

**Enhancing A1 Learners' Oral Production Skills Through Role Plays with a Task-
Based Learning Approach at a Public University in Colombia**

Olga Lucía Ávila Gualdrón

Pre-service teacher

University of Pamplona

Faculty of Education

Department of Languages and Communication

Bachelor of Arts in Foreign Languages (English – French)

Practicum stage

2022-2

**Enhancing A1 Learners' Oral Production Skills Through Role Plays with a Task-
Based Learning Approach at a Public University in Colombia**

Olga Lucía Ávila Gualdrón

Pre-service teacher

Mentor

Marjorie Verónica Arciniegas Vera

University of Pamplona

Faculty of Education

Department of languages and communication

Bachelor of Arts Foreign Languages (English – French)

Practicum stage

2022-2

Table of content

List of Figures	7
List of Tables	8
Chapter I General presentation of the Project	10
Introduction	11
Justification	13
General Objective.....	15
Specific Objectives	15
General Conclusion.....	16
Chapter II: Institutional Observation	18
Analysis of the Institution	18
Topographical location of the educational center	18
Administrative Composition	24
Pedagogical Constitution	35
Chapter III - Pedagogical and Research Component	52
Introduction	52
Statement of the problem	53
Research Question.....	55
General Question	55
Specific Question	55

Justification	56
Objectives.....	58
General Objective	58
Specific Objectives	58
Theoretical Framework	58
Oral production	59
Role Play	61
Feedback	63
Foreign Language Anxiety	64
Task-Based Learning	65
Literature Review	67
Teachers' Feedback Strategies.....	67
Role Plays to Foster Oral Production.....	68
Pedagogical Methodology.....	69
Task based learning process.....	69
Oral Fluency.....	69
Implementation of the pedagogical project.....	71
Methodology of the Research	82
Research design	82

Population and Sample	83
Data collection, Techniques and Instruments	84
Reflective Journal	84
Survey	84
Semi-structured Interview.....	87
Ethical Consideration.....	88
Data Analysis Process.....	90
Findings.....	104
Conclusion	111
Recommendations.....	113
Chapter IV – Outreach component	114
APTIS Exam Preparation Workshop for the Ninth Semester Students.....	114
Introduction	114
Justification	114
Objectives.....	115
General Objective	115
Specific Objectives	116
Methodology	116
Description of the activities implemented	117

Conclusion	125
Chapter V – Intrainstitutional Activities	127
Introduction	127
Objectives	127
General objective	127
Specific objectives	127
Methodology	128
Intra-institutional Chronogram of Activities Proposed in the Program	128
Description of events and activities	130
Conclusion.....	136
Chapter VI - Reflective approach	138
References	140
Annex	147

List of Figures

Figure 1	19
Figure 2	27
Figure 3	43
Figure 4	43
Figure 5	66
Figure 6	69
Figure 7	89
Figure 8	91
Figure 9	92
Figure 10	92
Figure 11	93
Figure 12	107
Figure 13	108

List of Tables

Table 1.....	19
Table 2.....	23
Table 3.....	28
Table 4.....	33
Table 5.....	34
Table 6.....	35
Table 7.....	37
Table 8.....	39
Table 9.....	44
Table 10.....	45
Table 11.....	46
Table 12.....	48
Table 13.....	71
Table 14.....	72
Table 15.....	72
Table 16.....	75
Table 17.....	78
Table 18.....	81
Table 19.....	85
Table 20.....	86
Table 21.....	87
Table 22.....	98

Table 23	102
Table 24	104
Table 25	105
Table 26	105
Table 27	115
Table 28	117
Table 29	118
Table 30	120
Table 31	121
Table 32	121
Table 33	122
Table 34	123
Table 35	124
Table 36	128
Table 37	130

Chapter I General presentation of the Project

The following project will be presented four chapters which make reference and comprise the stage of practice that is developed in 10th semester at the bachelor of art in foreign languages English-French at the University of Pamplona. The main objective of this practicum is that the undergraduate students use and implement the knowledge obtained during the previous semesters allowing them to strengthen and nurture the skills necessary for a teacher of a foreign language such as English or French, since, in this phase the pre-service teacher will be faced with a real teaching situation where they must be the guide for the students of these courses in a public institutional environment of Colombia.

Moreover, this project comprises four main fundamentals factors, taking as a main point of departure the teaching practice on the educational field. This first component is related to the institutional observation in which it will be keep into consideration the administrative, pedagogical, technological and population aspects. Those aspects provide the trainee teacher not only a perspective of crucial items such as the field of work, administrative organization, institution philosophy, and the profile of the community members, but also, to comprehend how the institutions work in order to combine their teaching practice with the standards proposed by the educational establishment.

Besides, it is found the pedagogical research component which is adapted to the first semester students' demands at the University of Pamplona in Pamplona, Norte de Santander, in which it is evidenced the necessity of a strategy in order to increase the oral production skill on the learners. Having said that, it is considered the use of Role Plays (RP) based on Tv Shows as talk shows, news bulletin, tv novels, among others; as an educational tool, forasmuch as, it will promote students' motivation and creativity, as well as the implementation of the vocabulary and

grammar structures taught, pending on the English teaching methodology integrated at the institution.

Regarding the third component that corresponds to community outreach, normally an academic accompanying to the primary education in the public institution would be developed, nevertheless, since this practicum stage will occur at the University of Pamplona, this reinforcement will be implemented in several manners as tutorship, workshop in order to improve either a specific skill, or the preparation and to know about one of the official placement exams in English. All this pedagogical tool will be provided to the ninth semester students, forasmuch as, this population was highly affected in the educational field by the pandemic situation having as a result a decreased in their learning process.

Finally, the component of intra-institutional activities in which the pre-service teacher will get deeply involved in educational, cultural and extracurricular activities implemented at the program as one of the members of the faculty by providing them responsibilities in order to comprehend the educational organization system, leading an enrichment process outside of an academic context as a manner of getting values and commitment within an educational community as a future professional in this field.

Introduction

The learning of a foreign language has recently become more relevant than it was in previous years, leading to an increasing demand to supply this educational need for people in order to tackle the new demands in the modern society, both educationally and in the labor market. Many authors report benefits, since, according to Ilyosovna (2020) knowing a language as dominant worldwide as English, allows people with this knowledge to access endless possibilities and

opportunities that this language offers, such as access to many study materials found on the internet, creates interpersonal or work connections with people from different countries and cultures, leading to job opportunities that benefit the individual's personal growth.

It is recognized that in learning a language as a whole, four communicative skills must be addressed, which are oral and written comprehension (passive) and oral and written production (active), the latest being considered the most difficult to master, according to Buhendwa (2019) in his study where it was exposed from all the 4 competences which one was the most difficult and presented low rates in first semester students, showing oral production as the lowest competence developed in them.

To this, the teacher may consider a strategy to improve the communicative competence and, likewise, encourage their students to gradually develop a sense of comfort and confidence to speak during the classes. Within such case, situational interest is reflected in the development of the tasks, which, upon receiving a positive response from the learner, generates joy and confidence in him/her, allowing that the result activities be positive (Renninger, and Hidi, 2015, Kormos and Préfontaine, 2017). Supplying these needs, the use of RP in the classroom is considered, since it has been possible to demonstrate the great advantages that the RP brought to the student because according to Neupane (2019) the RP provides students with opportunities to explore their own linguistic abilities and that the student actively participates in the deconstruction of their skills. Furthermore, the author evidenced that this type of oral activity helped students to develop more creativity, confidence and fluency, due to the spontaneous and free nature that RP offers, as the students must consider different factors such as emotion, type of language, environment, place, facial and body expressions, among other factors for RP.

This proposal is compound by four essential aspects that seek to carry out an integral practicum process from divergent prospect. The first item refers to an institutional observation made from the inner nucleus of the establishment where the administrative, pedagogical, technological and population levels are exposed. Next, the pedagogical research component that explore the students' needs in order to create a pedagogical project. The third aspect is related to community outreach, where an academic reinforcement project in the area of English is proposed, focused on providing it to first semester students. Finally, the intra-institutional activities segment, where it will be describing the responsibilities in which involves the pre-service teachers in institutional activities carried out at the program.

Justification

The Colombian education system faces the daily challenge of achieving an assertive English language education through the program, “Bilingual Colombia” (Ministerio de Educación Nacional República de Colombia, 2016), where it is aspired that students of eleventh grade can be in a B1 level. Those were the parameters established by the Common European Framework of Reference (Council of Europe, 2018). However, despite these efforts, in practice very little evidence of these efforts has been found, and the institutions have many deficiencies when it comes to teaching English as a foreign language, especially oral production skills in their facilities, both on the part of the teachers in charge of the course, as well as the educational center and even the government itself.

The aforementioned is supported by the fact that, the level of competence of a learner is determined only by evaluating the reading and writing competences through the evidence-based model designed and presented by the national government, with the “Saber Once” test. Thus,

emphasizing the negligence that prevails in the educational system when it comes to promoting oral production competence in institutions and national exams. This is not only evident in Colombia, but also occurs with many students from different countries, according to Buhendwa (2019) college students at a basic level of English tend to have considerable challenges due to the lack of vocabulary and interference with the native language. The author stated that this was mostly caused by the background of each student who came from schools where English classes were not taught assertively, others, were afraid of making mistakes and having them judged by their peers and the teacher.

The reason behind the use of Task Based Learning as a central approach in the current study is due to the flexibility, freedom and, its integral nature, allowing not only being used in a single context with a specific subject, but also to many different situations in which this approach will adapt itself. Lingley (2006) affirmed that when a learner is provided with a task to accomplish, the use of pre-task, task and final task ensure an active use of various skills in order to reach an engagement from the student to a communicative outcome, allowing a task authenticity. Moreover, Aliakbari and Jamalvandi (2010) evidenced how the use of RP in conjunction to a Task-Based Learning (TBL) provoked an efficient tool to use in the foreign language classroom in order to improve oral skills since in the experimental group presented a better performance than those in the control group, thus, the authors highly recommend it.

It is consequently imperative to address such difficulties among students, especially those who are beginning a more intense and formal education in English as a foreign language. From the first semesters of the bachelor's degree in foreign languages, the gaps mentioned above have been evidenced by the national education system. Therefore, the following project is aimed to face this obstacle by implementing such as useful and creative tool as the RP forasmuch as it was

evidenced how this type of activity increases, in a short-term course, an improvement in the student's oral production skill.

In other words, the main purpose of the current pre-service teacher study is to provide first semester students with efficient and useful knowledge not only for the sake of their educational process at the program, but also to enhance their motivation and participation in oral activities, since one of the most difficulties presenting at the beginning of this process is the poor use oral English skill.

General Objective

- To develop the practicum stage considering the pedagogical and research component, community outreach, and intra-institutional activities carried out inside the program Bachelor of Arts in Foreign Languages English and French at the University of Pamplona.

Specific Objectives

- To improve learners' oral skill through the use of Role Plays in the classroom
- To participate during the execution of intra-institutional activities fixed by the educational institution.
- To strengthen ninth semester students' knowledge about the standardized level exams at the University of Pamplona.

General Conclusion

The practical stage brings with it four important conclusions grounded in the implementation of the four components that make up all this process: Pedagogical-research project, community extension project, interinstitutional activities project and reflection of the general practice, each of them having a deeper knowledge to the student teacher.

First of all, concerning the pedagogical-research project, in this component, the use of Role Play together with Task-Based Learning allowed not only to motivate and improve oral production in the first-semester population of the Bachelor's Degree in Foreign Languages English - French at the University of Pamplona, but also to allow them to learn different ways of learning and practicing their linguistic competencies that go beyond the traditional methods to which they may have been accustomed in their secondary education. The application of this project brought advantages to both the students and the pre-service teacher since this experience enriched their knowledge in the professional application of a teacher, but also, it was able to create a teacher-student relationship which until the end was quite solid with the students.

Secondly, regarding the community outreach project, serving as a guide for students, especially for those ninth-semester students who will soon have to take some language level exams, allowed them to know in a deeper way one of the most used tests in the career and having easy access to such knowledge and therefore also to such a workshop which was free for them. The fact that the students had the opportunity to learn about the test also gave them confidence in the abilities that they would use when taking the test.

Thirdly, the intra-institutional component provided positive conclusions in terms of teaching work. In the first instance, it was valuable for the trainee teacher to know that, in addition to their work in the classroom with their grades and groups, he must also be willing to attend to these important intra-institutional activities for the proper functioning of the educational institution and for the welfare

of students, the participation in meetings of different types, promoting certain events, among many others, implies a great responsibility with the program, beyond its common teaching work.

Chapter II: Institutional Observation

It is imperative to develop a full investigation in the institution where it is intended to perform the practicum stage, thus, in order to create a suitable exploration of the context and field itself, an in-deep observation was made bearing in mind a settle criteria, necessary to comprehend properly the educational institution at an administrative, pedagogical, technological and population level taking into account documents such as the Institutional Educational Project (PEI), the student code of conduct, the syllabus, academic activities chronograms, teaching methodology, the Program Educational Project (PEP), among other documentation that was analyzed and registered into this piece of work. It is also worth mentioning that each of the aforementioned aspects allowed the characterization of the population under study, and also to identify the problem situation and the measures to be taken into account from the teaching practicum stage.

Analysis of the Institution

Topographical location of the educational center

This inquiry will be addressed at the University of Pamplona, a public institution that is located K1 via Bucaramanga at Pamplona, Norte de Santander, Colombia. It has headquarters in Cúcuta and the village of Villa del Rosario, but also it owns regional centers for a distance education called CREAD, which they are located in different departments around Colombia such as Antioquia, Cundinamarca, Bolivar, Boyacá, Casanare, Cauca, Cesar, Guajira, Magdalena, Norte de Santander, Santander, Córdoba, being this University inspected by the Ministry of Education established in the laws 1740 of 2014 and 30 of 1992.

Figure 1

Principal Headquarters –K1 via Bucaramanga, University of Pamplona



Note. From the University of Pamplona official web page

(<https://www.unipamplona.edu.co>)

Additionally, this establishment possesses seven faculties with their respective study programs, being in total 44 degrees.

Table 1

Faculties and Bachelor degree programs affiliated with University of Pamplona.

FACULTY	PROGRAMS
---------	----------

Arts and Humanities	<ul style="list-style-type: none"> ❖ Visual Arts. ❖ Social Communication. ❖ Law. ❖ Philosophy. ❖ Bachelor degree in Art Education. ❖ Music.
Agricultural Sciences	<ul style="list-style-type: none"> ❖ Agricultural Engineering. ❖ Veterinary Medicine. ❖ Animal Husbandry.
Basic Sciences	<ul style="list-style-type: none"> ❖ Biology. ❖ Physics. ❖ Microbiology. ❖ Chemistry. ❖ Geology. ❖ Mathematics.
Economic and Business Sciences	<ul style="list-style-type: none"> ❖ Business Administration. ❖ Public Accounting. ❖ Economy.

Educational Sciences	<ul style="list-style-type: none">❖ Bachelor degree in Social Sciences and Local Development.❖ Bachelor degree in physical Education, Recreation and Sports.❖ Bachelor degree in Childhood Education.❖ Bachelor degree in Foreign Languages English and French.❖ Bachelor degree in Spanish Language and Communication
-----------------------------	--



Engineering and Architecture	<ul style="list-style-type: none"> ❖ Architecture. ❖ Industrial Design. ❖ Environmental Engineering. ❖ Food Engineering. ❖ Systems Engineering. ❖ Electrical Engineering. ❖ Electronic Engineering. ❖ Industrial Engineering. ❖ Mechanical Engineering. ❖ Mechatronic Engineering. ❖ Chemical Engineering. ❖ Civil Engineering. ❖ Telecommunications Engineering.
Health Sciences	<ul style="list-style-type: none"> ❖ Medicine. ❖ Phonoaudiology. ❖ Physiotherapy. ❖ Nursing. ❖ Nutrition and Dietetics. ❖ Occupational Therapy. ❖ Psychology. ❖ Bacteriology and Clinical Laboratory.

Note. From the University of Pamplona official page (www.unipamplona.edu.co)

To be efficient in providing the necessary educational support for the different programs, as well as for the bachelor's degree in Foreign Languages, English - French, the university operates in various locations in Pamplona, those are the following ones:

Table 2

Headquarters of the University of Pamplona in Pamplona, Norte de Santander

<p>Virgen del Rosario</p> <p>Cra 4 N° 4-38 centro</p>	
<p>La Casona</p> <p>Cra 5 N° 3-39 centro</p>	
<p>Colegio Luis Carlos Galán</p> <p>Cra 6 N° 3-75 centro</p>	
<p>Club del Comercio</p> <p>Cra 6 N° 4-41 centro</p>	

Note. From the University of Pamplona official page (www.unipamplona.edu.co)

Administrative Composition

Institutional documents

The institutional documents are conceived and applied in every educational center, as a way to guide the way it is organized and the criteria followed for its development. The conception and ratification of these documents is fundamental so the university has a clear path to follow, as well as the necessary regulations for its well-functioning. For institutional observation purposes, the following documents will be taken into account: The Institutional Educational Project (PEI, for their acronym in Spanish), the institutional regulations, and the Program's Educational Project (PEP) established for the Foreign Languages program. Generally speaking, these documents show the philosophical and pedagogical principles followed by the university and the program, the functions and principles from the teachers and the studies plan of the program.

Educational Institutional Project (PEI)

Within the Institutional Educational Project of the University of Pamplona, the mission, vision, strategies, pillars, and values, the open and democratic spirit that characterizes it and its organizational dynamics are consolidated, through which it achieves efficiency in the fulfillment of its missionary purposes on the basis of demand, quality and excellence.

Bearing in mind that, the University of Pamplona seeks mainly to be a visionary institution to create human beings with adequate skills for today's society, at the same time, to be recognized as one of the best institutions at regional and national level. The university aspired to be accredited of high quality, and this could be achieved on September 27, 2021 granted by the Ministry of National Education of the Republic of Colombia. Regarding the processes carried out in the classroom, the university implements a principle of freedom of teaching and learning in which it

recognizes the individuality of each teacher allowing them to introduce knowledge through paradigms, methods, innovations and modern technological tools; with educational processes focused on autonomy, creativity, critical and reflective spirit, leadership, teamwork, proactivity and other potentialities and talents of the students.

Mission

The University of Pamplona as a public institution of departmental order, assumes its educational social commitment with the new generations, from the development of the functions of teaching, research and extension, fostering the creation of knowledge supported by scientific and technological innovation, the promotion of culture, arts and humanities, with a vocation of leadership, quality and excellence that promotes peace and development of the regions with social and environmental responsibility.

Vision

By 2030, the University of Pamplona will be recognized as a high-quality institution with regional, national and international impact, for its leadership in academic, research and extension processes supported by social and technological development and for the performance of its graduates in the workplace.

The University of Pamplona will be an institution of excellence, which represents a modern institution with an institutional commitment to high quality accreditation, to teaching excellence through an academic that is attentive to the evolution of knowledge, to the intellectual and emotional demands of the new generations and to ethics, with excellence in research and

excellence in research and social interaction or projection, with the improvement of internal processes, in the respect and organizational culture and in the management of its resources.

Values and principles

In order to fulfill the mission and the vision of the institution, the university proposes a list of principles and values that the alumni will be recognized by. Their foundations lay upon respect, freedom of conscience, of opinion, of information and of teaching and learning. These are the following:

Principle Values

- Autonomy Excellence
- Academic and Learning Freedom Commitment
- Integration of Research-Science-Academy Pluralism
- Academic and Administrative Excellence Respect
- Practice of Values Freedom of Thought
- Universality Social Responsibility
- Integrality Humanism
- Equality Participation
- Responsibility
- Transparency
- Effectiveness

University Regulation

In the university regulations we can find 10 main chapters to show:

Chapter 1: Description of the generalities of the University of Pamplona.

Chapter 2: Description of the process of the students' admission.

Chapter 3: Description of the process of administrative inscription and its conditions.

Chapter 4: Description of the academic management.

Chapter 5: Description of the evaluation process.

Chapter 6: Description of the bachelor thesis.

Chapter 7: Students' rights and obligations.

Chapter 8: Encouragement and privileges.

Chapter 9: Special provisions

Chapter 10: Description of disciplinary processes.

Organization Chart of the Institution

Figure 2

Institutional Organigram



(https://www.unipamplona.edu.co/unipamplona/portalIG/home_1/recursos/anuncios_2020/octubre/15102020/organigramaunipamplona.pdf)

Table 3

Person in charge	Post
Ivaldo Torres Chavéz	University Rector

Laura Patricia Villamizar Carrillo	Academic Vice-Rector
René Vargas Ortégón	Administrative and financial Vice-Rector
Oscar Eduardo Gualdrón Guerrero	Research Vice-Rector
Surgey Bolivia Caicedo Villamizar	Dean of the education and sciences faculty
Lucy Durán Becerra	Director of the department of languages and communication
Lucy Durán Becerra	Director of the foreign languages English-French program

Note. From the University of Pamplona official page (www.unipamplona.edu.co)

Program's pedagogical project (PEP)

The present Educational Project of the Bachelor of Arts in Foreign Languages English-French, is the result of a continuous reflection of the Extended Program Committee -students, professors, graduates and administrative staff- of the program, around the different academic, research and social interaction processes that are articulated with the missionary functions of the University of Pamplona. The PEP is structured in ten chapters, as follows: Program identity, pedagogical model, curricular development and curriculum, program impact, academic-administrative structure, evaluation and self-evaluation strategies, university welfare, and physical and financial resources.

