2. Alike, it was found that the students' motivation increased when the pre-service teacher told them curious facts about French and French-speaking countries.” a group of students got excited after the teacher told them that French is spoken in Canada and that there are many countries that speak French” journal 1.

Interest

According to Shanty (2019) Interest is the acceptance of a relationship between students with things or activities outside of themselves. The more powerful or close the relationship, the greater the interest. The classes had the objective of attracting the students' interest, this made the students interested in the curiosities of the French language, since they saw that the language was new and so similar and so different from Spanish at the same time. *“Some students were interested in how certain professions were named and were surprised to see that lawyer and abogado were similar in French” journal 2. Likewise, they were struck by having contact with a new language and learning certain aspects related to real contexts and daily life in a normal French conversation. The use of real situations in the tasks resulted in a high interest in the students when carrying out them. “el interés alto, hay que tener en cuenta que es un idioma*



desconocido y escucharlo en un contexto real obviamente fue interesante” P4. Similarly, the dialogues created for the role-plays in the pre-task were as close as possible to a real situation, resulting in great interest for the participants. “alto, porque esos diálogos eran interesantes porque es un nuevo idioma” P2.

Oral skills

According to Gutiérrez (2005) oral skills allow students to communicate and interact in meaningful and fruitful ways. It is also a tool for exchanging information, negotiating meanings, supporting ideas. Likewise, this motivates students to see the foreign language as a vehicle for social interaction. For this, oral production was one of the most practiced and most worked skills throughout the process, for this reason, this category is part of an important aspect of the project. Two subcategories emerged, interaction in the classroom and pronunciation.

Interaction in classroom

Hanum (2017) states that the student-student and teacher-student interaction happens with the objective that the students improve and practice their oral skills, promoting socialization and facilitating the exchange of communication. The interaction in the classroom with the students played a fundamental role in promoting communication and therefore improving oral production. *“The teacher at the beginning of the class greeted the students in French and they responded to him. At the end of class, the students said goodbye in French and wished the teacher a good day.” Journal 1,2.* Likewise, the interaction every day using the greetings made the mechanization of the words somewhat more effective, since the students could greet in French in



a natural way and the interaction between them was higher.” *ahora uno es capaz de saludar en tres idiomas diferentes inglés, Frances y Español. El profesor siempre llegaba y nos saludaba en francés*” P2. Evenly, the repetition of the basic vocabulary made the interaction more effective, the students were able to learn basic aspects that allowed them to function orally in controlled situations within the classroom. “*el profesor llegaba y nos saludaba y de tanto repetirlo puedo decir que ahora sé aspectos básicos del francés*” P3.

Pronunciation

CECR (2002) highlights that A1 students pronounce a limited repertoire of words and phrases that a native speaker can hardly understand. Pronunciation and intonation are very limited. Working on pronunciation was one of the most difficult aspects in the process of teaching French and promoting oral production in students. For this reason, one of the strategies was to make the students repeat the words and use them in real contexts, thus strengthening their knowledge. This resulted in the participants improving the pronunciation of some words, as well as knowing, practicing and improving the nasal sounds of French. On the other hand, this repetition strategy to improve pronunciation brought up certain problems in the participants, such as the pronunciation of the letter R in French. Regarding oral production, this aspect was the most complex to solve and improve.” *The pre-service teacher made the students repeat some French words to practice pronunciation, some had problems with the letter R and nasal sounds*” journal 2. Consequently, before performing the tasks, the vocabulary and pronunciation of the words were practiced. Thanks to this, it was evidenced that the participants in the role-play task had



better pronunciation, the words repeated in the pre-task were already mechanized and pronounced correctly. *“aunque tal vez ya había pasado el tema ya no estábamos hablando de los saludos, igual lo seguíamos usando en clase en los diálogos todos los días con usted” P4.* Likewise, the dialogue practice resulted in the participants knowing the pronunciation of the words, which allowed them to perform better on the task. *“antes de realizar los diálogos practicábamos varias veces para mejorar la pronunciación, eso nos ayudó a mejorar la parte oral, la retroalimentación nos ayudaba a entender cómo se pronunciaban” P2.* On the other hand, there were certain shortcomings when practicing the dialogues for the creation of the role-plays, the sounds of French were strange and difficult for the participants. Due to French was a new language for them, and they were not related to certain sounds and some words that had vowel unions, the participants mispronounced them and had trouble remembering the rules. *“la pronunciación de algunas palabras se me dificultó a la hora de desarrollar el juego de rol” P1.* The French R and nasal sounds were the most recurrent problems in the pronunciation of the students, this was normal since it was the first time they were exposed to this language.” *the students have difficulties to pronounce the vowels in French and to pronounce the letter R in addition, the sounds of French seem strange to them” Journal 1.*

Oral comprehension

Gilakjani & Sabouri (2016) state that oral comprehension is an interactive process in which students proceed to understand and make sense of the spoken language. Students understand spoken information through prior knowledge, grammatical structures, stress and



intonation, and other linguistic and non-linguistic cues. In order to work on the oral part, it was necessary to make the students also develop oral comprehension. As well as in the speaking part, listening was a fundamental aspect of the process. for this reason, 2 subcategories were established, oral comprehension strategies and understand dialogue structures.

Oral comprehension strategies

According to Hadijah & Shalawati (2018) Listening comprehension is a process that requires concentration, linguistic knowledge, listening strategies to interpret and understand input information. Before starting the listening activities, the participants received instructions on how to approach the activity for a better understanding of the audio. The indications were based on 3 moments, pre, while and post listening. The audio was also played 3 times. Thanks to this, it was concluded that the participants could develop strategies when addressing the audios and thus have a better understanding of them. Also, this made the students know in advance the sounds and the correct pronunciation of the words that they were going to pronounce in the task. *“To start the activity, the teacher explained to the students that the audio would be played 3 times, some students followed the teacher's recommendation in the first listening, pay attention, in the second write and in the third answer the questions”* Journal 1,2. Likewise, the participants followed the instructions and had their own strategies to better understand and approach the audio, where the use of the vocabulary taught and reviewed before the tasks was essential. With this it is concluded that the participants managed to create strategies in which they used what they learned in class in order to understand the audios in French, these strategies were writing the words they



knew or identifying sounds. This helped them to understand each other in the development of the task.” *tratar de asociar las palabras que ya conocía los sonidos que ya conocía y así tener una idea*” P4. Similarly, these strategies allowed the participants to have a guide for the creation of the dialogue, since some of them used the transcription as a method to understand the audios. Therefore, they used these transcripts to create the task dialogue. *“poner atención al audio como el profesor lo ponía varias veces, escribía de pronto palabras que no entendía trataba de transcribir el dialogo”* P2.

