

**A radio programme based on Task Based Learning to enhance Speaking skills of 6<sup>th</sup> grade  
students at New Cambridge School: An action research**

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**Foreign Languages Program**

**Integral Practice**

**Pamplona**

**2018-1**

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## Acknowledgments

*First of all, I would like to thank God for every opportunity that led me to be where I am today, particularly, at this outstanding stage in my life.*

*To my parents, thanks for your love, your support and your commitment in every step of the way. I love you deeply and I feel blessed to have you by my side.*

*To my beloved friends, who were my family in an isolated place from home. Thanks for letting me be part of your life and making my stay more pleasant. The amazing times shared together will always be present in my heart and memory.*

*I would also like to extend my gratitude to each one of my teachers, who guided me during the course of my career. Your constant assistance and kind guidance helped me improve personally and professionally. I have to apologize for not giving all my efforts even when I knew that I could do it and better.*

*Last but not least, my “Little peppers”, my students. Honestly thanks for teaching me how to be a teacher, and letting me teach you for life. Undeniably, you will always be with me.*

*Finally, thanks to the life, I already learned that you lose the opportunities if you are not brave enough to take them.*

*Acceptance note*

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*Teaching Practicum Committee*

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*Mayeini Katherine García Parada*

*Mentor*



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## **General presentation**

This study is composed of four different components: pedagogical, research, outreach and administrative. These are part of the practicum process, in which each one has a relation between them in order to develop and to foster the learning process as much in pre-service teachers as in students.

Firstly, the Pedagogical Component includes the implementation of a proposal which aims at enhancing student's speaking skill through the implementation of a radio broadcast, using the task-based learning approach. Additionally, this component focuses on the improvement of the speaking skill but at the same time to work on listening comprehension.

Subsequently, in the Research Component, pre-service teachers take part in a research project, in which they implement the reflection in order to self-asses their work and attitudes during the practicum process.

Afterwards, the Outreach Component focuses on giving a help to the school's needs, teaching in elementary grades taking into account that some of them do not have an accurate guide, regarding the English teaching and learning process.

Finally, for the Administrative Component, the pre-service teachers are part of the different activities stated by the institution in order to have the experience what teachers do in real context, which includes extracurricular activities and events such as teachers meeting, flag raising ceremonies, among others.

## Introduction

Historically, English in Colombia was designed as an educational subject for high school in 1982 taking into account a research done by the British Council (2015). However, according to this institute who did an examination of the policies during all history in Colombia in May 2015, English was ignored at that time because of the lack of experience when teaching this language, while the size and the management of the classroom were other excuses to avoid the learning and teaching process. Over time, Colombian universities supported the teachers, supplying them a training with the objective to teach successfully in the rooms but it had not the results expected, moreover this allowed that English was stated as a language to obtain opportunities when talking about work or studies. Thus, the Ministry of National Education (Ministerio de Educación Nacional, MEN) in 2004, created a policy to promote English in the country, named it National Bilingual Program (Programa Nacional de Bilinguismo, PNB).

The National Bilingual Program was created by the Colombian government with the purpose of encouraging English along the country to increase the proficiency rate in terms of business, education, and technology, considering 2019 as the year to reach its target, which is that everybody will be bilingual. Notwithstanding, the reality that Colombians live is entirely different than it was expected, because nowadays students barely achieve the basics English level in the schools, in which the Central Bank (2013) found “90 percent of secondary school students reach a maximum level of A1 – a very basic level- and that only 6.5 percent of secondary education students finish with a B level, the minimum level that could be considered bi-lingual.” It means that Colombia is not accomplishing the mission of bilingualism, having problems either by the students or the lack of qualified teachers.

Therefore, it is necessary to develop a proposal in which English could be practiced and could attempt to improve it. As an initiative, a research proposal it is developed at New Cambridge School in 6th grade students, enhancing their performance in English focusing on their speaking skills through a radio programme as a tool that will enhance the language development.



### **Justification**

Considering the observations done, it was analysed that some students presented problems when pronouncing some words, at the same time they did not want to participate actively in the classes because of the shame of mispronouncing and the lack of vocabulary. In addition, the fact that students were not able to have a short conversation in English between them, considering the topic of the class. That is why, speaking was identified as skill to improve, thereby reaching the government target that is a Colombia bilingual and the school policy that is bilingual. As consequence, this study aims at enhancing speaking skill through a radio programme during the English classes of 6<sup>th</sup> grade students from New Cambridge School.

Speaking is a skill that lead the communication, for that reason it is necessary to improve its usage, because it helps to the expression of ideas, feelings, opinions and others. With that in mind a radio programme will be a final product that will enhance this already expressed, in which students will put the topics learned into practice with the implementation of different tasks.

## **Objectives**

### **General objective**

- To enhance student's speaking skill through the implementation of a radio broadcast, using the task-based learning approach.

### **Specific objectives**

- To use reflective practices as an aid for pre-service teachers at the practicum stage.
- To respond to the English language teaching needs of the child population in primary school in Pamplona, specifically, at New Cambridge School.
- To promote the development of a critical spirit in the students-practitioners that allows them to analyse their pedagogical work.
- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.
- To participate actively in the academic and administrative activities organized by the institution during the practicum stage.

## **General Conclusions**

Based on the development of this project the following aspects are considered as results:

- The implementation of Task Based Learning approach provides an easy way of learning a foreign language due to the involvement of the learners and the motivation that they feel when performing the tasks. In addition, each activity aims at increasing the language knowledge, laying aside the traditional method of learning.
- Using English through a real context gives a meaningful significance to the educational process because learners understand why they are learning and how they can put into practice the acquired knowledge. Thus, the implementation of a radio programme helped the students to be aware of their educational process in English.
- Integrating a skill in order to teach another, it is an important strategy due to the learners receive an input with the purpose of improving their weakness, as it is evidenced in this project.
- Through the reflection, the pre-service teachers take advantage of the practicum process inasmuch as the self-evaluation allow their daily improvement in the teaching process.
- The use of flashcards were visual aids that allowed elementary students to comprehend and improve their vocabulary. Additionally, the activities implemented with this didactic material enhance the students' participation and the motivation for learning a foreign language.
- Taking part of the academic and cultural activities of the educational institution, it is a significant traineeship for the pre-service teacher, because it becomes aware of the development of the comprehensive training activities for the students.

## Institutional observation

### Topographical location of the school

New Cambridge School is a private educational institution located in Pamplona, Norte de Santander, Colombia; specifically, in the street #6 n° 2-20. It offers mixed-gender education with emphasis in English and humanities, it is remarkable to highlight that this institutions counts with a double shift, in other words, students study in the morning and in the afternoon. In addition, this institution provides the educational levels of preschool, primary and high school (6<sup>th</sup> to 9<sup>th</sup>); offering education without any discrimination of race, culture, gender, ideology, creed, sexual preference, socioeconomic status, vulnerability or disability.

### Institutional authorities

The institution's board of authorities is composed of five people

CHARGE	NAME
Principal	Gloria Inés Duarte
Discipline coordinators	Mayarly Arias (High School) Constanza Acevedo (Primary)
Academic coordinator	Rafael Niño
Cooperative teacher	Adriana Buitrago

*Table 1 School authorities chart*

### Principal aspects of the Institutional Educational Project (PEI)

The PEI of the New Cambridge School aims at looking for the optimal development of its services, consolidating the self-solution of the problems and generating proposals, planning and actions to strengthen the educational process. Additionally, the PEI leads the strategic guidance that provides quality in each one of the services offered by the institution and it sets the institutional philosophy that is part of the educational policies and values.

### ***Institutional horizon***

**Mission.** To provide preschool, primary, high school education with quality based on bilingual teaching and the practicum of values, training respectful, autonomous, responsible and competent people with integrity in the development of dimensions and areas, with the ability to lead fundamental changes, turning their environment into the excellence academic criteria.

**Vision.** By the 2020 New Cambridge School will be recognized as the first educational institution by its integrity in the pedagogical proposal, focused on the being formation and the development of the competencies to answer the quality standards, throughout academic process to recognize individuality and promoting the students autonomy, thus developing a peaceful cohabitation and a fair participatory and supportive society.

### ***Principles of the educational institution***

- The principles contribute to the integral development of children and young in all their dimensions with an active participation of the family, educational institution and community.
- To train people with relevant skills in English as a second language.
- Formation of spiritual and moral values, regarding the creeds practiced by the students and their families.
- Formation of a researcher and innovative spirit.
- Formation of committed individuals.
- Formation of a community characterized by love, respect and commitment to the institution.
- Being a pride educational institution of the community with the development of regional and national educational exigencies.

- To achieve a formation with solid integral bases and a critical capacity on students.
- To contribute to the development of the ethic guided by the peaceful coexistence and by the student's development as a person in the community.
- To allow the development of the educational activities taking into account the styles and rhythms in order, respect and responsibility.
- To control the coexistence relationships as an educational and pedagogical tool to ensure the fulfilment of rights and duties.
- To acquire a commitment with the agreed rules making them part of their daily behaviour.
- To foster self-esteem in the students as a personal fulfilment.
- To ensure inclusion processes in the institution according to the existing standards
- To form and strengthen citizen competencies respecting and exerting the human rights.
- To schedule and do school outings to strengthen the learning processes.
- To promote the environmental culture development throughout the comprehensive education.

### **Main aspects of the coexistence handbook of the educational institution.**

The coexistence handbook of New Cambridge School aims at following the students comprehensive training taking into account the development of the personality and the harmonious coexistence to face the challenges of the new world that are changing.

This rulebook establishes the rules, rights, and duties that students, teachers, parents and clerical workers must take into account to have a peaceful coexistence in the educational

institution, additionally, there is stated the different process such as behaviour, academic, and the monthly payment to take into account.

The rulebook is such an important agreement when talking about coexistence, because there are all the procedures to follow, if for any reason a disciplinary issue is presented, also there are established rewards for students if they present an excellent behaviour and good attitudes in their academic performance.

### Organizational chart of the educational institution

In this organizational chart, it is possible to find the order of each one of the authorities of the educational institution.



Figure 1. School organizational chart

## Symbols of the institution

### *New Cambridge School's flag*

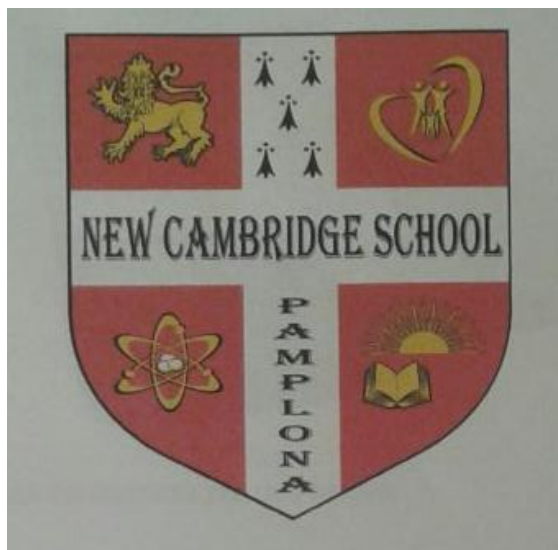


*Figure 2. Institutional flag*

The flag of New Cambridge School is composed of two strips. The first one is cream colour, it represents tranquillity, elegance and purity that the New Cambridge students show and it is reflected in the innocence and transparency of their hearts. The second strip is red wine, this colour represents strength, dedication and vocation of the students, teachers, administrators' management and parents.



### *Institutional shield*



*Figure 3. Institutional shield*

It has a rhomboid form and it is composed of four sections separated by a cross and in the middle, in the horizontal part has the description NEW CAMBRIDGE SCHOOL and in the vertical part has Pamplona, in the top left margin there is a lion which represents the leadership that the educational community must practice, in the top right margin there is a family and represents the base of society and the union of the institution.

In the lower left margin, there is the symbol of technology which represents one of their potential with the objective that the students face the changes of globalization, and finally, on the lower right side there is an open book as a signal of the information and a sun in the horizon presenting the path to follow.

## School calendar

CRONOGRAMA DE ACTIVIDADES 2018-1		
MES	FECHA	ACTIVIDAD
FEBRERO	13	Inscripción de personeros
	13 -28	Campaña de personeros
	16	Actividad San Valentín
	7-21	Consejo académico
MARZO	6	Elección personero
	12 -16	Reunión de padres de familia.
	24	Actividad artística
	26-30	Semana santa
ABRIL	2-5	Repaso Primer periodo
	6-13	Pruebas de calidad primer periodo
	9-13	Encuentro de padres
	16	Inicio Segundo periodo. Recuperaciones Primer periodo.
	23	Día del idioma.
	24	Entrega de boletines Primer periodo.
	26	Izada de bandera.
	4-18	Consejo Directivo
MAYO	1	Día del trabajo.
	11	Mañana Mariana
	16	Día del maestro.
	25	Actividad artística.
	2-23	Consejo Académico.
JUNIO	1-7	Repaso Segundo periodo.
	8-15	Pruebas de calidad.
	14	Izada de bandera.
	15	Fin Segundo periodo Inicio de vacaciones.
	19	Recuperaciones Segundo periodo
	6-18	Consejo académico.

Table 2. School calendar first semester.

**Supervisor's academic schedule**

<b>SUPERVISOR'S ACADEMIC SCHEDULE</b>					
<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
7:10 – 8:05 am		6°2	6°2	8°	7°
8:05 – 9:00 am	8°	9°	6°2	8°	7°
9:00 – 9:55 am	8°	9°	7°	6°2	6°1
9:55 – 10:20 am	<b>BREAK</b>				
10:20 – 11:10 am	6°1	7°	8°	6°1	9°
11:10 – 12:00 pm	6°1	7°	9°		6°2
12:00 – 2:00 pm	<b>LUNCH</b>				
2:00 – 3:00 pm			9°	7°	
3:00 – 3:45 pm	6°2	8°	6°1	9°	
3:45 – 4:00 pm	<b>BREAK</b>				
4:00 – 5:00 pm	7°	8°	6°1	9°	

*Table 3. Supervisor's academic schedule*

### Pre-service teacher schedule

PRE-SERVICE TEACHER SCHEDULE					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:10 – 8:05 am		6°2	6°2		
8:05 – 9:00 am			6°2		
9:00 – 9:55 am				6°2	6°1
9:55 – 10:20 am	BREAK				
10:20 – 11:10 am	6°1		4°	6°1	4°
11:10 – 12:00 pm	6°1				6°2
12:00 – 2:00 pm	LUNCH				
2:00 – 3:00 pm	4°				
3:00 – 3:45 pm	6°2		6°1		
3:45 – 4:00 pm	BREAK				
4:00 – 5:00 pm			6°1	4°	


*Table 4Pre-service's teacher schedule.*

### Pedagogical aspects

In the beginning, the institutional observation was conducted for a period of two weeks, whose objective was focused on observing the course assigned, in this case 6th grade, the relevant aspects of the institution and have a contact with the institutional community. It is important to highlight that the classroom observations were registered through a journal with the purpose of do not to omit important details such as issues when interacting with the language, the interaction between teacher-students, the classroom management, the teacher's methodology and the student's classwork.

As part of this stage, it was perceived that students work with a book "teen2teen" which must be used in all the classes, also it provides an online platform ([www.teen2teen.com](http://www.teen2teen.com)) in

which some activities are assigned. Additionally, it was observed that the teachers have to handle a plan for each week.



MINISTERIO DE EDUCACION NACIONAL  
SECRETARIA DE EDUCACION, NORTE DE SANTANDER  
PAMPLONA

**NEW CAMBRIDGE SCHOOL**

Reconocimiento Oficial Resolución 002412 de Abril 30 de 2009 y Resolución Ampliación  
Básica Secundaria 00940 del 03 de abril de 2017. DANE 354518001465  
Secretaría de Educación de Norte de Santander

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### PLAN DE CLASE 2018

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<b>ESTABLECIMIENTO EDUCATIVO:</b> NEW CAMBRIDGE SCHOOL		
<b>CODIGO DANE:</b> 354518001465	<b>NOMBRE DOCENTE:</b>	
<b>GRADO:</b>	<b>ÁREA:</b>	<b>ASIGNATURA:</b>
<b>PERIODO:</b> 1	<b>AÑO:</b> 2018	<b>IHS:</b>

<b>EJE TEMÁTICO:</b> Escriba aquí el título del tema de aprendizaje del periodo
<b>TIEMPO:</b> Escriba el número de semanas y de periodos de clase en las que se desarrollan los temas
<b>LINEAMIENTO CURRICULAR:</b> ❖ Escriba el lineamiento curricular pertinente a los temas
<b>ESTÁNDARES:</b> ❖ Escriba los estándares curriculares pertinentes a los temas
<b>DERECHO BASICO APRENDIZAJE:</b> ❖ Escriba Los DBA pertinentes a los temas
<b>ESTRATEGIAS DE APRENDIZAJE:</b> Escriba las actividades que va a desarrollar para lograr el aprendizaje
<b>EVALUACIÓN:</b> Escriba la forma como va a verificar el aprendizaje
<b>PLANES DE MEJORAMIENTO O ACTIVIDADES DE NIVELACIÓN O SUPERACIÓN</b> Describa las actividades previstas para que los estudiantes mejoren sus desempeños. (Refuerzo)
<b>OBSERVACIONES:</b>

Figure 4. Lesson Plan

## **Chapter I: Pedagogical Component**

### **A radio broadcast based on Task Based Learning to enhance Speaking skills of 6<sup>th</sup> grade students at New Cambridge School: An action research**

#### **Introduction**

English is a language that is composed of four skills that need to be developed to allow the process of communication, as skills we found writing, reading, listening and speaking. Nowadays the importance of learning English has become an essential basic learning process due to it gives people the opportunity to be part of the globalized world. Focusing on English with an educational purpose, it is stated that with this language students can access to diverse information, in order to do research (Ministry of National Education, 2000). Taking into account Naved, 2015

“[English] is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students.” (p.1)

Standing out the importance of English, in Colombia the Ministry of National Education developed the National Bilingual Program (2004) whose purpose is to foster and to strength the learning process of English as a foreign language, although it exists these type of policies, the results attest the language level has not improved over the time. That said, as future teachers in the foreign language field, it is important to be aware of the challenges that will be faced in the classrooms. That is why, the development of the language skills (writing, speaking, reading and listening) must be taken into account during the classes. However, the learning process of

productive skills –writing and speaking- are relevant, regarding that allow the expression of ideas, beliefs and opinion.