The document establishes that the construction of this Program Educational Project (PEP) arises as a result of the self-evaluation process within the program that result in the recognition of High-Quality Accreditation by resolution 27742 of December 07, 2017. Likewise, general

guidelines are established by the Program Committee in 2018 that compile the institutional regulations, the information contained in the Institutional Educational Project of the University, Resolution 18583 of the MEN and Agreement 02 of the National Council of Higher Education - CESU where the high-quality accreditation model is updated including the new elements to be taken into account in undergraduate programs in Colombia.

Mission of the Program

The Bachelor's Degree in Foreign Languages: English and French of the University of Pamplona, committed to responsible and sustainable human development, assumes the integral formation of qualified, reflective and competent teacher-researchers in the field of teaching and learning of foreign languages in a local and globalized context.

Vision of the Program

To be a leading program in training and research in Foreign Languages and Cultures, with national and international impact.

Curriculum Dimensions of the Program

The PEP is designed to show the principles and guidelines followed by the program in the matter of academic work, in order to approach the comprehensive formation processes in an innovative, yet proper way. It is founded upon the following perspectives.

Philosophical Dimension

The philosophical foundations of the curriculum in the Program are materialized in the conception of the person, it is considered that the essence of the human being has multiple dimensions that go from the communitarian, to the individual, passing through the historical. The integral formation includes the scientific, technological, aesthetic, recreational, ethical, social and spiritual components.

Anthropological Dimension

"The anthropological perspective of the curriculum is necessarily articulated to human culture, to the construction of meanings through the knowledge of facts, of actions in the contexts of reality. The process of meaning that we abstract, conceptualize and communicate has its origin in culture; from this perspective, knowledge and derived communication are inseparable, interdependent and in turn constitute new meanings.

Pedagogical Dimension

The model assumes pedagogy as a theoretical and practical discipline based on the fact that a specific knowledge or practice must be taught. The identity of the teacher is constructed in the discourse of education and not in the discourse of the profession; restoring the voice, the status of pedagogy is one of the objectives of the language program as a trainer of trainers.

Psychopedagogical Dimension

This dimension aims at taking into account the individuality of the human being in its intellectual and psychological components. Training in autonomy and coexistence is integrated

into the teaching-learning logic, respecting the different forms of knowledge appropriation in order to adapt the curricular proposal to the pace of work, interests and learning styles.

Ecological Dimension

Defines the basis of any policy on natural resources and a dimension defined around the balance of nature and from it of human civilization itself, promoting the culture of environmental care through the curriculum, making use of the diversity of knowledge available, in addition to showing this good practice in their own work.

Technological Dimension

It is considered as a way of integrating information and communication technologies in training processes, understanding that the treatment of information and the development of digital competence require the promotion of attitudes and certain procedures when using technologies in general and ICT in particular.

Program curriculum

Furthermore, the curriculum of the program shows how credits, the weight and intensity per component is organized. Here we can find four components: general foundations, didactic of the disciplines, pedagogical and educational sciences, and specific and disciplinary knowledge. Each of them refers to some specific competences required by the student as it is explained below:

General Foundations Component (CFG): It encompasses the overall concepts that constitute an academic community, emphasizing reading and argumentation, research,

mathematical and quantitative reasoning skills, citizenship training, and the appropriation and use of ICTs as pedagogical tools.

Didactic Component of the Disciplines (CDD): This component articulates pedagogy and didactics. Similarly, it includes important elements for the educational context related to teaching, learning and evaluation. It incorporates research as a transversal axis of teacher training and practice, and the inclusion of ICTs in educational processes.

Pedagogical and Educational Sciences Component (CPCE): It refers to the ability to implement pedagogical knowledge through knowledge of the educational context. Likewise, it emphasizes the value, importance and knowledge of evaluation for the assessment of learning, allowing to achieve a consolidation of educational quality.

Specific and Disciplinary Knowledge Component (CSED): This component emphasizes the conceptual and disciplinary knowledge of pedagogy through research and historical knowledge of the epistemological foundations of teaching.

Table 4

Ratio of Credits per Component

Componente	CFG	CDD	CPCE	CSED
Créditos	27	43	14	80
Porcentaje	16.46%	26.21%	8.53%	48.80%

Note. From the 2020 FL program PEP document available at the languages and communication department, University of Pamplona official page (https://www.unipamplona.edu.co/unipamplona/portaIG/home_162/recursos/general/03062022/pep_2020.pdf)

Table 5*List of Credits per Semester.*

Número de Créditos por Semestre										
I	II	III	IV	V	VI	VII	VIII	IX	X	Total
17	16	17	17	18	17	16	16	16	14	164

Note. From the 2020 FL program PEP document available at the languages and communication department, University of Pamplona official page (https://www.unipamplona.edu.co/unipamplona/portalIG/home_162/recursos/general/03062022/pep_2020.pdf)

Occupational Profile

The graduate of the University of Pamplona of the Bachelor of Arts in Foreign Languages: English-French will be able to work as a teacher in formal education, at the basic levels in the secondary cycle (6 to 9 grade) and in secondary education (10 and 11 grade). Likewise, this professional will be able to work as a language teacher in the different areas of education for work and human development, within the parameters established by law. In general, the graduate is competent to design, execute and evaluate training and dissemination programs in English or French.

Institution Calendar

This calendar is a public institutional document known as “Acuerdo N° 035 del 28 de junio de 2022”

Table 6*Institutional calendar*

<u>Starting date</u>	<u>Sept 1st 2022</u>
<u>FIRST TERM (SIX WEEKS)</u>	<u>1st August – 8th October</u>
<u>Exams week</u>	<u>3rd – 8th October</u>
<u>Online grading register</u>	<u>10th -15th October</u>
<u>MID-TERM (5 WEEKS)</u>	<u>10th October- 12th November</u>
<u>Exams week</u>	<u>7th November- 12 November</u>
<u>Online grading register</u>	<u>14th – 19th November</u>
<u>THIRD TERM (SIX WEEKS)</u>	<u>14th November-20th December</u>
<u>Exams week</u>	<u>13th-20th December</u>
<u>Online grading register</u>	<u>13th – 20th December</u>
<u>Due date for submission of the final degree project grade</u>	<u>12th – 13th December 2022</u>

Note. Acuerdo N° 035 del 28 de junio de 2022, University of Pamplona

(https://www.unipamplona.edu.co/unipamplona/portalIG/home_1/recursos/universidad/consejo_academico/acuerdos/2022/junio/29062022/acuerdo_035_28_junio_2022.pdf)

Pedagogical Constitution

With regard to the on-site modality, each student's hour of working inside the classroom is equivalent to two hours of independent study at home. For instance, a course with three credits of weight is equivalent to 144 hours of dedication per semester, split into 48 hours of on-site work and 96 hours of independent work. In light of the curriculum organization, each semester has a weight of 14 to 18 credits. In order to develop the courses of the curriculum some pedagogical and

evaluative modalities are addressed. These modalities give the student his role of social actor and constructor of his own learning such as: pedagogical projects, practicum stage, tutoring, ground work, workshops, seminars and master classes, taking into consideration the two pillars that support the research ground and the pedagogical practicum, as well as their influence in the foreign languages teaching learning process.

Planning of the English Course

To carry out the planning, the previously established curriculum 2018 is taken into account, as well as the syllabus contents of each course, allowing the teacher to understand the path he/she has to carry out the demands and objectives proposed for each course. It is considered necessary to acquire the categories of basic knowledge proposed by Schulman, for the exercise of the teaching profession, namely: disciplinary, general pedagogical, curricular, of students and their characteristics, of educational contexts, of the aims, purposes and values of education, and pedagogical-disciplinary knowledge.

Likewise, the PEI stipulates a Principle of Freedom of Teaching and Learning which establishes the ethical, scientific and pedagogical discretion and responsibility of teachers to present knowledge through paradigms, methods, innovations and modern technological tools, in order to foster in the learners' educational processes centered on autonomy, creativity, critical and reflective spirit, leadership, teamwork, proactivity and other potentialities and talents of the students.

Table 7*Planning of the class*

UNIVERSITY OF PAMPLONA
PRACTICUM STAGE

LESSON PLAN

GROUP:	LEVEL:	CLASS N:
TEACHERS:	OBSERVERS:	DATE/ DAY
COMMUNICATIVE OBJECTIVE	CULTURAL OBJECTIVE:	LINGUISTIC OBJECTIVE:
GENERAL COMPETENCES Linguistic/ Cultural/ Communicative	PREVIOUS TOPIC	TOPIC-TASK

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	Greeting/Previous Topic/homework checking	10		
Warm up				
Explanation of the topic				

Production Activities	<p>Linguistic activity: (listening-Writing)</p> <p>Communicative activity (Reading-Speaking)</p> <p>Cultural activity: (Listening-writing)</p> <p>Each activity can be related to any skill; the order can be changed</p>			
Evaluation Activity				
Homework Assignment Closure				

APPENDIXES (All documents you mentioned during the planning following the order each appear)

BIBLIOGRAPHY (Books and web pages)

EVALUATION

CLASS N°	
DATE	
OBJECTIVES (10)	
SEQUENCE (10)	
ACTIVITIES (10)	
GRAMMAR- VOCABULARY (10)	

CORRECTIONS DONE BEFORE (10)	
TOTAL (50)	

Note. Created by the teachers of the Foreign Language English- French Program

Syllabus

Regarding the syllabus, it is pertinent to clarify that the subjects that are taken for the course where established based on the 2018 curriculum created by the academic council of the program.

Table 8

Basic English Syllabus

TEMA	HORAS DE CONTACTO DIRECTO	HORAS DE TRABAJO INDEPENDIENTE DEL ESTUDIANTE
UNIDAD 1: PEOPLE AND PLACES -Puede decir oraciones cortas acerca de las personas -Entiende preguntas acerca de las personas -Formula y responde preguntas para averiguar información sobre la gente, incluyendo nombre, dirección, número telefónico, edad, nacionalidad y trabajo. -Investiga en internet sobre cultura indígena.	8	4
UNIDAD 2: PEOPLE AND THINGS -Puede decir oraciones acerca de objetos del diario vivir -Formula y responde preguntas acerca de personas y cosas -Habla acerca de su familia y personas favoritas	8	4
UNIDAD 3: YOUR LIFE -Formula y responde preguntas acerca de su rutina diaria. -Formula y responde preguntas para decir la hora -Describe la vida en un pueblo, ciudad (ej: que hace la gente, donde viven) -Investiga en internet acerca de la herencia mundial	10	4
UNIDAD 4: LIKES AND DISLIKES -Formula y responde preguntas acerca de la rutina de alguien -Expresa las cosas que le gusta y no le gusta hacer -Expresa su opinión, acuerdo y desacuerdo.	8	4
UNIDAD 5: FROM A TO B -Habla acerca de las cosas que puede y no puede hacer -Da su opinión acerca de los medios de transporte que existe en donde vive	10	5

-Formula y responde preguntas acerca de organización de transporte y viajes - Investiga acerca de carreras famosa en línea		
UNIDAD 6: FOOD AND DRINK -Formula y responde preguntas acerca de la comida (usando <i>there is /there are, How much/ How many</i>) -Escribe pequeñas descripciones de un café o restaurante. - Ordena o pide comida y bebidas en un café o restaurante.	12	6
UNIDAD 7: LIFE STORIES -Formula y responde preguntas usando WAS/WERE -Habla acerca de eventos en el pasado -Cuenta su historia de vida y la historia de vida de alguien más que conoce -Investiga sobre la edad de la gente importante en línea	10	5
UNIDAD 8: FACT OR FICTION? -Habla de cosas que hizo y no hizo en el pasado -Formula y responde preguntas acerca de eventos en la noche afuera y dentro de casa -Organiza un evento fuera de casa con los amigos	10	5
UNIDAD 9: BUY AND SELL -Describe y compara objetos y posesiones -Habla acerca de la gente y lugares usando adjetivos superlativos -Hace y responde sugerencias para escoger un regalo -Investiga en línea sobre mercados famosos	10	5
UNIDAD 10: LOOK GOOD -Habla sobre actividades en el presente -Describe la ropa de la gente, apariencia y personalidad -Pregunta por bienes y servicios (ej: en tiendas y en el estilista) -Escribe la descripción de una persona	10	5
UNIDAD 11: NATURE -Formula y responde acerca de una variedad de hechos -Dice y entiende números grandes para hablar acerca de una variedad de hechos -Habla acerca de su país usando cuantificadores (much, a few, etc.). -Investiga en línea animales en peligro de extinción.	8	4
UNIDAD 12: GOOD TIMES -Habla acerca de sus planes e intenciones futuras -Habla acerca de planes para un festival de su región o ciudad. -Hace sugerencias y ofertas -Escribe alguna información para promover un festival	8	4
UNIDAD 13: LIVE AND LEARN - Habla acerca de su educación y carrera -Discute sobre cosas que tiene y no tiene que hacer -Predice que pasara o podrá pasar en el futuro	8	4

-Discute sobre que trabajo es más adecuado para el/ella -Investiga en línea sobre gente famosa		
UNIDAD 14: KEEP IN TOUCH -Formula y responde preguntas acerca de cosas que ha hecho y nunca ha hecho (en su vida) -Hablar acerca de tecnología (ej: usar el internet, teléfonos móviles) -Habla por teléfono en diferentes situaciones -Escribir un mensaje de texto	8	4
TOTAL horas	128 horas	64

Note. Created by the teachers of the Foreign Language English- French Program

Pedagogical Resources

The program counts with a building, placed in the main campus, named after Ramón Gonzalez Valencia, a Colombian statesman. It serves as the central point for all foreign languages students; it counts with four laboratories, supplied with enough computers, one smart TV per laboratory, a good-quality sound system and internet access. On the other hand, the building counts with its own resource center, where students can find a vast variety of books, studying material, literature, dictionaries, and among other types documents, both in English and French, available to all students for them to practice and improve their learning process. Besides, the university counts also with a library at the principal campus, and at the headquarter Virgen del Rosario, supplies with books and documents in Spanish.

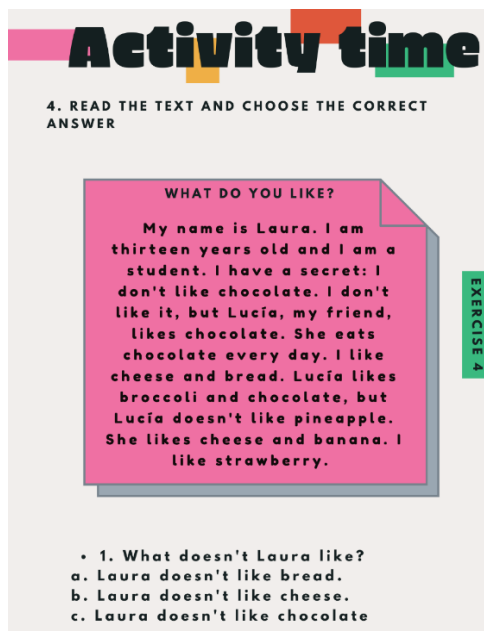
Accompaniment methodologies of learning

At the program, there are various methods to offer students the possibility to be guided by the professor, those are implemented during the teacher's free working hours. Since this time comprehend a duty that every teacher has to implement during the semester of giving learners tutorial either synchronously, or face-to-face which doubts are clarified and, reinforcement workshops are developed with those students who have difficulties in their learning process related

to one specific skill. Therefore, in the first language class (English-French) the educator has to arrange a schedule of 1 hour per week in order to provide it in a suitable time for students and teacher themselves. Additionally, different strategies are being taken into account such as communication through Microsoft Teams, WhatsApp, Email, and Google Classroom, where doubts are solved at a general level through groups. All this with the aim that students are informed of the pending activities to be carried out in class, or if exist any inconvenient with the student reason why they will not attend to a class.

Design of workshops and material

Regarding the design of materials and workshops, it should be noted that these are made and designed based on the syllabus already established, as well as guided by the principle of Academic and Learning Freedom Commitment in which allows the teacher to have total liberty in the manner of teaching their class, as well as the creation of pedagogical materials for the class. Therefore, a great amount of time the teacher makes use of the technological resources provided by the university classrooms in order to use pedagogical aids such as PowerPoint presentations as well as the creation of didactic materials through different platforms such as Canva.

Figure 3*Pedagogical Guide Text*


Activity time

4. READ THE TEXT AND CHOOSE THE CORRECT ANSWER

WHAT DO YOU LIKE?

My name is Laura. I am thirteen years old and I am a student. I have a secret: I don't like chocolate. I don't like it, but Lucía, my friend, likes chocolate. She eats chocolate every day. I like cheese and bread. Lucía likes broccoli and chocolate, but Lucía doesn't like pineapple. She likes cheese and banana. I like strawberry.

EXERCISE 4

- 1. What doesn't Laura like?
 - a. Laura doesn't like bread.
 - b. Laura doesn't like cheese.
 - c. Laura doesn't like chocolate

Note. Created by the author**Figure 4***Pedagogical Guide Activity*


Activity time

4. WRITE A POSTCARD TO YOUR FRIEND ABOUT THE FOOD YOU LIKE OR YOU DON'T LIKE.

POSTCARD

dreamstime.

EXERCISE 5

Note. Created by the author

Common European Framework of Reference for A1

Furthermore, all these subjects have been consulted and established according to the Common European Framework of Reference for Languages (CEFR) which dictates the characteristics and skills necessary for a learner to be considered at an A1 language level. These characteristics vary depending on the skill, as expressed in the following figure.

Table 9

Common European Framework of Reference for Languages (CEFR) for A1

		A1			
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.
				Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

Note. From the *Common European Framework of Reference for Languages (CEFR)*

(<https://rm.coe.int/16802fc1bf>)

Courses

The supervising teacher is in charge of guiding two courses of Elementary English A1 and one course of research at the program, each group of Elementary English counts with eight hours per week having at a total of 42 students. Those courses are distributed in a day from 6 a.m to 10 p.m, established by the university. This courses time are established below:

Schedule

Table 10

Supervisor's Schedule

Judith Cecilia Albarracin Trujillo

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
6h-7h	Inglés Básico A1 GB SVR 311				Proyecto Investigativo II LC 203
7h-8h					
8h-9h					
9h-10h					Inglés Básico A1 GA RG 206
10h-11h	Inglés Básico A1 GA SVR 310		Proyecto Investigativo II RG 206		
11h-12h					
12h-13h					Inglés Básico A1 GB SVR 209
13h-14h					

14h-15h				Inglés Básico A1	
15h-16h			Inglés Básico A1 GA SVR 210	GB RG 203	
16h-17h					
17h-18h					

Table 11

Pre-service Teacher Schedule at the Program

Olga Lucía Ávila Gualdrón

HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
6h-7h	Inglés Básico A1 GB SVR 311				
7h-8h					
8h-9h					
9h-10h					Inglés Básico A1 GA RG 206
10h-11h					
11h-12h					
12h-13h					
13h-14h				Inglés Básico A1 GB RG 203	
14h-15h	Tutorials Group B				Tutorials Group A
15h-16h					

16h-17h			Inglés Básico		
17h-18h			A1 GA SVR 210		

Description of the used digital resources

Within the Bachelor's Degree in Foreign Languages there is a high degree of connectivity since the classrooms located in the Ramón González Valencia building are equipped by a sufficient number of computers for each of the students who take classes in those installations. Due to this facility a variety of useful platforms can be used by learners for the development of activities in a class such as Microsoft Teams, through which tutorials are coordinated and announcements are given about the course or the program. Moodle which is another platform used by the university and the program to upload syllabuses as well as class materials and activities such as quizzes and written assignments. Google Classroom is another option that teachers choose to provide the student with class material and activities due to its easy access from a smart phone. Whatsapp which is mostly used for students and teachers to have easy communication. There are other types of platforms used, however, these are the most common in the university and degree program.

Populace

The number of students involved in this project is a total of 42, divided into 23 students in group A, and 19 in group B, the majority of whom are female. These students' range in age from seventeen to twenty years old, and are at an A1 level according to the standards proposed by the Common European Framework of Reference for Languages.