Understand dialogue structures

Córdoba & Rangel (2018) state that listening activities can make the student infer, guess and recognize structures and previous knowledge, this is achieved through strategies and techniques. The audios and videos shown followed a specific structure in which the participants had to identify the order and whether the language used was formal or informal, so that the students could imitate it. Thanks to this, it was possible to notice that the structures of the dialogues of the role-plays were correct and had a logical order of a casual and real conversation in French, as well as the structure of an interview in French where the students used correctly the rules of politeness in French *“After having carried out the activity of listening to and watching a video of an interview in French, the teacher asked the students if they had understood the structure of the dialogue they had to carry out, most of them answered yes. An interview always begins with a greeting”* journal 2. While the participants practiced listening comprehension, the audios served as a guide for what they had to do in the assigned tasks, which were related to the



creation of role-plays of real situations such as interviews.” *los audios y los videos nos ayudaba a tener una guía de que decir de y que no. Además nos ponía en contexto en el que se tenía que hacer*” P4. Besides, it helped them to listen to the correct pronunciation of the words.” *sí, porque me ayudaban a corregir la pronunciación y en hacer de forma asignada los diálogos. y me guiaba para hacer los diálogos de forma correcta*” P1.

Conclusions

In the first instance, it was possible to notice that role-plays made the students promote and develop their oral skills in French, this in turn made the students fluent when answering questions or talking about themselves in the target language. Likewise, the repetition of vocabulary made the mechanization of it more efficient, this goes hand in hand with the fluency they had when using this same basic vocabulary in role-plays. It should be noted that this vocabulary was basic, and the fluency they reached was that established by the Common European Framework for an A1 level, the students were able to master and use the vocabulary related to personal information, which they used in role-plays. On the other hand, it was noticed that the participants, being their first-time studying French, had problems with complex words, they could not say numbers or dates with correct fluency most of the time in the role-plays.

Continuing with what was found during the use of task-based approach, it can be concluded that the participants during the assignment of the tasks increased their participation in class, specifically in the part of the pre-task where the pre-service teacher used games and competition activities to awaken a healthy rivalry. In this stage of the task, the students



participated actively in class putting into practice what they learned during the lessons. Likewise, interest in learning French was evident, in pre-task and while-task the students were interested and motivated to know more about the language they were learning, knowing curiosities from French-speaking countries made the students attentive and have the adequate disposition to carry out the task. Likewise, as a result of the use of this approach, it was possible to notice that the students had a great appreciation for the learning of French.

Regarding the oral skills of the students, it was possible to identify that the students with the repetition and interaction activities within the French classroom managed to develop a more precise pronunciation in French even knowing that they had no prior knowledge of the language. Likewise, interaction in the classroom increased thanks to the daily use of the language, that is, greetings and keywords were used daily and this made students interact with each other and with the teacher, enabling them to improve the pronunciation of these words. However, it should be noted that the pronunciation of some words such as dates and numbers was more difficult for them due to some natural French sounds, such as the French R and nasal sounds.

Oral comprehension also played an important role in the process, as a result of these listening activities the students were able to create strategies to better understand the French language spoken in real contexts. Likewise, these strategies made the students understand and recognize the structures that they had to follow when carrying out the dialogues and role-plays of the task. In the same way, the recognition of the structures allowed them to put formal and



informal language into practice since the audios were about real situations where the language was used in different contexts.

Recommendations

In order to have better results, certain aspects must be taken into account when developing the implementations, more time and more activities are recommended, since it is important to take into account that French is not an easy or fast language to learn and public-school students learn in a different way, classes should not be boring or monotonous. Likewise, consider dynamic activities in lesson plans that are engaging to students. Also, make more use of authentic material, this can make students have almost real contact with the language they are learning. Similarly, doing more tasks can give students more opportunities to express themselves in the language they are learning.

On the other hand, incorporate another skill to the development of tasks, role-plays are a tool that can be used to improve the oral part but can also be used to improve written skills, therefore, the use of workshops to improve grammar and writing can be an important tool in the process. For this reason, the researcher recommends working more with writing activities and comprehension of texts in French since it is an aspect that is sometimes forgotten.

Finally, pronunciation is one of the biggest shortcomings in learning French, so it is recommended to invest more time in teaching the sounds of French and creating strategies so that



students can assimilate and practice them. In the same way, having more time to develop all the activities since time was one of the biggest impediments during this process.



Chapter IV: Community outreach component

Supporting 10th grade students with virtual tutoring in English using technological resources at Provincial San José school.

Introduction

Today, technology has become a determining factor in our lives, we can use technological resources to learn and improve our environment. for learning English, the use of these resources is essential. "Dynamic resources encourage a sense of unity and engaging learning experiences, enable students to take part in classes if they are convenient and eliminate barriers to space and time". (Altun & Khurshid, 2021)

Therefore, in 2020, the Ministry of National Education (MEN) launched a proposal called "#BeThe1Challenge" that consisted of the use of a digital application to strengthen the learning of English. This had the objective that students from all over Colombia have tools to learn English outside of school. Likewise, the teachers of the institutions had the possibility of following the student's process, to see strengths and weaknesses during the game.

Based on this, the University of Pamplona, through the Bachelor Degree in Foreign Languages English-French, develops a community outreach project with the aim of supporting schools. In this case, trying to contribute to the learning process of the 10th grade students of the Provincial San José School, tutoring was carried out using technological resources to reinforce the learning of the English language.



Justification

Currently, language learning revolves around technology, this is why implementing strategies using technological resources is a great option when it comes to helping students advance in their learning process. Shyamlee & Phil (2012) technology offers options to make teaching something different, it also makes it productive and improves students' skills at the same time.

