

**MINIMIZING STUDENTS' ANXIETY THROUGH COOPERATIVE LEARNING
AS AN APPROACH TO IMPROVE THEIR ORAL PRODUCTION**

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To God, for He is the One and Only I will always be in debt with. To my parents and sister, for they are my motor and desire to continue doing the right thing.

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PRESENTATION

This project is divided into three chapters, in which are described each of the components. The first one is the Pedagogical Component in which it is presented the information related to the speaking skill and the Cooperative Learning theory, as well as the pedagogical procedure proposed to overcome students' oral production problems. There is a brief description of the approach that was implemented as a manner to foster students' oral production during the English classes.

Also, here it is described the theoretical framework and literature review that back up the approach that was implemented. Moreover, it is mentioned how this proposal was executed, the instruments, the population and else that shape this component.

Secondly, the Outreach Component in which it is explained everything related with the community work and the interaction with the other members of the institution. Here it can be found the service offered by the researcher to the institutional community.

Lastly, the Administrative Component is in the third chapter in which it is stated the intention to actively participate in the administrative and academic activities organized by the school community, and in which are reflected the role of the teacher not only in the classroom but also with the rest in the rest of the institution.

INTRODUCTION

Studying English requires different kinds of interaction such as conversing, discussing, and oral presentations, and students who are afraid of making mistakes in public might perceive these tasks too difficult. Also, when telling the students to do the activities probably give pressure to them. With those feelings of discomfort and insecurity, they find it difficult to share their opinions and actively participate in class deliberations. They become worried and anxious in the classroom.

According to the University of Cambridge Counseling Service (2012), anxiety is defined as a common response to a threatening situation in both physical and emotional reactions; the degree of feeling anxious depends on individual past experiences, beliefs, and attitude. As such, anxiety in the classroom is mostly recognized as a negative factor that lowers the learner's proficiency because they have difficulty in thinking clearly under the anxious moment. This concept was supported by MacIntyre, (1995) who clearly described that anxiety can cause anxious students to separate their attention to different scenarios at the same time; they need to concentrate on both the assignment and their response to it.

For instance, during the classroom observation it was noticeable that while the anxious student is giving an answer to a question in class, he is not only forced to focus on giving the answer to the teacher's question but also on assessing the social inference of the answer. That is why the students do not quite succeed in learning English, they are too worried of what others are going to say or think. Meanwhile, students who are not good at English are likely to have more anxiety because they think that studying this language is too difficult for them. Their anxiety can generate the feeling of dislike and lack of enthusiasm during the class.

However, when observing the classes it was clear that a sense of community is a factor that students believed to be helpful in reducing anxiety. In other words, they feel less anxious when working with partners and in small groups. Consequently, working in a cooperative learning environment is believed to reduce anxiety (Kagan, 1994). Subsequently, this research project was focused on applying the Cooperative Learning as a strategy to improve students' oral production lessening their anxiety levels.

STATEMENT OF THE PROBLEM

The main difficulty identified during the observation process was the anxiety showed by students towards the English classes at the moment of speaking. Although most of the students had the materials to participate in the class such as the worksheets, the dictionary, and so on, they seemed to be resilient to the commands and proposals of the teacher and felt nervous when asked.

To place everything in context, students in Colombia need to develop the four communicative skills in order to successfully accomplish the aims and standards proposed by the Ministry of Education and the National Bilingualism Law in Colombia. That is why the present project needs to make use of at least one strategy that helps students to overcome some of their academic problems in the learning process of English, especially the speaking production.

Throughout the observation phase at Escuela Normal, I had noticed several difficulties concerning the teaching and learning of English. On the one hand, the classes were dedicated on doing activities mostly focused on reading and writing procedures, given that these activities had the additional purpose of training students for succeeding written tests; or, as the teacher would call it “Teaching for Testing”. Consequently, learners’ oral production was not developed satisfactorily. Most of the time, high school teachers lack enough reflection on how to encourage learners’ participation in regard to their communicative competence and this situation worsen when the institution’s concern is to provide students with the tools to pass standardized tests.

On the other hand, 11th graders are not very skilled to communicate orally or interact with others in the target language and when they tried to speak, it was evident their anxiety

and nervousness as well as their pronunciation mistakes, which increased their fear of participating orally.

JUSTIFICATION

Nowadays, English has made its place among the different current languages thanks to its influence in a globalized society, which has situated it as one of the main languages for communicating. Nevertheless, not everybody is aware of its role, especially in Barrancabermeja, where due to its customs and culture, the people in the city is unmindful to the reality of the world outside the limits that they have put on themselves.

That is why the main problem observed in most of the classroom observations in the institution was the anxiety and nervousness when speaking English. Although it is difficult to remove the prejudgments towards learning English, this practicum stage is one of the opportunities to attempt to change the mind of the students, make them recognize the importance of English, not just as a subject from school, but as a tool to open doors, to communicate. That is why this action research was focused on oral production using the Cooperative Learning as a strategy to lower students' anxiety and make them feel better using the language in the classroom.

OBJECTIVES

General Objective

To minimize students' anxiety through Cooperative Learning as an approach to improve their oral production.

Specific Objectives

- To analyze the impact of Cooperative Learning in helping students boost their oral production.
- To apply Cooperative Learning as a strategy to diminish students' anxiety and foster their participation in class.
- To encourage students towards the use of the language with the aid of Cooperative Learning approach.

INSTITUTIONAL OBSERVATION

Topographic Location and Basic School Information

“ESCUELA NORMAL SUPERIOR CRISTO REY” (ENSCR) is a public educative institution with mixed-gender nature located in Barrancabermeja – Santander, with approbation of studies under the Resolution # 1233 of October 28th 1999 for the implementation of Preschool, Elementary and High School education. It also holds a quality accreditation under the Resolution # 78 of January 22nd 2003 for providing Higher education: technical training in teaching called “FORMACIÓN COMPLEMENTARIA” which consists of a 4 semester-period to provide the scholars the title of “NORMALISTA SUPERIOR” and prepare them to work as Preschool and/or Elementary teachers. This institution is located in 28th Street # 53-08 Galan neighborhood.

Institution Authorities

The board of Principals in ENSCR is composed by: The principal, Mrs. Sonia Angela Castro Romero, the head of the institution. Then, the different committees composed by: the academic coordinator, the disciplinary coordinator and the higher education coordinator, who work together in order to enhance the quality and performance of the institution. The rest of the community of the institution is composed by: the students enrolled in the institution, the teachers associated to the institution, the head teachers and administrators, the general staff that offer their services to the institution, the parents or the people in charge of the students and lastly, the former students graduated from the institution who are organized to participate in the school events.