FL Teachers' information

Table 12

FL Teachers' Name and Type of Contract

No	Names	Type of contract (full time, part time, professorship)
1	Gabriel Eduardo Cote Parra	Full time
2	Magdaleidy Martínez Cáceres	Full time
3	Myriam Edilma Gómez Filigrana	Full time
4	Carlos Alberto Jaimes Guerrero	Full time
5	Claudia Judith Mosquera	Full time
6	Judith Cecilia Albarracín	Part time
7	Marjorie Verónica Arciniegas Vera	Full time
8	Laura Marcela Torres Álvarez	Part time
9	Heiner Torres	Part time
10	Lucy Duran Becerra	Part time
11	Linda Mendez	Part time
12	Daniel Ricardo Pedraza Ramirez	Part time
13	Mayeini Katerine Garcia Parada	Part time
14	Jhon Pabon	Part time
15	Ysmay Jaimes	Professorship
16	Tatiana Maldonado	Part time
17	Daniel Gelvez	Part time
18	Paula Diaz	Part time

19	Yakira Villamizar	Professorship
20	Andrea Castillo	Part time
21	Victor Campo	Part time
22	Yohana Olivares	Part time
23	Viviana Acevedo	Professorship
24	William Quintero	Professorship
25	Maryan Diaz	Part time
26	Karen Calderon	Part time
27	Yusdanis Ospino	Professorship

Note. From PEP Bachelor of Arts in Foreign Languages

(https://www.unipamplona.edu.co/unipamplona/portallIG/home_162/recursos/general/03062022/pep_2020.pdf)

Classroom observations

In order to have a broad perspective about the supervisor's methodologies, strategies, preferred materials, organization, personality, attitudes, etc. four classroom observations were carried out. These classroom observations were done during a week in both elementary Basic English groups A and B.

Pedagogical aspects observed

In general, the majority of the sessions demonstrated that the teacher used an action-oriented methodology. Constructivism is frequently used, English language learners are at the center of the educational process, they are able to speak using what they have learned, and in some

circumstances, their fluency and phonological control are even higher than predicted. Because some classes are only held in FL laboratories once a week per group, the materials that can be used are limited by the facilities. The majority of classes, however, are held in conventional classrooms that utilize audiovisual rather than computer technology.

Basic English course students are close to an A2 proficiency level; they can produce meaningful basic structures orally or written. These aspects allow me as practitioner to asseverate that a huge spectrum of activities can be applied. Although students accomplish all the activities proposed inside the classroom.

Cutting Edge Course Book

The Cutting Edge Elementary course book works as a road map for the teacher, she shows an accurate management of the topics and activities proposed, she nicely follows a logical order. It can be assumed that the planning stage of the process is based on the course book. This is evidenced in the way the class is conducted by the teacher in charge, since in order to expand the students' knowledge a little more, the teacher uses some pedagogical materials from the Internet to support and give more weight to the information already provided in the book.

Teacher attitude and personality

The attitude of the teacher toward the pupils is one of the elements that can affect the students' learning of English. However, in this particular instance, the relationships in the classroom were normal and there were no disputes because the instructor displayed a respectful rapport with her students. When correcting pupils' errors, the teacher adopted a considerate demeanor and made an effort to explain the proper pronunciations or even write them on the board.

In general, it can be said that the teacher's conduct was the same with both groups, i.e., she had no preferences or prejudices about the courses.

Chapter III - Pedagogical and Research Component

Enhancing A1 Learners' Oral Production Skills Through Role Plays with a Task-Based Learning Approach at a Public University in Colombia

Introduction

The current demand towards learning English has increasingly become relevant and important at a world and society that is in a constant interconnection with other communities, countries, cultures and even language, and it must be kept in mind that this need is reflected in many fields of study, since English is nowadays considered the universal language par excellence, or as academics call it "lingua franca". To all this, Putra (2020) expressed that English not only fulfills a unique function of being a tool by which people communicate with each other, but it can also provide its users with an ability to adapt to a social and work environment in the present and in the future, allowing more opportunities for these subjects to advance in their personal and professional careers.

Moreover, in Colombia the government has been creating a variety of programs for the last 20 years as an effort in order to foster the foreign language learning thus achieve a higher level of competitiveness not only at a national level, but also at an international field. It is showed by the variety of programs implemented with different objectives and terms, for instance, the *Programa Nacional de Bilingüismo* (2006-2010), the *Programa de Fortalecimiento al Desarrollo de Competencias en lenguas extranjeras* (2010-2014) and the *Programa Nacional de Inglés* (2015-2025). These programs have an aspirational insight about teaching and learning English, some of them are even perfect in theory, but the reality is in the implementation, it is conceived as impossible to use it in a real-time context: The public schools and higher education institutions.

Not only the ministry of education has been trying to progress in order to achieve a bilingual Colombia, but also at the University of Pamplona, the Bachelor of Arts in Foreign Languages has been following a path of excellence and service. In 2017, based on the Ministerio de Educación Nacional-MEN (2017) through the administrative decision Resolución No. 27742 del 07 de diciembre de 2017, ruled that the program received the accreditation of high quality for four years. Considering such deadline, the program in 2021 began once again the renewal of this accreditation thanks to the implementation of the new 2018 curriculum where some of the needs seen and evidenced by the same students of the previous curriculum (2011) were supplied, and is still waiting for the response from the academic peers of the Ministry of Education.

Currently, one aspect to take into account is the methodology and the strategies to be taken into consideration, as well as the competences that teachers want to improve in order to build strong basis. It can be said that the students' oral production is one of the main points to cover, although all the competences involved in FL learning are necessary to improve, the speaking competence can be considered as the most useful when dealing with everyday situations, as Ayuningtias et al. (2019) established nowadays English integrated an important component in society life since it helps to acquire not only cultural knowledge, but also scientific and technological ones, because of this, day to day, improve the English level is becoming important.

Statement of the problem

Education has been a process that everyone has experienced throughout their lives, going from the basics such as adding or subtracting, to advanced operations in calculus. The same occurs or should be occurring with English courses, where students in each grade of education progresses on the ladder of learning a foreign language, this according to the established by the Ministry of

National Education (MEN), which, through the Basic Learning Rights (DBA in Spanish), determine the objectives students that each grade must reach, being a B1 the goal at the end of their secondary education. Nevertheless, on paper a completely contrasting scenario is seen from the reality, since the MEN released the results of the national exam “Saber 11” conducted to 11th grade students. According to the report 47% of the results in English graded in a range A- to B+ students obtained a result of A-, 28% were positioned in A1, 15% in A2, 8% in B1 and only 2% of the total obtained B+ (Ministerio de Educación Nacional, 2022).

In light of these antecedents, it is expected in higher education, and especially in programs such as the bachelor's degree in foreign languages at the University of Pamplona, to find students with deficiencies in several aspects of English language, especially in oral production, which Ávila (2022) considers the most important and therefore the most difficult for users to effectively appropriate. Despite the existence of this drawback regarding students' skills, many of them hamper their own learning process avoiding to participate in class, according to Hamouda (2013) in his study, he evidenced that among the main reasons for this lack of interaction were mainly the lack of preparation from students and the fact of being judged by their peers and their English teacher because of this.

Likewise, one of these obstructions is related to students' personality in which those who present shyness or introversion, have more problems in themselves being easily to be filled with anxiety. That is why, Sadighi and Dastpak (2017) stated that there is a negative influence by the anxiety that affects seriously the learners' emotional factors related to fear, uncertainty, disorder, and concern that are provoked by the language learned. Thus, learners, who have a low participation in FL, could remain in a constant fear of being judged in class, thus could avoid

giving their opinion in the classroom for anxiety of being pointed out by their teacher and classmates, which could cause a delay in their learning.

When it comes to oral production, it is recognized that this is a competence that requires of multiple components to be implemented, such as vocabulary and grammar of the language, although not only should this be a priority in the teaching of a foreign language, but also must be helpful and meaningful for students in order to strengthen the learners' knowledge of the language, Therefore, Pérez (2010) expressed as teaching English should not be based merely on the structures of the language, that is only an element of the whole gear that involves the process of producing language. The teacher must provide language that is useful and efficient for a real context where it is used and not simply stored in memory and then forgotten.

Although these negative influences, there are some strategies that can be implemented to foster the students' oral production. In order to look for strategies and to analyze how Role Play can be assertive implemented on FL education, these research questions have been proposed:

Research Question

General Question

- How can Role Plays enhance A1 learners' oral production?

Specific Question

- How can the task-based learning methodology be used to implement Role Plays with A1 learners?
- What are learners' perception towards Role Play implementation?
- In which manner does the Role Play feedback improve learners' oral performance?

Justification

Whenever students try to learn English, the first thing they think of is grammar, verb to be, exceptions, etc. Taking for granted that those are the key elements to consider, however, it is forgotten that the ability to produce, to speak, to interact with other people using the same language is a skill that requires training as well. It is not simply a matter of knowing and recognizing the linguistic structures within a sentence or speech; it is an exchange of cultural, personal and professional knowledge that helps the subject to grow (Kauffmann & Kuh, 1984).

Considering the above, it is indispensable that these activities oriented and carried out to help and improve oral production contain a component of interpersonal interaction among the students themselves and between the student-teacher, as this exchange of knowledge through conversations can lead to an enrichment among the participants. In this regard, Prieto (2007) showed how through cooperative learning, students understood that the best way to improve their level of production was to practice it with others, thus noticing a process in relation to when they did not do it due to shyness. This implementation of knowledge not only allows knowledge to remain on paper, but also to be used in the real context.

Additionally, it must be taken into consideration that in order to create a good environment that allows communication, it is essential to create a positive relationship among the members of the community, thus allowing a good development of the learning process of a foreign language. That is why Dewaele et al. (2019) established that for good learning to take place in FL there must be a good chemistry between its participants, student-student and student-teacher, since the teacher is considered an important character to promote good affective pedagogical practices through his or her attitudes whilst supporting and promoting group solidarity.

Regarding the ambiance on the classroom, teacher must consider how the manner they carry out a class may influence, as well as the way they address learners, give feedback, manage the class, etc., it can equally be employed in a manner that influences the classroom environment both positively and negatively learners' oral production; therefore, it is of paramount concern for the educator to provide a friendly and sufficiently challenging environment for the learner to incite their interest in learning more about FL (Dewaele et al., 2019) taking into account the great importance that the classroom atmosphere has as a contextual factor that can influence the students (Joe et al., 2017).

Hence, in order to avoid that some affective factors influence negatively learners' oral production, it is essential that teachers analyze their behaviors when interacting with a student and see what kind of response they can get because if they are able to control any external factor that triggers any response in a student, they can be able to regulate the learner's behavior, thus achieving greater confidence, spontaneity, and fluency when expressing their ideas in class, and the avoidance of linguistic errors in oral presentations. Badrasawi et al. (2020) maintained that to achieve real change it is necessary for teachers to encourage learners to implement English in the classroom most of the time and, at the same time avoiding to over correct their mistakes. Becoming an educator willing to look for useful, creative, and informed materials that will help lay the foundation for their students to be motivated to learn.

Furthermore, within the affective factors are found that motivation plays a major role in this educational process, therefore, increasing this factor will make the learner a pro-active participant in the English classes and therefore he/she will learn to control, such negative aspects in order to minimize them, and use them to his/her advantage. To which Zayed and Al-Ghamdi (2019) considered that teachers should be aware of the influence that this has on the feelings and

emotions of their students, so they should provide them with support so that this educational process is not greatly affected.

Objectives

General Objective

- To comprehend how Role Plays enhance learners' oral production

Specific Objectives

- To recognize the manner that the task-based learning is used to implement Role Plays in A1 learners.
- To apprehend learners' perception towards Role Play implementation
- To understand the manner that Role Plays improve learners' oral performance.

Theoretical Framework

In this section, relevant aspects related to the Role Play used as a useful tool to enhance oral production in A1 learners are going to be presented. Therefore, in order to identify such aspects, it is important to develop the theoretical foundations of the affective categories involved in the present study, being these: Oral production, as the principle to be considered in this study since the improvement of this skill is expected as one of the hardest, forasmuch as, it implies not only linguistics, but also socio-linguistic aspects and, some affective aspects from the sender (Council of Europe, 2018; Brown, 2001; Richards, 2006; Vásquez, 2000; Oxford, 2000; Rivers, 1981; Krashen & Terrel, 1983; Ebsworth, 1998; Stern, 1991). In the same way, Role Plays counted with a variety of advantages not only related to the improvement of oral production, but also to

enhance collaborative activities inside the classroom (Martin and Dombey, 2002; Lyle, 2002; Villalobos, 2015) Likewise, feedback is of vital importance, since it is the way in which teacher and student advance together in their academic process (Vollmeyer and Rheinberg, 2005; Geyskens, Donche, and Van Petegem, 2012; Bahri Yusoff, 2013; Ahea, Ahea, and Rahman, 2016). Foreign language anxiety is the apprehension people feel about speaking or approaching a new language, apart from the affective factors (Horwitz, Horwitz, & Cope, 1986), the teacher-student interaction can be understood in order to understand the sentimental aspects involved (Bertoglia Richards, 2005; Tsiplakides, 2009; Horwitz, Horwitz, & Cope, 1986; Scovel, 1978; Spielberger, 1983).

Oral production

Oral production is one of the four language skills involved in the development of communicative competence. This is generally one of the most complex because the speaker in a very short space of time has to think about what he is going to say, how to say it, say it clearly, and without making grammatical or pronunciation errors. (Council of Europe, 2018). Additionally, one of the difficulties lies in knowing not only the language as a code but also its pragmatic use, depending on the communicative situation and the people to whom the speaker is addressing. In general terms, the most common problems that arise in terms of oral production are frequently of a linguistic or psychological nature. On the one hand, Brown (2001) and Richards (2006) assure that some of the linguistic difficulties that students present during a communicative act are: speaking at a slow pace, taking many breaks, using too many crutches, delaying organizing ideas, expressing incomplete sentences, not joining ideas in an organized and coherent way, making grammatical mistakes regularly, lacking the vocabulary necessary to communicate, not using

reduced forms of the language such as contractions, elisions, and syllabic reductions, and not pronouncing words correctly with proper intonation. On the other hand, regarding psychological problems, Vásquez (2000) states that one of the factors that negatively affect oral production in students is the fear of making mistakes in front of their classmates and teachers, which this may be due to the lack of a trustworthy environment in the classroom or to the use of inadequate correction techniques by the teachers. Additionally, Oxford (2000) points out that the most common psychological problems in learning a foreign language are anxiety, insecurity, fear, and shame when facing communicative situations.

Considering the difficulties that the student faces in the learning process of oral production, it is now necessary to conceptualize the most relevant aspects that describe it. In this sense, Rivers (1981), points out that the discursive act is not only to select the message to be sent and its encoding. Communication also involves, among other factors, the expression and intention that the speaker has when sending his message. Thus, learning oral production involves handling both grammatical, morphological, and phonological rules, as well as the cultural context of the native speakers of the language to be learned. Generally, in the evaluation of oral production, there are two approaches: The first of them has fluidity as an indicator of development and the second, precision. Fluency refers to the capacity or ability of the speaker to express himself and make himself understood in an understandable and reasonable way without giving relevance to the correct use of grammar or pronunciation since what is important is the content of the message. Precision, on the contrary, focuses on the correct and precise use of these linguistic aspects. The fluidity-centered approach is based on two fundamental criteria (Krashen & Terrel, 1983). The first perceives communication as the key means to develop oral production. The second one states that the student should receive a few corrections unless his performance hinders communication.

Thus, in this approach grammatical errors are of little importance especially when the student is in the first levels of language learning. Ebsworth (1998) assures that when too much emphasis is placed on correcting grammatical errors, the acquisition and natural development of oral production can be interrupted. The precision-oriented approach is more concerned with the correct use of grammar; therefore, the repetitive practice of structures is inevitable in learning the language. However, over time this has been revalued by new theories that reject this assumption. In this regard, Stern (1991) assures that the abandonment of this approach is due to its low long-term effectiveness. The main advantage of the fluency approach is that the main purpose of language learning is communication and not repetition and memorization exercises. However, a significant disadvantage of this approach is fossilization, a phenomenon that occurs when grammatical errors that have not been corrected repeatedly appear, affecting the student's oral production; fact that is not usually derived from the Precision approach since in this constant feedback allows the student to be aware of their mistakes and be able to self-correct. The ultimate goal of the development of oral production is to ensure that the student is able to express himself when he needs and wants it, that he does it appropriately and that he is able to interact orally during a communicative practice. Therefore, it is necessary to consider both approaches, not as isolated indicators, but as vital components of a successful oral production.

Role Play

Martin and Dombey (2002) defined Role Play as the dramatized game in which players are able to synthesize their 'factual' and 'fictional' experiences, and also transform them for their own purposes. Such transformations involve both individual's affective selves and their adopted roles. That is, players do not simply reproduce pre-formed adult roles, but actively recreate playful

versions of them. These re-creations do not necessarily adhere to 'expected' norms but may reflect players' own interests and perspectives.

Role play generates dialogue in different ways. Before and during the role play, students negotiate roles, props and plot, sometimes producing written scripts for themselves or puppets to perform. Educators may be involved at various stages, or not. The roles and the play blend stories and lived experiences with individual's imagination and developing identities, moving in and out of the play and different social contexts.

In addition to the use of different student perspectives for the development of the Role Play, it must also take into account that, in the creation process required for the proper development of this activity, a collaborative environment is created among students where each of the members contributes their ideas and helps to build a base with which they can make the Role Play. According to Lyle (2002), this allows the student to control and actively participate in the activity within the classroom, being the one who manages the activity instead of the teacher, thus provoking a learning and teaching approach that is more student-centered than teacher-centered.

Furthermore, Villalobos (2015) established the importance that this type of face-to-face oral activities are essential and necessary for the timely development of oral production in students, since, in addition to training and improving their speech, they also improve their listening skills, since for the realization of a Role Play it is necessary to have both roles, the sender and receiver. For this reason, activities such as Role Plays should be taken into consideration for the benefits they bring.

Feedback

Vollmeyer and Rheinberg (2005) defined the feedback as an essential element that enhances the learning, in which it provides information about the learners' performance, saying how well they have performed a task or how to make it better. Therefore, the feedback allows students to know how their learning process has been executed and the ways to improve it for having better outcomes. In this sense, Geyskens et al. (2012) stated that it influences the learning quality, in which it is a key aspect for students to acquire knowledge for having a truly understanding of their skills. Hence, when teachers give feedback to the learners, they can know what they have to improve for not presenting the same mistake again. Moreover, Ahea et al. (2016) mentioned that good feedback also provides information to the teachers about the improvement of the learners' experiences. In other words, educators can realize if it is enhancing the students' learning process and if it does not, teachers can seek for other types of feedback that lead learners in the well development of their competences. To this, Bahri (2013) pointed out that it has two processes, the affective one that is focused on the motivation, the effort and the engagement, and the cognitive one in which the teachers show the learning path that students should go, giving them different strategies to have a better understanding. Therefore, it is part of the educational process in which it should help learners and teachers to be growing constantly in the academic field, playing the motivation an important role in the learning process, just as the teachers' guide to know how the process is being performed.

On the other hand, Hattie and Timperley (2007) explained that three questions should be asked for effective feedback, those are: firstly, where am I going? Referring to the goal, secondly, how am I doing? Alluding to the appropriate information related to the task and finally, where to next? This question allows learners to know the path they need to take through strategies. Hence,

they are useful to establish the goal that learners and teachers want to achieve through the feedback, selecting the right information about the performance for having greater results in the learning and teaching process. Therefore, it is inherent when learning a FL since it is an opportunity to correct the mistakes, seeking the way to have a better educational development.

Foreign Language Anxiety

Anxiety is understood as a mental and physical state that is characterized by emotional and behavioral symptoms in response to an adaptive reaction to defend, attack or avoid an anxious stimulus, which can be internal or external (Doubek & Anders, 2013). In this sense, it refers to foreseen scenarios that can trigger situations which cause anxiety in the person, either through emotional (internal) or situational (physical) responses; therefore, the person seeks to isolate him/herself both physically and psychologically from such aspects that can affect him/her negatively.

For this, Horwitz (2001) points out that, when anxiety is subject to specific and particular situations, as in this case, to an educational environment aimed at learning a foreign language, it is called foreign language anxiety (FLA). In this sense, it focuses on the particular excessive fear that exists in students when they start the foreign language learning process, in which the apprehension is intensified by specific tasks that occur in the classroom due to the language; therefore, students' understanding is related to the academic environment and concerning the new knowledge. In this sense, FLA is a problem presented within learning process, as it creates an averseness to participate in any activity that requires using a foreign language (Tsiplakides, 2009). Hence, students who experience such a feeling can be unable to learn the language effectively, as they have an excessive fear of developing or improving their new linguistic skills.

According to Tsiprakides (2009), FLA is also a lack of motivation and confidence in the learner's language skills and abilities, can diminish their participation in class and prevent them from being successful in the process. Therefore, educators should manage FLA with new mechanisms and techniques to prevent learners from feeling apprehensive about demonstrating their abilities by not participating in the class, but rather to be confident and thus practice the foreign language gradually in the classroom.

Task-Based Learning

Büyükkarci (2009) described Task-based learning as an approach in which the use of daily student events are implemented, in which they can use the vocabulary learned in the target language, providing a number of possibilities where the teacher can use this type of approach.