For this reason, the purpose of this project stems from the need for 10th grade students to improve their English level, since despite the years they have been in direct contact with the language, most of them have deficiencies in certain aspects such as: conjugation, grammatical structures, and vocabulary. Likewise, making use of the resources that the San Jose Provincial High School has, this is carried out through the use of platforms and technological resources to develop activities in the form of tutoring.

The development of this project benefits the educational institution, the 10th grade students, since they are able to reinforce topics and at the same time enjoy the process, as well as the pre-service teacher, since he can gain experience and find new strategies to implement them in the future with new students.

Objectives

General objective

- To use the Live Worksheet website as a technological resource to provide tutoring to 10th grade students of the Provincial San José school.



Specifics objectives

- To support students' English learning through games and virtual activities.
- To help students with questions and problems related to English classes.

Methodology

The methodology to be implemented in the English tutoring is based on doing totally virtual reinforcement classes, in these English tutoring the topics seen week after week were reinforced. That is to say, during the classes the simple past is normally being seen, during the tutoring the theme was reinforced using technological resources such as videos, online games, online activities; this in order for students to feel motivated and at the same time solve doubts and practice the language in a different way and not in a monotonous or traditional way.



Tutoring took place in the afternoons after school, they were two 10th grade courses, each course had a designated day for each tutoring that lasts two hours. 10th-01 received reinforcement classes on Wednesdays from 3 to 5 in the afternoon, 10th-02 on Thursdays from 3 to 5 in the afternoon.

Tutoring was done virtually, where the topics studied are those that were normally covered in class and were in the area plan. The meetings were held through google meets. The objective of this was to provide support to students and reinforce topics that they do not understand or have difficulty with.

To carry out these virtual classes, a class plan was also used to have an order to follow and to have a specific structure. The plan was the same given by the school.



Figure 26 Planning tutoring format

	SAN JOSE PROVINCIAL HIGHSCHOOL		
	PAMPLONA		
	HONOR, SCIENCE, VIRTUDE		
	LESSON PLANNING		

AREA: Humanities and languages
SUBJECT: English
GRADE: 10th
TOPIC: Past simple in affirmative form.
DATE: **TIME:**
TEACHER'S NAME: María de los Angeles Eugenio L.
PRE-SERVICE TEACHER: Juan José Gelves.
LEARNING PURPOSES: Mechanize the use of the past simple in the affirmative form in English.
LINGUISTIC OBJECTIVE: At the end of the class, the student will be able to write sentences in English using the past simple.
COMMUNICATIVE OBJECTIVE: At the end of the class, the student will be able to say sentences orally in the past simple.
SOCIOLINGUISTIC OBJECTIVE: At the end of the class the student will be able to make himself understood in English using the past simple.

LEARNING EXPERIENCES:

- BEGINNING

LET'S PRACTICE

First tutoring

The link of the meeting was sent to the students' WhatsApp group, the meeting started at 3:00 pm. This tutoring was implemented with the two 10th courses, it was developed on Wednesday and Thursday. The first part was based on solving general doubts that the students had. Then, the proposed activities began to be developed, as the main topic was the simple past tense in English, the pre-service teacher used the live worksheets webpage to review past tense verbs and create information questions with WH. The second part, they had to complete the sentence with the conjugation of the verb in the simple past, change the sentences to negative in the past, read the sentences and see the error of the sentence, finally create questions from the sentences in the affirmative. Finally, an online game on wall word website was sent, the game



was very similar to pacman, but they had to choose the correct form of the verb in past. To carry out the tutorials, it was necessary to use a class planning to have organization and conduct the class in a better way. (Appendix H)

Figure 27 Planning format first tutoring



 SAN JOSE PROVINCIAL HIGH SCHOOL PAMPLONA HONOR, SCIENCE, VIRTUDE LESSON PLANNING 1 	
AREA: Humanities and languages SUBJECT: English GRADE: 10th TOPIC: Past simple and <i>wh</i> questions. DATE: 19- October - 2022 TIME: Two hours TEACHER'S NAME: Maria de los Angeles Eugenio L. PRE-SERVICE TEACHER: Juan José Galves LEARNING PURPOSES: Tutoring students with difficulties with the past simple. LINGUISTIC OBJECTIVE: At the end of the class, the student will be able to write sentences in English using the past simple. COMMUNICATIVE OBJECTIVE: At the end of the class, the student will be able to say sentences in the past simple. SOCIOLINGUISTIC OBJECTIVE: At the end of the class the student will be able to make himself understood in English using the past simple. LEARNING EXPERIENCES: <ul style="list-style-type: none"> • BEGINNING The teacher will provide virtual tutoring, with the aim of helping students. In this part, the teacher will begin to answer questions and resolve students' doubts related to grammar rules. This will be done through "Google meets", in addition, ISL collective, and live worksheets website will be used as a technological resource, and some other websites and online games. 	

Figure 28 First Meeting

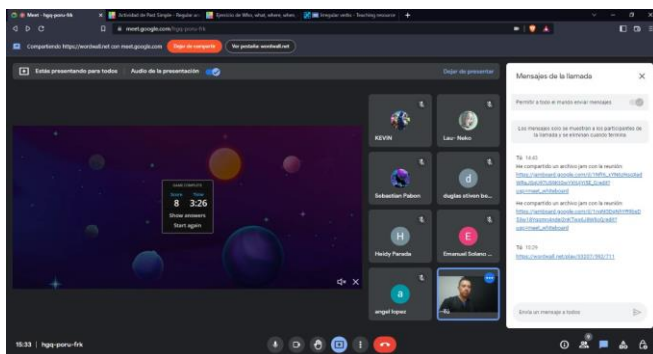
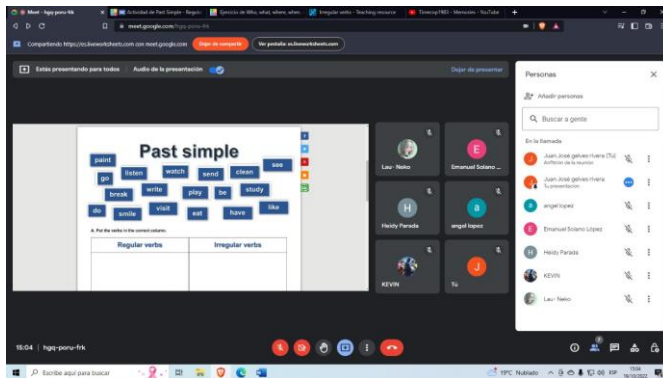