Physical Facilities

This institution is divided into 6 zones: the administrative building, the preschool classrooms, the leisure and sportive spaces, the laboratories building, the elementary-level building and the high school-level building. Here can be found the classrooms distributed all around the floors (3), a teachers' lounge, a library, a chemistry lab, a physics lab, two computer rooms, one chapel, one auditorium with audio-visual and educative aids, a cafeteria and the bathrooms for girls, boys and teachers. The school also has the following physical resources: a soccer field, a basketball/volleyball court, a coliseum, a parking lot and green zones. **(APPENDIX 1)**

Fundamental Aspects of the Educational Institutional Project (PEI)

The Educational Institutional Project “For the Training of a Humanizing and Creative Teacher” of ENSCR has as main purpose the teachers' training for pre-school and elementary education and focuses its educational action on a humanizing pedagogy that in exchange with science, culture and the ethical formation, turns the future teacher into an autonomous and creative being, committed with the transmission of values, in such a way that his/her performance, skills and behavior answer to the necessities of the country and of the current world.

Relevant Aspects of the School Rules

ENSCR in the process of continuous improvement of the institution and as part of the PEI, has elaborated the School Rules with the participation of all the committees, and as product of this labor, adopts it and recognizes it as susceptible of changes accordingly to the events of the daily life and especially with the legal changes that can arise. The fulfillment

of this agreement will allow a healthy and harmonious coexistence, favoring academic and disciplinary normalization of the institution and the formation in values and principles.

The institution acknowledges that it has special, complementary and ethical obligations to be met as a Government representative in the educational process. Therefore, the responsibility is imposed on all actors of the educational community in the integral formation processes that respond to the demands of today's education in Colombia.

Mission

ENSCR educates children and teenagers with vocation of teachers with high human, Christian, pedagogic and scientific quality with the ability to read contexts and solve situations according to the historic moment. As a trainer of future teachers, the institution has the responsibility of leading the innovations in the educational field, to contribute to the social, cultural, political and economic development of the community in Barrancabermeja and the country.

Vision

ENSCR educates children and teenagers who answer to the challenges of the Colombian education and fosters the development of their personality in the values of the God's Kingdom, for what they are supposed to be: instruments for the growth of the community, in order to satisfy the aspirations and needs of the inhabitants of the region. Research center and pedagogic professionalization is directed to reaching the educational excellence, being leaders of scientific and technological changes that ensure the transformation of the educational structures in order to improve the quality of life of the Colombians.

Organizational chart

ENSCR organizational structure is represented by the circular and opened Organization chart giving response to a modern and dynamic administration with an alive organization and uninterrupted movement where all its members interact for the attainment of the proposed achievements. ENSCR is distinctly administered from the Preschool level to the Higher education. In the institutional organization chart it is possible to distinguish the different, hierarchies, dependencies and members that exist in the school facilities and the ones it interacts with outside too. **(APPENDIX 2)**

School Calendar

The activities of the Institution for the whole school year are planned in advance. The calendar of the current year (2016) is displayed in the appendix section. **(APPENDIX 3)**

Schedules

The schedule for the English groups (7th, 11th) that I will be in charge of during the upcoming months can be appreciated in the appendix section. **(APPENDIX 4)**

Pedagogical aspects

As a pre-service teacher, I put into practice all the knowledge that I have learned and all the abilities that I have acquired during my formation in the University of Pamplona. This stage represented the results of five years of training and study and I worked in the Institution as a representative of the Foreign Languages Department. As consequence, my role as a pre-service teacher was to demonstrate that I met all the requirements to face the challenges of teaching; meaning that I have mastered the language, that I know the theories behind teaching

a foreign language, that I have the ability to teach inside a classroom and that I can identify the teaching flaws of my own process by researching, reflecting and proposing solutions.

CHAPTER I

PEDAGOGICAL COMPONENT

Minimizing Students' Anxiety through Cooperative Learning As an Approach to Improve Their Oral Production

INTRODUCTION

Social interactions can be difficult for English as a Foreign Language (EFL) students. Being surrounded by a new language and culture make interacting with adults and peers more challenging. As a pre-teacher in ENSCR, I have noticed that EFL students struggle socially with peer acceptance, positive inter-group relations, friendship and self-esteem. Specifically, EFL students lack the knowledge of when and how to use the following social skills in a group setting: asking for help or clarification, using quiet voices, participating actively, respecting others, describing feelings, taking turns, sharing ideas and opinions, encouraging others' participation, and staying on task.

Unfamiliarity with English and school in general causes EFL students to struggle with social relationships, social skills and to need extra time to make friends (Madrid, 1993). These problems with social development might decrease if EFL students are given social skill instruction and opportunities to interact with peers.

Being the Cooperative Learning a current approach in the teaching and learning of EFL with such a positive advantages to the student (Yang, 2003), I have decided to implement it in the practicum process at ENSCR to improve 11th graders' speaking skill. The importance of this approach is justified trough the meaningful communication obtained

as a result through the cooperative work among the students. Besides, scholars are more likely to be engaged and motivated in their language learning.

In this chapter it is explained the basic principles of the Cooperative Learning approach and the definition of oral production skill. These concepts helped me to better understand what work in group is and how to apply it in terms of procedure, methodology and lesson plan.

JUSTIFICATION

Students need to be challenged to get interest on the learning of English; they need to participate actively in class, focusing on their oral productions and being confident when speaking. The implementation of Cooperative Learning was crucial to enhance the speaking ability of EFL learners, taking into account the numerous advantages discovered in previous studies:

On the one hand, it creates a positive environment to encourage the learners' interaction. As such, they can express their ideas, feelings and opinions without feeling afraid of making mistakes. Willis (1996) stated that creating a low stress atmosphere and using the language for real purposes are ways to get meaningful communication.

On the other hand, it promotes a cooperative learning environment since peer-to-peer and group work are a fundamental principle increasing students' self-esteem, and social relationships.

OBJECTIVES

General Objective

To minimize students' anxiety through Cooperative Learning as an approach to improve their oral production.

Specific Objectives

- To analyze the impact of Cooperative Learning in helping students boost their oral production.
- To apply Cooperative Learning as a strategy to diminish students' anxiety and foster their participation in class.
- To encourage students towards the use of the language with the aid of Cooperative Learning approach.

THEORETICAL FRAMEWORK

With the aim of offering the reader an overall understanding of the matter and the implications of this current research, it is presented in this part the definition, the evolution and the educational purposes of the keywords which drove this study. The definitions are organized from the most general to the most specific.

National Law of Bilingualism

In our country as well as in some other countries in Latin America and around the world, it has been adopted language policies with the purpose of spreading English as a foreign language. Here we have the program called “Colombia Bilingual in 10 years”. Among the many actions taken in 2006 by the Ministry of Education (MEN) and the British Council to promote and run the project is the publication of the document entitled “Basic Standards of Competence in Foreign Languages: English based on the Common European Framework of Reference for Languages (CEFR)”. The reason for adopting the levels given by the CEFR is that they represent a common standard to establish foreign language performance levels in the Colombian educational system, mostly in relation to international standards.