These pedagogical tasks were selected because they work as the most appropriated way to analyze a whole process step by step with different activities. According to Nunan (2004):

Task based learning is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p.4)

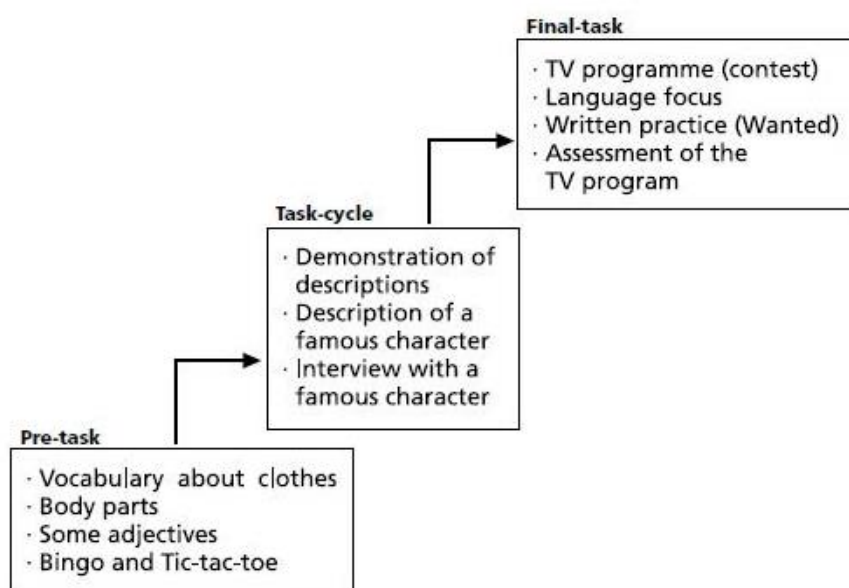
Brown (2001) assumed that in task-based instruction, the main concern is not the small pieces of language, but rather the practical purposes for which language must be used. Whereas content-based instruction focuses on subject matter content, task-based instruction focuses on a whole set of real-world tasks. And input for tasks may come from different sources such as

speeches, conversations, narratives, public announcements, cartoon strips, interviews, oral descriptions, etc. He also states that task-based curricula are different from content-based, theme-based, and experiential instruction in that the course objectives are more language based. While in task-based instruction the focus is on communication, purpose and meaning, the goals are linguistics in nature. These goals are not in the traditional sense of just focusing on grammar or phonology, but they include preserving the centrality of functions like greeting, expressing opinions as well.

In addition, an example of the implementation of TBL approach can be found in Peña & Onatra (2009), emphasizing the process established by Ellis:

Figure 5

TBL activity process, Peña, M., & Onatra, A. (2009)



Literature Review

Teachers' Feedback Strategies

In relation with positive feedback, Any (2019) investigated the impact in enhancing learners' psychological and physical learning results. The author's findings demonstrated that positive feedback could improve the self-confidence when having challenges or adversities they face with the activities, empowering learners which they do not feel worried or anxious due to mistakes. Another result showed the influence of the feedback in aspects such as the motivation, confidence and self-efficacy that are essential in the student' progress.

In this regard, Mendez and Bautista (2017) , in their study, found that students felt greatly motivated to speak up during class by seeing how the teacher gives corrections to all of them in an indirect and neutral way (all errors written on the board, or put on a slide projection explaining them to the whole class without distinction), since they do not feel exposed to their classmates, which they consider as a motivated factor or on its contrary as a demotivated. Similarly, intermediate level students of the same study stated that when the teacher corrects everyone, they feel that there is equity and no preference for the educator to give feedback to only a few, seeing as when the counselor focuses on a single student, the student tends to think that the teacher is against him and does not feel safe to speak at all.

Learning a foreign language, it is not only about developing an ideal curriculum with the necessary topics, but also the way in which mistakes made by the learner are corrected, therefore it is important to understand the various types of feedback that are appropriate for this area. It has been shown in different studies that when positive feedback is provided to the learner it helps the learner to cope with challenges in activities.

Role Plays to Foster Oral Production

Ben (2018) studied the use of Role Plays as a tool that can be used to improve oral production in pre-intermediate level students of a Libyan Academy in Janzour, which had a sample of 40 students, where they took into account certain aspects before starting such as the educational background of both students and teachers, as well as pre-post written tests and also speaking tests. Then the data of this study were examined and it was concluded that using role-play technique in speaking classes was significant for the improvement of the students' production as they were able to form short sentences orally, however, when it came to longer sentences, it was determined that although the role play has presented an advance in the students' oral production process, if there is no proper English education it is difficult to achieve great goals.

Moreover, García (2022) presented in his qualitative research, a compilation of others studies in which are exposed some situations from undergraduate students who have difficulties in the oral production of the French target language. By conducting this research, it is intended from the author that other researchers can analyze the results and elaborate some reliable and assertive instruments that confirms the results of the qualitative research and if possible, improve it with quantitative results. Finally, it can be argued based on the various sources of information gathered for this article that role-playing in FLE classes is a good option that helps to work on the cultural and pragmatic component of the target language. In addition, it can increase students' motivation to learn the language.

Furthermore, Pacheco et al. (2019) the purpose of their study was to increase oral production in English of undergraduate engineering students at a national university. The sample consisted of four teachers and 26 students to it was implemented some instruments to gather data as questionnaires and observation. The information was processed and analyzed qualitatively and

quantitatively. The diagnosis showed that teachers apply strategies that do not promote oral production in students or are contextualized. It is concluded that the scientific contribution of research is the design of the didactic strategy, based on the role play, which will generate a more interactive, contextualized and reflective teaching-learning process.

Pedagogical Methodology

Task based learning process

The process that allowed the researcher to look for the improvement is the task-based learning approach proposed by Ellis (2003):

Figure 6

Task based learning process

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Note. From Ellis (2003)

Oral Fluency

Different approaches to foster oral fluency in EFL, such as Gutiérrez's (2005), attempted to enhance communicative skills. Gutiérrez implemented interactive tasks with

ninth graders at a school in Bogotá, Colombia. The findings suggested that establishing some stages such as:

Exposure: Students were put in contact with some patterns of the foreign language which provided models and, at the same time, created a stimulating communicative context.

Interaction: Students carried out the interactive and communicative tasks practicing in small groups where they could speak without the teacher's control or grades.

Feedback: It was one of the most important tools. Students received feedback from the teacher and their classmates because the development of the speaking activities required different listeners' contributions in order to establish meaningful interaction and fruitful communication.

Final Oral Production: Students incorporated feedback observations and refined their oral texts. They obtained fluency in their oral production and used pragma linguistic devices to make their communication more effective.

Table 13

Pedagogical Planner model based on Ellis 2003 Task-based learning

EXECUTION PLANNER - RESEARCH PEDAGOGICAL PROJECT				
		Level:		
Educational institution:	Trainee teacher:	Week:	Semester:	
Tutor:	General skills:	Supervisor:	Topic:	
ROLE PLAY NO.:				
Communicative objective:				
Linguistic objective:				
TASK BASED LEARNING ACCORDING TO ELLIS (2003)				
STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-task				
Task				
Post-task				

Implementation of the pedagogical project

It is important to remark that this project was implemented taking into account the main grammatical subjects explained in class, which means that the different topics covered in class were also reflected in the Role Plays created by the learners. Based on this view, this section of the project is intended therefore to give a general description of each of the

activities that were possible to develop throughout the implementation of this pedagogical project.

Table 14

Chronogram of Activities

Instrument	Weeks									
	1	2	3	4	5	6	7	8	9	10
Semi-Structured Interview										x
Reflective Journal/ Pre-Service Teacher	X	x	X	X	x	x	x	x	x	x
Survey						X				x

Role Play No. 1: Have you got class?

The first Role Play was applied during the first week of the integral practicum and whose topic was “Have got”. The objective of this activity was to encourage students to practice their speaking skills as well as the vocabulary and grammar learned in the class, by creating or playing a real-life situation in the classroom context. This implementation was successful at moment of reinforcing the mentioned skills and grammar learning.

Table 15

Pedagogical – Research – 1° Role Play Implementation

EXECUTION PLANNER - RESEARCH PEDAGOGICAL PROJECT				
Project: “Enhancing A1 Learners’ Oral Production Skills Through Role Plays with a Task-Based Learning Approach at a Public University in Colombia”.		Level: A1		
Educational institution:	Trainee teacher:	Week:	Semester:	
Universidad de Pamplona	Olga Lucía Ávila Gualdrón	12th – 16th Sep.	First	
Tutor:	General skills:	Supervisor:	Topic:	
Marjorie Verónica Arciniegas Vera	Listening – Speaking – Grammar – Vocabulary	Judith Cecilia Albarracin Trujillo	Have got	
ROLE PLAY NO.:1				
Communicative objective:		- To express ownership of something (pets, siblings, objects, classes, etc) in a British context.		
Linguistic objective:		- To learn about the use of have got in its different forms (positive, negative, interrogative). To understand the use of have got and have		
TASK BASED LEARNING ACCORDING TO ELLIS (2003)				
STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-task	<p>In this part, the topic of the class is explained (have got) according to the method (Cutting Edge), and possible doubts that were presented are solved.</p> <p>Different exercises were used to complete a sentence where they were asked to justify their answers, and also, exercises were implemented to create sentences with this topic based on what they saw in the image (he has got a desk, he has got a duck).</p>	<p>Markers</p> <p>Slides of Unit 2: https://docs.google.com/presentation/d/1pwDkwOo3iSQLX8EUHRJ33UFob3oq80I2/edit?usp=sharing&ouid=111370535791703001432&rtpof=true&sd=true</p>	<p>Grammar</p> <p>Vocabulary</p> <p>Listening</p> <p>Writing</p>	25 minutes

Task	<p>After that, it was shown a video of a Role Play where Have got was used in a conversation between two students.</p> <p>Then, they were asked to develop their Role Play based on this conversation, changing some elements that would make the conversation more real and appropriate to their context.</p>	<p>Slides of Unit 2: https://docs.google.com/presentation/d/1pwDkwOo3iSQLX8EUHRJ33UFob3oq80I2/edit?usp=sharing&ouid=111370535791703001432&rtpof=true&sd=true</p>	<p>Grammar Vocabulary Listening Speaking</p>	15 min
Post-task	<p>After all the presentations were developed, some specifications were made on the board about the grammar and pronunciation errors most evident in each of the Role Plays, for which they were asked to correct the structures themselves and to repeat the pronunciation of certain words.</p>	Board Markers		7 min
<p>Evidence: Annex 1</p>				



Role Play No.2: What do you like to do?

The second Role Play was applied during the third week of the integral practicum and whose topic was Present Simple (likes and dislikes). In this activity, the objective was not only to encourage listening skill and vocabulary acquisition but to complement the grammar lesson in order to differentiate the use of present simple and to tell their likes and dislikes to someone else, as well as to introduce themselves to someone new. This implementation was successful at moment of learning English in the four linguistic skills.

Table 16

Pedagogical – Research – 2° Role Play Implementation

EXECUTION PLANNER - RESEARCH PEDAGOGICAL PROJECT			
Project: “Enhancing A1 Learners’ Oral Production Skills Through Role Plays with a Task-Based Learning Approach at a Public University in Colombia”.		Level: A1	
Educational institution:	Trainee teacher:	Week:	Semester:
Universidad de Pamplona	Olga Lucía Ávila Gualdrón	26th – 30th Sep.	First
Tutor:	General skills:	Supervisor:	Topic:
Marjorie Verónica Arciniegas Vera	Listening – Speaking – Grammar – Vocabulary	Judith Cecilia Albarracín Trujillo	Likes and Dislikes
ROLE PLAY NO.:2			
Communicative objective:		- To express your personal information and hobbies when you are meeting a new person	

Linguistic objective:		<ul style="list-style-type: none">- To learn the use of like + ing when talking about activities.- To comprehend when to use ing when talking about your favorite activities to do.		
TASK BASED LEARNING ACCORDING TO ELLIS (2003)				
STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-task	<p>First, they were introduced to the grammatical topic previously seen through questions about how they feel when they meet someone new, such as (How do you feel about meeting new people?/ Do you like to meet new people? / why?). For this, they were provided with a table with vocabulary about feelings to be used while expressing their answers.</p> <p>After this, they were presented with a video showing a conversation between two people. They were then asked some true or false questions about the video and the feelings they could see in the video.</p>	<p>Markers Slides of Unit 4: https://docs.google.com/presentation/d/11OoVwpuJK8YwTYUIYzlcsuBqwJn7Iqxs/edit?usp=sharing&ouid=111370535791703001432&rtpof=true&sd=true</p>	<p>Grammar Vocabulary Listening Writing</p>	<p>25 minutes</p>

Task	Having done this, two students were asked to read a previously made conversation, and through this, in groups of two, all students had to change the conversation and make it real for them. For this they were provided with the necessary vocabulary already seen in that week's classes.	Slides of Unit 4: https://docs.google.com/presentation/d/11OoVwpuJK8YwTYUIYzlcsuBqwJn7Iqxs/edit?usp=sharing&ouid=111370535791703001432&rtpof=true&sd=true	Grammar Vocabulary Listening Speaking	15 min
Post-task	At the end of the presentations, a group feedback was given, highlighting the aspects to improve both in like + ing structure and pronunciation. They were also highlighted and congratulated for the use that many of them made of the vocabulary seen during the week.	Board Markers		7 min
Evidences:				



Role Play No.3 Activities in or out

The third Role Play was applied during the seventh week of the integral practicum and the topic was Past Simple (likes and dislikes). In this activity, the objective was for students to use the past tense, both regular and irregular verbs, through a conversation where they told what they had done over the weekend. This implementation was successful at the moment since the students were able to use not only one but four of their skills.

Table 17

Pedagogical – Research – 3° Role Play Implementation

EXECUTION PLANNER - RESEARCH PEDAGOGICAL PROJECT			
Project: “Enhancing A1 Learners’ Oral Production Skills Through Role Plays with a Task-Based Learning Approach at a Public University in Colombia”.		Level: A1	
Educational institution:	Trainee teacher:	Third week:	Semester:
Universidad de Pamplona	Olga Lucía Ávila Gualdrón	24th – 28th Oct.	First
Tutor:	General skills:	Supervisor:	Topic:
Marjorie Verónica Arciniegas Vera	Listening – Speaking – Grammar – Vocabulary	Judith Cecilia Albarracin Trujillo	Past Simple
ROLE PLAY NO.:3			
Communicative objective:		- To describe some aspects of your life in the past	

Linguistic objective:		- To use regular and irregular verbs in past simple		
TASK BASED LEARNING ACCORDING TO ELLIS (2003)				
STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-task	<p>First, they were introduced to the grammatical topic previously seen through some exercises where they are using verbs in the past tense, they were also asked questions about activities they like to do either outside or at home, they named some of them and voted for the best activity.</p> <p>After this, an audio is presented in which two people are heard talking about their exit in or out, with that in mind the students filled in a chart and could take it as an example for the development of their own conversation.</p>	<p>Markers</p> <p>Slides of Unit 8: https://docs.google.com/presentation/d/1eG_DRrEoc088OA5CQkxbxAV2JIBTiAs/edit?usp=share_link&ouid=111370535791703001432&rtpof=true&sd=true</p>	<p>Grammar</p> <p>Vocabulary</p> <p>Listening</p> <p>Writing</p>	25 minutes
Task	<p>After this the students were shown the type of vocabulary to use and using this as an example, two students had to develop their own Role Play.</p>	<p>Slides of Unit 8: https://docs.google.com/presentation/d/1eG_DRrEoc088OA5CQkxbxAV2JIBTiAs/edit?usp=share_link&ouid=111370535791703001432</p>	<p>Grammar</p> <p>Vocabulary</p> <p>Listening</p> <p>Speaking</p>	15 min

		&rtpof=true&sd=true		
Post-task	At the end of the presentations, group feedback was given, highlighting the aspects to improve.	Board Markers		7 min

Evidences:
Annex 2



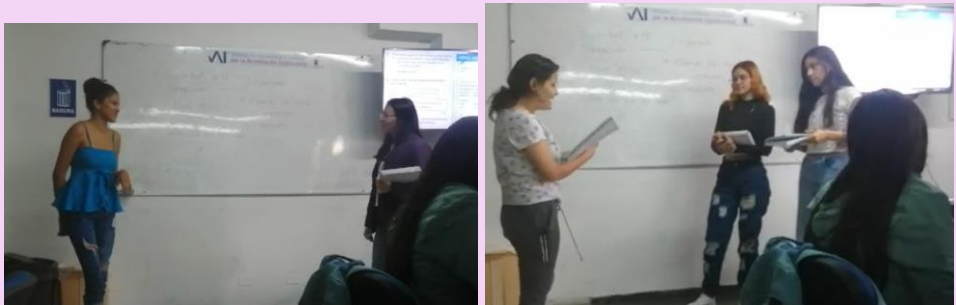
Role Play No.4 Let's shop!

The fourth Role Play was applied during the eighth week of the integral practicum and the topic was comparative and superlative. In this activity, the objective was for the students to use the grammatical theme learned along with the grammatical rules it had, and then with the vocabulary of clothing they created a conversation based on the situation given in the slides. With this activity, some students were more enthusiastic and used their acting skills and creativity admirably.

Table 18

Pedagogical – Research – 4° Role Play Implementation

EXECUTION PLANNER - RESEARCH PEDAGOGICAL PROJECT				
Project: “Enhancing A1 Learners´ Oral Production Skills Through Role Plays with a Task-Based Learning Approach at a Public University in Colombia”.		Level: A1		
Educational institution:	Trainee teacher:	Third week:	Semester:	
Universidad de Pamplona	Olga Lucía Ávila Gualdrón	31st Oct – 4th Nov.	First	
Tutor:	General skills:	Supervisor:	Topic:	
Marjorie Verónica Arciniegas Vera	Listening – Speaking – Grammar – Vocabulary	Judith Cecilia Albarracin Trujillo	Comparative and Superlative	
ROLE PLAY NO.:4				
Communicative objective:		- To describe objects using comparative and superlative		
Linguistic objective:		- To use Comparative and Superlative in sentences		
TASK BASED LEARNING ACCORDING TO ELLIS (2003)				
STEP	DESCRIPTION	MATERIALS	SKILL	TIME
Pre-task	<p>First, they were introduced to the grammatical topic which was comparative and superlative. Then, some comparison exercises were done so that the students could contextualize the topic.</p> <p>After this, the students watched a contextualization video where comparatives were used and a discussion was held where they were asked what types of products</p>	<p>Markers</p> <p>Slides of Unit 9: https://docs.google.com/presentation/d/1yU96dFnAPzStTiPjHDqK3oiAGsrOG5Xi/edit?usp=share_link&ouid=111370535791703001432&rtpof=true&sd=true</p>	<p>Grammar</p> <p>Vocabulary</p> <p>Listening</p> <p>Writing</p>	25 minutes

	they commonly bought.			
Task	The students were then asked to perform a Role Play, for which they were provided with a situation that they could adapt and modify according to their liking.	Slides of Unit 9: https://docs.google.com/presentation/d/1yU96dFnAPzStTiPjHDqK3oiAGsrOG5Xi/edit?usp=share_link&ouid=111370535791703001432&rtpof=true&sd=true	Grammar Vocabulary Listening Speaking	15 min
Post-task	At the end of the presentations, group feedback was given, highlighting the aspects to improve.	Board Markers		7 min
Evidences:				
				

Methodology of the Research

Research design

This study took a qualitative design since the information that was collected corresponded to reflective journals, interviews, and questionnaires. Likewise, this study adopted an action research mixed design defined by Creswell (2012)

Action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students. In some action research designs, you seek to address and solve local, practical problems, such as a classroom-discipline issue for a teacher. In other studies, your objective might be to empower, transform, and emancipate individuals in educational settings (p.22)

The empowering feature of this design let students get rid of barriers, negative factors influence, limitations and biases. The researcher, as a teacher as well, can decide changes while he implements the project. That is to say, the improvement is the main goal and all the changes can help to achieve that goal.

Population and Sample

The population chosen to be examined in this research are first semester students of the Bachelor's Degree Program in Foreign Languages at the University of Pamplona whose ages range from nineteen to twenty-one years old, and their linguistic level is A1 based on the hourly intensity that the CEFR proposes to accomplish this competence.

On the other hand, the participants will be four female students from one of the two groups in charge for the pre-service teacher. The selection of individuals will be through a non-probabilistic sample in which respondents are chosen based on their convenience and availability (Creswell, 2012, p. 204). This will be done in order to avoid possible inconveniences in the disposition and participation of the individuals who will be part of the research sample.

Data collection, Techniques and Instruments

In order to further advance the exploration and identification of the present research project, the researchers established five techniques and methods of data collection, which are reflective journal by Lindroth (2014), survey by Ballou (2008) and the semi-structured interviews based on Ayres's definition (2008).

Reflective Journal

The reflective journal allowed researchers to analyze, and interpret the information collected in the observations required during the research. According to Lindroth (2014) Journals have been particularly effective in encouraging reflective thought. Also, Krol (1996) stated that journal writing is an approach that fosters reflection, and it is an effective source of dialogue between student and teacher. In other words, reflective journals have many positive benefits that can help understand what happens during the observation and why it happens and to have a deep analysis of the process of data collection.