Figure 29 Live Worksheet game



Second tutoring

The link of the meeting was sent to the students' WhatsApp group, the meeting started at 3:00 pm. This tutoring was implemented with the two 10th courses, it was developed on Wednesday and Thursday. In the first part, the students' doubts were resolved, a review was requested, of the simple past and how to ask questions. Similarly, a review was given of the first chapter of the book "the little princess" they were reading in class, therefore the next day they had reading control, so it was read and questions were asked about the book during the tutoring. The pre-service teacher then began with the development of activities, where the live worksheet website was used to develop them. In the first point, students had to read a text in the simple past and answer some questions related to the same text. The pre-service teacher asked questions and helped with the students' pronunciation. The next part, an online game was implemented in which students had to organize the verbs correctly in the simple past and read them. Finally, a video was left on the website, ISL collective that was about the animated film "UP", they had to watch it



and answer questions related to it. Likewise, it was necessary to use a class planning to have organization and conduct the class in a better way.

Figure 30 Meeting second tutoring

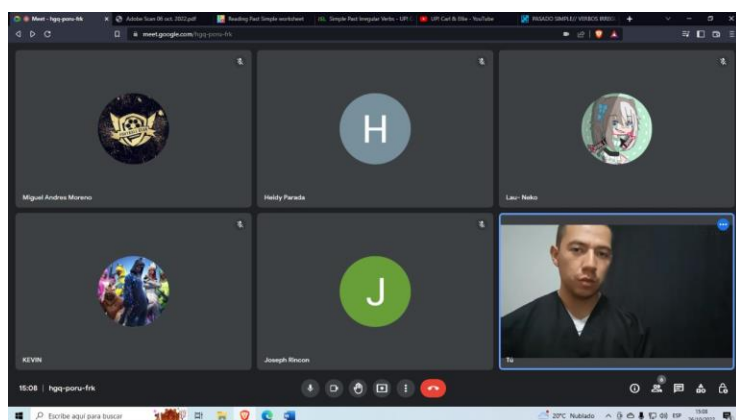
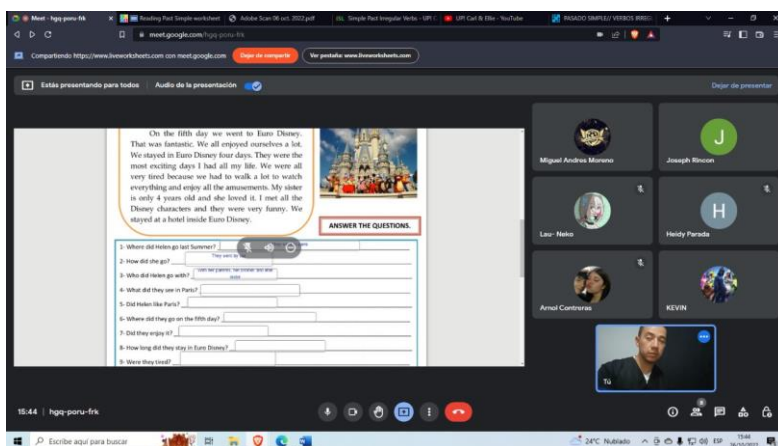


Figure 31 Online activity.





Third tutoring

The link of the meeting was sent to the students' WhatsApp group, the meeting started at 3:00 pm. This tutoring was implemented with the two 10th courses, it was developed on Wednesday and Thursday. In the first part, the students' doubts were resolved, a review was requested, of the simple past and how to ask questions. In this tutoring, the topics covered throughout the period were given priority, there was a review of the past simple, how to ask questions in English using Wh and also a review of reading. The “isl collective” platform was used to show a video and also the “liveworksheets” page to carry out two review activities for each topic. The students asked about some doubts and the pre- service teacher explained and answered them.

Figure 32 Last Meeting

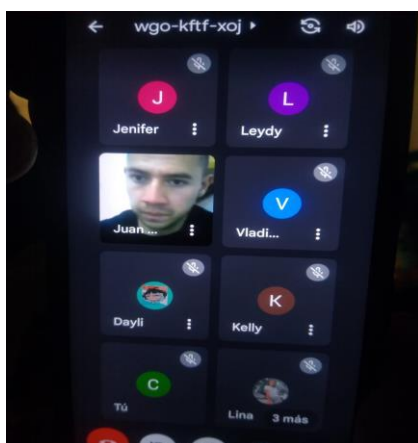




Table 3 Chronogram

Activities	September				October				November			
	I	II	III	VI	I	II	III	VI	I	II	III	VI
OBSERVATION	X	X										
FIRST TUTORING							X					
SECOND TUTORING							X					
THIRD TUTORING								X				
FOURTH TUTORING								X				
FIFTH TUTORING									X			
SIXTH TUTORING									X			



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Conclusions

Regarding the conclusions that can be drawn, tutoring was a great support for the students, in these spaces they were able to practice and feel free to participate and give ideas in English. Tutoring made some students obtain better grades in the past simple tests regarding the conjugation of verbs. In addition, the students expressed that through online activities learning is made more enjoyable and entertaining. They also felt safe from making mistakes since no one judged them and they received instant feedback on the activities.

On the other hand, it should be noted that not all the activities were completed due to time constraints, very few tutoring were given and only some topics could be reviewed. In general, it was a great support for both the students and the pre-service teacher since many technological tools and games were used that served to make the process more entertaining and enriching.

Finally, providing students with English tutoring through games, videos, and all kinds of technological tools helps students perform better in activities that take place in the classroom, such as workshops and assessments.



Chapter V: Intra-institutional Activities Component

Introduction

In the process of being a pre-service teacher in an educational institution, it is necessary to fully participate in the activities that are scheduled. This, with the aim of having a complete experience within the process as a future teacher. The educational context of schools is made up of different aspects that involve the assistance of teachers and students. These activities are organized in order to celebrate important national and institutional dates, in addition to sharing recreational events and integrating students and teachers at the same time.

keeping the above in mind, the University of Pamplona and the Foreign Language program includes the component of intra-institutional activities, so that the future teacher has a complete experience within the school by being part of it. in addition, to acquire knowledge for future professional contexts.