Bearing in mind what is stated before, the purpose of this research was to implement tasks to enhance the speaking skill on students through a radio programme focusing on 6<sup>th</sup> grade students, whereby the students learned actively culture, vocabulary and they enhanced their oral production.

## Statement of the problem

During the observation phase that was carried out during two weeks, it was evidenced that the 6<sup>th</sup> grade students at New Cambridge School, did not have a proper pronunciation. In the observations sheets, it is stated that the teacher was working in some exercises of the book regarding the present continuous tense, then she asked one by one the possible answers and a student said: The children are playing /playin/ in the park, instead of the children are /'pleɪɪŋ/, additionally other words were mispronounced in the same context such as study /studi/ instead of /stʌdi/, driving /draivin/ in place of /draɪvɪŋ/, even though are /are/ instead of /ɑ:/ . According to Nurhayati (2015) “the first students’ problem is pronunciation, because English is foreign language so they get difficulties to pronounce English words. Sometimes their pronunciation and the spelling are different but they guess the words” (p. 216) what is evidenced in the observations and what Nurhayati states, there is a similarity because students do not know how to pronounce properly a word, so they trend to guess the pronunciation regarding the sounds of the mother tongue. In addition to that, the students did not accomplish what it is stated in the CEFR, A1 learners “Can produce simple mainly isolated phrases about people and places” (p.58). With that in mind, some students were not able to produce that kind of phrases including the coherence, demonstrating problems in the speaking skill.

Based on what it was evidenced, it was necessary to implement a proposal which aims to enhance the pronunciation of students and their speaking skills. Further, the teacher pointed out that in 6<sup>th</sup> grade there were new students who came from schools in which English was not taught or did not have the language basis. Therefore, this study will help to develop speaking and to improve the English level on the students who have not enough basis and balance their English proficiency.



Moreover, two questions are proposed in order to guide this project: How does the implementation of a radio programme enhance speaking skill among 6<sup>th</sup> graders at New Cambridge School? How can the Task-Based Learning contribute to the learning of speaking?

### **Justification**

Regarding the problem presented in 6<sup>th</sup> graders at New Cambridge School, this community was benefitted with the implementation of this project, inasmuch as the students belong to a bilingual school where English is taught six hours per week, forcing them thinking and communicating most of the time in this language. While for the new students, it contributed to raise their English level and establish a language balance among the students who have an advanced level.

Moreover, this project motivated the students to participate actively and have a frequent interaction with the target language, because mostly they spend time doing mechanics exercise in their books and learning by heart the new vocabulary. Meanwhile, with this proposal, the students admired English as a language that can be implemented in the daily life and can learn easily different aspects for instance vocabulary and culture. As it is reflected in the advantages of the implementation of tasks, in which according to the CEFR, Most of the tasks are related with the real life and different activities could be implemented through its usage

Additionally, 6<sup>th</sup> graders at New Cambridge School were benefitted through the conducting process of this study considering they were agents of their own learning process and they had an actively participation in the construction of meaning and significance during the development of tasks. In the same way, this proposal served as a solution of one of the first

confrontation to a real education context by the pre-service teacher, in which it is aimed to implement a strategy or methodology to improve the second language needs in the learning process in Colombia.

## Objectives

### *General objective*

- To enhance student's speaking skill through the implementation of a radio programme, using the task-based learning approach.

### *Specific objectives*

- To design workshops that allow students to develop a radio programme and to learn English by a real context.
- To implement workshops integrating listening comprehension to complement Speaking skill.
- To contribute to the vocabulary learning through the implementation of different tasks.
- To motivate students the English learning process through a final product, in this case a radio program.

## **Theoretical framework**

Undoubtedly, speaking is a skill which keeps the basis of the communication, also it is known that takes part of productive skills. In order to fully understand this study, it will be developed the following theoretical foundations: communicative language teaching, speaking, Task-based learning approach, listening, vocabulary and radio programme.

### **Communicative language teaching**

It is an approach that was proposed in the 70's by Halliday and Hymes whose purpose is to practice and to communicate the target language through interaction, facilitating the exchange of information that is why that through this approach speaking could be improved. Furthermore, Nunan, (2004) affirmed:

“language can be thought of as a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized led to the notion of developing different learning programs to reflect the different communicative needs of disparate groups of learners” (p.7)

Regarding what Nunan stated, it is remarkable to highlight that through this approach the learning process of a language goes beyond to learn by heart vocabulary and grammar structure, what is expected is to put into practice the target language, to know certainly how to transmit information and to allow the communication between two or more receptors, understanding its actual purpose.

Additionally, this approach proposes different classroom activities with the aim of developing the communicative abilities of students such as role play, interviews, group work, information gap, opinion sharing and the scavenger hunt.

## **Speaking**

Speaking plays a relevant role when expressing feelings or ideas, in fact, scholars consider this skill as the most important, due to it happens in real time and people do not have any chance of correct or organize properly the structure of their thoughts, it just happens spontaneously (Fauzan, 2014).

Taking into account what is stated before, learners are afraid of talking in the target language because they do not have a form to fix what they have said in a conversation. People prefer to take their time organizing their thoughts. For this reason speaking aims at transferring meaningful information to an audience (Abdullah, 2016). To sum up, speaking must transmit important information and is a mean of expression the thoughts, opinions and believes but it is necessary to be aware that we cannot edit what we already express through this skill because it is being constantly developed.

## **Task based learning**

It is the approach that allows the developing of the learning process of a language through different tasks regarding the context. Thus, students do not need to learn by heart structures or rules to reach a level. In an online article published in the British Council, Bilsborough (n.d) stated “The language, therefore becomes an instrument of communication, whose purpose is to help complete the task successfully. The students can use any language they need to reach their objective” (p.1) it means that the importance is not to talk correctly, to use properly the grammar structure or to follow the rules of pronunciation, but instead accomplish the purpose that is to communicate.

In order to follow this approach, it divides their task-based classes into different stages:

- *Pre-task*. In which the teacher gives a broad idea about what the students need to do, giving them examples or previous knowledge.
- *Task*. The students fulfil their assignment with the resources given by the teacher, this stage could be done in groups.
- *Report*. The students present what they have done and immediately receive feedback about the content.

Additionally, it is relevant to stand out the advantages of learning through TBL, considering the CEFR, in which it is found: The task success depends on the ability to learn experiences when working on it, the task can be adapted in language activities, most of the tasks are related with the real life and the difficulty task is adapted regarding the learner's capabilities.

However, as disadvantages we can find: It could exist people who help to the learners making it easier, giving them the answers; considering that the learner has to do the tasks by themselves, if the input of the task is difficult, its realisation might have troubles, it could have troubles with the lack of time for the preparation and execution.

Also, the usage of tasks involves creativity, skills based, problem solving, interpreting a role play, taking part into a discussion, giving a presentation, planning an action, and reading and replaying a message.

### **Listening**

The CEFR declared listening as a receptive competence in which the language user receive information spoken and process this. Listening is the skill that we develop every day, even in our mother tongue. Hence, the importance of the development of this skill is highly taken

into account, because it allows the people interaction in their daily life. Besides, (Brownell, (n.d) as cited in the CEFR) stated that this skill helps to the appreciation of the world and we do so in activities that could be small but are highly significant for the development such as listening to music, listening to friends, and theatre presentation among others.

### **Vocabulary**

As observed in educational institution observation, the lack of vocabulary was primarily another problem that was found, thus this study aims at enhancing speaking skill but also intend to highlight the importance of vocabulary learning. According to Ma (2009), learning vocabulary is defined as “knowing the meaning of the word and how to use it appropriately in different contexts” (p. 26); Recognizing the importance of vocabulary learning, aims at identifying the meaning of a word and to have a correct use, and to recognize it when it is necessary to introduce it. This is acquired by the connection of the meaning with the real context.

### **Radio programme**

The principal tool of this study is a radio programme, in which the students will develop a programme putting into practice what they learned during the classes. According to the Cambridge Dictionary radio is defined as “the system or work of broadcasting sound programmes for the public to listen to” (p1).

On the other hand, according to Mass communication (n.d) the production of a radio programme is composed of three stages with the purpose of having a clear plan. These stages are represented in the following chart, explaining the meaning and the sub-stages.

RADIO PROGRAMME PRODUCTION	
PRE-PRODUCTION	<b>An idea is born.</b> The subject of the show is decided
	<b>Plan of action.</b> The format of the programmes is chosen: interviews, talk show, documentary and so on.
	<b>The script.</b> In this stage, all the ideas go together and it is written what is going to be said.
PRODUCTION	The process in which the programme is recorded and there are edition if it is necessary
POST-PRODUCTION	Make announcements to advertise the programme, to ensure that people can listen to.

*Table 5. Radio programme production stages.*

## Literature review

In order to support this research, three previous studies enlightened the pre-service teacher to fully understand the issue under study, composing this section of Speaking difficulties, enhancing oral communication through task-based language teaching, and using task-based learning approach to foster oral production.

In order to comprehend the *difficulties that students struggle when speaking a foreign language*, it was required to analyse them with the purpose of overcoming when carrying out this research. Thus, Al Hosni (2016) aimed at finding out the difficulties presented in 5<sup>th</sup> graders students in Oman. By means of this study, the researcher implemented a case study, as results he stated that in speaking exists several difficulties factor developed in: linguistic difficulties, in which Al Hosni pointed out that the students lacked of vocabulary, precluding the construction of sentences when expressing their ideas. “One of them said, —We do not know how to say it--.



Although teachers spend a long time teaching grammar rules, students still cannot form short sentences when they try to speak in English” (p.26); mother tongue use, through this difficulty it was identified that students were speaking in Arabic (mother tongue of the Al Hosni research setting) when discussing the orientation of a homework, expressing that they were not able to express in English an idea

“I noticed that students tend to speak in Arabic when they discuss the rubrics of different tasks, and when I asked them about the reason for that in the interview; they explained that by saying,—We do not know how to say it. They meant how to discuss their ideas in English, so they shifted to Arabic. Therefore, the inadequate vocabulary repertoire and weak sentence building skills are the reasons for using the mother tongue” (p. 26)

Finally, the researcher highlighted inhibition, in which students were afraid of talk in public avoiding the mockery from their classmates “Students explained that their fear of making mistakes in front of their classmates was the reason for not speaking in the class. They expressed that, saying, “They will laugh at us if we make mistakes . . .” (p. 26)

As recommendation, the author suggests:

“Teachers need to be trained on how to integrate speaking to other skills and how to teach it communicatively. Their awareness of how language is acquired and learned should be raised. Moreover, teachers need to be enlightened on the different teaching strategies that may reduce their use of L1 in their classes.” (p. 28)

Bearing this in mind, it is important to look for strategies to reduce the mother tongue in English class, avoiding the language difficulties on students, in addition it is important to integrate speaking in the daily activities.

Once, having identified these difficulties, it is remarkable the similarities presented at 6<sup>th</sup> grade in New Cambridge School, where the students did not reproduce short sentences in English, despite the fact that they knew how to express their ideas in the target language, in addition, the students talked in Spanish, even if they asked something about an assignment.

### **Enhancing oral communication through task based language teaching**

Through this study, Santhosh and Meenakshi (2017) carried out an experimental study, whose purpose was to find out the effectiveness that TBL had when teaching oral skills. In order to fulfil the purpose, the researchers divided fifty students into two groups, in which in one group it was taught English with the TBL approach, while in the other group the teaching was guided for the teacher's instructions taking into account the same topics but with any methodology in specific.

In order to develop TBL, the author applied the following activities:

- “a. Just a minute – L2 learners have to speak for a minute on their own for the given topics.
- b. Introducing Each other- Learners have to introduce their friends
- c. Train Story- L2 learners should tag a story one by one
- d. Things in Common- Learners should pick the related card which has same meaning e.
- Describe a picture- L2 learners should describe a picture which is shown to them.” (p. 2)

As findings, Santhosh and Meenakshi identified that TBL provided students a real learning regarding the context. There, students were motivated to participate actively in the classes and their errors and mistakes were not utmost importance, even the students expressed

their ideas and opinion without problems of anxiety. However, the other group did not evidence a progressive change, being behind of the proficiency level of the other course.

“Task-based instruction provided learner with opportunities to implement English language contextually, to explore it with situational activities. As task based learning is student centered, students were stimulated to use language inventively through the tasks they were asked to complete.” (p. 3)

### **Using task based learning approach to foster oral production**

Moreover, Fuelantala (2016) reported how the use of TBL impacted the oral production of 8<sup>th</sup> grade students. In order to do so, the purpose of this study was to encourage students to speak English with the development of activities based on TBL, allowing the communication. As a method, she used stories as a tool to carry out this study.

As consequence, the results of Fuelantala study was divided into two mains categories:

- *Task-Based Learning to foster orality*. Here the researcher identified that the students improved their skill, speaking and pronouncing correctly through the implementation of the different tasks.

- *TBL in English lesson*. For this category, Fuelantala highlighted that all the English skills were applied and she provided tasks to help students and at the end of the classes, the students were able to identify the stages without being mentioned. In addition, this type of tasks motivated students in each class and they changed the perceptions towards the language, allowing the teaching-learning process.

## Methodology of the research

Firstly, this study had a *qualitative research designed* in which according to Denzin and Lincoln (2005) affirms “qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.” (p. 3). In other words, when doing this design, the researchers attempt to interpret and describe an issue, regarding the natural conditions of the participants, it means that when studying the phenomena, it is not needed to be in laboratory, just need to be in the participant context aiming at avoiding to alter the results.

Subsequently, this study adopted an *action research design* because “[is] systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning” (Mills, 2011, as cited in Creswell, 2012 p.577), in other words, this study has a systematic procedures because in each class it was implemented a plan, it was analysed the plan through collection of data and it was planned again if the plan had not the accurate strategy to be implemented. The educational setting in which this study was carried out was at New Cambridge School.

## Population

This study was carry out at New Cambridge School with 6<sup>th</sup> grade students. These courses count on six hours of English classes per week. This grade is divided into two groups, in which 6<sup>th</sup> grade 1 is composed of 15 students, while 6<sup>th</sup> grade 2 is composed of 21 students. The group who was the participant in this action research was 6<sup>th</sup> grade 1 due to the small amount of students and it allowed a simple data gathering process. Subsequently, six students were selected

as participants of this research study. This participants were divided into two; in a group were included three students who were the most participative in class and had a good English proficiency, aiming at knowing the perceptions towards the study and to analyse if there was an improvement in their speaking skill, while in the other group were included the students who had troubles with English, with the purpose of analyse an improvement on them.

## **Methods of data collection**

### *Techniques and instruments to collect data*

#### *Participant observation*

Taking into account Creswell (2012) definition “is an observational role adopted by researchers in which they take part in activities in the setting they observe” (p. 625) Through this instruments, the pre-service teacher and researcher, took part in the process of teaching and guiding the different activities and simultaneously observed what is happening in the classroom. In order to do so, three participant observations were carried into effect to accomplish their main purpose. Also, in this project it was used as an instrument journals, where it was commented all the procedures during the implementation of the project. (**Annex 1. Journals**)

JOURNAL  
 "A radio programme"

Date: April 5<sup>th</sup> 2018

#### TASK #1

En este día se realizó la primera parte de la tarea, la cual consistía en presentarles mas a fondo la realización de un programa de radio, al mismo tiempo de mostrar el vocabulario que se usa en este.