In this sense, weekly reflective journals were prepared for each week, from which the most important and essential aspects that help to answer or justify certain situations will be taken. Below is one model of the twelve journals made by the trainee teacher, to explore the other reflective journal, go to [annex 3](#)

Survey

Ballou (2008) stated that survey is a common method used in social, empirical and scientific fields as it provides the researcher with information about the people and the social phenomena in which they are involved. The author also emphasizes the importance of using a survey to find out the opinions, attitudes, and behaviors of the participants in order to obtain other

factual information about members of this population, thus helping to create a statistical profile of the populace to which the sample belongs. Based on this, a single mid-semester survey will be implemented since the survey is a method to define the level of certain emotions in determined classroom situations.

Table 19

Survey #1

Title of research project:		“Enhancing A1 Learners’ Oral Production Skills Through Role Plays with a Task-Based Learning Approach at a Public University in Colombia”.	
Type of research:		An action research	
General objective:		How can Role Plays enhance A1 learners’ oral production?	
Specific objectives:		- How can the task-based learning methodology be used to implement Role Plays with A1 learners? - What are learners’ perceptions towards Role Play implementation? - In which manner does the Role Play feedback improve learners’ oral performance?	
Objective of the instrument: To identify how the students of the basic English course at the University of Pamplona perceive certain elements that are related to their oral competence and how this can be influenced by the different types of activities that can be performed in foreign language classes, such as Role Plays.			
Question:	Category of question:	Type of question:	Ratings
How do you rate the Role Plays?	Multiple Choice Single Response	Closed	Beneficial Distressing Stressful Motivating Other
Do you feel that your performance in the first Role Play was:	Multiple Choice Single Response	Closed	Excellent Good Fair Bad Other
How do you consider the corrections made by your teacher?	Multiple Choice Single Response	Closed	Frustrating Discouraging Beneficial Motivating

			Other
What do you think is the most necessary element for the implementation of a Role Play?	Multiple Choice Single Response	Closed	Vocabulary Practice Pronunciation Grammar Other

Annex 4

Table 20

Survey #2

Title of research project:		“Enhancing A1 Learners’ Oral Production Skills Through Role Plays with a Task-Based Learning Approach at a Public University in Colombia”.
Type of research:		An action research
General objective:		How can Role Plays enhance A1 learners’ oral production?
Specific objectives:		<ul style="list-style-type: none"> - How can the task-based learning methodology be used to implement Role Plays with A1 learners? - What are learners’ perceptions towards Role Play implementation? - In which manner does the Role Play feedback improve learners’ oral performance?
Objective of the instrument: To identify how the students of the basic English course at the University of Pamplona perceive certain elements that are related to their oral competence and how this can be influenced by the different types of activities that can be performed in foreign language classes, such as Role Plays.		
Question:	Category of question:	Type of question:
What do you understand by Role Play?	Open	Open-ended
What advantages do you consider that Role Plays have compared to the traditionalist method?	Open	Open-ended
What functions do you think the implementation of Role Plays has played in the classroom?	Open	Open-ended
How do you think Role Plays have helped your oral production performance?	Open	Open-ended

Would you like to continue implementing Role Play in the future in your academic process? Why?	Open	Open-ended
--	------	------------

Semi-structured Interview

Based on Ayres (2008) the semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions, these are neutral in order to give the participant a wide range of feedback. The reason behind the use of this instruments is due to the freedom it can give to the participants to express in their own words that response, which is necessary in order to obtain a worthy answer related to the sample's affective factors.

With the help of the interview, the participants will be able to express their feelings and thoughts in relation to the parameters previously established by the researchers, which is essential in the project, as it is important to show the student's emotions in relation to certain activities or attitudes of the teacher. Thus, a single mid-semester semi-structured interview will be developed.

Table 21

Instruments and activities timeline

[illegible]

Reflective Journal/ Pre-Service Teacher	X	X	X	X	X	X	X	X	X	X	X
Survey						X				X	
Role Play N°1	X										
Role Play N°2			X								
Role Play N°3							X				
Role Play N°4								X			

Note. Created by the author

Ethical Consideration

The participants are notified about the research purpose and all the information regarding this study, in which they give and sign the consent to be part of it. Therefore, Hatch (2002) affirmed that the informed consent is a relevant aspect, insomuch as it is a human subject's requirements which needs to be signed when the formal permission is granted. That is why, the consent is written for participants to read carefully and comprehend all the research process and how it is developed.

Besides, the participants are informed individually to explain in more detail the whole process of data collection. Creswell (2007) stated that the researcher needs to convey the participants, explaining all the study process and its purpose. Likewise, they are given a set time




so that they can ask any question they have due to prior doubts before reading the consent and after doing it, they have full security of delivering the information. Therefore, they have the right and freedom to decide whether they want to help in this inquiry or they want to decline.

On the other hand, their names are anonymous using pseudonyms in order to hide their real identity to protect their privacy. Hence, Christensen and Johnson (2014) emphasized that one important ethical consideration is the confidentiality in which the participants' identity cannot be revealed to anyone other than the researcher and his or her staff. Equally, all the information gathered will be only used for educational purposes and nobody can utilize it with different objectives. Thus, the participants are entitled to read the results after collecting the data to verify if all the information they gave is correct and if they agree with that.

Below is one of the informed consent forms signed by the student. To explore each of these informed consents in detail, go to the annex 5 document.

Figure 7

Informed consent No. 1

Pamplona, 30 de octubre del 2022.

Apreciada(o) estudiante,

Lobón Parra Karina
Programa Lenguas extranjeras Inglés – Francés


Cordial saludo,

El objetivo de esta carta es para agradecerle muy cordialmente el aceptar ser parte de la investigación titulada "Mejora de las habilidades de producción oral de los alumnos A1 mediante juegos de rol con un enfoque de aprendizaje basado en tareas en una universidad pública de Colombia", cuyo objetivo principal es entender el impacto que los juegos de rol puede tener en el mejoramiento de las habilidades de producción oral en inglés en estudiantes de nivel A1, haciendo así que el proceso de aprendizaje de una nueva lengua sea más fácil para el aprendiz.

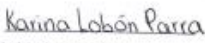
Por lo tanto, recolectará datos por medio de instrumentos tales como encuesta, diario reflexivo y la entrevista semi-estructurada, los cuales se implementarán en el idioma español para evitar malinterpretaciones en las respuestas de los estudiantes. Por ende, de acuerdo a las consideraciones éticas, le aseguramos que su nombre y la información recolectada serán tratados bajo las medidas de anonimidad con el fin de proteger su privacidad e intimidad. Igualmente, estos solo serán usados para la investigación presente y únicamente con fines académicos.

Debido a esto, para asegurar su disposición plena en la participación de la investigación, se le solicita que por favor firme este documento.


De antemano, se le agradece su participación en este proceso académico.



Olga Lucía Ávila Gualdrón
Investigadora del proyecto



Karina Lobón Parra
Lobón Parra Karina
Participante del proyecto



"Formando líderes para la construcción de un nuevo país en paz"

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia

Data Analysis Process

First of all, in order to carry out the data analysis the researcher has to choose a proper technique to analyze data, since the use of a technique could change and obstruct the research process to obtain a response to those research questions. Thus, it is intended in this study, to develop a Descriptive Analysis that will guide and help the data analysis procedure. According to Creswell (2012) a descriptive analysis is an assertive data analysis approach since descriptive statistics will help you summarize the overall trends or tendencies in your data, provide an understanding of how varied your scores might be, and provide insight into where one score stands

in comparison with others. In that regard, Creswell (2002) proposes the analysis and interpretation of qualitative data considering this type of analysis involves six interrelated steps.

In the analysis of the following questionnaire applied to the A1 level trainees of the foreign language degree program, positive responses were found in relation to the Role Plays with the objectives provided earlier in the research, then the individual analysis of each of the questions addressed to the students will be presented.

Figure 8

First survey question

1. ¿Como considera usted los Role Plays?

4 respuestas

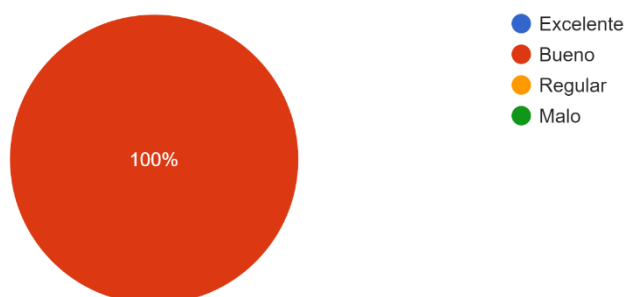


In the first item, it was found that 100% of the respondents, a total of 4 participants, consider Role Plays as a beneficial instrument for the development of their language skills in the classroom.

Figure 9*Second survey question*

2. Siente usted que su desempeño en el primer Role Play fue:

4 respuestas

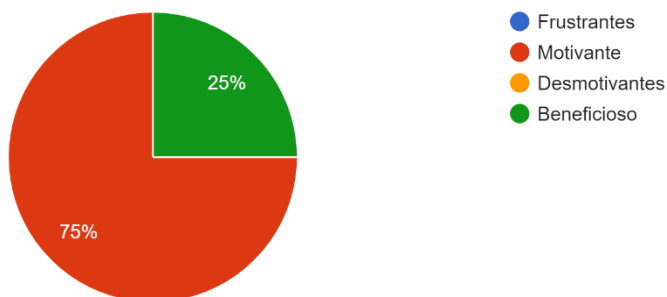


Continuing with the second question, it was discovered that self-evaluation and perception of the students had a good appraisal in relation to their performance in the first Role Play carried out during the semester, which indicates that they have a solid linguistic basis for the continuation of the application of this pedagogical instrument for the consolidation of new grammatical topics.

Figure 10*Third survey question*

3. Considera usted las correcciones hechas por su profesor son:

4 respuestas

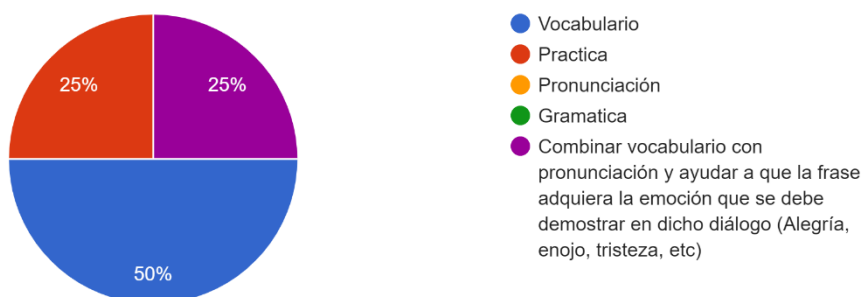


As a third element to be addressed, the students take the corrections given by their teacher in a positive way, since they are used to improve those shortcomings found during the application of the pedagogical instrument.

Figure 11*Fourth survey question*

4. ¿Cuál cree usted que es el elemento más necesario para la implementación de un Role Play?

4 respuestas



As the last element to be discussed, the trainees agree that the fundamental basis of Role Play is practice (1 person) and vocabulary (2 people), having said this, it is found that such responses provide mutual support for the development of the Role Play, as specified by a student who emphasized the use of vocabulary and pronunciation to allow the staging of this oral activity to have a greater impact, since without practice it is impossible to conceive pronunciation

As a general analysis, it can be observed that the Role Play was a tool of great help for the achievement of the linguistic bases that will be used in the following classes, therefore it was noted that there was enough acceptance of both the strategy used and the corrections made that help to constantly improve students' oral production not only on this course but also in other. Also, taking into account the previous knowledge which they counted on and was used for the development of this matter generates great interest in the students, besides that the vocabulary and the practice are taken as a fundamental foundation for the practice of the Role Place with which it will be explored to achieve an improvement.

As a second instrument to be analyzed we have the reflective journals, seven of which have been carried out so far, in which we will take into account mainly those aspects related to the oral production developed during the class and its performance.

In the first week, the reflective journal showed the development of basic activities such as the personal presentation of each one of them, where the teacher gave them the opportunity to do it in English or Spanish, most of them chose to do it in Spanish, which may show the possible fear and lack of confidence in their own oral production skills, however, there were other people who did it in English, giving them the opportunity to see a little of their level of English and start working from there, for this, there was also a mini Role Play that was previously established in the Cutting Edge book where they showed good pronunciation and intonation, something important in a Role Play, however within the Role Play it was evidenced "Regarding their skills, they have good basics, however, these need to be improved, but above all their oral production, since they tend to ask questions in Spanish and very few try to use English. I think this is because the teacher tends to use a little more Spanish than English ([Annex 6](#))" this taking into account the school context where in certain occasions Spanish is used more than English.

In the second week, activities related to the unit were developed in which the dynamism of the classes was sought through small interactions, for this an activity was applied in which based on the personal presentation of each one of them, they had to write two truths and a lie to be guessed by one of their classmates, here the oral performance was positive since the personal presentation was already a previously made information, which suggests that the exercises that have a continuity made before an activity can be efficient. On the other hand, a mini Role Play was also performed in which the following was evidenced "At the end of the class, we developed a small role play structured of have got topic, where even though some of them did not want to go

to the front for fear of what people would say, in the end they showed emotions of joy and fun because they found it entertaining and something a little out of the ordinary to what they had already experienced in past English classes ([Annex 6](#))" Therefore, with this it is intuited that Role Play can help them not only to improve their oral performance, but also to be motivated and confident.

In the third reflective journal, there was more evidence of a good relationship between student and teacher, as well as the improvement of their language skills, however, they made some mistakes possibly because of nerves, as evidenced in their presentation of the hometown "they got nervous when they had to present, just like I did at some point. I tried to be as kind and careful as possible with the Feedback as I know this can affect them quite a lot ([Annex 6](#))". Thus, we can see the possible influences that feedback can have on students' motivation and performance. Despite the progress made by the students, there are still some points to be addressed in order to reach an assertive development of this linguistic competence.

In the fourth week a better management of oral production was evidenced through an activity developed with the task-based learning method, which constituted in the creation of a hobby that they considered the strangest for them, taking into account the examples that were seen previously. Here despite the fact that the activity boosted their creativity and therefore their motivation, many times they encountered the obstacle of using Spanish when they did not know what other information to add in English "Another detail I noticed was that when they did not know what to say or were not sure of what they were saying, they resorted to explaining in Spanish what they were saying, which I tried to get them to do by building for them an idea from which they could take and keep expanding, however, it did not always work." ([Annex 6](#)).

Continuing with the fifth Reflective Diary, in this one being midterm week, their oral performance in the oral exam was evidenced, which was somewhat diminished compared to the previous activities developed, taking into account that these topics had already been used in the classroom, this was caused perhaps, due to the little control of their emotions being that the first experience in an exam at the university.

In the sixth Reflective Journal, there was a great improvement in the student-teacher relationship, making the development of the activities easier. As for communication in English has had its improvement, however, it is still more the use of Spanish within the classes "there is still the same problem of wanting to speak only Spanish and not English, although this has decreased a little since there are some students who always try to talk to me in English even through the chat, but there is still some way that they can produce without so much fear of being judged by the way they pronounce or also by the way they give an idea ([Annex 6](#))"

Continuing in the seventh Reflective Journal, it was implemented a conversational activity where the students needed to answer some questions already established in order to use past simple, thanks to that the researcher perceived more participation. "Lately I am noticing that through this type of exercises, both groups are showing much more willing to speak and participate in the different dynamics that are presented in class, however, as I already expressed in several occasions, they still do not want to use English much to ask or give an opinion ([Annex 6](#))".

In the eighth week, a Role Play was carried out in which first a listening exercise was performed to guide the students so that they could carry out a conversation taking into account some aspects. Within this activity some aspects such as confidence and better pronunciation were highlighted, "students showed more comfort and an improvement in some aspects of pronunciation that has been corrected throughout the semester, and also, they used very well the grammatical

topic taught in class ([Annex 6](#)). This was also confirmed when by the students "they were asked about how they felt about this Role Play and they expressed feelings more comfortable than at the beginning".

Taking this into account, in the ninth week, students when performing a related Role Play where they developed showed positive emotions among which creativity and passion were highlighted when developing such Role Play, "students were enthusiastic about doing them since the more effort they made to act, the more they and the audience enjoyed it, therefore, it is evident not only the benefit of Role Play as a tool to improve oral production but also as a motivation for the learning process ([Annex 6](#))."

In this same order of ideas, in the tenth week, the students had to perform a Role Play for their oral exam, where once again, the same characteristics as the previous week were identified, adding the improvements they have had in areas such as fluency, pronunciation and the ability to improvise, pronunciation and the ability to improvise in the act "A great improvement was seen in pronunciation, use of language, fluency, and ability to improvise since students had the probability to forget what they had planned and studied so they had to make the conversation remain coherent and comply with the situation previously given ([Annex 6](#)). "

All these improvements were reflected in week eleventh, in which the Cultural Morning Tea was developed, where the students were able to use their oral production skills, so it was a facilitator for them to do activities such as dramatization about the history of tea, as well as to talk and interact with the public that was going through each booth to know about the history of tea in that place "they could be able to give the information assertively and understandably to the public ([Annex 6](#))." The conclusions and observations that had been taken last week in the oral exams were also checked; the students expressed that they had to improvise on many occasions because

they forgot what they had prepared or their partner changed something in the conversation, all for the Role Play to follow an order.

Finally, in week twelfth the fruit of the work done in all the weeks was evidenced, more active participation in English was appreciated in the students taking into account their interactions from the beginning, "the students are losing their fear, that the constant activities and interactions have helped their fluency and confidence since at the beginning the lack of confidence towards me and their abilities made them use English very little ([Annex 6](#))".

Table 22

Semi-structured Interview Answers

Category	Sub-category	Question	Participant 1	Participant 2	Participant 3	Participant 4
Role Play Perception	RL Performance	What do you consider your level of oral production was like in the first week of the semester?	Pues era un nivel bastante bueno, pero no era un nivel que yo diga estoy segura, sino que habían muchas dudas al respecto.	Considero que no estaba tan mal pero obviamente sí había cosas que tenía que mejorar	Creo que era bastante bajo en cuanto a vocabulario, pronunciación y conocimiento de estructuras gramaticales. También se me dificultaba la escucha, así mismo como poder producir oraciones, tenía en cuenta el vocabulario, pero era a veces	Pienso que era bueno, claramente fallaba en algunas estructuras así como también en la pronunciación de algunas palabras pero es normal, teniendo en cuenta que no practicaba tanto el idioma como ahora.

					complicado crear las oraciones correctas.	
		Have you improved your oral production compared to before? In what way?	Sí ha mejorado considerablemente porque pues pese a que en un principio yo sentía como presiones o había momentos donde pues no sabía si se usaba alguna palabra por ejemplo el artículo definido, entonces, pues ya con el tiempo de tanta práctica, pues ya como que esas cosas uno las empieza a aprender.	Yo creo que sí mejoré, no solo en el tema de hacer Role Plays como tal sino en comparación más que todo a la seguridad porque es por decirlo así una preparación para una posible conversación futura.	Sí, bastante porque el Role Play ayuda mucho en la práctica y a desenvolverse mejor en el idioma y pues antes como no lo practicaba tanto pues era muy complicado querer comunicarme además por la vergüenza de no saber como hacer una oración y que lo juzguen a uno.	Yo siento que si, porque como ya dije antes yo tenía algunas fallas de pronunciación y quizás también de seguridad, entonces los Role Plays me han ayudado a que tenga como más confianza en lo que digo por el hecho de que con los Role Plays estoy practicando lo que ya he visto en clase.
Task-based Learning	Benefits in the educational process	How did the topics used to develop the Role Plays help you? Why?	Pues me han ayudado como en practicar los temas gramaticales porque son temas que se han visto en las anteriores unidades, digamos también cuando usar algunas palabras dependiendo del contexto, por lo menos en lo personal yo le ponía the a todo y	Me ayudaron a replantear mejor las ideas que tengo en mi cabeza y también a organizar las mejor, porque en el aspecto gramatical cometía errores, por ejemplo, en cómo explicar el orden de	Me ha ayudado para hacer bien la estructura de lo que voy a decir y pues en general porque pues porque las temáticas que hemos visto son las que nos permiten poder comunicar lo que	Me han ayudado en gran medida a practicar los temas ya vistos, porque como dije en la pregunta anterior pues los Role Plays me han ayudado a practicar que es un aspecto bastante importante, y

			<p>pues claramente el the no se usa en cada cosa, sino hay ciertas cosas específicas en las que realmente se debe usar. Pues también siento que me ha permitido como manifestar lo que lo que estoy actuando no solamente como llegar y decir las frases, sino realmente como meternos en el papel.</p>	<p>una oración, o me olvidaba ciertas cosas y cosas así.</p>	<p>necesitamos A veces no se puede desenvolver uno bien solo con el vocabulario, si no necesita de las temáticas de las estructuras de todos los temas que hemos visto para poder hacerlo.</p>	<p>pues como los temas usados en los Role Plays son los mismos visto en clase entonces siento que ha sido una buena ayuda por eso.</p>
	<p>Do you think that the activities done before a Role Play helped you in the development of the Role Play? Why?</p>	<p>Pues sí ayudan bastante, digamos que es como un spoiler o de pronto como tomar una idea de inspiración para crear el roleplay. Tambien, digamos que para mi fueron una guía para poder hacer el Role Play, asi como también para reforzar el tema gramatical visto y aclarar dudas acerca del mismo. Pues si me han ayudado porque dentro de esas actividades hay como videos que hablan del tema entonces uno aprende</p>	<p>Sí yo siento que, si ayuda, porque para mí es como tener una guía en sí. Y luego colocar en práctica esa guía.</p>	<p>Sí porque pues nos ayudan a conocer más el tema que estamos viendo; la estructura gramatical y al mismo tiempo con una situación cotidiana para poder luego unirlas y hacer el roleplay. Las actividades son más o menos como una especie de guía que le sirve para el desarrollo del Role Play.</p>	<p>Yo creo que si ayudan porque te permite como saber del tema o de la actividad, en este caso el Role Play, y pues te da como una guía para saber que hacer, que gramática usar, que vocabulario usar y pues si, como tal familiarizarse con algunas ayudas de palabras y expresiones para después poder hacer</p>	

			expresiones nuevas que se emplean de distinta forma y pues eso nos ayuda bastante como familiarizarnos un poquito más con el idioma.			nuestro propio Role Play.
Feedback	Feedback by teachers	How have the corrections made in the Role Plays helped you to improve your oral production in other activities?	Ok pues lingüísticamente siento que todas esas correcciones nos han aportado a que podamos corregir las cosas que estamos haciendo o pronunciando mal para que así llegado un caso hipotético si nos encontramos con alguien cuya lengua natal es el inglés, pues obviamente como darse de entender de forma correcta y no, que esa persona entienda las palabras en un contexto distinto porque pues eso suele pasar.	Pues sobre todo en la pronunciación en el momento de que nos corrigen. Si entonces lo que más lo que más se rescatado y también como ya había hecho el tema de la seguridad.	Pues como tal para poder expresarme de la manera correcta, a veces podemos cometer errores a la hora de expresar nuestras ideas al oral, pero gracias al conocimiento de los profesores, nos ayudan a mejorar esas falencias que tenemos o pulirlas para poder tener una mejor producción oral, por ejemplo, una frase que para nosotros suene bien, pero para un hablante no porque es muy informal.	Claro que sí, porque algunas veces por el miedo o porque uno no sabe comete errores entonces al recibir esas correcciones podemos mejorar esas falencias, además, también ha hecho de que yo tenga más seguridad en lo que digo porque ustedes ya me han hecho correcciones en ese ámbito.