The activities related to this component can be such as: cultural events, teacher meetings, meetings with parents, events with students, Eucharistic celebrations, etc. The pre-service teacher must attend all of them.

Justification

The activities programmed and carried out by the school have as their objective; in the first place, the coexistence between students and teachers in cultural events and in the Eucharist; on the other hand, the constant communication between parents and teachers in events such as



delivery of grades and parent school. These aspects benefit the educational community and the teachers of each area.

The pre-service teacher has the obligation to be part of each activity that is requested, since as part of the institution he must behave as an official teacher, this entails having responsibilities such as attendance, grade control, etc. It benefits the pre-service teacher in his process as a future teacher, having experiences of this type can change perspectives and thus give rise to new ideas for the future in education.

Objectives

General objective

- To be part of any extracurricular activity, event, Eucharist, and meeting organized by Colegio Provincial San Jose.

Specifics objectives

- To contribute to the development of each activity organized by the institution.
- To Be aware of all activities scheduled by the institution.

Methodology

Provincial San José school has scheduled some monthly activities, within these activities are: parent school, and eucharists. The pre-service teacher must participate in all these activities when required.



Eucharist 11th grade students

Only the 11th grade students from the entire institution attended this Eucharist, so that they would have good results in the SABER 11 exam that are carried out at the national level. It took place on Friday, September 2, 2022 in the school chapel.

11th grade parent meeting

The pre-service teacher attended the meeting organized on September 22, 2022, which aimed to discuss everything related to graduation. In this meeting, the pre-service teacher had a moderating role, the experience was very enriching since dealing with parents can sometimes be a difficult task, it was also the first contact with the parents of 11 grade students.

Figure 33 Parent meeting



Open school attendance

On October 6, the pre-service teacher was part of the day in which it is called open school, on this day parents are summoned to give them the grades of students who have a low



academic performance. On this day the pre-service teacher, attended to the parents, gave them grades belonging to the children and talked about low performance and what to do to improve the student's grades. This activity was very enriching, since the pre-service teacher had the opportunity to have a closer conversation with each parent and to learn more about the concerns and problems of each student.

Navy talk to 11 grade students

On October 18, the pre-service teacher accompanied the 11th grade students to an information talk with the Colombian Navy. The purpose of this meeting was to inform about the opportunities that exist in the military career. The pre-service teacher attended as this took place during French class hours. The experience during this meeting was very different, as it was necessary to control discipline and make students behave and pay attention.

Figure 34 Navy talk





Student day activity

This activity took place on October 28, 2022, the aim of this activity was to celebrate the student's day and at the same time celebrate Halloween, students had to wear costumes. There were dance contests, games and others. The pre-service teacher participated in this activity by helping discipline and order, as he had to be attentive to any problems that happened.

Figure 35 Student day



Gastro-math activity

This event took place on Wednesday November 16 at the city's coliseum. It was an activity based on presenting the different regions of Colombia showing typical dishes, animals, history and dances. The pre-service teacher was part of the organization of the stand of the students from grade 11-02, he was also aware of the discipline of the event.



Figure 36 Gastro-math activity



11th grade flag raising

This activity was the last one that was carried out in the school, and it took place on November 17, 2022. The eleventh-grade students delivered symbols to the 10th grade students. Badges and awards were also given to the 11th grade students. The pre-service teacher was present, since he was part of the organization of the event and was also aware of the discipline and everything related to logistics.

Figure 37 Last activity 11 grade



Chronogram

Table 4. Chronogram of Intra-institutional activities

Activities	September				October				November			
	I	II	III	VI	I	II	III	VI	I	II	III	VI
Observation	X	X										
Eucharist eleventh grade students		X										
11 th grade parent meeting		X										



Open school attendance					X							
Navy talk to 11 grade students						X						
Student day activity								X				
Gastro-math activity										X		
11th grade flag raising										X		

Conclusions

Regarding the conclusions of this component, it is necessary to say that these events and these activities in which the pre-service teacher had the obligation to participate, were of great help and made the experience enriching. Everything was presented in a real context, where the pre-service teacher could see problems, types of organization, development of activities proposed in the calendar and activities that occurred unexpectedly during classes. In addition, extracurricular and intra-institutional activities allowed the pre-service teacher to gain experience and learn more about students, teachers, and the institution in general. In these types of events,



the problems that arose during the teaching process in a Colombian public school were also evidenced, and he learned how to solve them.

Chapter VI: Reflective Approach

During the weeks at the Provincial San José School, being part of it as a pre-service teacher, several aspects should be mentioned to have a better understanding of the process that was done within the institution.

Experience in a real context with large numbers of students made the process both daunting and difficult. Managing discipline within the classroom was one of the most important challenges, also making students feel motivated and focused in class made being a teacher not an easy task. The first few weeks teaching French were difficult, although most of the students were interested, they found it a bit difficult and meaningless to pronounce the words and repeat them for better mechanization. As the weeks went by, this process became easier, the students felt motivated because they knew how to say hello in French and they knew certain words. Sometimes demotivation returned, making them feel interested in a new language was a bit complicated.

On the implementation of the pedagogical and research component, the implementation of role-plays to improve the speaking part, was a success, the students did not feel overwhelmed by grammar but were interested in speaking and expressing themselves in French with simple sentences. Likewise, the use of the task-based approach was a successful methodology when



carrying out the role-plays, the students felt safe to speak French and they were encouraged to learn a new language. Regarding the community outreach component, the teaching of English to the 10th grade students was a little more complicated, some students did not want to learn and saw learning English as useless, the challenge was that they improved every day and wanted to learn. Indiscipline was a constant within the classroom, but some strategies worked such as keeping them engaged in activities they liked or making challenges. Tutoring made them improve and the process was more bearable for them as for the pre- service teacher. The use of videos and online activities made the students feel motivated and participatory in the classes, in the same way, they were able to reinforce topics that they did not understand.

Finally, the institutional activities were important, they made the process more rewarding, since the pre-service teacher had closer contact with the students and parents, he could learn about the academic problems and tried to solve them. Likewise, being part of the school as a teacher was an enriching experience, seeing and organizing activities made the process more real and at the same time enjoyable.