Cabe resaltar que a los estudiantes previamente, se les habia presentado de manera general el proyecto, en el cual muchos de ellos se emocionaron con la idea de hacer un programa de radio. Mientras se les explicaba la realización del proyecto, muchos creyeron que íbamos a ir a la radio de la Universidad de Pamplona, ya que el colegio no cuenta con los implementos necesarios. Es por eso, que les explique que el programa se haria de una manera artesanal, en la cual a través de dispositivos móviles, mp4 o computadores, se grabaría la voz de cada uno.

Una vez explicado esto, le pedi a los estudiantes que formaran grupos de tres personas cada uno, para un total de 5 grupos, mientras los estudiantes se organizaban, en el tablero escribi el listado de países anglofonos (United Kingdom, Trinidad and Tobago, India, Kenya, Jamaica, Australia, Bahamas, Ireland, South Africa and Ghana), una vez los estudiantes formaron sus grupos, ellos debían escoger uno de estos países, en donde los seleccionados fueron: United Kingdom, India, Jamaica, Australia and South Africa.

Luego, a través de un video se quiso mostrar a los estudiantes, como era participar en un programa de radio, es por eso que se mostro mi experiencia en la producción de un programa de radio. Para esto, se reprodujo un audio del programa English Radio Show, el cual era el programa donde habia hecho parte. Despues, se quiso mostrar otro video en donde se queria mostrar cuales eran los equipos que se usaban y cuales eran las expresiones mas usadas. El video se reprodujo por 2 minutos debido a que era bastante extenso y muchos estudiantes no comprenderían lo que ahí se decía, luego les pregunte a los estudiantes acerca de que vieron en el video, quienes eran los participantes y sobre que hablaban. La mayoría de estudiantes no entendieron de que se trataba el video y cual era su tema principal, ellos mismos manifestaron que no entendieron nada, otros se quedaban callados cuando se les preguntaba.

Una vez queriendo obtener la idea principal del video, lo reproduje de nuevo con la intención de que los estudiantes pudieran identificar las expresiones que se usan en el programa de radio, aunque el video solo incluía una. Finalmente, los estudiantes no fueron capaces de identificar las expresiones, además el sonido no era audible.

Despues de haber mostrado el video, a través de unos carteles, las expresiones que se pueden usar en un programa de radio fueron mostradas. Estas expresiones fueron: Hey, what's up, Hello everybody, I would like to say/share, let me explain/talk/say about. Mientras iba pegando cada cartel con la expresión, hacia que los estudiantes las escribieran en su cuaderno y las repitiera.

Finalmente, a cada estudiante le di una ficha, en la cual tenían como tarea investigar información relevante acerca del país que ellos habían elegido. Esta información era: Capital, ubicación, bandera, moneda y comida tradicional. Una vez explicada la tarea, la clase finaliza.

*Figure 5 Research Journal*

## *Interviews*

This instrument provides the researcher to extend the data and provide information that could not be directly observed, taking into account the participant experience, Creswell (2012). With this instrument, the researcher and pre-service teacher, will have a different perspective about the implementation of the tasks. For this, students' participants were interviewed at the end of the implementation to verify their perceptions, over the course of the research process. The objective of the interview was to know how the student's process was during the development of the radio programme project. In addition, the type of interviews was semi-structure interviews.

Regarding Cohen and Crabtree (2006) in this type of interview “The interviewer follows the guide, but is able to follow topical trajectories in the conversation that may stray from the guide when he or she feels this is appropriate” (p.1). In other words, when doing this type of interview, the researcher could access to more relevant information to analyse the research problem.

## (Annex 2. Interviews)

PREGUNTA:	Categoría:	Clase	Tipo	OBSERVACIONES TUTOR:						OBSERVACIONES Y SUGERENCIAS:
				Pertinencia:			Suficiencia:			
				B	R	M	B	R	M	
¿Cómo influyó la realización del programa de radio en su producción oral?	LEARNING SPEAKING  TASK	A	3							
¿Cómo practicó su producción oral por medio del programa de radio?	LEARNING SPEAKING	A	3							
¿De qué manera contribuyó al programa de radio?	INVOLVEMENT AND MOTIVATION	A	3							
¿De qué manera la realización del programa de radio influyó en su aprendizaje del inglés?	INVOLVEMENT AND MOTIVATION	A	3							
¿Los talleres de producción oral ayudaron en la adquisición de nuevo vocabulario?	VOCABULARY ACQUISITION	A	3							
¿Cree usted que las actividades de escucha influyeron en su producción	LISTENING COMPREHENSION	A	3							

Formadores de líderes comprometidos con la región en la construcción de un nuevo país en paz.

Figure 6 Research Interview

### *Students' recording and radio script*

Students' work can be considered as one of the richest sources of data. Thus, through this, it was assessed the information provided by the students, taking into account if the purpose of this study was fulfilled. Additionally, the student's radio script is where they portrayed their thoughts and the plan of ideas expressed in the recordings.


With the purpose of analysing the student's work, it was essential analysed their work depending on each task; in which from the first task was analysed six audios and scripts (one per participant); from the second task five audios and five scripts (two participants were from the

same group) ; and from the third task was analysed two audios (just two participants delivered the assignment) and six scripts (**Annex 3. Examples of radio script**)

♦ Fill the gaps with the information of the country that you have selected. Follow the example.

**EXAMPLE:**

Hey what's up! My name is Robert, I come from United States.  
 For me it is a pleasure be part of this amazing programme. I would like to say that the capital of United States is Washington D.C. and the currency is the Dollar. United States is located in North America between Canada and Mexico. Now, let me talk about the food in United States. For breakfast I eat pancakes, eggs or cereals. For lunch, I eat sandwiches; I love cheese sandwiches, chicken sandwiches and vegetables sandwiches. For dinner, I always start with the salad. I love to eat rice, carrots, peas and pasta. For dessert, I like to eat fruit and sometimes I like to eat chocolate.



**Your information.**

Hey what's up! My name is Angie, I come from United Kingdom. For me it is a pleasure be part of this amazing programme. I would like to say that the capital of United Kingdom is London and the currency is the Pound Sterling. United Kingdom is located in Europe, composed of England, Scotland, Wales and Northern Ireland. Now, let me talk about the food in United Kingdom.

For breakfast I eat:  
the "English Breakfast", consisting of one or two eggs on the grill with bacon, mushrooms, sausages, tomato, toasted bread, sometimes beans and black pudding.

For lunch:  
"Cornish Pasties", consist of stuffed "empanaditas" with meat, potatoes and vegetables.  
"Haggis", made from pieces of roast lamb mixed with onions, herbs and spices, and sometimes strawberries or raspberries with cream, our traditional dessert.

For dinner:  
"Lamb Pie", is roasted lamb meat and coated with mashed potato mash or wrapped sausages with mashed potatoes, ham and cheese.

Thanks for having me in the programme. I'm a big fan of you.

*Figure 7 Example of Radio script*

### Schedule data collection

In order to have a successful guide to collect data, it was proposed a schedule to follow the activities along the ten weeks of practicum.



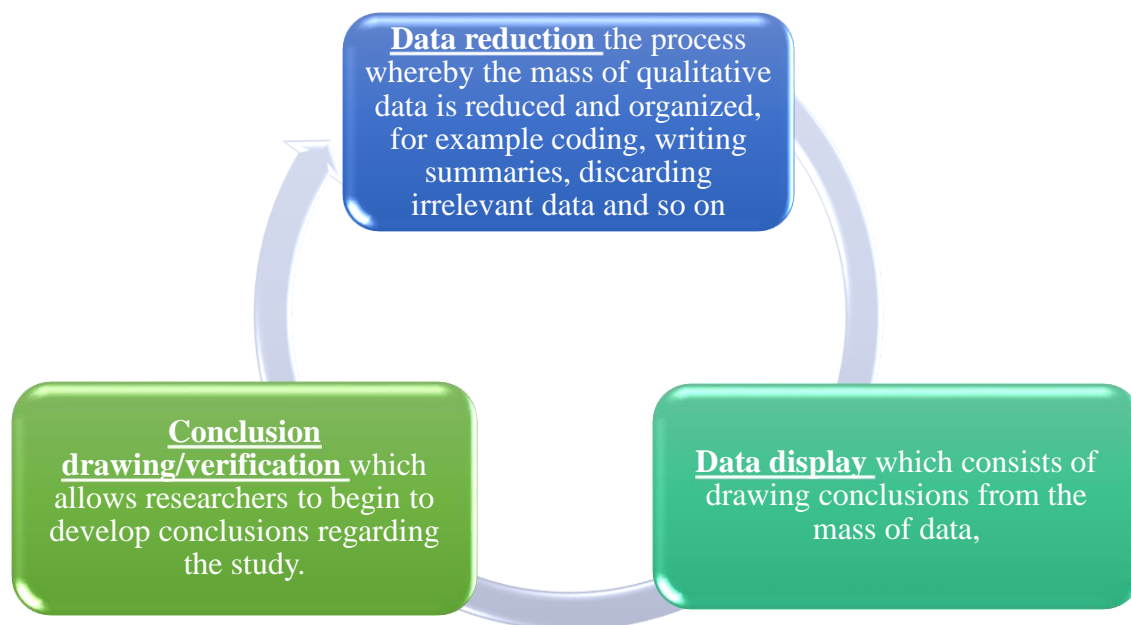
<b>Weeks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Instruments</b>										
<b>Narratives</b>			April 5 <sup>th</sup>		April 16 <sup>th</sup> April 18 <sup>th</sup>	April 25 <sup>th</sup>	May 2 <sup>nd</sup>	May 9 <sup>th</sup>	May 15 <sup>th</sup>	May 21 <sup>st</sup> May 25 <sup>th</sup>
<b>Student's oral production</b>						April 23 <sup>rd</sup>		May 7 <sup>th</sup>		May 21 <sup>st</sup>
<b>Interview</b>										May 24 <sup>th</sup>

*Table 6. Data collection timetable. Pedagogical Component*

### **Data analysis**

Hatch (2002) stated that “analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories.” (p. 148). That said, the data analysis part, will help to assess the information gathered that will answer the questions proposed in the study and to analyse if the purpose was achieved.

Besides, Miles and Huberman (1994) proposed an interpretive analysis which include a series of steps to analyse data.



*Figure 8. Data analysis procedures. Miles and Huberman (1994)*

In order to fully understand the procedure proposed by Miles and Huberman, there are three steps: Data reduction, data display and conclusion drawing and verification.

In the data reduction step, a researcher organizes and collect all the data gathered, then the information is analysed and it is selected relevant information. In order to develop this step, it is necessary to write comments and do summaries.

Data display step, here a researcher organizes the data from each instrument through the use of matrix, charts or tables. In order to achieve this step, a general matrix with comments was created. (**Annex 4. Matrices for the analysis process**)

\*P is an abbreviation for participant. P1 is for Participant number 1; P2 is for Participant number 2; P3 is for Participant number 3; P4 is for Participant #4; P5 is for participant number 5; and P6 is for Participant number 6.

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	INTERVIEWS					
TASK	Creativity			P1	P2	P3	P4	P5	P6
					"El programa fue un modo dinámico para que cada quien buscara una manera nueva de expresarnos."				
	Involvement and motivation			"Al poder dar a conocer las recetas de cada país, y también en mi investigación sobre todo eso y la vocalización [vocalización] de las palabras por si en algunos no era capaz, pues yo trataba de ayudar."  "Si, porque, cuando por ejemplo, si llego a viajar a otro país, que lleguen a hablar en inglés, el idioma inglés, puedo ya relacionarme con esas personas, para que así tener una relación más cercana a ellos y no estar tan apartado."	"Una de las actividades era cuando tenia que suponer que eramos chef y dábamos la receta del país que nos tocó, entonces mi grupo supuso que trabajabamos en el restaurante nacional de Londres."	"Puedo aprender más sobre el inglés de lo que yo ya podría saber, me ayuda a pasar la barrera de lo que me había quedado antes, mejorar, aprender"  "Puede dar mi voz, pude hacer las actividades que me pidian."  "Ahora puedo hablar inglés de manera más recorrida, puedo usar términos que antes no sabía y ahora los puedo implementar en mi vida cotidiana."	"Yo con mis compañeras ayudamos trabajando con el país Gran Bretaña, y yo fui una de las que habló de la comida de este país."  "Ayudé a elegir el nombre del programa, a realizar las invitaciones para el lanzamiento."	"Yo ayudé grabando con mis compañeros acerca del país de India."  "Yo ayudé aportando ideas, como el nombre, las tarjetas y el país que escogimos."	
	Interpreting a role play			"Hicimos que nosotros veníamos de ese país y hablabamos de lo que comemos allá, pero nos tocó investigar para poder hablar de esto."					
	Problem solving								
Giving a presentation					"Si, por lo general las grabaciones de voz era lo que nos ayudaba."				"Nos ponian tareas como las de las grabaciones y teniamos que investigar de ese país"

Figure 9 Matrix for interviews

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	JOURNALS		
				JOURNAL 1	JOURNAL 2	JOURNAL 3
TASK	Creativity					
	Involvement and motivation					
	Interpreting a role play					
	Problem solving					
	Giving a presentation					
	Reading a replaying a message					
	Taking part into a discussion					
	Autonomy					
	Sociocultural Knowledge					
ORAL PRODUCTION	Communicative competence	Linguistic competence	Lexical competence			
			Grammatical competence			
			Pronunciation			
			Fluency			
		Sociolinguistic Competence	Linguistic markers of social relations			
			Politeness conventions			
			Expressions of folk wisdom			
			Register differences			

Figure 10 Matrix for journals

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	STUDENT'S ORAL PRODUCTION					
				P1	P2	P3	P4	P5	P6
TASK	<i>Creativity</i>								
	<i>Involvement and motivation</i>								
	<i>Interpreting a role play</i>								
	<i>Problem solving</i>								
	<i>Giving a presentation</i>								
	<i>Reading a replaying a message</i>								
	<i>Taking part into a discussion</i>								
	<i>Autonomy</i> <i>Sociocultural Knowledge</i>								
ORAL PRODUCTION	<i>Communicative competence</i>	Linguistic competence	Lexical competence	"The student presents a huge range of the specific vocabulary, in this case about food"  "The student presents some difficulties with the expressions of measures when talking about recipes."	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"
			Grammatical competence	"The student has an accurate grammatical order, expressing his ideas."	"The student has an accurate grammatical order, expressing her ideas."	"The student presents some problems in the sentences with verb to be "The capital Kingston is."	"The student has an accurate grammatical order, expressing his ideas."	"The student has an accurate grammatical order, expressing his ideas."	It is difficult to understand the main idea, because the order of the structures are not well organized. Ex: My name is I come from
			Pronunciation	"The student presents an excellent"	"The student presents an excellent"	The student presents some troubles when	The student presents some troubles when	The student presents some troubles when	The student presents troubles when pronouncing

Figure 11 Matrix for Students' oral production

After having carried out the first and second steps, the data resulted in three main categories followed by sub-categories and descriptions related to those main categories. In the following figure it is shown the data after these two steps:

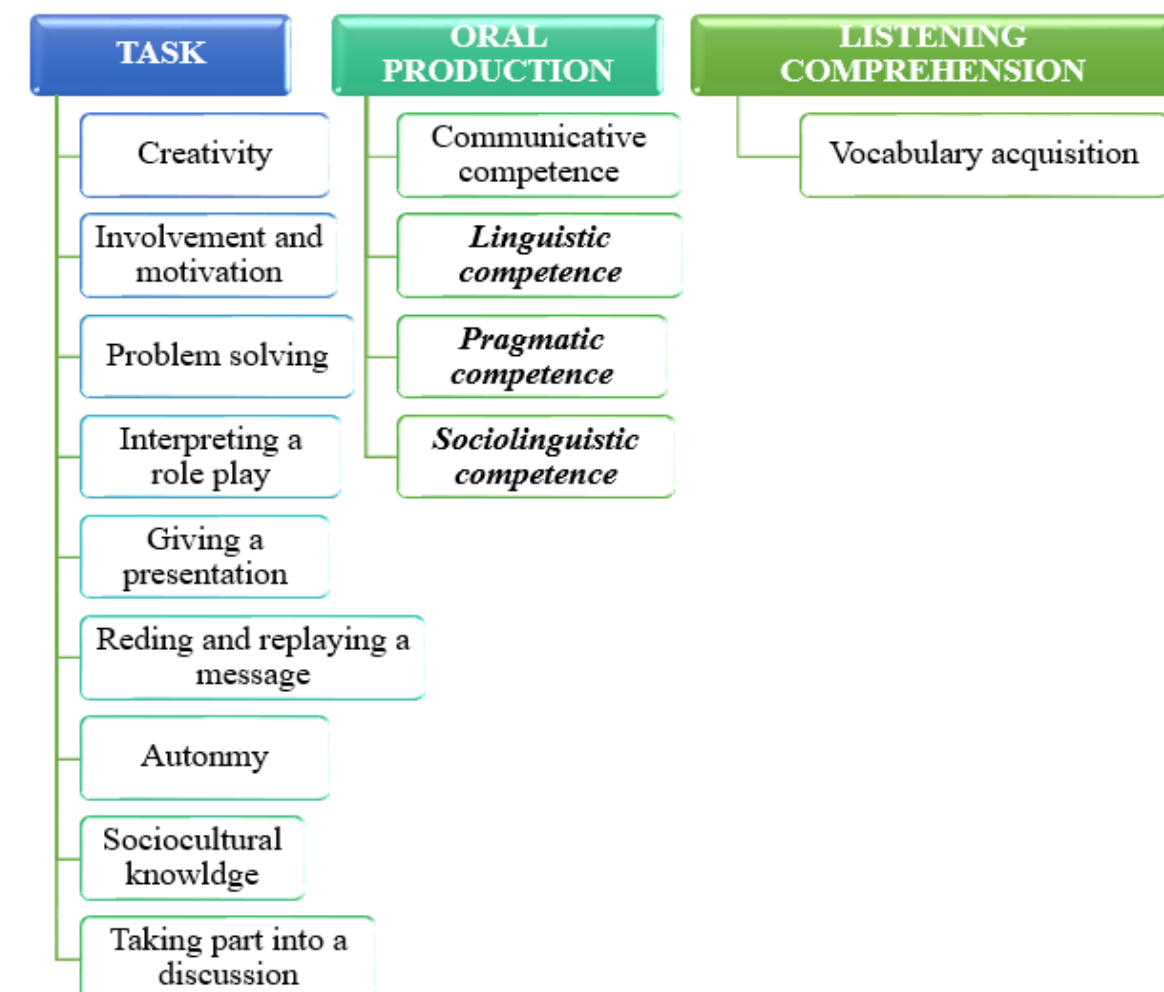



Figure 12. Categories and subcategories

Finally, in the conclusion drawing and verification, the researcher found the meaning of the data gathered and propose categories to cluster the information found. By following the previous steps, it was elaborated a descriptive summary of each category which was supported by data units taken from the participants and the researcher.