The following table shows the ideal level of expertise Colombian students should have by 2019. In this chart students’ level of proficiency is grouped according to their grade. From 1st to 3rd grade: A1 level; from 4th to 7th grade: A2 level; from 8th to 11th grade: B1 level. The National Bilingual plan has established what students should know and be able to do using English as a Foreign Language.

LEVELS ACCORDING TO THE CEFR	LEVELS IN COLOMBIA	GRADES	GOALS FOR THE EDUCATIONAL SECTOR BY 2019
A1	Beginner	1 st to 3 rd grades	
A2	Basic	4 th to 7 th grades	
B1	Pre-Intermediate	8 th to 11 th grade	Minimum level for 100% of the graduates of secondary education

Table 1. Levels of the CEFR (Adapted)

Cooperative Learning Approach

Cooperative Learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to Cooperative Learning than merely arranging students into groups, and it has been described as "structuring positive interdependence". Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe

successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks.

5 basic and essential elements to cooperative learning

According to and Johnson's (1997) meta-analysis, students in cooperative learning settings compared to those in individualistic or competitive learning settings, achieve more, reason better, gain higher self-esteem, like classmates and the learning tasks more and have more perceived social support. Five essential elements are identified for the successful incorporation of cooperative learning in the classroom:

1. Positive interdependence

- Students must fully participate and put forth effort within their group.
- Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group.

2. Face-to-face promotive interaction

- Members promote each other's success.
- Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

3. Individual and group accountability

- Each student must demonstrate mastery of the content being studied.
- Each student is accountable for their learning and work, therefore eliminating "social loafing"

4. Social skills

Social skills that must be taught in order for successful cooperative learning to occur.

Skills include effective communication, interpersonal and group skills:

- Leadership
- Decision-making
- Trust-building
- Friendship- development
- Communication
- Conflict-management skills

5. Group processing

The purpose of group processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals. Group processing occurs when group members:

- Reflect on which member actions were helpful
- Make decision about which actions to continue or change.

In order for student achievement to improve considerably, two characteristics must be present: when designing cooperative learning tasks and reward structures, individual responsibility and accountability must be identified. Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member.

Differences from Collaborative Learning

There has been a split regarding to the differences between collaborative and cooperative learning. Some believe that collaborative learning is similar, yet distinct from cooperative learning. While both models use a division of labor, collaborative learning requires the mutual engagement of all participants and a coordinated effort to solve the problem whereas cooperative learning requires individuals to take responsibility for a specific section and then coordinate their respective parts together.

Another proposed differentiation is that cooperative learning is typically used for children because it is used to understand the foundations of knowledge while collaborative learning applies to college and university students because it is used to teach non-foundations of learning. Another believed difference is that that cooperative learning is a philosophy of interaction where collaborative learning is a structure of interaction.

However, many psychologists have defined cooperative learning and collaborative learning similarly. Both are group learning mechanisms for learners to obtain a set of skills or knowledge. Some notable psychologists that use this definition for both collaborative and cooperative learning are Johnson & Johnson, Slavin, Cooper and more.

Characteristics and Elements of Cooperative Learning Approach in FL

The concept of working in small groups seems to attract a lot of attention of language teachers as it is believed to solve the problem of learning anxiety stated beforehand. Moreover, it is likely that students can learn more effectively if they were put into groups helping one another in learning. Especially when solving problems, working in groups is more effective than working individually (Suwantarathip, 2012). This concept and notion are under the learner-centered approach that enables students to work together more happily.

With this reason, cooperative learning approach which provides a framework on how to organize cooperative learning activities in different subject matters, curriculums, with different types of students, and settings has become very popular during the past few years.

It is the one that teachers can utilize to encourage students to gain the knowledge including interpersonal and team skills. According to Johnson (2005), cooperative learning is a classroom strategy in which small groups consisting mixed level students, use various learning tasks to learn a subject matter. Each team member needs to take change in not only their own learning but in helping other teammates learn as well. This creates a successful learning atmosphere. Students work on the learning task until every of the group members successfully gains understanding and is able to complete the assignment.

Cooperative Learning versus Anxiety

Since cooperative learning helps to create supportive environment, students are not much stressed and have reduced anxiety in class. This is probably because students possess a sense of community. According to Worde (2003), when students have no friends in class, they are “more self-conscious”. Working in groups or having studying partners is recommended as one way for students to have interaction with their peers. Normally, every classroom always consists of strong and weak students. The weak students are usually isolated as they are not confident in their English skills- Group works are, therefore, believed to a solution to this problem. It can help shy students who don’t speak up in a class become more comfortable when they get to participate in smaller groups.

Each of the team members can complement one another’s strengths and weaknesses. Individual student with different background knowledge can each contribute to their group work. For example, one student with strong vocabulary can work with students with strong

knowledge of grammar. In addition, weak students will gain benefits from interaction with stronger ones, and good students will feel proud of themselves as they can help their classmates. Students can also learn interpersonal and team skills.

Group assignments allow students to have more chances to interact and share ideas, so they can see how their teammates think and generate new ideas. Moreover, cooperative learning reduces competitiveness and individualism but offers chances to build or transform the knowledge among students (Johnson, 2005).

Cooperative Learning in the Classroom

Arends (2004) states that activities mostly used in classroom of cooperative learning concern the followings:

➤ Jigsaw

This is a great classroom activity based on a principle of information sharing. This jigsaw activity can be used in all types of language skills: reading, writing, speaking and listening. Groups with five members are formed. Each group member is given some unique material to learn and then to teach to his group members. For example, students can be asked to work on a mystery such as solving a puzzle or a mysterious crime cases. Students will need to study the material, judge which piece of information is important, how to communicate it to their peers and work on solving the mystery. After practicing for a while, students will start teaching one another. The students can then be assessed.

➤ Think-Pair-Share

This activity can be used in all types of language classes. It involves three steps. During the first step, the instructor asks the students a question. Each member thinks silently about the question. Then, the students will be paired up during the second step to exchange

thoughts. In the third step, the pairs share their ideas with other pairs, other teams, or the entire class.

➤ **Three-Step Interview**

This is a great activity for speaking classes. Each team member pairs up with another member. During the first step, individuals conduct an interview with their partners by asking clarification questions. During the second step, partners switch the roles. For the final step, members share their partner's opinions with the rest of the team.

➤ **Round Robin Brainstorming**

Small groups (4 to 6 people) are formed with one person selected as the recorder. Teacher gives a question including many answers and students are given some time to come up with the answers. After the "think time," team members share the answers with one another round robin style. The recorder takes notes of the answers. The person next to the recorder begins and each individual in the team in order gives an answer.

➤ **Three-minute Review**

During a lecture or discussion, instructors gives each groups three minutes to review what has been taught, ask and answer questions for clarification.