Table 23*Survey # 2 answers*

Category	Sub-category	Question	Participant 1	Participant 2	Participant 3	Participant 4
Role Play Perception	RL composition	What do you understand by Role Play?	Es una actuación corta en la que a veces suele tener personajes y a veces sólo se plantea una situación	Para mí un role play es un método de aprendizaje en el que se establece unas pautas a tener en cuenta para una interacción.	Una situación del diario común representada por dos o más personas.	Es un juego donde las personas que participan pueden escoger el personaje que deseen ser durante una corta o larga actuación. Cada uno toma su papel y lo interpreta de la forma en que desee, todo se vale allí, los participantes pueden colocarle al personaje poderes o las características que deseen.
	RL Advantages	What advantages do you consider that Role Plays have compared to the traditionalist method?	Son una forma más didáctica de interactuar con otro idioma y entender el contexto de algunas palabras	Que hace más dinámico el aprendizaje.	Que directamente estamos llevando los conocimientos a la práctica, nos ayuda a recordar y aprender nuevo vocabulario, así como la	Que permite que los que participan puedan imaginar y crear y en el caso de los idiomas permite que coloquen en práctica expresiones

			nuevas o conocidas		forma en que hacemos uso de nuestros gestos, acciones con el inglés.	aprendidas o el vocabulario que ya manejan y esto a su vez hace que cada uno reflexione sobre las expresiones o vocabulario del cual care y el cual debe reforzar o adquirir.
Task-based Learning	Functions in the Foreign Language Classroom	What element do you think the implementation of Role Plays has played in the classroom?	Nos ha ayudado a tener más seguridad para hablar y a aplicar vocabulario en el contexto indicado	Nos ayuda a poner en práctica los temas vistos para tener más seguridad al hablarlo en una situación real.	Ayuda a la práctica, extender el vocabulario y mejorar pronunciación	Permitir que se pueda perder la timidez, que se pueda improvisar y no tener algo mecanizado, sino que haya a capacidad de usar otra palabra o hacer otra acción en caso que se olvide algo de lo aprendido.
Role Play Perception	RL Advantages	How do you think the Role Plays have helped your oral production performance?	Han sido una muestra de cómo aplicar lo aprendido en clase a la hora de hablar y de qué forma usarlo	Me ayudan a acostumbrarme más a mantener una conversación.	Gracias a la práctica de las diferentes situaciones he extendido mi vocabulario, también me ayuda a recordar las estructuras de las oraciones.	Me han permitido tener más confianza y seguridad en mí, me ha permitido analizar el vocabulario que poseo y sobre todo el que me hace

						falta por aprender.
		Would you like to continue implementing Role Play in the future in your academic process?	Si, es una forma creativa y didáctica de aplicar lo aprendido	Sí, porque además de ayudar en lo que ya mencioné, está la posibilidad de ser corregido y aprender mejor de ello	Sí, pues ayuda en la mayoría de los aspectos necesarios para aprender, practicar y dominar el idioma.	Sí, de esta manera seguiré avanzando en tener más seguridad de mí y en adquirir nuevo vocabulario según las situaciones que me coloquen.

Annex 14

Findings

Considering the information presented above, making use of the data collection instruments mentioned in the previous section, it was sought to identify key elements from the weekly reflective journal, survey, and semi-structured interview to establish particular ideas that can be converted in generalities and therefore solid results that respond to the effectiveness of the Role Play in the improvement of oral production skills in A1 learners. Thus, it was conceived the idea of developing the analysis of the information gathered in conjunction in which three categories emerged: Role Play Perception, Task- Based Learning in FL, and Feedback. Furthermore, the instruments one by one counts with several question that helps not only to answer one category, but also the different questions proposed in the division.

In this sense, the results will be presented following the categories previously established:

Table 24

Role Play Perception

Category	Subcategory
Role Play Perception	<ul style="list-style-type: none"> • RL Composition • RL Performance • RL Advantages

Table 25*Task-Based Learning*

Category	Subcategory
Task- Based Learning	<ul style="list-style-type: none"> • Benefits in the educational process

Table 26*Feedback*

Category	Subcategory
Feedback	<ul style="list-style-type: none"> • Feedback by teachers

These aspects are explained in detail in the rest of this work.

Role Play Perception

The first finding that was encountered is about the perception that students have about Role Play, this taking into account that it is important to know in what way, positive or negative, learners consider Role Play within their educational process since, according to Qizi and Qizi (2022) where

Role Play can increase the interest of students in the classroom making them change from a passive role to a more active role in the construction of their own knowledge.

RL Composition

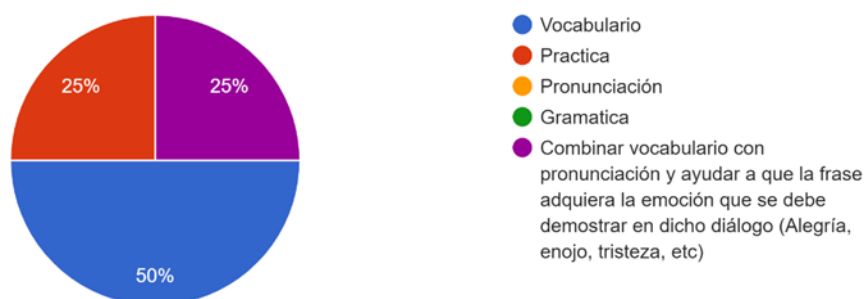
To know the perception of the students towards Role Play, it is necessary to know the basis of the knowledge they have about it, to which the students responded about the definition of it, considering Role Play as a game where two or more people interpret a certain situation of daily life using different tools, among them their imagination and creativity so that it has its development, in addition, a student defined it as a "learning method in which some guidelines are established to take into account for an interaction" Participant 1.

The fact that the vast majority of them considered Role Play as a game, gives rise to the fact that it is not pigeonholed as a boring activity to perform in the classroom, on the contrary, they can take it as a moment of amusement where they are having fun while learning and practicing those grammatical structures seen. This is said by taking into account the main elements necessary for the development of a Role Play; according to the participants, vocabulary combined with pronunciation are the essential elements since both help the conversation to acquire a more realistic tone in the dialogue, a statement that can be evidenced in the Reflective Journal #1 "Regarding their skills, they have good intonation and pronunciation, however, these need to be improved". Therefore, it demonstrates how despite being considered mostly as a game, they still understand the nature behind the use of Role Play in FL classes.

Figure 12*Survey #1 – question 4*

4. ¿Cuál cree usted que es el elemento más necesario para la implementación de un Role Play?

4 respuestas



With this, we can say that the students' perception towards Role Play is a positive one as they consider it both as a learning tool that has its guidelines and rules, where the main elements are pronunciation and vocabulary, as well as an entertaining activity that helps them to learn and practice those grammatical topics and vocabulary learned in class in a non-boring and entertaining way.

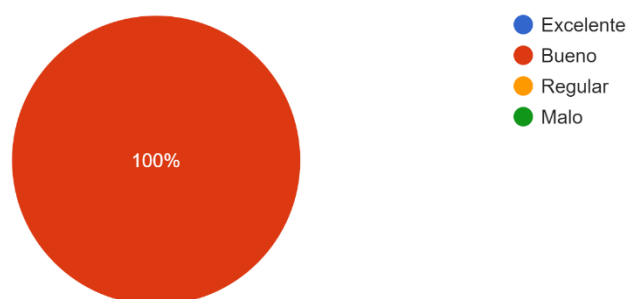
RL Performance

After having defined the concept of Role Play in the students, it is now necessary to look at their perception of their level of oral production at the beginning of the semester, as well as their experience in the first Role Play done in the class. Between these two concepts, the students reached an agreement in which the great majority qualified their level of oral competence and their first Role Play as good, but with elements to improve such as pronunciation and knowledge of certain grammatical structures.

Figure 13*Survey #1 – question 2*

2. Siente usted que su desempeño en el primer Role Play fue:

4 respuestas



They also highlighted the insecurity they had due to doubts and lack of practice. "Well, it was a pretty good level, but it was not a level that I would say I am sure, but there were many doubts about it." Participant 1. "I think it was good, clearly I failed in some structures as well as in the pronunciation of some words but it is normal, taking into account that I did not practice the language as much as I do now." Participant 4. This indicates that they have a solid linguistic basis for the continuation of the application of this pedagogical instrument for the consolidation of new grammatical topics, however, due to security issues and lack of practice, there are some shortcomings in this.

With this in mind, it was proceeded to compare the perspective they had of their Role Play performance before and after, to which they all arrived at a positive answer where they claimed that they had improved not only in the linguistic part but also in the security that this tool gave them, "I think I did improve, not only in the topic of doing Role Plays as such but in comparison more than anything to the security because it is so to speak a preparation for a possible future

conversation". Participant 2. Similarly, this was confirmed in Reflective Journal #8 "they were asked about how they felt about this Role Play and they expressed feeling more comfortable than at the beginning".

Therefore, it is concluded that the students during the course of the semester, thanks to the different Role Plays done in class and in exams, have helped them not only to improve their linguistic levels through constant practice, but also to have fun and find confidence when speaking since they are applying the grammatical themes and it is easier for them to improvise, something evidenced in the oral exams of the second term "A great improvement was seen in pronunciation, use of language, fluency, and ability to improvise since students had the probability to forget what they had planned and studied so they had to make the conversation remain coherent and comply with the situation previously given".

RL Advantages

In the previous category, through the Role Play performance, students evidenced improvements in their linguistic level; however, it is necessary to know what benefits they believe the Role Play tool has. For this reason, the students were asked in what way they considered the Role Play tool, to which the students qualified it as beneficial. This is justified in that for them it has been a way to apply the acquired knowledge within a freer conversation and they feel confident about this. "They have been a sample of how to apply what they have learned in class when speaking and how to use it" Participant 1. "They help me get more used to having a conversation." Participant 2.

In addition to this, students expressed other types of advantages about a traditionalist method of repeating words without putting them in context, to this, they expressed that mostly Role Play has allowed them to have more dynamic learning since it has allowed them to be the

ones to create the different scenarios and to use those words or expressions learned, which makes them more participatory in their learning process as they become aware of their strengths and elements to improve "It allows those who participate to imagine and create, and in the case of languages it allows them to put into practice expressions learned or the vocabulary they already handle and this, in turn, makes each one reflect on the knowledge they need to reinforce or acquire. " Participant 4.

For this reason, students consider that such a tool as Role Play should continue to be applied in their academic process since they are using their knowledge in a controlled environment where they can receive feedback on those elements to improve and thus avoid doing them in the future "Yes, there is the possibility of being corrected and learn better from it" Participant 2

Task-Based Learning

Within the educational process, the students have evaluated and evidenced that the benefits of task-based learning in their foreign language learning process have been to maintain a continuity of ideas that allows them to learn in an easier way the Role Play since the situations used within the Role Plays go hand in hand with the topics seen in the classes. In addition, besides reviewing the topics, they are given a contextualization for their proper use, "Well, they have helped me to practice grammatical topics because they are topics that have been seen in previous units, let's say also when to use some words depending on the context" Participant 1.

Similarly, also these activities are done before the Role Play helped them to have a guide and become familiar with the topic to be used within the Role Play thus facilitating the creation of their situation with the vocabulary and expressions learned previously, "I think it helps because it allows you to know the topic or the activity, in this case, the Role Play, and it gives you a guide to

know what to do, what grammar to use, what vocabulary to use and so yes, as such become familiar with some helpful words and expressions to then make our Role Play". Participant 4.

Feedback

Among the benefits of Role Play, it is also necessary to see how the corrections made during Role Plays have influenced them positively or negatively. The students considered this as motivating and beneficial, since the feedback provided by the teacher has allowed them to understand the mistakes they make and try to solve them, apart from this, it has also improved their pronunciation, an important element in the development of a Role Play, as already evidenced before. Thanks to these corrections students can recognize those elements to improve and polish them "It has helped me to express myself correctly, sometimes we can make mistakes when expressing our ideas orally, but thanks to the knowledge of teachers, they help us to improve those shortcomings we have and polish them to have a better oral production" Participant 3.

Conclusion

In light of the results obtained which gave answers to the research questions, it is possible to establish three fundamental statements along with the objectives set.

In the first instance, the use of the task-based learning approach in the implementation of the Role Plays has been used in such a way that it is a tool that facilitates the students in the process of developing the conversation, thanks to this approach it allows students to enter into context about the topic to be used in the Role Play. This allows them to freely use knowledge of previous grammatical topics and unify them with others to use in the activity, thus allowing students to not only implement the traditional technique of listening and repeating, but also to use their knowledge in a given context or created by themselves.

With this in mind, the importance of Role Play in the learning and implementation of the foreign language has been shown that the students have a strong and good conception of this tool, considering it almost more like a game than a simple exercise thanks to it they have been able to experience an increase in their ability to produce orally, as well as the ability to improvise due to the language management they have obtained. In addition, the students see with good eyes its use in the FL classroom since using this they can implement the different knowledge collected up to that moment, so much is the pleasure towards this tool that they consider it important to continue using it in their foreign language classes, in this case, English.

Such has been the impact of the implementation of Role Play that the students evidenced that as they practiced the language, at the same time they felt gradually more confident in the oral activities as well as in giving their opinion. This confidence in their abilities has caused them to be able to demonstrate those elements in which they are strong and those that need to be polished, as well as to have a good disposition towards the opinions and corrections made by the teachers, the combination of which makes the students active participants in their learning process and not simple exporters.

To conclude then, it is necessary to say that the implementation of Role Play in FL is important and a great choice because it allows the student to leave the routine and traditionalist approach of listening and repeating that was probably being used in their schools. With the Role Play it was evident how the students found this tool pleasant and motivating, not only to practice the knowledge they could obtain during the classes but also to be able to be free and express their opinions, thoughts, creativity, and emotions since the Role Play is not only about saying correctly each of the words with the correct grammatical structure and appropriate for the context, on the contrary, it leads the student to create from scratch and believe themselves as participants and

protagonists, thus expressing their feelings and even freeing themselves, which is therapeutic for them.

Recommendations

According to the pedagogical experience of the pre-service teacher from the work-oriented in the Institutional observation, pedagogical component, community outreach component, interinstitutional activities component, and reflective approach, some suggestions are proposed to improve the quality of the English teaching and learning process within the educational institution.

Taking into account the realization of this stage of practice, it is necessary to take into account the times in which the classes are managed and the units that have to be covered by the end of the semester, therefore, it is considered to have open the possibilities of abrupt changes to the activities established for the realization of the project, this taking into account the holidays and extracurricular activities in which students and the program are involved.

On the other hand, consider the participation of one or two more students than the required amount, taking into account that students may cancel the subject and not continue with the process, therefore it is recommended to have a few more participants to avoid future inconveniences in this matter.

Finally, consider the gradual implementation of the Role Plays from structured to semi-structured and unstructured so that the students get used to the implementation of this tool and learn the parameters that they must follow for their development to be as good as possible.

Chapter IV – Outreach component

APTIS Exam Preparation Workshop for the Ninth Semester Students

Introduction

Learning English is one of the essential components of integrating into the global dynamics of education, employment, and personal growth in the context of a globalized world. There are several rules to abide by while studying a foreign language in order to become adept enough to correctly manage each competency. The European Council (2001) states that there are some guidelines to follow from a beginning language user (A1-A2 levels) till a proficient user (C1-C2 levels). This road map should be used by all foreign language formation programs as a tool to examine and evaluate their own internal workings in this area. All the parties participating in the University of Pamplona's foreign language program have continuously worked to achieve high standards of certification for its pedagogical, linguistic, and integral components. One of the key elements required to maintain this recognition is to demonstrate how the students' learning objectives are met. Standardized tests serve as a technical source of proof and self-evaluation for both students and teachers, particularly in the context of linguistic and cultural formation. Additionally, tutoring sessions could assist students in reviewing grammar or lexical concepts, strengthening their skills, and maintaining a direct line of communication with the teacher outside of the classroom.

Justification

The foreign language program offers a few supplemental sessions. There is not a specific focus on getting students ready for a standardized exam in English, even if some of these courses try to prepare students for the DELF/DALF exam in French and the required SABER PRO

examination for undergraduate students. Even though the majority of program English exams are based on the Cambridge assessment organization, more in-depth training is required to deal with more challenging assessments. If not, pupils won't be equipped to meet the demands of the increasingly competitive new job market.

Likewise, one of the requirements for foreign language university graduates is to reach a C1 proficiency level:

Table 27

Common European equivalence in Colombian context

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Note. From *Formar en Lenguas Extranjeras: el Reto*

(https://redes.colombiaaprende.edu.co/ntg/men/archivos/Referentes_Calidad/Estandares_basicos_de_competencias/Estandares_Basicos_Competencia_en_Lenguas_Extranjeras_%20Ingles.pdf)

Objectives

General Objective

- To raise awareness about the importance of taking a proficiency standardized tests in English.

Specific Objectives

- To get ninth semester students prepared to take APTIS exam in a short term.
- To familiarize students with the structure, content and strategies related to British qualifications.
- To set up a space of English reinforcement outside the classroom in the foreign languages program.

Methodology

This complementary workshop will be carried out with ninth semester students from the foreign languages program since those have the necessity of presenting and achieve at least a B2 level in order to accomplish the degree requirement. The course will be divided into two types of exams APTIS For General, and APTIS For Teacher due to some suggestions made by the students since these exams are different, and one of them more complex than the other since it takes different subjects to work on. The sessions will take 4 hours divided into two sessions per week of each group, one week for APTIS For General, and the other for APTIS For teachers.

All of the content will be based on free practice exercises available on internet provided by the British Council.

Furthermore, the course will have 5 components:

- First session: Introduction and explanation of the competences evaluated in the exam (reading, writing, listening and speaking). In addition, type of questions evaluated.
- Second and third session: reading component
- Fourth and fifth session: speaking component.
- Sixth and seventh session: writing component.

- Eighth and ninth session: listening component.
- Tenth session: simulation of the exam.