### Ethical Considerations

Taking into account that the participants are underage, it was mandatory to have a parental leave in order to access to the data gave by the students. In addition, it was announced to

the students that their participation it was not obligatory and it will not have a reward for it and their identity it is reserved as the information. (**Annex 5. Parental leave**)

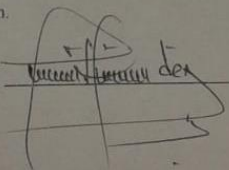
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Tels. (7) 5055303 - 5055304 - 5055305 - Fax: 5055730 - [www.unipamplona.edu.co](http://www.unipamplona.edu.co)

Pamplona, 16 de MAYO de 2018

Estimados,  
PADRES DE FAMILIA, sexto grado  
Estudiantes sexto grado  
Cordial saludo,


Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en el proyecto titulado **A radio programme based on Task Based Learning to enhance Speaking skills** (*un programa de radio basado en el método de asignación de tareas para mejorar la habilidad oral*), esta autorización se presenta a Usted, ya que para una de las etapas del proyecto, los estudiantes deberán grabar sus voces para desarrollar satisfactoriamente el programa de radio. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad.

Agradeciendo su atención.

Firma de Autorización: 

Cordialmente,

**Docentes de Inglés**  
**NEW CAMBRIDGE SCHOOL**

 Formando líderes para la construcción de un nuevo país en paz

*Figure 13 Parental leave*

## **Methodology of the Pedagogical component**

“Classroom activities should parallel the ‘real world’ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium” (Clark and Silberstein 1977 as cited in Nunan 2004). The previous quote is entirely directed with the methodology of this study inasmuch as it was implemented TBL approach, as we already known is the learning process of a language through tasks assigned for the students. Additionally, what Clark and Silberstein (1977) stated, the classroom activities should have a relation with the real world, and it is linked with the research, in which students adopted an Anglophone country and they have to talk about its culture, providing the topics of the class. Moreover, they played the role of citizens, chef and famous celebrities from the country selected to access to the culture information.

During the implementation of the project, the students were divided into five groups with three students each one. Then, each group selected an Anglophone country, which was the central axis to develop the tasks. Later, the students had to do research about the culture of the country selected and finally, the students accomplished the tasks regarding the culture of the country and the guidelines given by the pre-service teacher.

That said, the students through the different tasks associated with the real world, learning language with a real context, because at the end the final product was an emission of a radio programme.

As it is stated before, the final product was the emission of a radio programme. In order to develop this, firstly the students selected the name of the the programme that was “NCS Radio Programme”. Then, the three tasks were collected by the practioner in which the first one

consisted in a presentation of the country and its daily routine of meal; the second one was about a traditional recipe of the country ;and the last task was about an interview of a celebrity explaining their daily routine. Once the information was collected, the pre-service teacher organize the radio programme where he was the host and the students simulated a phone call. Finally, there was a presentation to all the educational community to present the final product made by the student. **(Annex 6. Final product)**

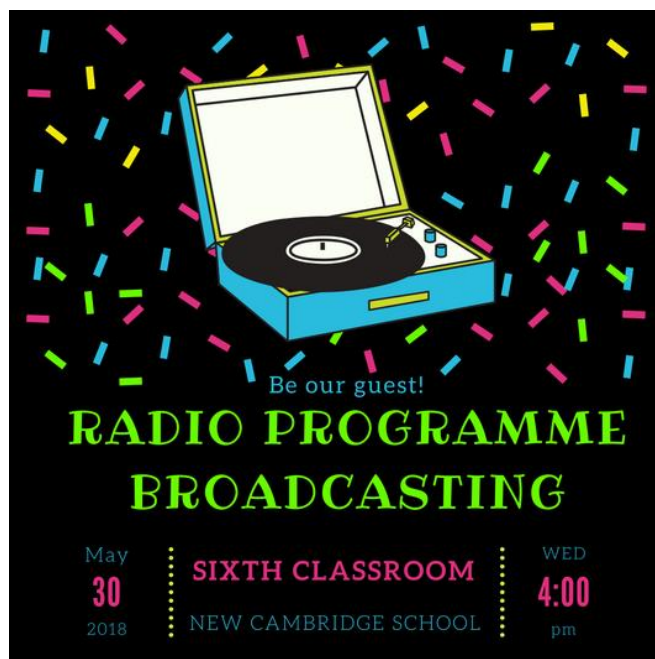


*Figure 14 Final product event*



*Figure 15 Final product video*





*Figure 16 Final product invitation*

Furthermore, Nunan (2004) explained that for the application of TBL it exists three principal tasks to be used:

- *Information-gap activity*. Involves the exchange of communication, for developing this task, it is proposed several activities such as pair work in which each pair has information that is complemented by the other; another activity is completing information of a chart. This type of task allows learners have critical mind when selecting the information.
- *Reasoning-gap activity*. On the basis of the information given, the students derive and deduct new information. At the end of this activity, the information comprises a different idea from the one that was initially comprehended.

- *Opinion-gap activity*. Response with personal preference, likes and feelings to a given situation. For this stage, the activity which best represents this is story completion. The learners discuss with actual information but they formulate their own arguments justifying the principal ideas. (Prabhu 1987: 46–7)

On the other hand, in Nunan's book it is stated that Pattison (1987) set out seven different types of tasks, however the task that has a relation with this study is *dialogues and role plays*, according to the author, this activity can be scripted or can be improvised by the learners, doubtless this allowed students to learn thoroughly because they had an option to choose what they will say, thus it is not recommended to assign a dialogue to repeat. Through this activity, the learners at New Cambridge School pretended being foreigners and journalists.

### **Implementation of Task-Based Learning (TBL)**

On the British Council web page, Frost (2005) affirmed “the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it” (P.1), additionally stated that TBL follows certain stages that in order to carry out this research, it will follow them.

On the other hand, the Council of Europe and European Commission (2000) in its publication “Methodology in language learning”, which is an adaptation of the model proposed by Willis (1996) proposed four steps to carry out TBL methodology:

- ***Pre task***: During this stage, the students receive an input about what are they going to develop when doing the task, studying vocabulary, expressions and grammar structures.

In order to do so, the pre-service teacher taught the vocabulary and useful expressions that were necessary to say in a radio programme, also the vocabulary of the presentations. Supplementarily, in this step the listening comprehension was developed aiming at teaching pronunciation to the students.

- ***Task preparation:*** In this stage, the learners prepare the task for the purpose of having more ideas about the task, doing role plays or presentation.

Following what it is previously stated, the students had to do research about the information that they wanted to share, filling gaps information and then preparing presentation to share what they found with their partners and teacher. Also, when developing this stage, the students received feedback with regards to the pronunciation, word choice and information.

- ***Task realization:*** The students performed the task in this stage.

After completing each previous stage, the students recorded their voice fulfilling the task, simulating calls to the radio programme.

- ***Post task:*** Finally, in this stage, the task is evaluated and the students received feedback or suggestions about the task done.

According to the final stage, the students received a general feedback with regards to the pronunciation in the final task. In addition, the teacher taught into account the Commun European Framework of Reference for designed a grill of evaluation and assess the task of the students.

## Workshops

In order to carry out the project, it was necessary to design a workshop plan, in which the different stages proposed to develop TBL, were taken into account. The following chart represents the different stages and their explanation.

<b>Date:</b>	<b>Course:</b>
<b>Topic: COUNTRY INFORMATION</b> <b>TASK NAME:</b> <b>TASK:</b> Explanation of the task. <b>Objectives</b> <ul style="list-style-type: none"> <li>➤ <b>Communicative:</b> This objective states the students' abilities in the second language. E.g. <i>Students will be able to describe what the traditional meal of an Anglo country is composed of, simulating a call to a radio programme.</i></li> <li>➤ <b>Linguistic:</b> This objective shows the use of the language taking into account the English grammar. E.g. <i>Students will be able to use count nouns.</i></li> <li>➤ <b>Sociocultural:</b> This objective explains how Students will relate the principal topic with the Anglophone culture. E.g. <i>Students will learn the traditional meal from an Anglo country</i></li> </ul>	
<b>METHODOLOGY</b> <b>Opening</b> In this stage, the teacher will introduce the topic of the class indirectly.	
<b>PRE-TASK</b> <ul style="list-style-type: none"> <li>✓ In which the teacher gives a broad idea about what the students need to do, giving them examples or previous knowledge.</li> </ul>	
<b>TASK PREPARATION</b> <ul style="list-style-type: none"> <li>✓ This stage shows the importance of preparing the students for the task realization. It rehearses the task to familiarize the learners with the context within which the task is performed. In this stage, learners prepare their own input for tasks as planning reports, practicing role-plays or thinking about the issues in a debate to elicit and provide the necessary language in the task realization</li> </ul>	
<b>TASK REALIZATION</b> <ul style="list-style-type: none"> <li>✓ This part is based on the successful realization of the task whether the task is performed, displayed, recorded, conducted as a group, or carried out in small groups or individually. Students perform the task</li> </ul>	

**POST-TASK****Evaluation**

This stage is focused on evaluating the task process development and offering different post-task options as language focus, feedback and evaluation, reflecting upon the task realization, language reflection and peer suggestions

*Figure 17. Model of the oral production workshop*

***Chronogram of activities***

On completion of the three workshops based on the stages of TBL, a radio programme was created with all the oral productions recorded by the students during the classes given by the pre-service teacher. Some students deliver actively their tasks demonstrating enthusiasm and commitment with the production of the radio programme. Finally, an event was planned, in order to show to all the educational community the hard work done by students

WEEK	DATE	ACTIVITY
1	March 12th	<ul style="list-style-type: none"> <li>Planning 1<sup>st</sup> Task</li> </ul>
2	19 – 23 March	
3	2 – 6 April	<ul style="list-style-type: none"> <li>Planning 2<sup>nd</sup> Task</li> <li>1<sup>st</sup> workshop</li> </ul>
4	9 – 13 April	
5	16 – 20 April	<ul style="list-style-type: none"> <li>Project presentation</li> <li>Implementation 1st Task</li> </ul>
6	23 – 27 April	<ul style="list-style-type: none"> <li>Evaluation 1st Task</li> <li>2<sup>nd</sup> workshop</li> </ul>
7	30 April - 4 May	<ul style="list-style-type: none"> <li>Implementation 2<sup>nd</sup> Task</li> </ul>
8	7 – 11 May	<ul style="list-style-type: none"> <li>Planning 3<sup>rd</sup> Task</li> <li>Evaluation 2<sup>nd</sup> Task</li> <li>3rd workshop</li> </ul>
9	14 – 18 May	<ul style="list-style-type: none"> <li>Implementation 3<sup>rd</sup> Task</li> </ul>

10	21 – 25 May	<ul style="list-style-type: none"> <li>• Evaluation 3<sup>rd</sup> Task</li> <li>• FINAL PRODUCT</li> </ul>
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*Table 7. Chronogram of activities Pedagogical Component*

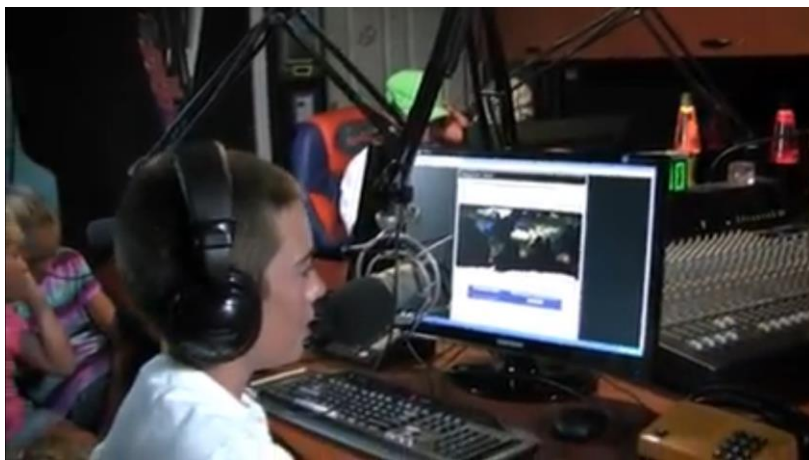
## **Implementation of the proposal**

Firstly, was necessary to introduce the project to the students to motivate them with the idea of the production of the radio programme. To do so, in the third week of practicum, the pre-service teacher decided to present the main idea of the project, also he explained that the students had to work in groups and select an Anglophone country that was given in a list. The countries were: United Kingdom, Trinidad and Tobago, India, Kenya, Jamaica, Australia, Bahamas, Ireland, South Africa and Ghana. Then, the students in their groups selected the countries and those were: United Kingdom, India, Jamaica, Australia and South Africa. Each group were composed of three students, a total of 15 students. Later, the students had to select a name for the radio programme and the best ideas were voted, in which the winner name was NCS Radio. With this, the students had an idea about the project.

### **First workshop “Eating around the world”**

The first workshop was carried out in the third week from April the second to April the sixth. The students when doing the first workshop were able to describe the traditional meal of an Anglo country, in addition, they were able to use countable and uncountable nouns and they were able to learn the traditional meals of an Anglo country. In order to achieve the objectives, students followed the following steps to fulfil the task. The task consisted of the students live in

an Anglo country and they will call to a radio programme describing an eating routine of the country.

<b>Date:</b> April 2 <sup>nd</sup> – 6 <sup>th</sup>	<b>Course:</b> 6 <sup>o</sup> 01
<b>Topic:</b> COUNTRY INFORMATION <b>TASK NAME:</b> <i>Eating around the world.</i> <b>TASK:</b> You live in an Anglo country and you will call to a radio programme describing an eating routine of your country. <b>Objectives</b> <ul style="list-style-type: none"> <li>➤ <b>Communicative:</b> Students will be able to describe what the traditional meal of an Anglo country is composed of, simulating a call to a radio programme.</li> <li>➤ <b>Linguistic:</b> Students will be able to use count nouns</li> <li>➤ <b>Sociocultural:</b> Students will learn the traditional meal from an Anglo country</li> </ul>	
<b>METHODOLOGY</b> <b>Opening</b> The teacher will ask students if they know about radio programmes; and what are the radio programmes that they listen to, in order to put them into context.	
<b>PRE-TASK</b> <ul style="list-style-type: none"> <li>✓ The teacher will show a video in which teenagers take part of a radio programme  <a href="https://www.youtube.com/watch?v=McGHDJmbJhE&amp;t=155s">https://www.youtube.com/watch?v=McGHDJmbJhE&amp;t=155s</a> </li> </ul>  <ul style="list-style-type: none"> <li>✓ The teacher will ask the students: What do you understand from the videos? Which expressions did you listen from the video? Do you know the name of the equipment of the radio?</li> </ul> <p>During this activity, the students expressed that they did not understand very well the video because the fluency of the speakers were faster, that is why the teacher had to explain with his words the main idea of the idea.</p>	

- ✓ The teacher will tell the students his own experience when working in a radio programme and he will reproduce an audio of the show that he became part

<https://www.youtube.com/watch?v=1kEhjdJR7M0>.