➤ **Numbered Heads**

Class is divided into groups of four. Then, teacher gives each team member numbers of 1, 2, 3, and 4 and poses questions to each group. Groups are assigned to work on the given questions together until all members can give verbal answers to the questions. Teacher then calls out a number (two) and students with number two are asked to give the answer.

➤ **Team Pair Solo**

First, students solve problems as a team, then with a partner, and finally on their own. This activity is intended to encourage students to handle and try to find solutions to problems

which initially are beyond their competence. This idea originally comes from a simple notion of mediated learning. Students can succeed better with assistance (mediation). The students are offered chances to tackle problems they first could not do alone, with their team and then with a partner. By doing this, they can develop their ability to a point they can finally do the work alone with no help.

➤ **Circle the Sage**

First, the teacher does a survey with the class to find out a special knowledge of each individual student. For example, the teacher may ask who can solve a difficult math homework question, who has visited Mexico, who knows how to bake. Those students (the sages) stand and spread out in the room. Teacher then tells the rest of the classmates to surround a sage, with not two members of the same team going to the same sage. The classmates will have to learn from their sage. The sage give a lecture on what they know the best while the classmates listen, ask clarifying questions, and take notes. Then, all students are called to return to their groups. Each in turn, explains what they learned. Because each one has visited to a different sage, they compare notes. If disagreement appears, they stand up as a team. Finally, the class talks about the disagreements and tries to resolve them.

➤ **Partners**

The class is split into groups of four. Partners walk to one side of the room. Teacher assigns half of each team a task to master in order to teach the other half. Partners with the same material can work to learn and consult with one another. Teams get back together with each set of partners teaching the other set. Partners can test and tutor teammates. Team assesses their learning and discusses how they can improve the process.

In addition, teachers can integrate cooperation learning into other learning activities. According to Charoensuk (2011), peer-feedback in writing classes can also be used in classroom of cooperative learning. She states that peer-feedback activities allow students to learn from one another and suggests three activities such as peer-feedback, peer response and peer editing to be used in writing classes. Ekahitanond (2011) incorporates cooperative learning and using movies in classes to develop critical thinking. She explains that teacher can have students share their opinions in a group discussion and a class discussion in post-viewing movies process as these discussion activities can help promote their thinking skills. Wichadee (2011) mentions about using cooperative learning activities to promote experiential learning in language classes for students who loves to work as a team. The activities will provide students to generate discussion and knowledge and responsibility sharing to contribute to team success.

Integrated Skills

Learning English as a foreign language implies a complex process that involves several factors. One of these is the integration of the four skills students need to develop when learning a foreign language. (Speaking, Reading, Listening and Writing). According to Brown (2007), it is very important to pay attention to the four language skills because through this aspect, learners are able to discover the differences and relationships of them.

The integration of the four language skills allows students to learn the language as a whole aspect and not as a single ability to perform. Due to this, teachers need to be efficient chiefly in the selection of materials, activities and techniques used in the teaching process. This project is based on improving oral interaction skills through the use of Task-based language teaching for which it is required to integrate all the basic skills exposed before.

Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence) (Cunningham, 1999).

Speaking is something students do when they drill particular language patterns, but the oral skill is much more than this. It involves speaking and listening as a two-way process where responding is expected. Oral tasks involve the productive skill of speaking and the receptive skill of understanding. It means that learners have to be taught to speak as well as to listen.

METHODOLOGY

Here are presented some important aspects that guided the pedagogic answer planned in order to overcome the educative needs observed in the institution. The following process was implemented to achieve the objective that leads this project, minimizing students' anxiety through Cooperative Learning as an approach to improve oral production.

The purpose of this study was to examine whether student participation and oral production increased when cooperative learning activities were used in an ESL classroom. This study was focused on the following areas of student participation: being on task, contributing ideas, helping classmates, and asking for help. Data was collected intermittently throughout the ten-week study to evaluate whether students' anxiety diminished as more cooperative learning activities were introduced.

The academic and social goals of cooperative learning structures previously described, gave students the opportunities to engage in the above mentioned participation behaviors. It is hoped that the results of this study are beneficial for both teachers who have ESL students in their classroom and for students themselves. It provides information on how to adapt curriculum to better meet the needs of ESL students.

Description of Cooperative Learning Activities

During the study, students worked in small groups or teams to help each other learn social skills and academic content. Cooperative activities were adapted for ESL students from a variety of sources (Holt, 1993; Kagen, 1994). A lesson plan was created for each day of the ten weeks in which we had class, and contained some elements later described.

The cooperative group work activities each started with a trust-building exercise before going to group activities such as problem-solving, cooperative games and discussion groups. A variety of cooperative learning structures were included in each activity. The academic and social goals of the cooperative learning structures gave students the opportunity to engage in the participation behaviors being observed.

The session were finished when the groups report back to the whole class, along with an oral, written, or whole group debriefing activity, in which the teacher and the students discussed the successes as well as any problems such as non-cooperation between them. The debriefing activities were regarded as an important element in the whole process of cooperative group work as they gave students the opportunity to reflect on their cooperative experience.

Principles for Planning

It was considered some of the aspects suggested by Harmer (2007) when planning:

1. **Description of the Students:** A general picture of the group (level, age, etc.) or detailed description of individual students.
2. **Aims and objectives:** What I expect to achieve. Most lessons will have a series of primary and secondary aims.
3. **Procedures:** The explanation of how everything will be executed.
4. **Materials to be used in the lesson:** To evaluate their effectiveness.

But also it will be followed the planning chart teachers use for their classes. (**APPENDIX 5**)

Assessment Materials

The assessment tools used in this study were adapted from a variety of sources to evaluate student participation in an ESL classroom. The three tools that were used are: a Cooperative Learning Progress Report (Johnson et al., 1998), a Teacher Observation Form (Johnson, Johnson, & Holubec, 1998), a student checklist titled My Checklist for Cooperative Groups (Kagen, 1994). All these assessment forms can be found in **APPENDIX 6**.

RESULTS

After carrying out the activities proposed in this project to enhance 7th and 11th graders' speaking skills it was evident a meaningful improvement on the student' performance when talking in English. At the very beginning I observed that the most of the students did not like English and it turned into a professional challenge for me taking advantage of all the available resources in order to motivate them to learn the language as well as understand why it is important. The Cooperative Learning approach was effective for the population of this study, for it let students express their ideas, feelings and opinions freely.

During this process, I noticed that the students showed more interest in communicating orally in the target language and they got used to listening and talking during the whole class in English which worried them at the beginning of this process. Also, they loved working in groups since the work under the teacher's linguistic advice was much more meaningful for them.

The fact of working in groups was an excellent way to engage students into the learning process of EFL, and indeed the use of TICS was essential to make the development of the classes authentic and real.