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Appendix

Appendix A First oral comprehension task 1

Français facile. Podcast français : SE DÉCRIRE (niv. A1/A2)

Podcast



Informations personnelles (À l'agence matrimoniale)

0:33 / 2:35

Desliza hacia abajo para ver más detalles



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Appendix B First implementation planning

	<p style="text-align: center;">SAN JOSE PROVINCIAL HIGHSCHOOL PAMPLONA HONOR, SCIENCE, VIRTUDE LESSON PLANNING 1</p>	
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AREA: Humanities and languages

SUBJECT: French

GRADE: 11th

TOPIC: Première tâche

DATE: 05-Octobre-2022

TIME: 1 heure

TEACHER'S NAME: María de los Ángeles Eugenio L.

Pre-service teacher: Juan José Gelves Rivera

LEARNING PURPOSES : créer un dialogue en utilisant ce que les étudiants ont appris dans le cours.

LINGUISTIC OBJECTIVE : À la fin de la tâche, l'étudiant sera capable de rédiger sa présentation personnelle et de poser des questions simples.

COMMUNICATIVE OBJECTIVE : A la fin du cours, l'élève sera capable de prononcer, poser et dire des questions simples et sa présentation.

SOCIOLINGUISTIC OBJECTIVE : A la fin du cours, l'élève sera capable de se communiquer formellement ou informellement.

ACTIONS DE CONTRÔLE OBLIGATOIRES

- 1) L'enseignant révisera l'assistance des étudiants.
- 2) Le professeur demandera à un élève de dire le Notre Père en anglais et les autres le répéteront.
- 3) L'enseignant commencera par une activité d'introduction pour mettre les élèves en contexte.
- 4) L'enseignant commencera à développer la classe avec leurs activités respectives.



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LEARNING EXPERIENCES :

Warn up:

Dans la première partie, le cours commencera par un jeu, les étudiants seront tirés au sort à travers une roulette virtuelle, l'étudiant choisi devra répondre à quelques questions liées aux sujets traités dans le cours, en outre, un prix sera attribué à l'étudiant.

- **PRE-TASK (listening and reading)**

L'enseignant montrera une vidéo liée à la présentation personnelle, où il s'agit d'une interview et de questions telles que : comment vous appelez-vous, quel âge avez-vous ? comment ça va? etc. (annexe 1)

La vidéo sera projetée deux fois, la première fois les élèves doivent être attentifs et l'écouter. La deuxième fois, les étudiants recevront la transcription de la vidéo, ils devront la lire et suivre la conversation.

L'objectif de cette vidéo est que les élèves retiennent le vocabulaire et les expressions apprises pendant le cours, ils doivent aussi écrire le vocabulaire.

- **WHILE-TASK (Speaking)**

- Dans la deuxième partie, les élèves doivent former des groupes de deux. Ils doivent écrire un dialogue en prenant la vidéo comme exemple, où ils se saluent, se demandent le nom de l'autre, l'épellent et demandent leur âge. L'enseignant les aidera avec des questions et en pratiquant la prononciation de chacun. L'objectif de cette activité est que les élèves consolident leurs connaissances afin qu'ils puissent mieux exécuter la tâche.

Les expressions et le vocabulaire qu'ils doivent utiliser sont ceux qui ont été enseignés pendant le cours, de plus ils pourront utiliser et être guidés par l'exemple donné par l'enseignant précédemment.

Après avoir travaillé avec la vidéo, le vocabulaire est demandé aux élèves pour créer un court dialogue où ils mettent en pratique ce qui a été travaillé avant la tâche, les élèves doivent réaliser un audio ou une vidéo, imitant la vidéo présentée par l'enseignant, c'est-à-dire sous la forme d'un jeu de rôle où ils disent le dialogue déjà écrit. Ils peuvent faire la tâche à l'école ou à la maison. La tâche doit être envoyée à l'adresse e-mail de l'enseignant.



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Les étudiants doivent utiliser tout ce qu'ils ont appris dans le cours, en plus le dialogue doit être formel ou informel. C'est une décision personnelle.

- **POST-TASK (listening and writing)**

Dans cette étape, l'enseignant donnera des commentaires sur l'audio et le dialogue reçus, où il fera un examen général de la prononciation et de l'écriture de chaque expression utilisée. De plus, il demandera aux élèves s'ils ont des questions.

transcription

- *Bonjour Monsieur, vous vous appelez comment s'il vous plaît ?*
- *Je m'appelle Monsieur Delpêche.*
- *Vous pouvez l'épeler s'il vous plaît ?*
- *Bien sûr : D, e, l, p, e accent circonflexe, c, h, e.*
- *Merci. Et quel est votre prénom s'il vous plaît ?*
- *Fabien.*
- *Merci. Vous êtes français ?*
- *Euh... Non.*
- *Vous êtes d'où ?*
- *Je suis canadien.*
- *Vous parlez très bien français !*
- *Merci !*
- *Alors... Quelle est votre date de naissance M. Delpêche ?*
- *Je suis né le 24 mars 1965.*
- *Donc, voyons... vous avez quel âge ...?*
- *J'ai 47 ans.*



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Appendix C Oral comprehension second task




Appendix D Oral comprehension second task




Interview 2


Rechercher...



Podcast Français Facile
669K Abonnés • 535 Vidéos • 26M Vues



Reçois les nouvelles leçons





Bonjour, bienvenue sur Podcast Français Facile. Nous allons lire un dialogue intitulé « interview 2 ». C'est parti.

⏮
⏪
⏸
⏩
⏭

- Tu t'appelles comment ?
- Kyoko.
- Tu es coréenne?
- Non.
- C'est quoi ta nationalité?

[< Précédent](#)
[Suisant >](#)

Appendix E Second implementation planning

	SAN JOSE PROVINCIAL HIGHSCHOOL PAMPLONA HONOR, SCIENCE, VIRTUDE		
	LESSON PLANNING 2		
<div style="display: flex; justify-content: space-between;"> <div> <p>AREA: Humanities and languages</p> <p>SUBJECT: French</p> <p>GRADE: 11th</p> <p>TOPIC: Première tâche</p> </div> <div> <p>DATE: 01-11-2022</p> <p>TEACHER'S NAME: María de los Ángeles Eugenio L.</p> </div> <div> <p>TIME: 2 heures</p> </div> </div>			



Pre-service teacher: Juan José Gelves Rivera

LEARNING PURPOSES : créer un dialogue en utilisant ce que les étudiants ont appris dans le cours.