The teacher told the students that he had developed a radio programme before and asked the students if they had understood the main idea of the radio show, however the students expressed again that they did not listen properly because the fluency was faster, despite that the speakers were no native.

- ✓ Then, the teacher will show some expressions (Hey what's up, hello everybody, I would like to say, I would like to share, let me explain about, let me talk about? And the students will repeat the pronunciation of each one





The teacher stuck each poster in the board, while he was pronouncing and making the students repeat, while doing so he explained when to use the expressions and the meaning in Spanish.

- ✓ The teacher will deliver a worksheet, as homework, in which the students will look for information about the country selected; they must look for the capital, currency, location, the flag and traditional food. Finally, they have to share all the information gather with their partners

NEW CAMBRIDGE SCHOOL		
NAME _____	DATE _____	MARK <input type="text"/>
<b>HOMework</b>		
<b>TRAVELING AROUND THE WORLD</b>		
➤ Fill the gaps taking into account the information about the country that you have selected.		
NAME OF THE COUNTRY :		
CAPITAL	CURRENCY	
LOCATION	DRAW THE FLAG	
TRADITIONAL FOOD		
<div style="text-align: right;"> </div>		

The teacher announced that the information had to be according to the country selected. When the students fulfilled the worksheet, they showed the information in an oral presentation, in order to share with all their partners what they had found.

And the teacher could do feedback with the issues of pronunciation.

### LISTENING Holden, 2004

- ✓ *Pre-listening:* The teacher through slides will present the vocabulary of the audio and the lesson and he will explain what the audio is about.



The teacher showed the slides, these slides were composed of the word, the image and the phonetic transcription in order to teach the pronunciation of the words that there were in the audio and the vocabulary of the lesson. Then, the teacher made the students to pronounce each word.

- ✓ *Listening-activity:* The students will circle the answers regarding what they have listened to. First, the students will listen to the audio to identify general aspects such as the speaker, words understood, then the teacher will ask what is the country named in the audio? Who is talking? A male or female? What were the words that they listened to? Then, the audio will be reproduced again, in order to fill out the worksheet.

**Audio:** <https://drive.google.com/drive/folders/1IHFtI6-W-0jg4xLYSt52TwNgUKDwmS0X>

### LISTENING ACTIVITY

➤ Listen to Robert talking about the meals that he takes in New York and circle the correct answers.

1. How is the food in New York?  
a) Spiced    b) Disgusting    c) Really good    d) Really disgusting
2. What does Robert eat for breakfast?  
a) Pancakes, chocolate and jam    b) pancakes, eggs or cereal  
c) Fruits, eggs or cereal    d) pancakes, eggs and coffee
3. When Robert eats sandwich?  
a) For lunch    b) For breakfast    c) For dinner    d) For the snack
4. Robert always starts with the soup.  
a) True    b) False    c) He doesn't say
5. What does Robert like for dessert?  
a) Chocolate cake    b) Soda and rice  
c) Carrots, peas and pasta    d) Fruits and chocolate

- ✓ *Post-listening:* The students and the teacher will share the answers together, while they are checking their partners' answers. Finally, the audio will be reproduce to check the answers.

### TASK PREPARATION

- ✓ The teacher will present a slide with the instructions of the first task. Thus, the students have to imagine that they are from the country selected and they will simulate that they will call to a radio programme, in which they have to talk about the typical feeding routine of the country (Firstly, the students need to look for information about the feeding routine). As example, they will receive a sheet in which there will be stated an example about what they have to write.

1

2

3

4

5

6

- ✓ When the students have written their productions, the teacher will highlight

the mistakes, the students will correct them and deliver it again.

**HOMWORK**  
TRAVELING AROUND THE WORLD

> Fill the gaps taking into account the information about the country that you have selected.

NAME OF THE COUNTRY: UNITED KINGDOM ✓

CAPITAL: London ✓

CURRENCY: Pound Sterling ✓

LOCATION: United Kingdom includes Great Britain, England, Scotland, the Isle of Wales and Northern Ireland. Other territories such as the Channel Islands, man and the colonies of the crown also.

TRADITIONAL FOOD:

- ✓ Breakfast, with every basic ingredients
- ✓ Fish and chips
- ✓ Tea hour
- ✓ Sunday roast: roast beef, roast potatoes, vegetables

DRAW THE FLAG: [Drawing of the Union Jack flag]

WORLD FAMILY

- ✓ Once the mistakes have been corrected, the students will rehearse orally, in order to record it. The teacher will help the students with the pronunciation.
- ✓ The students will present a monologue in which they will present the typical food in breakfast, dinner and lunch.

### TASK REALIZATION

- ✓ The students will record their written production, giving general information about the country and explaining the typical meals there. Then, they will deliver in a USB to the teacher the audio recording.

### POST-TASK

#### Evaluation

The student's task will be evaluated regarding the following criteria, based on the aspects given by the CEFR (Common European Framework of References) (**Annex 7. Evaluation rubric**)

The criteria to assess the oral production were focused on the CEFR speaking for A1 learners, bearing in mind range, accuracy, fluency and coherence.

After listening carefully to the tasks done by the students as a noteworthy point is that the students had a good pronunciation of the words learned in class, however there were students who did not perform correctly the task despite that they had to read a script.

Figure 18. First workshop planning

## Second workshop “International meeting chef”

The second workshop was carried out from April 23<sup>rd</sup> to April 27<sup>th</sup>; this workshop was named International meeting chef. With this workshop, the students were able to describe a traditional recipe of an Anglo country, also the students were able to use the count and uncount nouns with the vocabulary related to drink and food and finally, they were able to learn traditional food of an Anglo country. The task consisted of a radio programme decides to invite chef from different parts of the world, aiming at teaching to the listener the preparation of a typical recipe. The students decide to participate and must record their voices to describe the recipe. The students followed these stages:

<b>Date:</b> April 23 <sup>rd</sup> – 27 <sup>th</sup>	<b>Course:</b> Sixth – 01 / 6 <sup>o</sup> 01
<b>Topic:</b> Traditional recipe <b>TASK NAME:</b> <i>International meeting chef</i> <b>TASK:</b> NCS Radio decides to invite chef from different parts of the world, aiming at teaching to the listener the preparation of a typical recipe. You and your teammate decide to participate. <b>Objectives</b> <ul style="list-style-type: none"> <li>➤ <b>Communicative:</b> Students will be able to describe a traditional recipe of an Anglo country, describing the steps and ingredients in the radio programme.</li> <li>➤ <b>Linguistic:</b> Students will be able to use the count and uncount nouns.</li> <li>➤ Students will be able to use the vocabulary related to food and drinks</li> <li>➤ <b>Sociocultural:</b> Students will learn the traditional recipe meal from an Anglo country.</li> </ul>	
<b>METHODOLOGY</b> <b>Opening</b> The teacher will ask to the students: <ul style="list-style-type: none"> <li>➤ What is their favourite food?</li> <li>➤ Do they know how to cook?</li> <li>➤ What is the meal that they know how to cook?</li> </ul>	
<b>PRE-TASK</b> <ul style="list-style-type: none"> <li>✓ <i>Pre listening:</i> The students will play bingo with the vocabulary from the lesson and the audio.</li> <li>✓ The students will listen to an audio about Spanish tortilla recipe. First the students will listen to, in order to have a general idea. Then, the teacher will ask what the name of the recipe is? What ingredients did they listen? Do they think that it is an</li> </ul>	

easy recipe to prepare? What are the names of the characters?

### Audio:

<https://drive.google.com/drive/folders/1nDWjqh3YYEp6zN3eBXZxrxkGdDLpwKH>  
G

- ✓ *Listening activity:* The students will complete a worksheet, in which firstly, the students will organize the steps of the recipe, then they have to answer some questions related to the audio and finally they have to fill the gaps with word given.

LISTENING COMPREHENSION	
<p>1) Organize the steps for preparing the dish.</p> <p>Take the potatoes with the onions and mix them with the eggs.            ___ put them back in the frying pan under a low heat.            ___ cook it until it is brown.            ___ break the eggs, put in some salt and pepper.            ___ put them in frying pan with olive oil and onions.            1. ___ peel the potatoes.</p>	<p>2) Answer the questions.</p> <p>a. What is the recipe about?  <b>Paella - Tortilla - Fish and chips</b></p> <p>b. What is the oil that Stephanie uses?  <b>Sunflower - Vegetable - Olive</b></p> <p>c. How many eggs are in the tortilla?  <b>3 - 4 - 5</b></p> <p>d. What is the nationality of the dish?  <b>Colombian - Italian - Spanish</b></p>
<p>3) Complete the recipe, taking into account the following words.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">             Olive oil - Potatoes x2 - Recipe - Eggs x2 - Cook - Onions - Pepper - Water - Tortilla - Salt           </div> <p>We're back with Stephanie on cooking. Stephanie, can you recommend a typical Spanish dish that you cook at home?</p> <p>Well, I like cooking _____. Obviously, everyone has their own _____, but I will tell you how I cook it.</p> <p>I take some _____ and peel them, then chop them up very small, put them in _____ and boil them until they are soft. Then I put them in a frying pan with some _____, and some _____, which I've also chopped. And then I fry these over until they're cooked. In another bowl, I break four _____, put in some _____ and _____, beat them up. Then I take the _____ and the _____ from the frying pan and mix them in with the _____.</p> <p>I then put them back in the frying pan under a low heat, and _____ until it is thoroughly brown.</p>	

NEW CAMBRIDGE SCHOOLS

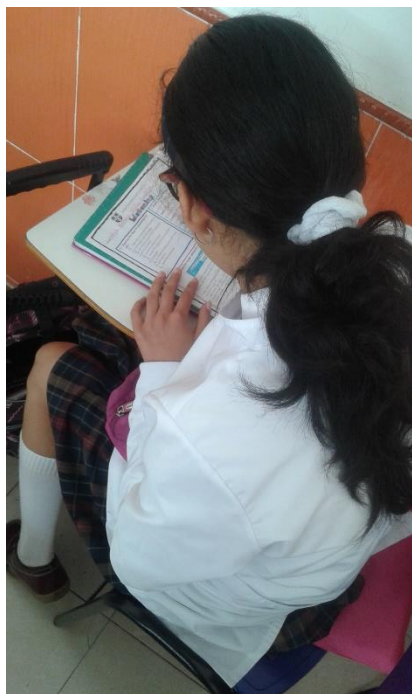
NAME Angie Gabriela Selvez Canabal DATE 11 May 2018 MARK 60

## Listening

<p>1) Organize the steps for preparing the dish.</p> <p>4. Take the potatoes with the onions and mix them with the eggs.            5. put them back in the frying pan under a low heat.            6. cook it until it is brown.            3. break the eggs, put in some salt and pepper.            2. put them in frying pan with olive oil and onions.            1. peel the potatoes.</p>	<p>2) Answer the questions.</p> <p>a. What is the recipe about?  <b>Paella - Tortilla - Fish and chips</b></p> <p>b. What is the oil that Stephanie uses?  <b>Sunflower - Vegetable - Olive</b></p> <p>c. How many eggs are in the tortilla?  <b>3 - 4 - 5</b></p> <p>d. What is the nationality of the dish?  <b>Colombian - Italian - Spanish</b></p>
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- ✓ *Post listening:* The students and the teacher will correct together the answers

while they are listening again the audio.



### **TASK PREPARATION**

- ✓ The students have to imagine that they are from the country selected and they will talk about the recipe of a typical food from the country. Firstly, each student will look for different information about a recipe of traditional dish in the country. Then, the students have to select in their groups a traditional food and talk about that in front of the class. Finally, the students will talk about the dish selected and have to explain about ingredients and the preparation. Later, the students will record all the information previously explained, in order to simulate a call phone in a radio programme. This oral production will be a monologue in which the students will talk about the ingredients, using the vocabulary and expressions learned in class as well as the steps of preparation of the product.



**HOMEWORK**

Complete the information taking into account the recipe from the country that you have selected.

**COUNTRY: AUSTRALIA**

**NAME OF THE DISH: GRILLED BUTTERMILK CHICKEN**

**INGREDIENTS:**

- ✓ 500ml buttermilk
- ✓ 4 garlic cloves
- ✓ 2 tsp (tablespoon) mustard
- ✓ 2 tsp hot paprika
- ✓ 2 tsp sea salt flakes
- ✓ 1 tsp black pepper
- ✓ 6 sprigs rosemary
- ✓ 3 lb whole chicken
- ✓ lemon halves to serve

**HOW TO MAKE IT:**

**Step 1**  
Combine the buttermilk, garlic, mustard, paprika, salt, pepper and rosemary in a mixing bowl.


**Step 2**  
Place the chicken in a large zip-lock bag and pour in the buttermilk mixture. Ensure the chicken pieces are well coated. Refrigerate for at least 6 hours or overnight, turning the bag occasionally to disperse the marinade.

**Step 3**  
Preheat a hooded barbecue grill to medium and lightly grease with oil.

**Step 4**  
Remove the chicken from the marinade and drain. Place the chicken on the grill skin-side down and cook for 20 minutes, turning after 10 minutes. Turn again and cook for a further 10 minutes until the chicken is cooked through.

**Step 5**  
Serve with lemons halves and, if desired, a salad and barbecued potato wedges.

More information:  
<https://www.abc.com.au/food/recipes/grilled-buttermilk-chicken>



**HOMEWORK**

Complete the information taking into account the recipe from the country that you have selected.

**COUNTRY: GREAT BRITAIN**

**NAME OF THE DISH: QUICK FISH CAKES**

**INGREDIENTS:**

- ✓ 500g skinless cod, haddock or pollock filets
- ✓ 250g large Maris Piper (Potato)
- ✓ 4 tablespoons of plain flour
- ✓ Olive oil
- ✓ 2 tablespoons mixed fresh green herbs
- ✓ 200 ml mayonnaise

**HOW TO MAKE IT:**

**Step 1**  
Roughly chop the fish, then peel and grate the potato.


**Step 2**  
Combine with the flour in a bowl, then season with sea salt and black pepper.

**Step 3**  
Bring together with your hands and shape into 1/2 flat patties, then leave to chill in the fridge.

**Step 4**  
Heat a slug of oil in a heavy-based pan over a medium-high heat. In batches of 4 cook the fish cakes for 2 to 3 minutes on each side until golden.

**Step 5**  
Pick, chop and stir the herbs through the mayo, then serve with the fish cakes, and some watercress and lemon wedges, if you like.

More information:  
<https://www.jamiesonline.com/recipes/fish-cakes-quick-fish-cakes/>





Complete the information taking into account the recipe from the country that you have selected.

COUNTRY: INDIA NAME OF THE DISH: CHICKEN CURRY

INGREDIENTS:

- ✓ 1 cup white rice
- ✓ 1/2 tablespoons olive oil
- ✓ 1 yellow onion
- ✓ 2 teaspoons curry powder
- ✓ 1/2 cup plain Yogurt
- ✓ 3/4 cup heavy cream
- ✓ 1/2 teaspoon kosher salt
- ✓ 1/4 teaspoon black pepper
- ✓ Meat from rotisserie chicken
- ✓ 1/4 cup fresh cilantro leaves

HOW TO MAKE IT:

Step 1  
Cook the rice.


Step 2  
Heat the oil in a pan over medium-low heat. Add the onion and cook, stirring occasionally, for 7 minutes.

Step 3  
Sprinkle with the curry powder and cook, stirring, for 1 minute.

Step 4  
Add the yogurt and cream and simmer gently for 3 minutes. Stir in the salt, pepper, and tomatoes (if desired). Remove from heat.

Step 5  
Divide the rice and chicken among individual bowls.  
Spoon the sauce over the top, and sprinkle with the cilantro.

More information: <http://www.realtomato.com/food-recipes/browse-recipes/chicken-curry>



### TASK REALIZATION

- ✓ The students will record all the information about the recipe. Then, they will deliver in a USB to the teacher the audio recording.

### POST-TASK

The student's task will be evaluated regarding the following criteria, based on the aspects given by the CEFR (Common European Framework of References)

The criteria to assess the oral production were focused on the CEFR speaking for A1 learners, bearing in mind range, accuracy, fluency and coherence.


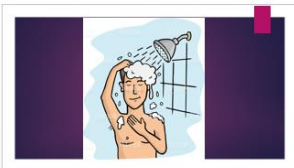

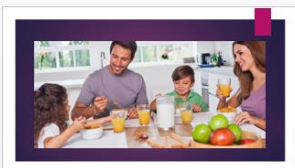
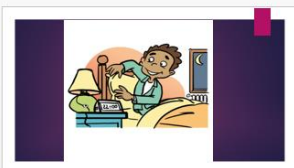

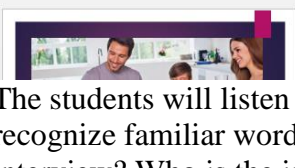

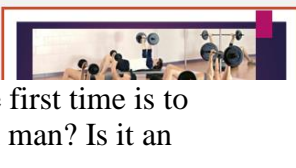
After listening carefully to the tasks done by the students as a noteworthy point is that the students had a good pronunciation of the words learned in class, however there were students who did not performed correctly the task despite that they had to read a script.