Table 28*Chronogram of activities*

Chronogram of Ninth Semester										
Workshop Activities	Weeks									
	1	2	3	4	5	6	7	8	9	10
			Exams					Exams		
Introduction and Explanation of the Exam	X									
Vocabulary	X									
Reading Component		X								
Speaking Component				X	X					
Writing Component						X	X			
Listening Component: Not completed									X	X
Simulation of the Exam: Not completed										X

Note. Created by the author***Description of the activities implemented*****First Week**

In this first week, the presentation of the project was made, in which the components to be covered in the coming weeks were discussed one by one, as what they knew about the exam and what expectations they had for the course or which competency they felt was the most difficult for them so that they could work more on it in the next sessions. Afterward, we started with the general

presentation of the exam For General and For Teachers, where we did group exercises to give answers to the questions that appeared as examples in the slides. All this was done to quickly assess the knowledge that each of the students had at the time.

In the same way, the vocabulary component was explained, since it is the same in both exams, and finally a quiz with questions about vocabulary.

Table 29

Implementation of the first session - Community Outreach Component.

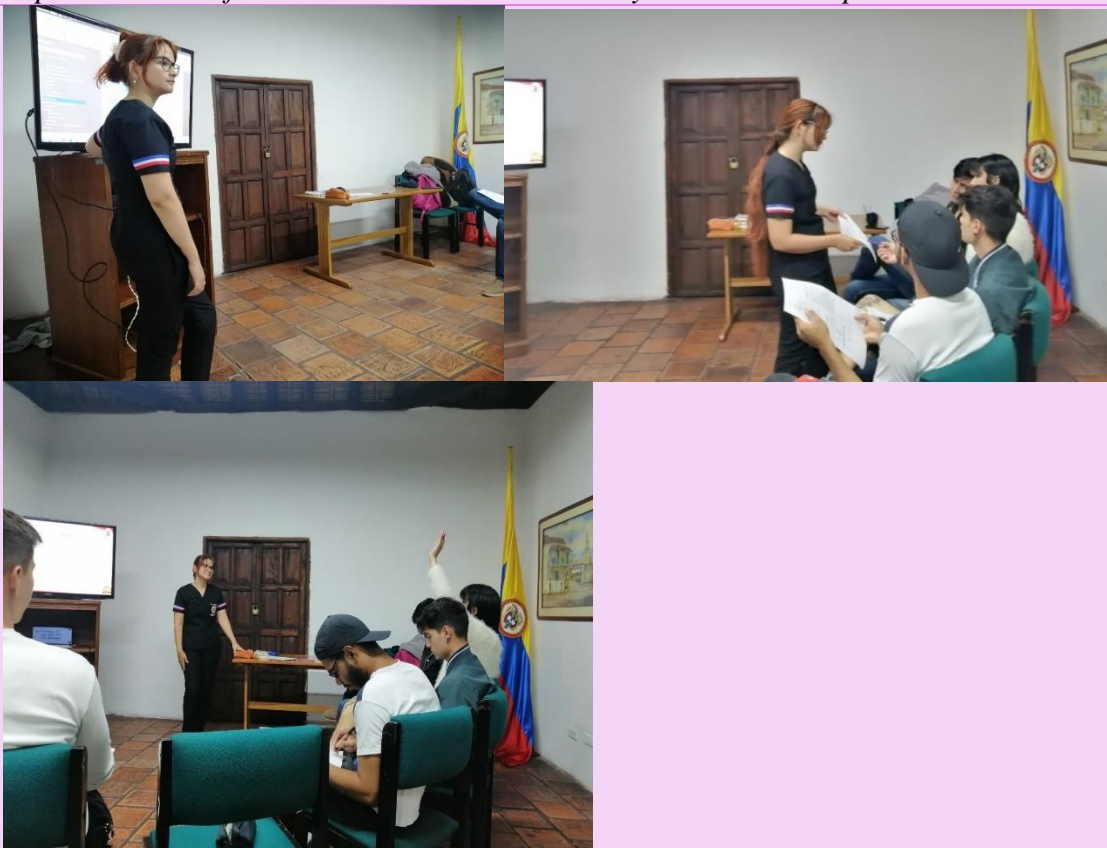


In the second implementation, a more in-depth presentation was made about the reading component in both APTIS For General and APTIS For Teachers, since both had the particularity of having different topics. For example, APTIS For General takes into account topics from different branches, while APTIS For Teachers has texts that are more directed to teaching knowledge, and therefore, contains more complex vocabulary than the previous one.

Taking this into account, it was worked on the Aptis For General, where it was done a group reading of different texts and difficulties taking into account what was established in the APTIS student guide, as well as the discussion of different questions related to the text. Here it was implemented, the same methodology of the previous week was developed, but this time with the For Teachers format, where more emphasis was placed on critical weighing as well as some tips that could be of help to discard possible incorrect answers in the exam.

Table 30

Implementation of the second session- Community Outreach Component.



[Annex 8](#)
[Annex 16](#)

Forth Week

Due to exams week (third week), there was not develop the session, that is why in the next week it was implemented the third session, it was started then with the explanation of the speaking component of Aptis For General, for this we implemented the same strategy as before, where the component is first explained in detail taking into account the specifications, as well as the information to be taken into account to successfully complete that component. Having organized that information, there were implemented some role plays of different topics, taking into account

that this type of activities can be of great help for the student's practice and that he is able to develop and express his opinions about a specific topic or question. In these two weeks, the preparation for both formats previously established was carried out in each one of them.

Table 31

Implementation of the fourth week sessions- Community Outreach Component.



Annex 9

Fifth Week

In the fourth session, it was proceeded to start the explanation of the speaking component in the APTIS For General, using the same dynamics that was done last week. Each aspect was explained, exercises and possible doubts from the students were solved. After this, the students were asked to record audios based on some questions, taking into account the time they should have to be sent via WhatsApp as evidence.

Table 32

Implementation of the Fifth week session - Community Outreach Component.



[Annex 10](#)

[Annex 13](#)

Sixth Week

This week it was proceeded to the explanation of the written production component For General, which is divided into 4 parts, where each part is explained step by step with examples and discussed among all to encourage participation and criticism. After making different examples of this, it is the started to perform a written activity where the 4 parts of the format were addressed.

Table 33

Implementation of the sixth week session- Community Outreach Component.



ACREDITACIÓN INSTITUCIONAL
Avanzamos por nuestra digitalización

APTIS GENERAL – READING PART

Nombre: *Chayane Pota Nava*

1. Choose the word that fits in the gap. The first one is done for you.

Hey Lucy,

Do you have any free time this weekend?

My boyfriend and I are moving houses.

We don't have much furniture to move.

However, we could use your help with some boxes.

Our new house is in a different city.

However, we are going by car and can pick you up.

Love,

Helén

2. The sentences below are from a set of directions in a guidebook. Order the sentences. The first sentence is an example.

- (4) When you exit the front door, make a right and walk towards the lake.
- (1) On your left, there is a yellow tourist information booth. 1
- (7) While you are walking towards the water, you will notice several large skyscrapers. 7
- (2) These buildings have been used in several famous movies.
- (3) After you pass through this urban scenery, you will arrive at the port.
- (6) There, you can purchase a ticket for a scenic boat cruise.

3. Work-Life Balance

Person A

To be honest, I keen on going to the office every day. Having a physical space that defines my job really helps me separate work and home life. I wouldn't say I am close with any one I work with, but we do have some pleasant office banter which helps pass the time. When I leave my job, I don't think about it at all and I can focus all my energy on my two-year old. The salary isn't the greatest, but we get over a month time a year and six days. It's ideal for a while like me because I can use them to take daughter.

Person B

Every morning, I listen to music as I get like this habit really helps me get into it.

Forwards Idioma con la certificación de su nivel por el perfil
 Universidad del Pacífico
 Pácora, Bogotá, Colombia
 Tels: (57) 33853333 - 33853334 - 33853335 Fax: 33853336

Annex 11

Annex 15

Seventh Week

It was continued with the explanation of the For Teachers format, in which we developed the same dynamics that had been used in the past weeks. After this, in order to deepen and reinforce the knowledge seen so far, a small simulation of a written production was developed.

Table 34

Implementation of the eighth week session- Community Outreach Component.

ACREDITACIÓN INSTITUCIONAL
Avanzamos, ¡le vamos al frente!

APTIS FOR TEACHERS-WRITING PART

Nombre: Diego Alejandro Viverocha Giraldo

1. You are joining a teacher's social committee. Fill out the form. Write short answers (1-5 words) for each message. You have 3 minutes.

- What is your name?
Diego Alejandro Viverocha Giraldo
- What subject do you teach?
English and Spanish
- Where are you from?
Pamplona, Colombia
- How long have you been teaching?
One year
- What is your favourite genre of music?
Pop

2. You are a new member of the teacher's social committee. Fill out the form. Answer the question in 20-30 words. You have 7 minutes. Please tell us about what you do in your free time and why.

During my free time I like to train and listen to music and sometimes I love reading. Furthermore I like to walk or do mountain hiking with my pet.

3. You are speaking to fellow members of the teacher's social committee in a group chat. Respond to them in full sentences (30-40 words per answer). You have 10 minutes in total.

- Christina: Hey! Welcome to the group. Can you tell us why you decided to join our social club?
First of all it is important to me to join such a considerable social club with the purpose to keep up with everything in the school. I want to say that my presence in this group will be very significant and I hope to see everything of me and be able to grow with all of you. Professional.
- Diana: What kinds of activities do you hope to do with us?
I look forward to work with all of you, giving the best of me, providing new ideas, do an excellent teamwork and solving problems that involve all of us.

Formulario APTIS para la acreditación de un nuevo país en paz
Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tel: (57) 5652321 - 5652324 - 5652325 Fax: 5652320

ACREDITACIÓN INSTITUCIONAL
Avanzamos, ¡le vamos al frente!

APTIS FOR TEACHERS-WRITING PART

Nombre: Catalina Arenis

1. You are joining a teacher's social committee. Fill out the form. Write short answers (1-5 words) for each message. You have 3 minutes.

- What is your name?
My name is Catalina Arenis
- What subject do you teach?
I teach English, French and Spanish
- Where are you from?
In Lima, Colombia
- How long have you been teaching?
For about four years
- What is your favourite genre of music?
My favourite genre is Rock

2. You are a new member of the teacher's social committee. Fill out the form. Answer the question in 20-30 words. You have 7 minutes. Please tell us about what you do in your free time and why.

I dance because I love it and enjoy it. I feel peaceful and relaxed. I can go to different cities and knowing different cultures and more kinds of new dance steps.

3. You are speaking to fellow members of the teacher's social committee in a group chat. Respond to them in full sentences (30-40 words per answer). You have 10 minutes in total.

- Christina: Hey! Welcome to the group. Can you tell us why you decided to join our social club?
I love teaching and want to share my ideas with others and more important improve my pedagogical skills listening to all my partners.
- Diana: What kinds of activities do you hope to do with us?
Could do some debates about new techniques of learning and teaching, share experiences and share students for improving our teaching skills.

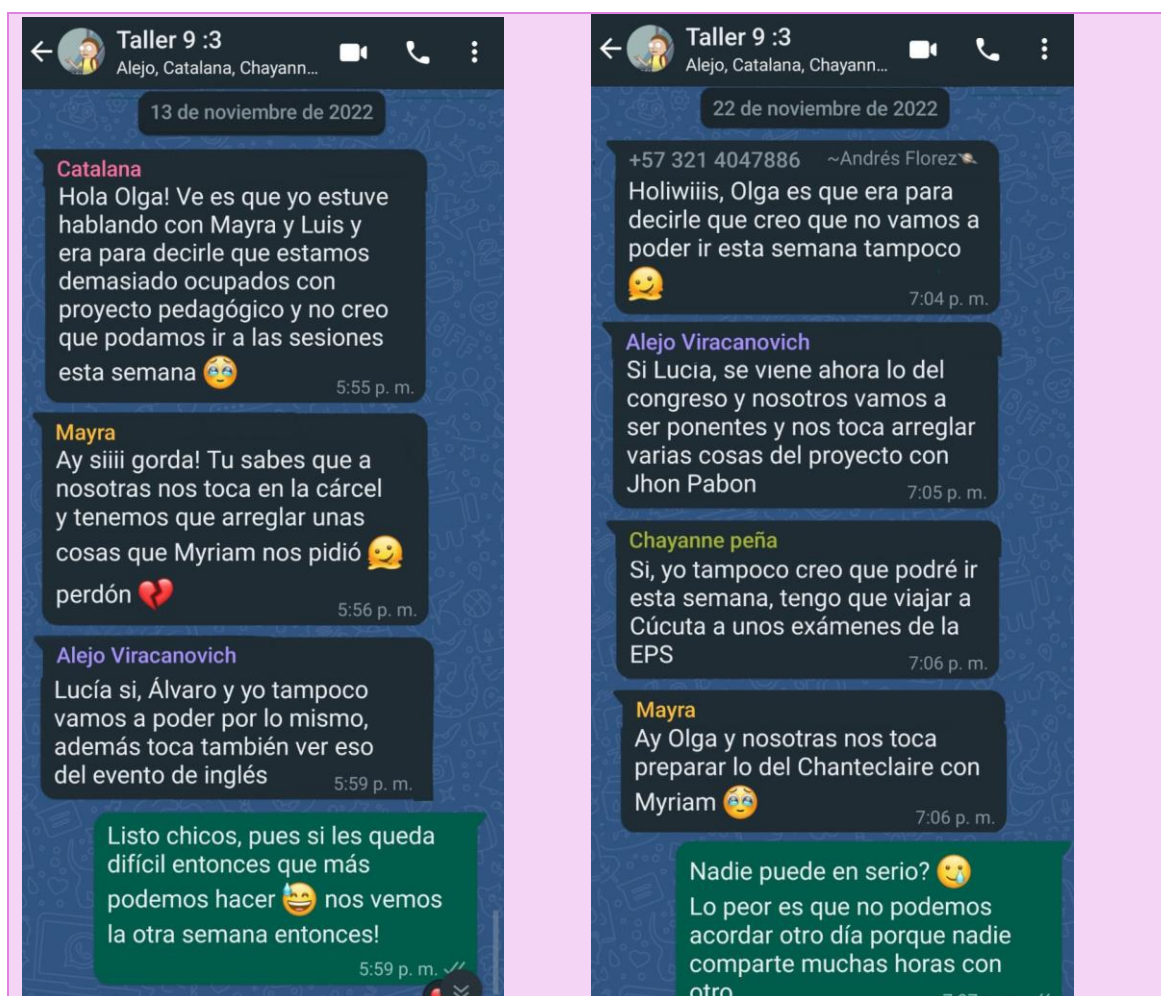
Formulario APTIS para la acreditación de un nuevo país en paz
Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tel: (57) 5652321 - 5652324 - 5652325 Fax: 5652320

Nineth and Tenth Week

In the last weeks of the workshop, due to the responsibilities and duties of the students, it was impossible to hold any sessions since they were busy planning and elaborating activities related to the pedagogical project, research project, cultural morning tea, Chanteclaire and the congress.

Table 35

Implementation of the nineth and tenth week session- Community Outreach Component



Conclusion

For the development of this workshop, it has been worked in a gradual and controlled manner taking into account the time that was stipulated for each of these components to be seen, analyzed and worked in the best possible way, all this taking into account the suggestions made by the students since there is a constant concern about the international level exams, and they are clear about the great responsibility that comes with having a good score on these exams.

Students have been able to work together and use their critical analysis for the development of each of the activities proposed there, this in order to achieve a greater understanding of the structure of each of them and thus make it easier for them to develop it.

It can be concluded that the outreach component promoted to the undergraduate students has allowed those students who are about to take the international language level exams to know how it is composed and thus be able to receive training and some tips so that this process is not tedious and much less difficult. Therefore, it has allowed the students to feel more prepared and less hesitant to take this exam, being not only important for this individual, but also for the university to know that their students are getting a certificate of language level quite high.

Chapter V – Intrainstitutional Activities

Introduction

Being a member of a superior education program as a practitioner implies a huge responsibility and duties with the institution and the program itself. From this view, that is why this stage requires an engagement with all the processes involved during the academic semester related to several kind of events such as cultural, teaching meetings and practicum orientation sessions, without getting away of all the academic obligations.

In addition, one of the main functions will be to get to know and respect all the policies and rules of the foreign languages program at the University of Pamplona, as well as the vision and mission of the degree. The practitioner role will be assumed also as a representation of the students' voice during all the processes carried out inside the program and the university, such as curricular renovation, institutional accreditation, etc.

Objectives

General objective

- To actively participate of all the processes and events managed by the FL program during the semester.

Specific objectives

- To express any thought and opinion about the program endeavors with all the due respect and following the chain of command.
- To help teachers and students to organize all the cultural events of the degree.

- To assist to all the meetings and pedagogical activities inside the program.

Methodology

The teachers' staff of the foreign language program at the University of Pamplona has arranged a general meeting every Tuesday at 8:00 at the department of languages and communication. The practitioners' responsibility is to assist and participate of this meeting as well as the English area ones is carried out once a week. These spaces allowed the launch of the processes and the decisions made by each member of the teaching community. Also, the achievement of the main goals of the program.

Among all the events and meeting topics of the collective here can be mentioned:

- Organization of academic events: English and French macro events, etc.
- Participation on administrative and institutional activities

Intra-institutional Chronogram of Activities Proposed in the Program

The following chronogram corresponds to all intra-institutional activities established only from September to December.

Table 36

Intra-institutional Chronogram

Ag o. 20 22	2 9	3 0	3 1	1 Inicio de clases Entrevista est 1er sem	2 Prueba clasificatoria	3	4
	5	6	7	8	9	1 0	1 1

	1 2	1 Insc validacione s	1 4	1 Integración Departamento	1 6	1 7	1 8
	1 9	2 0	2 1	2 2	2 3	2 4	2 5
	2 6	2 7	2 8	2 ACOLPROF-Bga 9	3 ACOLPRO F-Bga 0	1 ACOLPROF- Bga	2
Oc t. 20 22	3 Evaluaciones 1	4	5	6	7	8	9
	1 Registro Notas 1 0	1 1	1 Ceremonia Grados 2	1 3 ASOCOPÍ , Ponente Gabriel Cote	1 4 ASOCOPÍ , Ponente Gabriel Cote	1 ASOCOPÍ Conference 5	1 6
	1 7	1 Cancelacio nes 8	1 9	2 0	2 1	2 SABER-PRO Inicio 2	2 3
	2 4	2 5	2 6	2 7	2 8	2 9	3 SABER- PRO-Fin 0
	3 1	1	2	3	4 Festival de teatro: Literatura anglófona y francófona	5	6
No v. 20 22	7 Evaluaciones 2	8	9	1 0	1 1	1 2	1 3
	1 Registro Notas 2 4	1 DELF A1- A2 Evento Inglés 5	1 DELF B1 6	1 DELF B2 7	1 DELF C1- C2 8	1 9	2 0
	2 1	2 2	2 3 Chanteclair 2022	2 4	2 5	2 6	2 7
	2 8	2 9	3 0	1 XI Congreso Jóvenes Inv	2 XI Congreso Jóvenes Inv	3	4
Di c.	5 Pruebas Internas B1-Ing-Fr	6 Ev Docente	7	8	9	1 0	1 1

20 22									
1 2	1 3	Evaluaciones 3 Registro Notas 3	1 4	1 5	1 6	1 7	1 8		
1 9	2 0	Fin de semestre	2 1	Habilitaciones	2 3	Habilitaciones	2 4	Inicio vacaciones Planta	2 5

Note. From (<https://unipamplonaedu.sharepoint.com/:x:/s/COLECTVODOCENTE->

[LENGUASEXTRANJERAS/EUolaFdEB6lOvkypYO_7mL4Bc3tLN8YTngsI_wlUbp73uQ?e=gdeU6z](https://unipamplonaedu.sharepoint.com/:x:/s/COLECTVODOCENTE-LENGUASEXTRANJERAS/EUolaFdEB6lOvkypYO_7mL4Bc3tLN8YTngsI_wlUbp73uQ?e=gdeU6z))



Description of events and activities


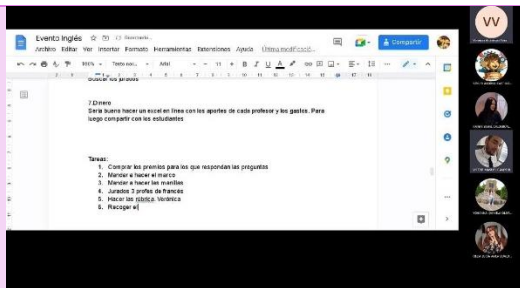
Since the beginning of the integral practicum until today, eight intra-institutional activities have been developed, it means, one or two activities per week and which range from a general meeting of program teachers, English teachers meeting and a full working day. Each intra-institutional activity is described in detail below:

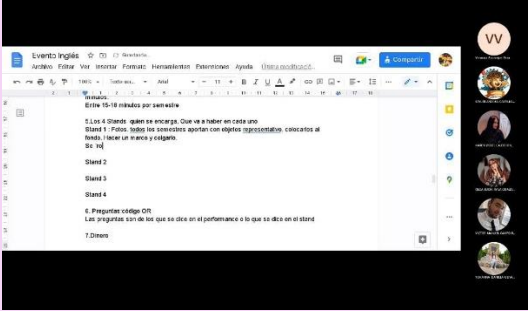
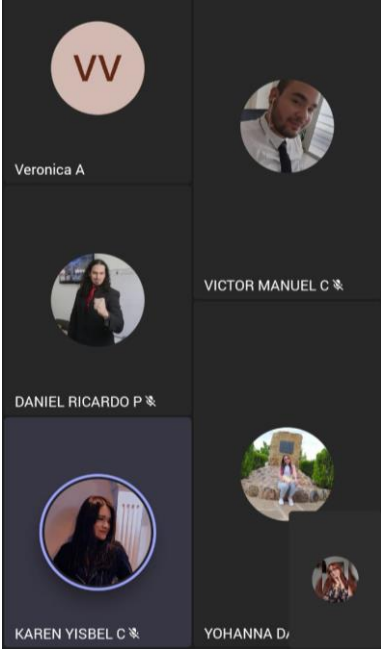
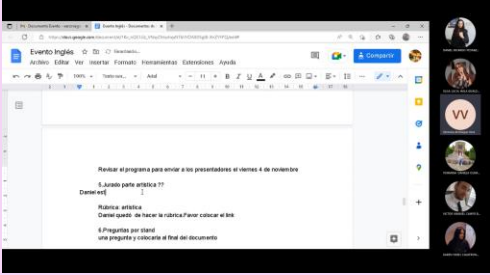
Table 37

Intrainstitutional activities

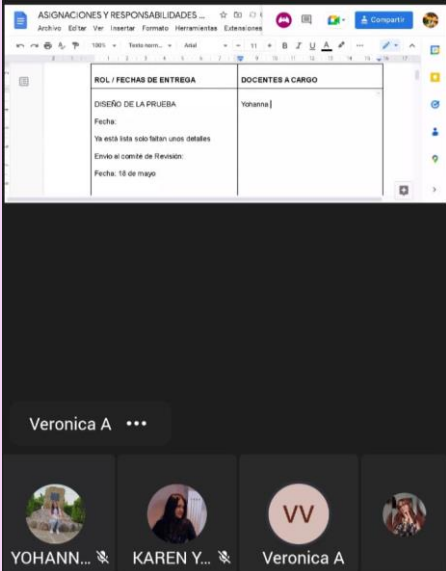
Date	Objective	Type of Activity	Description	Evidence
------	-----------	------------------	-------------	----------

02/09/2022	- To supervise the placement test	Placement test to First semester students	In this exam, which took place on Friday, September 2 from 10 am to 12 pm, the pre-service teacher supervised and examined the first-semester students who were taking the test. Using a Google forms, the students answered questions that covered the competencies of oral comprehension, written comprehension, and written production. If they obtained a good score on the test, they were given an oral production test to determine whether or not they were promoted to the second semester in English.	
13/09/2022	- To know relevant aspects about auto-evaluation	First general meeting of program teachers	The first institutional meeting that the pre-service teacher had to attend was the collective meeting of all the professors of the program, which was scheduled to be held every Tuesday from 8 to 10 am. In this first meeting, topics related to teacher evaluation and the internal evaluation of the program were discussed, highlighting some aspects to be taken into account.	
14/09/2022	- To organize the English event of the semester	First English teacher meeting	This meeting was established to be held every Wednesday from 9 to 10 am to discuss topics that pertain to the whole English area. On this occasion, they talked about the event of the semester, which was called afternoon tea at that time. For this, it was	

			considered to make the event different from what was already being developed, deciding that each semester would choose a country that had cultural roots with tea and that this would make a stand and one or two presentations, for this the idea of the possible place was shuffled and it was established that the best place would be the coliseum of the Virgen del Rosario headquarters.	
20/09/2022	- To analyze the different components about auto-evaluation	Second general meeting of program teachers	In the second meeting held, different aspects were discussed about virtual or physical attendance, as well as some points to be taken into account that were presented by the students about the courses. The importance of the students doing the teacher's evaluation was emphasized. Likewise, they talked about the next research congress to be held jointly with the University of Cordoba.	
21/09/2022	- To set up the most important elements to implement the event	Second English teacher meeting	In the second meeting of the area, more details and logistics were discussed about the event, which was designated to be held in the morning and renamed cultural morning tea. Aspects related to the loan of stands through the university were discussed, as well as the materials and logistics necessary to make a budget and designate the value of the tickets.	

			between course teachers and research teachers. But before that, a small celebration was held for those professors who had their birthday in that month.	
20/10/2022	- To talk about the budget and the possible gifts	Fifth English teacher meeting	In the next area meeting, some points to be resolved were taken into account, among those to decide what would be the purpose of the stands that were previously obtained through the university. They also talked about the collection of money and its management to be able to talk and decide about the prizes to be given.	
26/10/2022	- To discuss the Budget and possible use of it	Sixth English teacher meeting	It was discussed the money that has been used to pay for some of the items previously discussed, we also had to rethink those gifts that had been considered in previous meetings taking into account the money available at the moment.	
2/11/2022	- To talk about the possible gifts and possible questions in the event	Seventh English teacher meeting	There was a discussion about the responsibilities that each of the teachers was charged with. Also, it was discussed about the questions which will be asked at the event. Once again, the gifts were discussed, which would be	

			designated for those who correctly answer the questions asked by each semester.	
15/11/2022	- To review congressional agreements with unicordoba	Third general meeting of program teachers	In this meeting, the different decisions taken with the University of Cordoba about the next research congress in Pamplona, which is planned to be held next month, were summarized. The types of papers and their modality were discussed, most of which will be face-to-face and simultaneous.	
15/11/2022	- To check the last details before the event	Eighth English teacher meeting	On the same day the teachers' collective meeting was held, a meeting of the English teachers was held, in which the last details of the event were arranged, which will be held the following day. They talked about the available money and the prizes for the second and third places which were planned to be certified taking into account the money collected, the place was also inspected and the stands were organized.	
16/11/2022	- To perform the different activities proposed by each semester	Cultural Morning Tea	On this day the event was held, which had been planned for the last few meetings, where the students performed different artistic and linguistic displays about tea. The event included dramatizations, dances, songs, and an explanation of the history of tea in each stand where judges	

			evaluated different aspects, mainly their linguistic level. At the end of the event, the prizes previously assigned in the meetings were awarded.	
23/11/2022	- To organize the placement test of four semester	Nineth English teacher meeting	In this meeting we discussed the next activity to be carried out, which is the placement test for the fourth semester students, for which we delegated responsibilities such as supervising the classrooms as well as conducting the oral exam and grading the written exams.	

Conclusion

Concerning about this component, it was evident that all the activities developed during the stage of practical activities allowed the pre-service teacher to acquire a deep perspective of the teachers and students, as well as of the educational process, thus allowing her to broaden the knowledge concerning the educational field and to be aware of the great importance of this knowledge to analyze the management of the relevant and vital issues that are required to guide the different educational processes within the program.

On the other hand, the development of these activities has been significant both for the students and for the teacher in training since these spaces enhance the collective welfare within the Educational Community. From the learning point of view, it can be intuited that the different intra-institutional activities developed so far, leave a path of experience and teaching for the application

of professional life by each of the teachers who share each of their points of view that go hand in hand by the experience and expertise that characterizes them, in addition to their accompaniment in each of the issues addressed in these activities make more enjoyable and interesting the transition from student to professional that we carry at this time.

Chapter VI - Reflective approach

For the development of the different narratives made during the practicum stage, the process that was carried out was first from a perspective of individual analysis where the different activities and actions carried out during the classes made during the week were evaluated, then, how these were received by the students, thus giving a reflective conclusion where it is intended to provide a solution or continuation in the next classes.

In the development of the professional practicum, it can be observed that in the course carried out with the pedagogical research project to improve oral production through the use of the pedagogical strategy role play, with which a significant progress has begun to be found between the previous knowledge of the trainees and their development in the encounters carried out in the course of the subject, all this hand in hand with the survey conducted with which it could be verified that the students are open to corrections and a deeper learning through this strategy that allows them to improve their linguistics in a more perceptible way for them.

As for the outreach component, which is the preparation exam, two formats were used, the general exam and the exam for teachers, of which it could be stated that they work in a slow but understandable way for the trainees, who in this case will choose one or the other format for their study. In such a way, that they can interact with the one that is easier for them to handle and deepen, thus giving rise to a better meaningful learning for each of the students of the subject, seeking as a purpose that they can understand each of the proposed formats, their composition and other components with which they will experience a better teaching at the time of handling a simulation as the end of the work done.

As a step to follow the intra-institutional activity component, the self-evaluation of the program has led us to understand and comprehend how the different processes carried out in each

of the courses of the program are perceived not only by the students, but also by the community in general. Similarly, it is worth remembering the area meetings which allow us a greater connection with the trainees for which accompaniment is made in the decision-making process of the last morning tea cultural event, in which thanks to the different ideas, opinions and support given by the different English teachers in the meetings, allowed the event to be developed with few inconveniences and that would have allowed the presentation of the different shows developed by the students.

References

- Ahea, M.-A.-B., Ahea, M., & Rahman, I. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice*, 7(16), 38-41. Retrieved 05 13, 2021, from https://www.researchgate.net/publication/347963917_The_Value_and_Effectiveness_of_Feedback_in_Improving_Students'_Learning_and_Professionalizing_Teaching_in_Higher_Education
- Aliakbari, M., & Jamalvandi, B. (2010). The impact of 'role play' on fostering EFL learners' speaking ability: a task-based approach. *Pan-Pacific Association of Applied Linguistics*, 15-29. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiJnpPekPz5AhUvVTABHdZ7CmsQFnoECAMQAQ&url=https%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FEJ920501.pdf&usg=AOvVaw2BmcoqBBXRsvdVg_ZW0a8K
- Ani, A. (2019, 11 1). Positive Feedback Improves Students' Psychological and Physical Learning Outcomes. *Indonesian Journal of Educational Studies*, 134-143. Retrieved 05 18, 2021, from https://scholar.google.com.co/scholar?q=Positive+Feedback+Improves+Students%E2%80%99Psychological+and+Physical+Learning+Outcomes.&hl=es&as_sdt=0&as_vis=1&oi=scholar
- Ávila Cabrera, J. J. (2022). Improving Oral Production Skills in the Business English Class Through Creative Dubbing. *Journal of English for specific purposes at Tertiary Level*. doi:<https://doi.org/10.18485/esptoday.2022.10.1.5>
- Ayres, L. (2008). Semi-Structured Interview. In L. Given, *The SAGE Encyclopedia of Qualitative Research Methods*. doi:<https://www-doi-org.unipamplona.basesdedatossezproxy.com/10.4135/9781412963909.n420>

- Ayuningtias, D., Wulandari, & Yana. (2019). The Use of Role Play to Improve Students' Speaking Skill. *Professwional Journal of English Education*, 416-420. Retrieved from <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/2940>
- Badrasawi, K., Solihu, A., & Tunku Ahmad, T. (2020). Second Language Speaking Anxiety Among Malaysian Postgraduate Students at a Faculty of Education. *International Journal of Education and Literacy Studies*, 54-61. Retrieved from <https://www.journals.aiac.org.au/index.php/IJELS/article/view/6003>
- Bahri Yusoff, M. S. (2013). *Using Feedback to Enhance Learning and Teaching*. Malaysia: Centre for Academic Excellence & Student Advisory and Development. Retrieved 05 13, 2021, from <https://cdae.usm.my/images/PDF/using-feedback-to-enhance-tl.pdf>
- Ballou, J. (2008). Survey. In P. Lavrakas, *Encyclopedia of Survey Research Methods*. doi:<https://www-doi-org.unipamplona.basesdedatosezproxy.com/10.4135/9781412963947.n563>
- Ben Hamed, N. S. (2018). Role- Play Technique and the Oral Skill Improvement :A Case Study of Some Libyan Students at the English Language Centre of the Libyan Academy in Tripoli. 68-87. Retrieved from <http://lan1.uot.edu.ly/upload/1543010291-76afa.pdf>
- Brown, D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman. Retrieved from <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>
- Buhendwa Rubango , J. (2019). The Most Difficult Basic Skill Faced by Learners of English in First Year Undergraduate Classes at UEA/Bukavu, DR Congo. *Scientifici Research Publishing*. doi:<https://doi.org/10.4236/ce.2019.102033>
- Büyükkarci , K. (2009). A Critical Analysis of Task-Based Learning. *Kastamonu Education Journal*, 313-320. Retrieved from https://www.researchgate.net/profile/Kagan-Buyukkarci/publication/285744934_A_critical_analysis_of_task-based_learning/links/5cece572458515026a61406e/A-critical-analysis-of-task-based-learning.pdf

- Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge, U.K.: Press Syndicate of the University of Cambridge. Retrieved from <https://rm.coe.int/16802fc1bf>
- Creswell, J. W. (2012). *Educational Research; Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Forth ed.). Boston: Pearson.
- Dewaele, J.-M., Franco Magdalena, A., & Saito, K. (2019). The Effect of Perception of Teacher Characteristics on Spanish EFL Learners' Anxiety and Enjoyment. *Journal of Language and Social Psychology*, 523-535. Retrieved from <http://journals.sagepub.com/doi/10.1177/0261927X19864996>
- García, A. (2022). The "Role Play" Technique as a Strategy to Improve Oral Production of the French Language in Higher Education Students. *International Journal of Research Publication and Reviews*, 468-470. Retrieved from https://www.researchgate.net/publication/362666992_The_Role_Play_Technique_as_a_Strategy_to_Improve_Oral_Production_of_the_French_Language_in_Higher_Education_Students
- Geyskens, J., Donche, V., & Van Petegem, P. (2012, 07). Towards effective feedback in higher education: bridging theory and practice. *Reflecting Education*, 8(1), 132-147. Retrieved 05 13, 2021, from <http://www.reflectingeducation.net/index.php/reflecting/article/view/110>
- Gutiérrez Gutiérrez, D. (2005). Developing Oral Skills through Communicative and Interactive Tasks. *PROFILE*, 83-96. Retrieved from <https://www.redalyc.org/pdf/1692/169213801008.pdf>
- Hamouda, A. (2013). An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom. *International Journal of English Language Education*, 17-34. Retrieved from <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.887.2050&rep=rep1&type=pdf>

Hattie, J., & Timperley, H. (2007, 03). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112. Retrieved 05 13, 2021, .mk

1 2ZMN, BNMN, BNfrom <http://www.columbia.edu/~mvp19/ETF/Feedback.pdf>

Horwitz, E. K. (2001). Language Anxiety and Achievement. *Cambridge University Press*, 24. doi:<https://doi.org/10.1017/S0267190501000071>

Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 125-132. Retrieved April 29, 2021, from <https://doi.org/10.2307/327317>

Ilyosovna, N. A. (2020). The importance of English. *INTERNATIONAL JOURNAL ON ORANGE TECHNOLOGIES*, 22-24. Retrieved from <https://media.neliti.com/media/publications/333378-the-importance-of-english-language-2c7b6d03.pdf>

Johnson, B., & Christensen, L. (2014). *Quantitative, Qualitative, and Mixed Approaches*. Sage. Retrieved from https://www.researchgate.net/publication/264274753_Educational_Research_Quantitative_Qualitative_and_Mixed_Approaches_Fifth_Edition

Johnson, R. B., & Christensen, L. (2014). *Educational Research0- Quantitative, Qualitative, and Mixed Approaches*. SAGE publications. Retrieved 04 06, 2021

Kauffmann, & Kuh, G. (1984). The Impact of tudy Abroad on Personal Development of College Students. 1-31. Retrieved from <https://files.eric.ed.gov/fulltext/ED245591.pdf>

Krashen, & Terrel. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Retrieved from <http://www.library.brawnblog.com/Natural%20Approach.pdf>

Krol, C. (1996). Preservice Teacher Education Students' Dialogue Journals: What Characterizes Students' Reflective Writing and a Teacher's Comments. *Eric*. Retrieved from <https://files.eric.ed.gov/fulltext/ED395911.pdf>

- Lindroth, J. (2014). *Reflective Journals: A Review of the Literature*. Sage. doi:<https://doi.org/10.1177/8755123314548046>
- Lingley , D. (2006). A Task-based Approach to Teaching a Content-based Canadian Studies Course in an EFL Context. *Asian EFL Journal*, 122-136. Retrieved from https://asian-efl-journal.com/September_2006_EBook_editions.pdf#page=19
- Lyle, S. (2002). Talking to Learn: The Voices of Children, Aged9–11, Engaged in Role-play. *Language and Education*. doi:e: <https://doi.org/10.1080/09500780208666833>
- Martin, W., & Dombey, H. (2002). Finding a Voice: Language and Play in the Home Corner. *Language and Education*, 48-61. doi:<https://doi-org.unipamplona.basesdedatosezproxy.com/10.1080/09500780208666819>
- Méndez, M., & Bautista , M. (2017). Motivating and Demotivating Factors for Students With Low Emotional Intelligence to Participate in Speaking Activities. *PROFILE*. doi:<http://dx.doi.org/10.15446/profile.v19n2.60652>
- Ministerio de Educación Nacional. (2022). *Resultados agregados de Saber 11 en 2021*. Bogotá: Instituto Colombiano para la evaluacion de la Educación. Retrieved from <https://view.genial.ly/61fda1b2e940aa00121bafa4>
- Ministerio de Educación Nacional República de Colombia. (2016). *Lineamientos Estandar para Proyectos de Fortalecimienrto en Inglés*. Bogota, Colombia. Retrieved from https://www.mineduacion.gov.co/1759/articles-357562_recurso_3.pdf
- Neupane, B. (2019). Effectiveness of Role Play in Improving Speaking Skill. *Journal of NELTA Gandaki*, 11-18. doi:<https://doi.org/10.3126/jong.v1i0.24454>
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambrigde University Press. Retrieved from <https://bestofbilash.ualberta.ca/Task-based%20Language%20Teaching.pdf>
- Pacheco Pumaleque, A. A., Reyes Carrasco, O. R., & Apaestegui Villegas, V. M. (2019). Role Play to Develop Oral Production of the English Language in Undergraduate Engineering Students. Retrieved from

- https://www.researchgate.net/publication/340662211_Role_Play_to_Develop_Oral_Production_of_the_English_Language_in_Undergraduate_Engineering_Students
- Peña, M., & Onatra, A. (2009). Promoting Oral Production Through the Task-Based Learning Approach: A Study in a Public Secondary School in Colombia. Retrieved from <https://revistas.unal.edu.co/index.php/profile/article/view/11438/36792>
- Pérez Niño, D. F. (2010). The Role of Music in Young Learners' Oral Production in English. *PROFILE*, 141-157. Retrieved from <http://www.scielo.org.co/pdf/prf/v12n1/v12n1a10.pdf>
- Prieto Castillo, C. Y. (2007). Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies. *PROFILE*, 75-90. Retrieved from <http://www.scielo.org.co/pdf/prf/n8/n8a06.pdf>
- Putra, E. (2020). The Importance of Learning English Nowadays. Retrieved from https://www.researchgate.net/profile/Erlangga-Putra/publication/346400434_The_Importance_of_Learning_English_Nowadays/links/5fbfda2b299bf104cf7c484c/The-Importance-of-Learning-English-Nowadays.pdf
- Richards, J. (2006). *Communicative Language Teaching Today*. CAMBRIDGE UNIVERSITY PRESS. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>
- Rivers, W. (1981). *Teaching Foreign Language Skills*. University of Chicago PRESS. Retrieved from <https://books.google.es/books?hl=es&lr=&id=I3JiDwAAQBAJ&oi=fnd&pg=PR5&dq=rivers+1972+foreign+&ots=xdgCgUTSx2&sig=KcCxY4zUzjefdns0t78yz2j3jr8#v=onepage&q=rivers%201972%20foreign&f=false>
- Sadighi, F., & Dastpak, M. (2017). The Sources of Foreign Language Speaking Anxiety of Iranian English Language Learners. *International Journal of Education & Literacy Studies*, 5(4), 111-115. Retrieved 03 22, 2021, from <https://www.journals.aiac.org.au/index.php/IJELS/article/view/3930#:~:text=The%20pre>

sent%20study%20aimed%20at,anxiety%20of%20Iranian%20EFL%20learners.&text=The%20results%20of%20the%20study,which%20caused%20anxiety%20among%20students.

- Tsiplakides, I. (2009, November). Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations. *International Education Studies*, 2(4). Retrieved May 10, 2021, from <https://files.eric.ed.gov/fulltext/EJ1065743.pdf>
- Villalobos, O. (2015). Action Research: Fostering Students' Oral Production in the EFL Class. 349-363. Retrieved from <https://revistas.ucr.ac.cr/index.php/rlm/article/view/22357/22514>
- Vollmeyer, R., & Rheinberg, F. (2005). A surprising effect of feedback on learning. *Learning and Instruction*, 589-602. doi:<https://doi.org/10.1016/j.learninstruc.2005.08.001>
- Zayed, J., & Al-Ghamid, H. (2019). The Relationships Among Affective Factors in Learning EFL: A Study of the Saudi Setting. *Canadian Center of Science and Education*, 105-121. doi:<https://doi.org/10.5539/elt.v12n9p105>