The only aspect that became a difficulty in my practicum process at developing the classes was the fact that we lost several classes due to the school's religious, cultural, and academic events. This loss of classes caused that some weeks became just in 2-3 days of class, this is why I had to omit some activities.

In general terms, as trainee teacher, I established a beautiful relationship of confidence with the scholars and the supervisor as well from who I keep many teachings and memories.

IMPLICATIONS FOR EDUCATORS

Cowie, et al. (1994) emphasize the need for children to develop friendships. Although it seems impossible to create authentic friends, educators have many opportunities that may facilitate the growth of friendships. During classroom activities teachers can present situations for students to work with partners or groups.

My research study supports that a small group setting is an ideal situation to foster friendships as it may decrease anxiety for students that are withdrawn in large groups and possibly establish a connection with one of the peers. Educators need a variety of instructional strategies to meet the needs of their students. This is particularly apparent when working with students from variety of cultural backgrounds. Cooperative learning is an instructional strategy which provides a culturally appropriate learning environment that can raise the levels of academic achievement of minority students, promote their affective development, improve relations, and support foreign-language learning (Coelho, 1994).

RECOMMENDATIONS

It is clear that cooperative learning provides many group activities suitable for students. It involves students working together to accomplish something of importance to all of them. Stenlev (2003) interestingly discusses how the use of cooperative learning approach contributes to success of language learning in details. She believes that the approach helps the students develop communicative competence and social competence as the students will have to interact with their peers during the process of learning. In terms benefits in decreasing students' learning anxiety in English class, the following reasons might be involved, and this is why is recommended to be used in the classroom:

1. The increase in motivation
2. Students' development in thoughts
3. Better perception on other group members' intention
4. Less competition on studying
5. More acceptance of individual differences
6. Promoting pleasant learning environment
7. Reducing students' learning anxiety.

CONCLUSION

It is widely supported that anxiety is a significant factor deteriorating the students' language performances. When students' anxiety decreases, they tend to perform better tasks. A relaxing environment helps facilitate students' language learning.

Based on Wichadee (2010), it is indicated that an effective teacher is the one who is able to present various skills and abilities that facilitate a learning environment where every student feels relaxed and can succeed in both academic and personal aspects. It was therefore very important for me, as pre-service teacher, to be aware of the role of anxiety in language classroom.

Cooperative learning is an approach that does not create threatening situations in class. It is recommended that teachers incorporate this approach in their instruction by providing a variety of activities in groups and try to create a pleasant learning environment. It will make students have a good perception of learning English as well as to make them feel like participating in class.

Moreover, apart from language teachers the issue of language anxiety should be taken more seriously by people concerned such as parents, administrators and everyone else. Cooperation from those involved in student's learning is necessary to create a friendly and supportive learning environment so that English will no longer be seen as a threatening subject for high school students.

CHAPTER II

OUTREACH COMPONENT

Minimizing Students' Anxiety through Cooperative Learning As an Approach to Improve Their Oral Production

INTRODUCTION

The role of the instructor is not only significant inside the classroom but also in the surroundings of the institution, where is possible that scholars feel more relaxed and open to erring with the purpose to be corrected and learn. That is why this chapter of the proposal contains a supplementary service offered to the students from 6th to 11th grade of ENSCR according to their needs and interests.

This service consisted in strengthening the level of the English students' proficiency in order to overcome their academic difficulties through tutoring sessions provided to 7th and 11th students who were guided by the researcher. In addition, some of the 11th grade scholars prepared cultural events established by the institution, in which they counted on the support of the researcher in order to successfully achieve their goals.

JUSTIFICATION

Being aware of the need that ENSCR scholars had to overcome some difficulties in their English learning process, students from 6th to 11th grade were encouraged to attend an extracurricular schedule in the afternoons to receive tutoring sessions from the researcher. However, it was only possible with 7th and 11th graders, because that was how the institution recommended.

My role as a pre-service teacher was to guide those students in the linguistic competence by checking the activities and exercises they executed in order to correct possible mistakes and clarify doubts. (4 hours per week).

These tutorials were carried out to reinforce the topics that the scholars had previously learnt during the classes, overcome linguistic difficulties concerning English, learn new vocabulary and practice pronunciation.

OBJECTIVES

General Objective

- To provide linguistic guidance to 7th – 11th grade students so they can solve doubts and achieve in their English classes successfully.

Specific Objectives

- To offer extracurricular reinforcement activities through workshops.
- To prepare an English activity with the 11th graders to present in a cultural event established by the institution.

METHODOLOGY

After talking to the ENSCR academic coordinator and the supervisor about the goal of this component, it was agreed the following: the extracurricular classes took place in the afternoons, 2 days per week: On Tuesdays from 2:00 to 4:00 pm and Thursdays from 4:00 to 6:00 pm; two hours each session.

Since the main purpose was to take advantage of this spare time to reinforce not only the students' linguistic competence but also to help 11th graders with the organization, planning and execution of their tutoring sessions with the elementary school students, given that they have to accomplish this process as part of their training for becoming teachers, I worked with them to solve their doubts about grammar issues, pronunciation and so on in order to what they proposed: meaningful activities to the students in the ENSCR.

In accordance to the third objective of this component, two weeks of this extracurricular spaces were taken to prepare an activity with the 11th grade students, in which they participated in a school celebration: The Language's Day. I told the learners the ideas that I had in mind as well as I listened to what the students wanted to do and I took evidence of the preparation and presentation of this English performance. **APPENDIX 7**

Timetable of English Extracurricular Sessions

WEEK	TUESDAY 2:00-4:00 / THURSDAY 4:00-6:00
From the First to the seventh Week	To reinforce grammar issues, solve students' doubts and help them with the organization, planning and execution of their tutoring sessions with the elementary school students

Eighth and ninth Weeks	To prepare with the 11 th graders the performances for the celebration of The Language's Day
Tenth Week	To reinforce grammar issues, solve students' doubts and help them with the organization, planning and execution of their tutoring sessions with the elementary school students

Table 2. Timetable of the activities that were developed in the tutoring sessions

RESULTS

The development of this component was a great opportunity for me as pre-service teacher to help students improve their academic achievement, given that I focused my attention during the tutoring sessions in teaching grammar structures, listening activities, pronunciation and cultural issues. On the other hand, most of the students had failed the previous English exam (First Term), and the pre-service teacher wanted to give them a second chance to improve their English level, the only requirement was to attend the tutoring sessions as much as they could, and ask as many questions as they had to clarify doubts and succeed at the next terms. Consequently, students were more motivated to continue attending the tutoring sessions due to the good results there were getting then.

Another aspect to mention is the great number of students assisting to the tutoring sessions. From the beginning, I had one group of 10-15 students of 7th grade and other group of 30 students of 11th grade. The last day of tutoring sessions I felt satisfied because those students kept assisting session after session with the same interest as the first day. They were really thankful with me for this space that I gave to them, they enjoyed their time in our meetings and they were aware of the importance of taking advantage of them.