*Figure 19. Second workshop planning*

### Third workshop "Chatting with the stars"

The third and last workshop was developed from May 14<sup>th</sup> to 18<sup>th</sup>. With this workshop, the students were able to describe the daily routine of a celebrity, also they were able to use the present simple and the adverbs of frequency and finally the students were able to identify the celebrities of an Anglo country. To achieve the task, the students had to develop an interview

with some celebrities. The interview is about the people routine. The students will play the role of journalist and the others will be the famous celebrities.

<b>Date: 14 - 18 May</b>	<b>Course: Sixth – 01 / 6°01</b>
<p><b>Topic:</b> Daily routine</p> <p><b>TASK NAME:</b> <i>Chatting with the stars</i></p> <p><b>TASK:</b> NCS RADIO send some journalists to develop an interview with some celebrities. The interview is about the people routine. You and your teammates will play the role of journalist and the others will be the famous celebrities.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>➤ <b>Communicative:</b> Students will be able to describe the daily routine of a celebrity from an Anglo-Country.</li> <li>➤ <b>Linguistic:</b> Students will be able to use the present simple tense.</li> <li>➤ Students will be able to use the adverbs of frequency.</li> <li>➤ <b>Sociocultural:</b> Students will learn celebrities from an Anglo country.</li> </ul>	
<p><b>METHODOLOGY</b></p> <p><b>Opening</b></p> <p>The teacher will ask to the students:</p> <ul style="list-style-type: none"> <li>➤ How is a day in your life?</li> <li>➤ What do you do at 5 am?</li> <li>➤ What do you do at 6pm?</li> <li>➤ When do you brush your teeth?</li> </ul>	
<p><b>PRE-TASK</b></p> <p><b>AUDIO:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Pre listening:</i> The students will play a memory game with the vocabulary from the lesson and the audio.</li> </ul> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> <div style="text-align: center;">  <p>3</p> </div> <div style="text-align: center;">  <p>4</p> </div> <div style="text-align: center;">  <p>5</p> </div> <div style="text-align: center;">  <p>6</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <ul style="list-style-type: none"> <li>✓ The students will listen to the audio three times; the first time is to recognize familiar words, who is talking? A girl? A man? Is it an interview? Who is the interviewee?</li> </ul>	

**Audio:** <https://drive.google.com/drive/folders/1bnxnL-1dsFeUU96RwF19WiAY0OCGLahg>

- ✓ *Listening activity:* The students will complete a worksheet, in which firstly, the students will answer true or false according to some questions based on the audio. Then, the students will organize the routine of the swimmer.

## Listening

1) Circle true or false for this sentences

- Dan gets up early. True - False
- He has a small breakfast. True - False
- He's a student. True - False
- Dan has lunch at home. True - False
- He goes swimming after classes. True - False
- Dan watches TV and goes on the internet before bed. True - False

2) Fill the gaps with an activity from the box to complete Dan's diary.

~~get up~~ - go to university - meet friends - have lunch  
 have breakfast - have dinner - go swimming

5 a.m. \_\_\_\_\_

6 a.m. \_\_\_\_\_

8 a.m. \_\_\_\_\_

11 a.m. \_\_\_\_\_

2 p.m. \_\_\_\_\_

5 p.m. \_\_\_\_\_

7 p.m. \_\_\_\_\_

## Listening

1) Circle true or false for this sentences

- Dan gets up early. True - False ✓
- He has a small breakfast. True - False ✓
- He's a student. True - False ✓
- Dan has lunch at home. True - False ✓
- He goes swimming after classes. True - False ✓
- Dan watches TV and goes on the internet before bed. True - False ✓

2) Fill the gaps with an activity from the box to complete Dan's diary.

~~get up~~ - go to university - meet friends - have lunch  
 have breakfast - have dinner - go swimming

5 a.m. get up

6 a.m. go swimming

8 a.m. have breakfast

11 a.m. go to university

2 p.m. have lunch

5 p.m. meet friends



7 p.m. have dinner

- ✓ *Post listening:* The students and the teacher will correct together the answers while they listen to the audio.




### **TASK PREPARATION**

- ✓ The students will work in group of three students each one. A student will play the role of the interviewer, the others are going to play the role of two celebrities, and they will be the interviewees. The students have to imagine that they are from the country selected and they will select two famous people from there. Then, the students have to organize an interview in which the daily routine of each celebrity has to be explained. Finally, the students will record all the information previously explained, in order to simulate the interview for the radio programme. This oral production will be a role play.

HOMEWORK		
❖ Look for information about a celebrity of the country that you have selected (India, Australia, Bahamas, etc.) Then, imagine his/hers daily routine.		
<b>Name of the country</b> South Africa	<b>Name of the celebrity</b> Tansey Coetzee	
	<b>Profession</b> beauty queen	
	<b>Birthday and age</b> October eight, 1984 33 years	
<b>Likes and physical description</b> physical description it's beautiful black eyes has that name he married to go to school, studied at farm university.		
<b>Morning</b> It gets up wings 6:30 in the morning. Breakfast wing 6:30 He bathes wings 6:30. dresses J After the bath. And finally he goes to work.	<b>Afternoon</b> lunch 12 wings. He goes to an ice cream shop to eat his dessert. Then he leaves for his job. Finally he goes home.	<b>Night</b> He arrives and puts on his pajamas. then eat a pizza Then she takes off her makeup to sleep. Finally lie down to sleep.

HOMEWORK		
❖ Look for information about a celebrity of the country that you have selected (India, Australia, Bahamas, etc.) Then, imagine his/hers daily routine.		
<b>Name of the country</b> UNITED KINGDOM	<b>Name of the celebrity</b> Emma Charlotte Duerre Watson.	
	<b>Profession</b> Actress, model and philanthropist.	
	<b>Birthday and age</b> April 15, 1990 28 years old	
<b>Likes and physical description</b> Likes: Yoga, meditation, animals, horses, dance, strawberries with chocolate, and sports. Description: It measures 1.65m, weighs 60kg, brown eyes, brown hair, and she does not have tattoos, she size 38 dress size L, clear skin, straight hair, round face, smile distinct feature.		
<b>Morning</b> She wakes up at 6:00 am, and gets up at 6:30 am, she has breakfast at 7:00 am and goes to yoga class at 7:30 am. At 8:30 am, she is the teacher! At 9:00 am, she takes a shower and at 9:15 goes to meet friends at 11:00 am, then she goes to her home and watches TV or movies. She has lunch at 12:30 or 1:00 pm.	<b>Afternoon</b> After has lunch, she goes to play hockey or to dance at 2:00 pm. At 3:30 pm, she goes to job or visits her family. Then, she goes to eat a dessert or drink a coffee while writing her ideas in her journal. At 6:00 pm, she goes to her house to take a break.	<b>Night</b> At 7:00 pm, she is in her social networks or on her computer until 8:00 pm. At 8:00 pm, she has dinner, she gets something light like fruits with yogurt, or cereal with fruit or cereal. At 8:30 pm, she plays with her pet, and at 9:00 or 9:30 pm, she goes to sleep.

### TASK REALIZATION

- ✓ The students will record all the information about the recipe. Then, they will deliver in a USB to the teacher the audio recording.

### POST-TASK

The student's task will be evaluated regarding the following criteria, based on the aspects given by the CEFR (Common European Framework of References)

The criteria to assess the oral production were focused on the CEFR speaking for A1 learners, bearing in mind range, accuracy, fluency and coherence.

After listening carefully to the tasks done by the students as a noteworthy point is that the students had a good pronunciation of the words learned in class, however there were students who did not performed correctly the task despite that they had to read a script.

*Figure 20. Third workshop planning*

## **Findings**

As defined in the data analysis procedure. Three categories came out from all the data gathering process as follows: a) task, b) oral production and; c) listening comprehension. These three major categories are followed by some-subcategories which are supported by the data units taken from the participant's interviews and oral production as well as the journals from the researcher.

This section describes the findings that came up from the pedagogical implementation that aimed at developing speaking skills of sixth grade students at New Cambridge School.

### **Task**

Task is the main category of the research, inasmuch as the activities done were based on this methodology. In this instance, the tasks were the student's voice recordings and it was carried out three tasks along with the workshops. When the three tasks were accomplished, the final product was the development of a radio programme. The CEFR considers the tasks as the work developed by learners accomplishing a purpose and propose different aspects that emerged from the production of the task such as *involvement and motivation, problem solving, interpreting a role play, giving a presentation, and sociocultural knowledge*. Nevertheless,

when doing the interviews it emerged two new aspects to consider as findings, they were *autonomy and collaborative work*.

Concerning with the *involvement and motivation*, it refers to the interest for doing the task. The CEFR states that the task is successful because the learner perceives relevance or interest (p.161). It was evidenced that the students felt motivated when doing the project, because all the time they wanted to take part of the radio programme, they asked almost every day about the activities related with the program. On the other hand, the students stated that they helped to the radio programme doing research by themselves, creating the name of the programme and giving their voices. Additionally, they were motivated because they learnt through this project overcoming the difficulties presented before with the language. “Ayudé a elegir el nombre del programa, a realizar las invitaciones para el lanzamiento.” P4 “Yo ayudé grabando con mis compañeros acerca del país de India.” P5 “Yo ayudé aportando ideas, como el nombre, las tarjetas y el país que escogimos.” P6. Furthermore, in the journals the researcher pointed out that the students looked motivated when doing the activities proposed for the task or in the activities of the workshop. “Los estudiantes están motivados con la realización del proyecto, ya que siempre están preguntado por las actividades que vamos a hacer para el programa de radio” Journal 1. “Los estudiantes eligieron el nombre del programa, el cual a través de votación donde cada estudio sugirió un nombre, al final ganó NCS Radio” Journal 1. “Los estudiantes entregaron a tiempo la tarea donde tenían que hacer la receta de cada país, a pesar de que fue un gran trabajo buscar las recetas de cada país, los estudiantes encontraron la página de internet que les había sugerido para completar la información” Journal 2.

When it comes to the *problem solving*, it makes reference to the fulfilment of the task. Each final task was the presentation of the voice recorded according to the topic suggested by the

pre-service teacher; In addition, in order to develop each final task, it was necessary to do research about the topics that the students needed to present at the end of the task. The problem was to present the task, however they handled when presenting the records with the task assigned. “Me ayudó a aprender palabras que yo no entendía o no sabía y ahora puedo aplicarla más en mis estudios” P3. “Nos ponían tareas como las de las grabaciones y teníamos que investigar de ese país” P6. “Finalmente, a cada estudiante le di una ficha, en la cual tenían como tarea investigar información relevante acerca del país que ellos habían elegido. Esta información era: Capital, ubicación, bandera, moneda y comida tradicional.” R.

With the purpose of solving problems in the task, the students had to develop several activities. In all the tasks, the *students had to do a role play*. Through the development of the tasks to produce the radio programme the students simulated that they belonged to the countries selected by them as citizens, chef or celebrities, talking about the typical meal, traditional recipes or a routine. “Hacíamos que nosotros veníamos de ese país y hablábamos de lo que comemos allá, pero nos tocó investigar para poder hablar de esto.” P1. “Una de las actividades era cuando tenía que suponer que éramos chef y dábamos la recetas del país que nos tocó, entonces mi grupo supuso que trabajábamos en el restaurante nacional de Londres.” P2.

When the tasks were done, the students had to follow the next step that was, *giving a presentation* that was the final assignment of every task, however the students performed oral presentation before the delivery of the final task in which they shared the information researched previously and they received feedback about the information and pronunciation of the words. “Con el fin de revisar lo que los estudiantes investigaron, se decidió hacer una socialización acerca de la ficha que fue asignada. Para esto, los estudiantes se unieron por grupos teniendo en cuenta el país seleccionado.” R.



Another aspect was the *sociocultural knowledge*; the students agreed that through the workshops they knew facts about different cultures, understanding their expressions and their meal, in this case for the topics of the tasks. “Nos ayudó a conocer la culinaria de muchos países y para nosotros no es común porque no vivimos ese tipo de comidas, culturas, ese tipo de cosas y esto nos ayudó a extender nuestro conocimiento en este tipo de culturas de otros países” P2. “Nos ha ayudado a conocer la gastronomía de estos países y de algo que nosotros no hemos conocido. También porque hemos conocido expresiones que se hablan en cada país o región.” P3. Furthermore, the students received cultural explanation about the facts found in the tasks.

“los estudiantes de Sudáfrica se impresionaron al saber que este país tenía tres capitales, de las cuales les expliqué que cada una era la capital de un poder político en donde Pretoria era la sede del poder ejecutivo, Bloemfontein del poder judicial y Ciudad del Cabo poder legislativo, asimismo expliqué que habían más países que poseían más de dos capitales en donde en una ciudad se centraba todo lo administrativo y en otra toda la parte política” R.

Keeping in mind the aspects that emerged from the interviews, the student expressed that *autonomy* was essential in the development of the task. Most of the students agreed that they worked by themselves, in order to improve their pronunciation, listening several times in applications or software aiming at imitating what they listened and then performed it successfully in the final task. “Yo ensayaba en mi casa, ehh o a veces con la aplicación de YouTube, miraba videos, ponía la receta y pues trataba de pronunciar y las palabras que no sabía las buscaba por traductor google traductor y las ponía para que las dijera y pues ahí aprendía a ser más, a tener más fluidez en eso.” P1. “Por tanto, todos nos pusimos en la tarea, aunque

sinceramente no era obligatorio, nosotros voluntariamente quisimos buscar cómo pronunciar mejor las palabras para que fuera más prolijo el trabajo” P2. “Nosotros colocábamos las palabras en el traductor y repetíamos como se pronunciaban estas palabras.” P3. “Pues yo antes de dormir practicaba lo que iba a decir y repetía muchas veces o veía videos que me ayudaran a pronunciar.” P6. To sum up, the students wanted to performed successfully the task, for that they used different softwares or applications to practice by themselves.

Finally, the *collaborative work* was the other aspect that came up. Most of the students made known that with collaborative work they improved their knowledge, especially with the acquisition of vocabulary and the pronunciation of the words. “Pues el trabajo en grupo ayuda porque, para no vernos obligados a tener que hacer todos nosotros, nos podemos repartir las tareas entre los demás y así poder reunir todo y expresarnos mejor” P2. “También pude aprender gracias a la colaboración de mis compañeros y es que si no entiendo una palabra o no puedo pronunciarla bien, ellos me ayudan, me apoyan y me corrigen de una forma buena.” P3. “Con las compañeras, nos ayudábamos entre sí con la pronunciación.” P4. “Yo ayudaba a mis amigas cuando no entendían o si le hacía falta un punto yo le ayudaba.”P6.

### **Oral Production**

Oral production or speaking is one of productive skills required to be proficient in English, taking into account what is stated in CEFR. That is why Abdullah, 2016, as cited before, establishes that speaking aims at transferring meaningful information to an audience.

Thus, this category is another basis of the research project because it was the skill that the researcher wanted to improve on the students as purpose. The students worked with the speaking

skill when presenting their tasks, for this reason it was necessary to establish the communicative language competence as subcategory of the oral production, whereby other aspects emerged.

The CEFR established that the communicative language competence empowers a person to act using specifically linguistic means, performing different activities such as interaction, and reception and production. From the communicative language competence, there are three different competences: linguistic, sociolinguistic and pragmatic.

Firstly, *The linguistic competence* refers to knowledge of the range and quality a student has about the language. Additionally, aspects such as vocabulary, grammar, pronunciation and fluency are taken into account to develop this category.

The students expressed that with the workshops they learnt *new vocabulary* despite that they already have known most of the words presented. “Pues en los nombres de las cucharadas, *tablespoon*\* [Traducción en inglés de cucharada], también en los gramos, en todo lo que, los pasos” P1. In other words, the student wanted to express that they learned new vocabulary, in this case, the vocabulary was about aspects of measurement in the kitchen. Other students stated, “Positivamente porque con las tareas que realizábamos nos ayudaba a buscar nuevas formas de hacer que nuestro vocabulario fuera más extenso” P2. “Aprendíamos mucho nuevo vocabulario de todo tipo de oración, ingredientes y uno buscaba nuevas palabras que nunca habíamos visto.” P5. Regarding the analysis of the student’s oral production, it is worthy to establish that the students used the vocabulary provided in the workshops; most of the students pronounced correctly the words learnt. For instance: “*For me it’s a pleasure* be part of this amazing programme...Now, *let me talk about* the food in United Kingdom. For breakfast, I eat the English breakfast consisting of one or two *eggs* on the grill with bacon, mushrooms, *sausages*, *tomato*, toasted bread, sometime *beans* and black pudding.” Student’s oral production P2.

However, *some of them have troubles in the vocabulary* “The students used the vocabulary provided in the workshops; most of the students pronounced correctly the words learnt. However, some of them have troubles in the vocabulary despite that they received corrections.” R. “The student presents some difficulties with the expressions of measures when talking about recipes.” R.