LINGUISTIC OBJECTIVE : À la fin de la tâche, l'étudiant sera capable de rédiger la date, la nationalité et la date de naissance.

COMMUNICATIVE OBJECTIVE : A la fin du cours, l'élève sera capable de prononcer, poser et dire des questions simples.

SOCIOLINGUISTIC OBJECTIVE : A la fin du cours, l'élève sera capable de se communiquer avec quelqu'un de manière simple.

ACTIONS DE CONTRÔLE OBLIGATOIRES

L'enseignant révisera l'assistance des étudiants.

L'enseignant commencera par une activité d'introduction pour mettre les élèves en contexte.

L'enseignant commencera à développer la classe avec leurs activités respectives.

LEARNING EXPERIENCES :

Pour commencer la classe, il y aura un jeu appelé "téléphone cassé", le jeu consiste pour les élèves à chuchoter une phrase dite par l'enseignant à la première personne, la phrase doit parvenir au dernier élève avec la même structure et la même prononciation que le professeur la dit au premier élève.

Phrase : je suis Antoine, je suis italien et j'ai 20 ans.

- **PRE-TASK (listening and reading)**

Dans la première partie, une activité d'écoute sera développée, une vidéo sera utilisée dans laquelle les informations personnelles d'une personne sont données, les élèves écouteront l'audio deux fois, les questions correspondant à l'audio apparaîtront dans la même vidéo, les élèves doivent y répondre en groupe. Cette activité est réalisée dans le but de pratiquer l'écoute de groupe.



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Dans la deuxième partie, ils recevront la transcription de l'audio et ils l'écouteront à nouveau, et ils suivront l'audio. Ils recevront également 5 questions qui seront en français, auxquelles ils devront répondre sur la feuille.

Bonjour! Je m'appelle Amélie. J'ai douze ans.
Je suis Belge et je vis en Belgique.
J'ai un frère et une sœur.
Mon frère s'appelle Benoît. Il a neuf ans.
Ma sœur s'appelle Claudia. Elle a dix-sept ans.
J'ai un chat et deux poissons.

Questions :

- 1) **Quelle est la nationalité d'Amélie ?**
- 2) **Benoît est la soeur d'amélie ?**
- 3) **Claudia a quinze ans ?**
- 4) **Amélie a deux sœurs ?**
- 5) **Amélie est colombienne ?**

Pour commencer la tâche, les élèves doivent écouter un audio d'une entrevue, dans laquelle des informations personnelles sont demandées.

L'audio sera joué deux fois, ceci afin que les élèves soient attentifs et identifient le vocabulaire.

Ensuite, ils recevront une série de questions liées à l'audio, ils auront l'opportunité d'écouter l'audio une fois de plus pour répondre aux questions.
(Annexe 2)



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Quel est le prénom de la femme ?

Quelle est la nationalité de la femme ?

Quel âge a la femme ?

Quelle est la profession de la femme ?

Enfin, ils recevront la transcription, et l'audio sera joué pour la dernière fois, ils devront suivre la conversation.

Tout le vocabulaire est déjà enseigné, mais s'ils ne connaissent pas une expression ou un mot, ils doivent l'écrire.

- **WHILE-TASK (writing and speaking)**

Dans la deuxième partie, les élèves doivent former des groupes de deux. Ils doivent écrire un dialogue en prenant l'audio comme exemple.

L'objectif est de créer un jeu de rôle dans lequel ils simulent qu'ils sont dans un certain type d'entretien pour obtenir un emploi ou un entretien où toutes les informations personnelles sont demandées. Par conséquent, un étudiant agira en tant qu'intervieweur et l'autre en tant qu'interviewé. Les élèves qui le font seuls, doivent jouer le rôle de deux personnes.

L'enseignant les aidera avec des questions et en pratiquant la prononciation de chacun. Les expressions et le vocabulaire qu'ils doivent utiliser sont ceux qui ont été enseignés pendant le cours, de plus ils pourront utiliser et être guidés par l'exemple donné par l'enseignant précédemment.

Après avoir travaillé avec l'audio et après avoir créé le dialogue sous forme écrite. Les élèves doivent enregistrer une VIDÉO montrant le jeu de rôle créé. Ils doivent être créatifs et essayer de réaliser une situation d'entretien réelle. De plus, ils



doivent dire tout ce qui est déjà écrit, ils doivent aussi utiliser tout le vocabulaire enseigné en classe.

- **POST-TASK (listening and writing)**

Dans cette étape, l'enseignant donnera des commentaires sur l'audio et le dialogue reçus, où il fera une révision générale de la prononciation et de l'écriture de chaque expression utilisée. De plus, il demandera aux élèves s'ils ont des questions. De plus, une discussion aura lieu pour savoir ce qu'ils ont appris pendant le cours et pour connaître les commentaires des étudiants.

Appendix F Semi structured interview questions



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Universidad de Pamplona

Facultad Ciencias de la Educación

Departamento de lenguas y comunicación

Licenciatura en lenguas extranjeras inglés-francés

Práctica integral: Décimo semestre

Participantes: Estudiantes 11 grado Colegio Provincial San José Pamplona

Entrevista semiestructurada

Objetivos:

Tener conocimiento de las opiniones de los estudiantes sobre las implementaciones realizadas usando juegos de rol para mejorar la pronunciación y afianzar conocimientos en francés.

Saber si los estudiantes lograron afianzar y mejorar conocimientos básicos del francés a través de las tareas.

Preguntas y categorías:

TBL:

1. ¿Considera que las tareas asignadas fueron de ayuda a la hora de aprender francés? ¿sí? ¿no? ¿Por qué?
2. ¿Considera que a través de las tareas desarrolló y mejoró la parte oral en francés?



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3. ¿Cree que la retroalimentación dada después de la tarea ayudó a su proceso de aprendizaje de francés básico?
4. Con el uso de videos y audios en francés, ¿comprendió de una mejor manera los parámetros de la tarea para la creación de los diálogos?