Concerning the performances for the language's day celebration that I prepared with the 11th grade students, it was a rewarding experience for me, since my students and I dedicated a lot of time at preparing everything for the expositions of each country (The USA, Ireland and Australia). My students always kept a good attitude during the rehearsals and I felt really excited about this since it reminded me the time when I was a student there.

It was through the organization of this celebration that I realized how demanding these types of activities are and the amount of work behind them. But, at the same time I learnt

how rewarding it is to see your students doing their best to show the rest of the community the importance of the English language and to their teacher be proud of their effort.

CONCLUSION

From the very beginning these tutoring sessions became essential for the 7th and 11th grade students since the most of the students failed the first term English exam at school, in addition, the majority of them expressed they did not like English at all after this failure, thus it was a challenge for me to make the students find an entertained way to learn English and to get them familiar with the language, so they could improve their performance in this subject. Also, I tried to bring creative activities to the tutorials in order to keep everybody attentive and interested in coming again and again.

With regards to the performances for the celebration of the language's day on with the 11th grade students, they were performed beautifully in front of the Normalista community. Everybody was surprised to seeing the pre-service teacher and students doing such a great job.

In conclusion this component and its developing was really helpful not only for the trainee teacher but also for students because at the end of the implementation of the tutoring sessions most of them were really grateful to the pre-service teacher for his collaboration and help during the ten weeks they had attended.

CHAPTER III

ADMINISTRATIVE COMPONENT

Minimizing Students' Anxiety through Cooperative Learning As an Approach to Improve Their Oral Production

INTRODUCTION

Being a pre-service teacher means to be part of the different cultural, religious and institutional events that were held during the first and second terms of 2016 at ENSCR, with the purpose of reinforcing social bounds, creating a good relationship between teachers and learners; and intending to keep a harmonious environment which facilitates the teaching-learning process. The participation in these activities became into an active, enthusiastic and responsible way to carry out my practicum stage as an integral process that does not end in the classroom.

In this final chapter will be presented the different institutional activities concerning the first and second terms in the institution in which the pre-service-teacher actively participated in order to achieve one of the objectives.

JUSTIFICATION

In order to be part of the different activities presented in the institution in the first semester of 2016, the pre-service teacher contributed in the organization and development of some events at ENSCR.

The main reason for participating in these events was to get to know how the school worked on a regular basis; how the administrative personal, the school's staff, teachers and students were organized and help each other in order to accomplish the goals of the institution.

It was important to be with students not only throughout their learning process but also throughout the cultural and social events developed inside and outside the school. I was required to participate in those activities and was actively engaged in those events during the practicum process as the last step in my degree.

OBJECTIVES

General Objective

- To get involved in the academic, cultural and administrative activities organized by the institution.

Specific Objectives

- To establish a good relationship with all the school community.
- To collaborate in the organization and development of future activities.

METHODOLOGY

Given that I studied in this school and often went back to do some tutorials, I already knew the institution, the way it worked and the most of its teachers. This was a beneficial point since it allowed to feel at home, the teachers as well as the coordinators trusted me and I began the practicum process with an agreeable academic environment.

From the first week, I had attended and participated in different meetings like the Area Committee's Meetings (Every Tuesday), information meetings for students and teachers, also I had taken part of the different academic, religious and cultural events celebrated in the school so far, such as the "Personero" elections.

Likewise, I worked actively on the activities proposed by the institution according to the English teacher's schedule and organization. On the other hand, the academic journey went from 06:30 am to 01:00 pm and I stayed at the school the entire academic journey disposed to plan the classes, prepare the resources for them, grading the students' work and assumed different tasks that the institution requires.

Activities Chronogram

DATE	ACTIVITY
Every Tuesday	Area Committee's Meetings
March 8 th	Women's Day
March 19 th	Men's Day
March 14 th – March 18 th	Accumulative Exams First Term
March 18 th – April 1 st	Easter Week

April 12 ^{ve}	Delivery of Students' Grades Report First Grade
April 23 rd	Language Day

Table 3. Activities related to development of the Administrative Component

RESULTS

Being part of the administrative side of the school gave me the opportunity to have a different perspective of the educational field by sharing with other teachers and getting to know a different side of the practicum stage. The fact of being completely involved inside the school's community provided me a real perspective of the actual work life in an official institution in our country since I was under the supervision of the lead teacher.

Another important aspect to mention is the warm welcome that the community of ENSCR gave me when I arrived to the institution. During the whole process all the teachers, administrative personal and students were really kind with me, everybody treated me with respect and sense of humanity. Most of them remembered me when I was there eight years ago as a student which made feel at home and so proud of myself.

The work environment at the ESCUELA NORMAL SUPERIOR CRISTO REY was always very harmonious. Besides, I was invited and included in every single activity the school prepared, including personal meetings at teachers' homes and else.

Finally, about the relationship with my supervisor, Professor Robinson Guerra, I can say that it was a confident friendship since we could get along very well. I learnt a lot from him and his particular way of teaching, also from his experience, when he corrected me or gave some pieces of advice about my daily work as a pre-service teacher he always had a positive attitude and great affection. I will always appreciate what he did for me.

CONCLUSION

Being immersed in the school activities at the ESCUELA NORMAL SUPERIOR CRISTO REY in Barrancabermeja, allowed me as pre-service teacher to better understand the educational field and teachers' role in our country. Teaching is not an easy task nowadays and teachers must overcome challenges every day in order to provide students with the necessary tools to face further difficulties in life, since teaching is not only about sharing knowledge it is also about understanding students' needs and getting to know them in order to motivate them to learn new things every day and as many as possible.

Consequently, the experience of being part of the Normalista community again was a great opportunity for me to share with old friends, meet new people and learn more about the role of a teacher inside a great institution such as this.