Additionally, the students affirmed that with the project their *pronunciation improved* because they needed to present an outstanding performance in the voice recording. In addition, they imitated the pronunciation of most of the listening activities or the pronunciation provided by the applications or software, working the autonomy, as found in the task category. “Yo me daba la tarea a mejorar, yo siempre buscaba distintos métodos para poder pronunciar correctamente y eso fue lo que más me ayudó en las grabaciones y las tareas” P2. “Aprendí muchísimo sobre la pronunciación, aprendí a decir cómo se decían, como se acentuaba” P4. “A la vez que grabábamos, nosotros íbamos escuchando, uno practicaba y practicaba para que le salieran bien las grabaciones. P6. Analysing the student’s oral productions, the students had a good pronunciation of the words showed and taught in the workshops, but regarding the new words that they looked for, there are problems of the pronunciation. On the other hand, taking into account the second tasks, there are students who presented *fossilisation* with some words learnt in class, despite that they received feedback with the corrections of pronunciation. “The student presents an excellent pronunciation of the known words. However, there are problems in new words and fossilisation in others such as Australia.” R. “The student presents troubles when pronouncing words already presented, making the audio hard to understand.” R.

Secondly, *the sociolinguistic competence* makes emphasis in the sociocultural conditions of language use, in other words, it is the context in which the expression and words are used.

Some aspects found in the analysis were *the politeness conventions and the markers of social relations such as greetings*.

When analysing the interviews, a student manifested that she understood the difference between the intentions when speaking with formal or informal expressions. “Habían expresiones que eran más formales y otras más cotidianas, por ejemplo cuando saludaba al presentador. Entonces, también tenía que cambiar mi tono de voz.” P2. In the analysis of the student’s oral production, the students showed politeness conventions when greeting, addressing with the correct words to the host of the programme. “The student uses expressions “For me it’s a pleasure; I’m so happy to be part of this programme; Thanks for having me in the programme.” R. Moreover, when listening the production of a student, it is remarkable to say that she has intonation when speaking English using Familiar and formal expressions. “The students expresses pleasure when talking about the country” R. “The student uses familiar expressions when saying Hey What’s up; Hi Alex but she uses formal expressions and has respect when talking with the host” R.

Finally, *the pragmatic competence* which refers to coherence and cohesion in a language production. The students are able to connect phrases with “and” and “but” according what is stated by the European framework. Thus, the students were able to use linking words such as first, then and later. “The student uses linking expressions such as: Now let me talk; I would like to say; and” Student’s oral production 1.

Furthermore, in each workshop were established communicative objectives aiming at setting the abilities to be developed at the end of the tasks. For instance, in the first workshop the students were able to describe what the traditional meal of an Anglo country is composed of,

simulating a call to a radio programme. With the purpose of achieving this objective, the students did research and with the vocabulary learned accomplished the final task.

### **Listening Comprehension**

Listening skill it is the integrated skill to develop proficiency the speaking skill. The main idea of work with this skill was to teach vocabulary and enhance the students' pronunciation of the word.

In the researcher journals is stated that in every workshop the students did listening activities to comprehend new words or make emphasis in the pronunciation of the known words.

“Se hizo una escucha global donde se le preguntó a los estudiantes qué palabras habían entendido del audio, si ellos pronunciaban mal una palabra yo les preguntaba si en el audio la palabra se decía de esa manera, lo cual automáticamente ellos se autocorregían”

R. “El audio incluía las palabras ya trabajadas en clase y muchas de ellas los estudiantes ya las conocían, así que ellos pudieron responder con facilidad la worksheet, en la cual debían organizar los pasos de la receta dada por los locutores.”R.

On the other hand, the students assured that through the listening workshops they knew ***vocabulary and their pronunciation***. “Los *listening* [Traducción de actividades de escucha] nos ayudaban porque ahí nos explicaban ciertas palabras como se decían correctamente, mientras nosotros pensábamos que se decía de otro modo” P2. “Ahí pude aprender términos, expresiones, vocabularios que yo o no entendía o que nunca había escuchado.” P3. “Ehh, si, en la pronunciación porque cada vez que escuchaba pues del audio, trataba yo de pronunciar tal y como era.” P1. Finally, in the student's oral production, the students acquired new vocabulary and they used them in their presentation, understanding the meaning and the pronunciation. “The

student uses the vocabulary presented: What's up, let me talk about, breakfast, lunch and dinner; potatoes, meat and tomatoes" R.

### **Conclusions and recommendations**

The purpose of this research project was to enhance student's speaking skill through the implementation of a radio programme, using the task-based learning approach. In order to fulfil this purpose five objectives were established.

When it comes to the first objective, "To design workshops that allow students to develop a radio programme and to learn English by a real context". It was carried out successfully, a series of workshops were planned in which through the implementation of the steps required by the Task Based Learning approach, aims at developing the radio programme. The students expressed in the interview that they learned new words and how to pronounce them. Also, it was evidenced the learning process of expressions in English that could be implemented in the real life, using expression of politeness and identifying formal and informal greetings. Similarly, the students through the workshops acquired sociocultural knowledge about relevant aspects of Anglo countries, in which they did research and had a contact with a culture never meet before, allowing the English learning process with culture.

Moreover, another objective established was the integration of listening skill to complement the oral production. Analysing the implementation of the pedagogical component, listening activities were developed in each workshop in order to achieve this objective, as well to achieve the learning process of vocabulary from the different tasks. In addition, the students stated that they fortified their knowledge of vocabulary with those activities, besides they were a

fundamental part of guiding their pronunciation. For the students acquire new vocabulary is essential when speaking.

In terms of the objective to motivate students with the English learning process through a radio programme. It was evidenced that the students took part actively in the activities proposed to produce the radio programme either giving ideas for the radio programme production or participating with the tasks. Also, they stated that thorough the radio programme was a different activity to learn English since it has several activities and they implemented the learned in classes.

Finally, it is imperative to recommend further studies that is necessary have an organization when applying the workshops, because there will be activities which need more attention in order to carry out the final task. As another worthy aspect to take into account for further studies it the pronunciation. Despite that the work done with the pronunciation of some words were properly, there are students who do not follow the instructions in order to enhance their pronunciation. It is needed focus the attention of them. Finally, it is highly recommended the implementation of interactive activities to motivate the students learning process, activities in which they will be involved.



## **Chapter II: Research component**

### **Introduction**

In the context of the formation in the foreign languages program, the pedagogical practicum of the pre-service teacher, stand out as important aspects to study and to research the improvement of the teaching-learning process, for the education quality.

Additionally, it exists an interest to understand and change the pedagogical practicum, also concerning the local studies, focusing more on learning issues than teaching issues.

It is considered, to carry out a project with a reflective approach, in which the practice aims to objectify knowledge, behaviours, and attitudes towards the educational work; also as exercise of internalization, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to solve problems and the self-recognition, as well.

## **Justification**

The formulation of this project in the context of practicum of the foreign languages students is a part of the conception of professionalizing practicum as a starting point to improve the educational processes in the institutional centers where teaching practicum (Práctica Docente – PRADO) is carried out. It is claimed that conferring importance to the role of reflection in the teaching process is the first step when understanding the difficulties associated to the profession, one's actions and interest towards the knowledge of the different models and approaches to cope with any complex situation and establish an analytical look on any action.

In accordance to the educational philosopher, John Dewey's line of thought, a pioneer in the field of reflective thinking, there is a justified need addressed to this project to provide with the necessary tools of analysis and self-observation in order for them to establish a difference between the mere routine action and reflective action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

## **Statement of the problem**

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without question, they are often seen as imprints, stable and invariable features that are part of the school's identity and culture. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A practicum stage, in which there is no place for reflection, does not enable problematic situations to emerge; these realities are usually ignored, invisible. From that perspective, the pedagogical practice is assumed from the reproduction of codes -that place teachers in a traditional way, in which cultural reproduction becomes an obstacle for emerging practices that tend to generate transformations of thought and knowledge, to come out and meet the social needs.

Due to this situation, which affects teachers in a greater or lesser extent, it is crucial that the teacher training process promoted a critical and reflective spirit in the future teacher, that contributes to the improvement of their pedagogical practices, so that this stage can have an impact and transform their work and their professional performance in the future.

In this case, at the B.A degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role.

Beginning with the questions that guide this study, they are the following:

1. In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent when developing the integral practicum stage?
2. How does the reflective exercise influence the development of a critical spirit in the pre-service teacher students when analysing their pedagogical work?

## **Objectives**

### ***General objective***

- To use reflective practices as an aid for pre-service teachers at the practicum stage.

### ***Specific objectives***

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To identify and analyse the different strategies implemented by pre-service teachers during their pedagogical practice.
- To develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.
- To analyse teacher's and student's beliefs about the teaching profession.

## **Theoretical framework**

The theory about the teaching profession, reflection, reflective practice and pedagogical practice form this study theoretical framework. To be slightly clear about these concepts that concerned this research project, it was presented an approximation of each one of them.

### **The teaching profession**

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be learnt, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

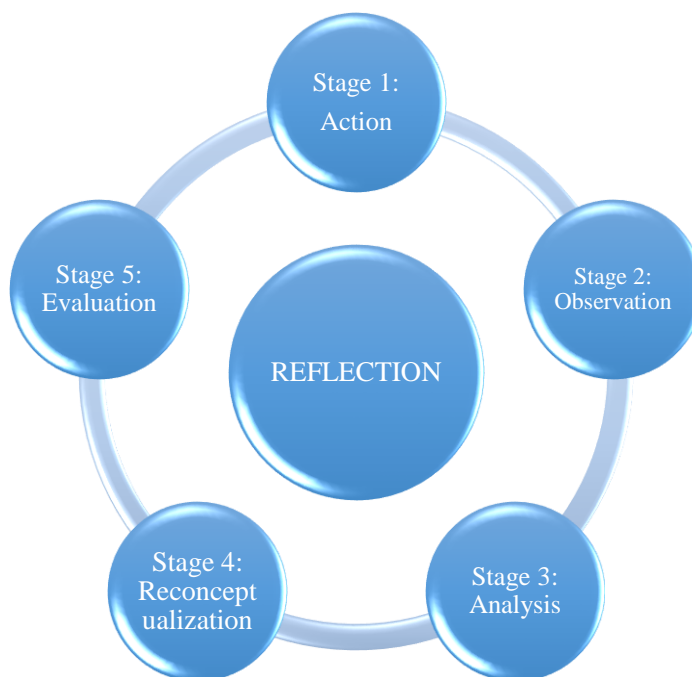
## Reflection

With regards to reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al 2010).

### Reflection as a process

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación".

The stages of reflection as a process are presented in the following figure:



*Figure 21. Reflection as a process.*

### **Reflection as a theme**

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

### **Reflective practice**

For the purpose of updating and to qualifying the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behaviour, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999)

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analysed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom. There is a need to articulate the ever-changing social reality to our pedagogical work as it is evidenced by the existence of numberless attempts to explain school phenomena and the search for different ways to address these phenomena so as to make school work effective.

### **Pedagogical practicum**

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:



### *Academic practice*

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

### *Practice of social efficiency*

The goal is to achieve an effective teaching through the application of any didactic techniques that are gathered from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

### *From development*

The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

### *Social reconstruction*

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

### *Generic*

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

### *Reflection triggers*

According to Schulman (1987), these triggers are the teacher's cognitive foundation for classroom life; they are indispensable because they constitute that element of reflective thinking that contributes in the process of one's own knowledge that a good teacher must have to make decisions in the classroom.

*The critical element in reflective thinking*

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, among others.)
4. Teaching knowledge and professional configuration
5. Students' knowledge and their features
6. Knowledge of educational contexts
7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are

placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

## **Methodology**

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student-practitioners as an initial path to address educational and professional issues.

The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

This study follows a qualitative research approach, from the perspective of reflection as a professionalizing space that will greatly contribute to the description, identification, and analysis of the pedagogical practice itself.

For collecting the data of this research, the following instruments are proposed:

### **Reflective workshops**

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice

### **Objectives**

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

### **Self-observation checklist**

The main objective of the self-observation checklist proposed is to guide the student-practitioner towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community.

### **Narrative**

The reflection exercise allowed students to express themselves about their labour through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

### **Class recordings**

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

### **Data collection timetable**

The following chart is a visual representation of the instruments and the dates to be implemented during a 10-week practicum stage.

TIME TABLE FOR DATA COLLECTION										
WEEKS	1	2	3	4	5	6	7	8	9	10
	Mar 12	Mar 19	Apr 2	Apr 9	Apr 16	Apr 23	Apr 30	May 7	May 14	May 21
	Mar 16	Mar 23	Apr 6	Apr 13	Apr 20	Apr 27	May 4	May 11	May 18	May 25
<b>Narrative report</b>	X	X	X	X	X	X	X	X	X	X
<b>Self-observation checklist</b>		X		X		X		X		X
<b>Reflective workshop</b>				X			X			X
<b>Class recordings</b>						X				

*Table 8. Research Component timetable*

## Implementation of the Research Component

### Narratives

The narratives are journals in which is stated all the experiences and feelings that pre-service teachers have lived through all the practicum process. Writing each week the narratives, served to realize about the pre-service teacher's perception had when acquiring the role of teachers, taking into account different aspects lived in the setting of the school such as methodology as teachers, management of the classroom, behaviour of the students, among others.

Moreover, writing each week contributed to the self-reflection on the pre-service teachers, because comparing the narratives helped to understand the changes undergone and how was possible to handle if there were issues presented in the classroom, taking into account a real context. (**Annex 7. Narratives**)

**SEMANA 2**

**LUNES: FESTIVO, NO HUBO CLASE**

**MARTES:** Para este día se realizó un quiz sobre *present continuous* y del vocabulario *extra curricular activities*. Este quiz consistía en dos puntos: en la parte gramatical los estudiantes debían completar un texto teniendo en cuenta el *present continuous*, adicionalmente se le daba el verbo en paréntesis para que pudieran agregarle la terminación *ing* teniendo en cuenta las reglas aprendidas en clase. Mientras que para el segundo punto, los estudiantes debían relacionar la imagen con el vocabulario correspondiente. Este quiz fue aplicado a los dos sextos, sin embargo el día martes solo hubo clase con 6º-2. Al finalizar el quiz, entre todos socializamos las respuestas.

Después de haber terminado el quiz, jugamos bingo teniendo en cuenta un listado de verbos que les había dado a los estudiantes y ellos debían agregarle *ing* teniendo en cuenta nuevamente las reglas. Para el juego, yo decía el verbo que sacaba de una bolsa y los estudiantes tachaban el verbo siempre y cuando ellos lo tenían.

**MIÉRCOLES:**

Empezamos el día con la entrega del quiz y con las tareas. Como calificaciones finales, me di cuenta que muchos estudiantes son despistados y no leen bien el enunciado y mucho menos los ejercicios a realizar, varios de ellos se equivocaron con errores fáciles lo cual hizo que su nota final bajara. Pero estoy seguro que conocen el tema a la perfección por el trabajo evidenciado en clase.

Después de entregar los quizzes, se les dio tiempo a los estudiantes para que corrigieran y pegaran el quiz en los cuadernos. Una vez terminado esto, se explicó acerca de cómo escribir oraciones largas y sus normas, luego entre todos realizamos los ejercicios del libro y como tarea se dejó realizar un ejemplo de una carta de agradecimiento siguiendo el ejemplo del libro. Mientras yo explicaba la tarea varios estudiantes no entendían en qué consistía la actividad, muchos de ellos esperaban a que alguien les tradujera o hablara en español. En realidad esto me frustra mucho porque a pesar de que hago todo el esfuerzo por hacerme entender, usar mímicas, usar ejemplos con ellos mismos o hasta señalarles paso por paso, ellos se niegan a entender.

Una vez terminada la actividad del libro, pasamos a una actividad de escucha, en la cual los estudiantes debían completar la letra de una canción "Sugar de Maroon Five" usando oraciones en presente continuo. Me gustó hacer esta actividad porque los estudiantes se veían que estaban cansados y aburridos, siento que cuando la hice los estudiantes estuvieron más atentos y con ganas de seguir con la actividad. Mientras se desarrolló la actividad, los estudiantes bailaban por el ritmo de la canción y querían cantarla así les pareciera que iba un poco rápida.

*Figure 22. Narrative*

### Self-observation checklist

The self-observation checklist were online forms that the pre-service teacher had to complete regarding the teaching practice in terms of planning, executing, classroom

management, materials used in class, language use, students' participation among other aspects that served to check the practicum process.