PRODUCCIÓN ORAL:

5. ¿Qué opina de las actividades de escucha que se hacían antes de escribir el diálogo para el juego de rol? ¿fueron relevantes para las producciones posteriores? ¿sí? ¿no? por qué?
6. ¿Cuál de las siguientes actividades le gustó más?
 - A. Escuchar diálogos en francés de situaciones reales como entrevistas.
 - B. Ver y escuchar videos en francés de entrevistas casuales en la calle.
 - C. Escuchar, escribir palabras y leer la transcripción de conversaciones reales en francés
 - D. Tomar apuntes de palabras y vocabulario desconocido.
7. ¿Qué opina de las estrategias usadas por el profesor para hacer que los estudiantes desarrollaran la parte oral en francés?
8. ¿Qué estrategia le llamó más la atención?
 - A. juegos virtuales como Jeopardy
 - B. actividades lúdicas como juego con el dado
 - C. actividades de participación grupal como Hotpotato
9. ¿El uso de video y audios le ayudó a mejorar y desarrollar su producción oral en francés?
 - A. Sí
 - B. NoJustifique su respuesta.
10. ¿Qué nivel de interés le generó el uso de audios y diálogos en francés en contextos reales?
 - A. Alto
 - B. Bajo
 - C. Medio



11. A la hora de practicar la comprensión oral en clase ¿qué estrategias usaba para entender los audios de mejor manera?

CREACIÓN DE ROLE-PLAYS:

12. ¿Qué aspecto se le dificultó más a la hora de desarrollar los juegos de rol?
- A. La creación del diálogo de manera escrita.
 - B. La pronunciación de algunas palabras a la hora de desarrollar el juego de rol.
 - C. Llevar un orden lógico en la conversación.
13. ¿por qué? y ¿qué hizo para mejorar en ese aspecto?
14. ¿Qué aspecto se le facilitó más?
15. ¿Cree usted que las actividades de habla y escucha fomentaron sus habilidades orales en francés básico?
16. ¿Las actividades donde se usó el idioma en contextos reales (entrevistas, conocer a una persona por primera vez) le ayudó a desarrollar la habilidad oral en francés?

APRENDIZAJE DE VOCABULARIO:

17. ¿Cómo se sintió con la metodología usada por el profesor durante las clases de francés?
18. ¿Cree que pudo aprender temas básicos del francés tales como saludos, preguntar la nacionalidad, el nombre, la edad, la profesión durante todo el proceso?
19. ¿Cree que los ejercicios de repetir el vocabulario le ayudaron a la hora de desarrollar los juegos de rol?
20. ¿Tiene alguna sugerencia respecto a la implementación del proyecto? ¿Sí? ¿No? Si la respuesta es afirmativa justifique su respuesta.



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Appendix G First journal

University of Pamplona

Foreign language bachelor degree

Teaching practicum

Researcher name: Juan José Gelves Rivera

GENERAL DESCRIPTION		
PARTICIPANTS	SETTING	SITUATIONS
11 grade students	Provincial San José high school	First task

Journal /field note N°: 1	Date: October 5th, 2022	Hour: 7:00 to 7:50
Objective of observation: To know the attitudes, knowledge and disposition of the students before the implementation of role-plays to promote oral production in French.		
Name of High School: Provincial San José High School	Place: language classroom at school	Grade: 11-01 grade
Time of observation: an hour	Topic: the creation of a role-play where you	Participants: 22 students



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	meet a person for the first time	
Topics/categories or codes to observe: Estos corresponden a los elementos que se deben observar y analizar. Estos los deben sacar de los objetivos y marco teórico.		
Reflection		
<p>Teaching French from scratch in a school is a complicated task, sometimes students are unwilling to make an effort or do not try to learn a new language. The oral part has been equally complicated but with this first implementation the effort and collaboration of most students is evident.</p> <p>The listening activities were very important, since a video was used in which a conversation was simulated between two French people asking personal data, the students could understand questions and sentences such as: Comment tu t'appelles? Quel âge as-tu? La nationalité, l'âge.</p> <p>In creating the dialogue they were guided by what was written in the notebook and by what was taught during the class, put into practice everything that was taught and most managed to practice, His pronunciation was corrected and some topics they did not understand were explained again.</p>		



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Appendix H Tutoring planning

	<p align="center">SAN JOSE PROVINCIAL HIGHSCHOOL PAMPLONA HONOR, SCIENCE, VIRTUDE</p> <hr/> <p align="center">LESSON PLANNING 1</p>	
<p>AREA: Humanities and languages SUBJECT: English GRADE: 10th TOPIC: Past simple and wh questions. DATE: 19- October- 2022 TIME: Two hours TEACHER'S NAME: María de los Angeles Eugenio L. PRE-SERVICE TEACHER: Juan José Gelves. LEARNING PURPOSES: Tutoring students with difficulties with the past simple.</p> <p>LINGUISTIC OBJECTIVE: At the end of the class, the student will be able to write sentences in English using the past simple. COMMUNICATIVE OBJECTIVE: At the end of the class, the student will be able to say sentences in the past simple. SOCIOLINGUISTIC OBJECTIVE: At the end of the class the student will be able to make himself understood in English using the past simple.</p> <p>LEARNING EXPERIENCES:</p> <ul style="list-style-type: none"> • BEGINNING <p>The teacher will provide virtual tutoring, with the aim of helping students. In this part, the teacher will begin to answer questions and resolve students' doubts related to grammar rules.</p> <p>This will be done through "Google meets", in addition, ISL collective, and live worksheets website will be used as a technological resource, and some other websites and online games.</p>		



LET'S PRACTICE

Similarly, the next activity will be carried out with “live worksheets website”. In this case, WH QUESTIONS will be reviewed. In the first part, students must fill in the gaps using the appropriate question word: who, what, where, when or why. Secondly, write the questions in past simple.

In the next part, an interactive exercise will be done, using “live worksheets website”. In the first part, students must put the verbs in the correct column, if it is a regular or irregular verb. In the next part, students must complete the sentences with past form of the verb.

In the next part, they must complete the sentence with the conjugation of the verb in the simple past, change the sentences to negative in the past, read the sentences and see the error of the sentence, finally create questions from the sentences in the affirmative.

Finally, an online game will be sent, the game very similar to pacman, but they must choose the correct form of the verb in past.



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