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APPENDICES

APPENDIX 1 - *Physical Facilities*



APPENDIX 3 - School Calendar

ESCUELA NORMAL SUPERIOR CRISTO REY BARRANCABERMEJA CRONOGRAMA DE ACTIVIDADES

Día	Mes	Actividades	Destinatarios	Tiempo/Hora	Responsables	Observaciones
E N E R O						
13		• INICIACIÓN AÑO ESCOLAR DOCENTES, DIRECTIVOS DOCENTES Y ADMINISTRATIVOS	RECTORA – DOCENTES ADMINISTRATIVOS	7:00 A.M.	RECTORA DOCENTES	
13 AL 16		• SEMANA DE DESARROLLO INSTITUCIONAL	DOCENTES	7:00 A.M. – 1:00 P.M.	RECTORA COORDINADORAS	
19		• INICIACIÓN ACTIVIDADES ESCOLARES ESTUDIANTES ORGANIZACIÓN	ESTUDIANTES	7:00 A.M.	RECTORA COORDINADORAS DOCENTES	
19 A MARZO 27		• PRIMER PERÍODO ACADÉMICO – ESTUDIANTES PRIMARIA, SECUNDARIA Y MEDIA	COMUNIDAD ESTUDIANTIL		RECTORA COORDINADORA ACADÉMICA	
26 AL 30		• EUCARISTÍA DE BIENVENIDA	COMUNIDAD ESTUDIANTIL	6:30 A.M.	COMITÉ PASTORAL	
27		• REUNIÓN CONSEJO DIRECTIVO	INTEGRANTES CONSEJO DIRECTIVO	6:00 P.M.	RECTORA	
F E B R E R O						
2		• REUNIÓN CONSEJO DIRECTIVO	INTEGRANTES DEL CONSEJO	6:00 P.M.	RECTORA	
3		• INFORME DE RESULTADOS PRUEBAS TIPO SABER ENSCR	DOCENTES	11:00 A.M.	COORDINACIÓN ACADÉMICA	
3		• COMITÉ PRÁCTICA PEDAGÓGICA	DOCENTES PRÁCTICA PEDAGÓGICA	3:30 P.M.	COORDINADORA PRÁCTICA PEDAGÓGICA	
3		• REUNIÓN CONSEJO ACADÉMICO	INTEGRANTES CONSEJO ACADÉMICO	3:30 P.M.	COORDINACIÓN ACADÉMICA	
9		• REUNIÓN CONSEJO DIRECTIVO	INTEGRANTES CONSEJO DIRECTIVO	6:00 P.M.	RECTORA	
10 AL 12		• ASAMBLEA DE PADRES DE FAMILIA	PADRES DE FAMILIA	6:30 A.M. / 6:00 P.M.	RECTORA	
11		• REUNIÓN EQUIPO DE CONVIVENCIA	EQUIPO DE CONVIVENCIA	3:00 P.M.	COORDINACIÓN DE CONVIVENCIA	
11		• TALLER DE LIDERAZGO	CANDIDATOS A PERSONERO, CONTRALOR Y CONSEJO ESTUDIANTIL	11:00 A.M. - 12:30 P.M.	COMPETENCIA SOCIAL	
12		• REUNIÓN COMITÉ DE CALIDAD	INTEGRANTES COMITÉ DE CALIDAD	3:30 A 5:30 P.M.	COORDINADORA DE CALIDAD	
13		• REUNIÓN MESA DE TRABAJO PESCC	EQUIPO DINAMIZADOR DEL PESCC	3:00/5:00 PM	ORIENTADORAS ESCOLARES	
14		• JORNADA PEDAGÓGICA – MANUAL DE CONVIVENCIA	DOCENTES	7:00 A.M. A 1:00 P.M.	COORDINACIÓN DE CONVIVENCIA	
16		• INFORME RENDICIÓN DE CUENTAS AÑO 2014	COMUNIDAD EDUCATIVA	5:00 P.M.	RECTORA	
16 AL 19		• DEBATES PARA ELECCIÓN DE PERSONERO Y CONTRALOR	COMUNIDAD ESTUDIANTIL	6:30 A.M.	COMPETENCIA SOCIAL	
18		• CELEBRACIÓN "MIÉRCOLES DE CENIZA"	COMUNIDAD EDUCATIVA	6:30 SEC – MEDIA – FC / 7:00 PREESC. Y PRIM	COMITÉ PASTORAL	
21		• JORNADA PEDAGÓGICA	DOCENTES	7:00 A.M. A 1:00 P.M.	RECTORA	
27		• ELECCIÓN DE PERSONERO, CONTRALOR Y CONSEJO ESTUDIANTIL	COMUNIDAD ESTUDIANTIL	7:00 A 11:00 A.M.	COMPETENCIA SOCIAL	
28		• LA LECTURA ESTA DE GOCE	COMUNIDAD EDUCATIVA		COMPETENCIA COMUNICATIVA	
M A R Z O						
9		• CELEBRACIÓN "DÍA DE LA MUJER"	COMUNIDAD EDUCATIVA	10:00 A.M. A 1:00 P.M.	DOCENTES	
11		• TALLER A PADRES DE FAMILIA DE PREESCOLAR (PAUTAS DE CRIANZA)	PADRES DE FAMILIA PREESCOLAR		DOCENTES PREESCOLAR – ORIENTACIÓN ESCOLAR	
11		• REUNIÓN COMITÉ DE CALIDAD	INTEGRANTES DEL COMITÉ	3:30 A 5:30 P.M.	COORDINADORA DE CALIDAD	
12		• TALLER DE SALUD OCUPACIONAL: PREVENCIÓN DE LESIONES DE VOZ	DOCENTES	7:00 A 11:30 A.M. 1:30 A 6:00 P.M.	SEM	

ESCUELA NORMAL SUPERIOR CRISTO REY BARRANCABERMEJA CRONOGRAMA DE ACTIVIDADES

Día	Mes	Actividades	Destinatarios	Tiempo/Hora	Responsables	Observaciones
16 AL 20		• EVALUACIONES ACUMULATIVAS PRIMER PERÍODO	COMUNIDAD ESTUDIANTIL		RECTORA – COORDINADORAS – DOCENTES	
16		• REUNIÓN MESA DE TRABAJO PESCC	EQUIPO DINAMIZADOR DEL PESCC	3:00/5:00 PM	ORIENTADORAS ESCOLARES	
19		• CELEBRACIÓN "DÍA DEL HOMBRE"	COMUNIDAD EDUCATIVA	6:30 A 9:00 A.M.	DOCENTES	
24		• CELEBRACIÓN "DÍA DEL AGUA"	ESTUDIANTES BASICA PRIMARIA		DOCENTES GRADO 4°	
26		• COMISIONES DE EVALUACIÓN Y PROMOCIÓN – PRIMER PERÍODO	INTEGRANTES COMISIONES		RECTORA - COORDINADORA ACADÉMICA	
27		• ENTREGA DE INFORMES ACADÉMICOS A COORDINACIÓN – PRIMER PERÍODO	DOCENTES		COORDINADORA ACADÉMICA	
27		• INAUGURACIÓN JUEGOS INTERCLASES	COMUNIDAD EDUCATIVA		DOCENTES AREA EDUCACIÓN FÍSICA	
30 A ABRIL 3		• RECESO ESCOLAR (SEMANA SANTA)	ESTUDIANTES		RECTORA	
30		• EDICIÓN DE LA REVISTA "TRAVESÍA PEDAGÓGICA" – PUBLICACIÓN N° 7	COMUNIDAD EDUCATIVA		COMPETENCIA PEDAGÓGICA	
A B R I L						
6 A MAYO 12		• SEGUNDO PERÍODO ACADÉMICO – ESTUDIANTES PRIMARIA, SECUNDARIA Y MEDIA	COMUNIDAD ESTUDIANTIL		RECTORA COORDINADORA ACADÉMICA	
8		• REUNIÓN CONSEJO DIRECTIVO	INTEGRANTES CONSEJO DIRECTIVO	6:00 P.M.	RECTORA COORDINADORA ACADÉMICA	
13 AL 17		• ACTIVIDADES DE NIVELACIÓN – PRIMER PERÍODO	COMUNIDAD ESTUDIANTIL		DOCENTES	
10		• ENTREGA DE INFORMES ACADÉMICOS A PADRES DE FAMILIA - PRIMER PERÍODO	ESTUDIANTES – PADRES DE FAMILIA		DOCENTES – RECTORA – COORDINADORAS	
13		• CONVIVENCIAS ESCOLARES "TRAS LAS HUELLAS DE JESÚS"	ESTUDIANTES 11°1 y 11°2	JORNADA ESCOLAR	ORIENTADORAS ESCOLARES	
14		• CONVIVENCIAS ESCOLARES "TRAS LAS HUELLAS DE JESÚS"	ESTUDIANTES 11°3, 4°1 y 4°2	JORNADA ESCOLAR	ORIENTADORAS ESCOLARES	
15		• REUNIÓN COMITÉ DE CALIDAD	INTEGRANTES DEL COMITÉ	3:30 A 5:30 P.M.	COORDINADORA DE CALIDAD	
15		• CONVIVENCIAS ESCOLARES "TRAS LAS HUELLAS DE JESÚS"	ESTUDIANTES 10°1 y 10°2	JORNADA ESCOLAR	ORIENTADORAS ESCOLARES	
16		• CONVIVENCIAS ESCOLARES "TRAS LAS HUELLAS DE JESÚS"	ESTUDIANTES 4°3 y 4°4	JORNADA ESCOLAR	ORIENTADORAS ESCOLARES	

APPENDIX 4 – Schedules

Profesor Robinson Guerra T.						
<small>Escuela Normal Superior Cristo Rey, Cra 28 53 08, Barrancabermeja</small>						
	Lu	Ma	Mi	Ju	Vi	
1 <small>6:30 - 7:00</small>	Ingles	Ingles		Ingles	Ingles	
2 <small>7:00 - 7:30</small>			11-01			
3 <small>7:30 - 8:00</small>			7-03			
4 <small>8:00 - 8:30</small>	Ingles	Ingles		Ingles		
5 <small>8:30 - 9:00</small>						Ingles
6 <small>9:00 - 9:30</small>			7-01		7-02	7-02
Descanso <small>9:30 - 10:00</small>	Descanso					
7 <small>10:00 - 10:30</small>	Ingles	Docentes_Inglés	Ingles		Ingles	
8 <small>10:30 - 11:00</small>			11-01			
9 <small>11:00 - 11:30</small>				Ingles		
10 <small>11:30 - 12:00</small>	11-02				11-03	
11 <small>12:00 - 12:30</small>	Ingles	Ingles	Ingles			
12 <small>12:30 - 13:00</small>	11-03	11-03	11-02	11-01		

Horario generado: 15.2.2016

aSc Horarios

APPENDIX 5 – *Planning Chart*

ESTRUCTURA DEL PLAN DE CLASE

Maestra en formación: _____ F.C. _____
Asesor@ Pedagógic@: _____ Grado: _____ Fechas: _____
Campo de aplicación pedagógica: _____

NOMBRE DEL PROYECTO DE AULA/Y O UNIDAD TEMÁTICA DEL ÁREA:

OBJETIVOS:

ESTÁNDAR(ES) DEL ÁREA(S)

LOGROS A ALCANZAR:

ESTANDARES DE COMPETENCIAS CIUDADANAS: _____

PLAN DE CLASE DIARIO

FECHA: _____

AREA: _____

TEMA: _____

INDICADOR DE DESEMPEÑO: _____

MOMENTOS DEL PROCESO DE ENSEÑANZA-APRENDIZAJE/ PLAN DE ACCION

INICIACION: (descripción de cómo iniciará la clase: actividades, estrategias de enseñanza y aprendizaje)

DESARROLLO:(descripción de actividades y estrategias de enseñanza - aprendizaje que aplicará al desarrollar el tema.)

FINALIZACION:(descripción de actividades y estrategias que aplicará en el **afianzamiento del tema, evaluación y asignación de tareas**)

RECURSOS: _____

HORIZONTE CONCEPTUAL: Es lo que se pretende enseñar (conceptos, ideas, diagramas, ejercicios, reflexiones, tareas)

BIBLIOGRAFIA-WEBGRAFIA _____

METACOGNICION O REFLEXION DE LA JORNADA _____

OBSERVACIONES DEL ASESOR (A) PEDAGOGIC@:

Maestr@ Asesor(a)

Maestr@ en formación

APPENDIX 6 - Assessment Forms

“Cooperative Learning Progress Report”

COOPERATIVE LEARNING PROGRESS REPORT

Date: _____

Week: _____

Lesson Topic: _____

Describe Critical or Interesting Incidents: _____

Successes: _____

Problems: _____

My Thoughts: _____

Ideas to Improve Future Cooperative Learning Lessons: _____

Johnson et al., 1998

“Teacher Observation Form”

Teacher Observation Form

Date: _____ Observer: _____

Rating Scale: (1 = Inadequate, 2 = Poor, 3 = Good, 4 = Excellent,
NA = Not Applicable for Date of Observation)

On-Task	1.	2.	Comments: Student #1	Comments: Student #2
Stayed on task.				
Showed interest in group activity by sitting close to group members and making eye contact with members.				
Did not become frustrated or stop trying if activity was difficult.				
Performed assigned role.				
Understood instructions and was able to begin activity.				
Contributed Ideas				
Contributed one or two opinions orally during group activity.				
Waited for teammates to finish speaking before contributing opinions.				

General Comments:

Rating Scale: (1 = Inadequate, 2 = Poor, 3 = Good, 4 = Excellent,
NA = Not Applicable for Date of Observation)

Helped Groupmates	1.	2.	Comments: Student #1	Comments: Student #2
Listened to teammates' ideas by making eye contact and not interrupting others.				
Encouraged teammates by giving positive feedback or words of encouragement.				
Respected teammates by using kind words ('please', 'thank you', etc).				
Volunteered to help teammates if necessary.				
Asked for Help if Needed				
Asked teammates for help.				
Asked teacher for help.				

General Comments:

Johnson, Johnson, & Holubec, 1998

“My Checklist for Cooperative Groups”

STUDENT COOPERATIVE LEARNING LOG

Name: _____

Date: _____
1. What did you like about the activity? _____ _____
2. What did you NOT like about the activity? _____ _____
3. How did you help your teammates? _____ _____
4. What is one thing you did today? _____ _____

Kagen, 1994

APPENDIX 7 – Language’s Day