Four self-observations checklist were fulfilled during the whole practicum process, allowing to the reflections of the pre-service teacher when implementing the classes, since most of the aspects wanted to analyse the perspective of the methodology of the work in which is stated that most of the time, students learn through dynamic activities, in order to get the attention of them. Another aspect to bear in mind was the interaction which aimed at the relationship between the students and the pre-service teacher, how the pre-service teacher behave with each student, if he or she allows the participation of them, how he or she listens to necessities of the students. (**Annex 8. Self-observation checklist**)

**-Motivación inicial de l@s estudiantes:**

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. \*

1234

☐☐☐☒

Planteo situaciones introductorias previas al tema que se va a tratar. \*

1234

☐☐☐☒

**-Motivación a lo largo de todo el proceso:**

*Figure 23. Self-observation checklist*

### **Class recording**

The class recording was carried out in the middle of the practicum process with the purpose of having a different perspective of the process. By doing so, it was essential to show in a video, the typical development in a class presenting each part such as the warm-up, opening, explanation, and others. Then, each pre-service teacher analysed a video of a partner and gave some comments based on different aspect such as quantity of activities, skills worked in class, interaction with students, and the communicative competence of the teacher and the students.

Analysing the comments done by the pre-service teacher, it was evidenced that the teacher had security when giving the class, additionally the methodology of work was the right one taking into account the activities developed, however when explaining some activities the students did not understand because the pre-service teacher tends to speak faster and uses extended commands. When analysing the communicative competence of the pre-service teacher it was evidenced that has a proper use of English and try to enhance the use of the language of the students correcting them properly and at the right time. Concerning with the interaction, the pre-service teacher handles perfectly the relations with the students, listen to them carefully and takes into account the participation of each one. (**Annex 9. Class recording**)



*Figure 24. Class recording*



### **Reflection workshops**

Reflections workshops were designed to serve as a space in which the practitioners had the opportunity to share their experiences during the practicum process and to guide their pedagogical practices by taking into account reflection as a tool. These writing workshops were planned to develop three times during this process.

Two reflections workshops were carried out, in which the practitioners talked about the experiences as teacher's trainee. This workshop served as a reflection workshop because all the practitioners listened to their partners and reflected on their personal practices in order to socialize it with the rest of the group. Some problematic expressed in the workshop was the lack of the management of the group, due to most of the practitioners do not know how to keep the behaviour in class. Another problematic presented was the stalking of a pre-service teacher by a student, who had the telephone number and sent to him a message of love, at the end he explained the process that he carried out avoiding the evolution of the problematic and all the pre-service teachers understood how to handle that kind of situations.

As it is evidenced before, the purpose of the workshops was achieved successfully because each one of the participants expressed their feelings and the experiences in the school, being aware of future situations.

In the second meeting, the purpose was to share the opinions and comments made by the monitoring teachers and tutors of the research project and to know the level of progress of the research project.

The monitoring teachers stated that the pre-service teachers are committed with the labour; they are dedicated teachers who care about the learning process of the students, applying

dynamics activities in the classes and using correctly the ICTs in the classes. However, there are practitioners who do not have a good management of the group.

According to what the tutors of the research stated, the pre-service teachers have had a good development of their projects, putting into practice in the classes. Nevertheless, other tutors expressed that most of their students have not begun with the implementation of the project.

Finally, most of the practitioners affirmed that they have advanced in their project, while others stated that have finished with the implementation and it is missing for them to collect the interviews.

### **Classroom observation feedback**

Throughout this process, two classroom observations were done by the tutor of each practitioner. Then, a feedback was provided in order for the pre-service teachers to know about positive aspects; what aspects could be improved; and some suggestions and considerations to better develop the English classes. The feedbacks served as reflection on the practitioners since they received comments from another point of view, in this case from a teacher with experience. Have the comments from another person were important because they let the pre-service teacher know how they were working during the practicum.

### **Conclusions.**

The use of the reflection as a tool of the practicum process was the main idea of this component. Implementing this tool helped at the transformation process of the practicum because it was necessary the analysis of each procedure done in class, for the purpose of improving every day and acquiring the criticism of the results. Thus, most of the instruments contributed having a successful process bearing in mind each proposed aspect.

Studying the weekly narratives, it was evidenced the experiences shared by the practitioners, most of them stated how they faced the classroom management in a real context, laying aside the theoretical knowledge and implementing what was learned in the schools. In the same way, through the narratives, the pre-service teachers affirmed the development of the classes, how was the setting in the classroom, how were the daily perceptions towards the situations.

Additionally, the use of self-observation checklist, allowed to the teachers trainee a deep analysis of important aspects in the classroom and also in the school, therefore with this instruments the planning formats were analysed, assessing the teaching-learning process and if the different learning styles were taken into account, aiming at keeping the ideal development of class.

On the other side, the meetings reflections helped to listen to the different opinions given by the others pre-service teachers, understanding the requirements and development of different communities. Through the workshops, each student expressed their experiences and their issues undergone in classes, giving a point of view and a solution about how he or she could handle this. Meanwhile, the others listened carefully, identifying possible solutions, considering the own experience.

Finally, the process of reflection is required in the different situations, because it is easy to consider the decisions taken or the process carried out and to study if they accomplished successfully the necessities of the community, specifically the students.

### **Chapter III: Outreach component**

#### **“Awareness project to English language in elementary schools in Pamplona, Colombia”**

##### **Introduction**

Participating in the academic, cultural and economic fields at a global scale motivated the Colombian National Government to promote foreign languages learning in the different educational sectors of the country, so that all citizens have the opportunity to participate in cultural exchanges that allow them to get access to more equitable conditions regarding the personal and social development of the country.

To encourage the English language learning in Colombia as well as having Colombians to be more competitive citizens, the Ministry of National Education designed a policy of bilingualism in 2004, whose main objective is "to have citizens being capable of communicating in English, with internationally-comparable standards, that incorporate the country in the universal processes of communication, in the global economy and in cultural openness". To do it so, the Ministry has been implementing an extensive set of strategies at different levels of education in order to achieve this goal. For instance, a clear example is the creation and consolidation of the English language quality standards for basic and secondary education, the definition of a solid and consistent evaluation system and the description and development of training programs.

This program has been developed throughout the country in which the work done by the secretaries of education, public and private universities and English language centers has been integrated. However, the results obtained to date have not been very encouraging since many educational institutions at a national level have not been impacted by this project yet.

In reference to primary school, the National Government advocates for the augmentation of the English language teaching to children coverage, since many of these educational institutions do not usually have an English teacher that guides the teaching and learning of the English language and for this reason, the results of the evaluations applied at a national-level are not very promising.

The University of Pamplona in Colombia considered as a public training institution for trainers, and more specifically the Foreign Languages B.A. degree in English and French, has approached the reality that the primary schools in the city of Pamplona often face in terms of The National Bilingualism Policy; many of the educational establishments in this city do not have an English teacher to respond to the training needs of the primary sector.

By recognizing this reality and the difficulties that it generates, this proposal of social projection aims not only to respond to the English language educational needs, those of the primary school children in the city of Pamplona but also to integrate foreign languages' students training at the B.A degree in Foreign Languages English and French to the educational reality of this sector so that the gap between public and private schools in the area of foreign language can be minimized.

Governmental policies identify the issue, however, the attention to these problems goes beyond mere regulations, there is a lack of funding support, educators in the foreign languages area so that the outcomes in terms of exams, tests, and students' results are in agreement with Colombia's proposal of being the most educated country of the region.

## **Justification**

Learning and acquiring a foreign language provide us with the opportunity to be up with the requirements of today's world current needs. That is why it is necessary to implement and work towards this process since the beginning of children's schooling path so that at the end of their basic education cycle, they have the foundations that will allow them to continuous learning process in the secondary, technical and superior education, to get more people to be trained in this area.

The main purpose of this project is to raise awareness towards English language teaching in primary schools in the city of Pamplona, by contributing to the basic training in a foreign language which is essential and required at these levels. For that reason, this project is carried out as part of the outreach component in the practicum stage that is developed by last semester students of the Foreign Languages degree at the University of Pamplona, as a way to contribute to the strengthening of English language teaching in primary school.

The implementation of this project benefits greatly and reciprocally both, the institutions and the student population of Pamplona, as well as the Foreign Languages program and the students who are carrying out their practicum. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who are at the end of their training process at the university so that they get to know the realities and educational needs of the environment, and in this way, they can contribute by taking part in the processes that have a positive impact on the improvement of such needs.

## Objectives

### *General objectives*

By conducting this outreach project, from the B.A. Degree in Foreign Languages English - French of the University of Pamplona, the main objectives to work on are the following:

- To respond to the English language teaching needs of the child population in primary school in Pamplona, specifically, at New Cambridge School.
- To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.

### *Specific objectives*

To have a better comprehension of the aspects previously stated, this proposal will attempt:

- To familiarize primary schools' children of Pamplona with the fundamentals of the English language.
- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the city of Pamplona.
- To articulate the teaching training that students from the B. A. Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

**Typology of the project**

This is an educational, disciplinary project dealing with the curriculum area; open to all the institutions in which the integral practicum will be developed and which offer primary education in Pamplona. This project is part of the teaching training plan of the Foreign Languages program at the University of Pamplona.

This proposal is connected with social projection and goes beyond the institutional scope and makes facilitates the articulation of the Foreign Languages program to the community of Pamplona.

The main purpose at a pedagogical and communicative level is framed within the institutional lines of projection and outreach of the University of Pamplona and the Foreign Languages program.

**Lines of contribution**

At the heart of this project lie the following lines that aim to contribute to:

- Academic training in foreign languages.
- Citizen training (addressing educative problems in order to reduce inequality in the educational system)
- School community outreach as University and as Foreign Languages program.



## **Theoretical Framework**

### **Languages teaching**

#### ***International language policies***

The UNESCO has worried for several years for the role of the languages in the world context. In the general conference of 1999 adopted the term "multilingual education" to refer to the use of at least three languages: the mother language, a regional or national language, and the international one. This resolution departed from the idea of that the requirements of national and global participation, and the cultural attention of the particular needs of communities and linguistically different, only it can be attended across the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

UNESCO (2003) considers that: languages are not only a mass media, but they represent the real factory of cultural expressions; they are holders of identities, values and visions of the world. Thus, it proposes as principle for the cultural diversity, to support and to strengthen the diversity of the languages (including those nomadic or isolated populations) and, at the same time, to support the learning of international languages that offer access to the global communication and to the information exchange. To achieve what is previously stated, the UNESCO suggests to promote the multilingualism and the intercultural dialog, as well as to develop policies for the translation, in all the possible means of written and visual materials in order to promote the traffic of ideas.

According to Lima, M. (2006), nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in

different contexts; learning a foreign language involves as professional as personal life of a person allowing that this process can be successful and beneficial in his/her knowing and savoir faire.

### **National Program of Bilingualism.**

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

### **Bilingualism.**

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree depends, mainly, on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or foreign languages. MEN (2006).

### **English teaching in elementary schools.**

According to Yaser A, & Chacon C, (2011) “La adquisición de una Lengua Extranjera es un proceso complejo en el cual intervienen múltiples variables de carácter cognitivo y afectivo inherentes al individuo así como factores propios del contexto sociocultural y educativo tales como el currículo, la metodología utilizada y la formación y actualización del docente de Lengua Extranjera, entre otros”. In such a way, the importance of getting to the point of comprehending

how children learn and incorporate a foreign language, it is necessary to analyze the theoretical foundations that explain the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this process relates to the process of the mother tongue". From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. "The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language".

"Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard Amato 1996)". Authors show their point of view regarding the topic and they differ "que para efectos de esta disertación, los términos aprender y adquirir indistintamente debido a que la LE puede adquirirse mediante actividades lúdicas de una manera inductiva y natural que también implica procesos de aprendizaje" it is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages.

Preproduction, is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence, therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production, the child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech, in this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, we can state according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) “La capacidad que tienen los niños de aprender, comprender, descubrir y formular formas comunicativas en un lenguaje extranjero subyace principalmente en la necesidad de establecer nuevos acercamientos sociales” (p. 467). Consequently, “los niños construyen a través del lenguaje significados del mundo que los rodea y establecen sus propios criterios de interpretación semiótica a cada concepto que descubren. Por esta razón, el aprendizaje de la LE debe partir de los conocimientos previos y de los esquemas de la lengua materna dado que las representaciones desarrolladas en aprendizajes anteriores y experiencias previas constituyen el andamiaje para construir mediante la LE, nuevos esquemas mentales o ampliar los ya existentes”.

Yesser A & Chacon C, (2011), cite Ausubel (1986) who stated “desde el punto de vista de la psicología cognitiva, explica que existen diferencias entre las capacidades cognitivas del niño y del adulto en relación con la cognición y la afectividad, las cuales se manifiestan en la motivación, creatividad, espontaneidad y flexibilidad que caracterizan a los niños y que distan mucho del adulto, quien, por lo general, es más proclive al bloqueo afectivo en el momento de expresarse en otra lengua”. “De los planteamientos anteriores, se desprende que la edad es un factor que incide en el aprendizaje del inglés como LE, particularmente en la adquisición de la

pronunciación. Es decir, a menor edad, mayor es la probabilidad del niño o niña para desarrollar la pronunciación de un nativo”.

### **Why to teach a Foreign Language in elementary schools?**

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that “there are different kind of reasons that justify the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on various studies, it is indicated that:

- Children who start studying a foreign language at school tend to keep a level of performance more positive than others.
- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that overcome teenagers’ and adults’.
- Children not only tend not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in which the plasticity of their brains makes it easier for them to learn languages.

To sum up, human beings’ learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct

and lead to a significant learning in children who are at the beginning of learning especially an FL.

### **School context**

This proposal was developed at New Cambridge School a private educational institution located at Carrera 6 #2-20 Pamplona, Colombia

### **Timetable**

The table below shows the schedule which was implemented to carry out this component. The outreach component, as the pedagogical one, lasts 10 weeks: from March 12<sup>th</sup> to May 25<sup>th</sup>, working students from 4<sup>th</sup> grade, four hours per week.

<b>PRE-SERVICE TEACHER SCHEDULE</b>					
<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>7:10 – 8:05 am</b>					
<b>8:05 – 9:00 am</b>					
<b>9:00 – 9:55 am</b>					
<b>9:55 – 10:20 am</b>	<b>BREAK</b>				
<b>10:20 – 11:10 am</b>			<b>4°</b>		<b>4°</b>
<b>11:10 – 12:00 pm</b>					
<b>12:00 – 2:00 pm</b>	<b>LUNCH</b>				
<b>2:00 – 3:00 pm</b>	<b>4°</b>				
<b>3:00 – 3:45 pm</b>					
<b>3:45 – 4:00 pm</b>	<b>BREAK</b>				
<b>4:00 – 5:00 pm</b>				<b>4°</b>	

*Table 9. Outreach Component timetable*

### **Direct benefited population**

The direct benefited population of this proposal were students from 4<sup>th</sup> grade at New Cambridge School. The population for this project were students from 4<sup>th</sup> grade.

- ❖ Elementary school students.
- ❖ Language courses field teachers in basic primary.
- ❖ Foreign languages students-practitioners.

### **Indirect benefited population**

- ❖ Foreign languages community program.
- ❖ Academic community of Pamplona.

### **Institutional dependencies articulated to the project**

- ❖ New Cambridge School

### **External institutions linked to the project**

- ❖ José Antonio Galán High School
- ❖ Normal Superior Pamplona
- ❖ La Presentación High School
- ❖ José Rafael Faría High School
- ❖ Educational Institution Cristo Rey
- ❖ Águeda Gallardo High School

### **Methodology**

Given that, fourth grade students did not have a teacher in charge for the English area, this proposal aimed at implementing flashcards as a tool to improve English pronunciation and vocabulary by generating a meaningful learning experience.

## Development of the Outreach Component

The purpose of the project was to improve the English pronunciation and vocabulary of the students of fourth grade through flashcards. The flashcards were provided by the book Everybody up 4 which is the guidebook for the grade. Despite that the students have material for the development of the classes, they did not have the appropriate accompaniment of an English teacher due to her withdrawal. For this reason, the area of English were under charge of the principal teacher who has not the methodology of teaching a foreign language.

With that in mind, the pre-service teacher fulfilled the principal purpose of the outreach component, to cover the necessities of a vulnerable community, in this case the students of fourth grades who had not English teacher.

In the following chart, it is presented the topics of the outreach component with the dates. As an important fact, there were two weeks in which the pre-service teacher did not carried out the project, due to review week (A week to make emphasis in the topics of the term for the final exam) and the exams week (It is not allowed to teach new topics in this week). Additionally, the X represents that the project was not carried out, while the check mark (✓) represents that the project was implemented.

WEEK	TOPIC	USE OF FLASCARDS
#1	Animals and insects	✓
#2	Sea creatures	✓
#3	Adjectives	✓
#4	Review week	X
#5	Exams week	X
#6	Appearance	✓
#7	Accessories	✓
#8	Camouflage	✓
#9	Sports	✓
#10	Activities	✓

*Table 10. Topics of the Outreach Component*



During the practicum process with the elementary students, the use of flashcards were used to make emphasis in the pronunciation and to recognize new words and associate them with images. The implementation was characterised by multiples activities that allowed students to put into practice what they have learned. For instance, charades was one of the activities carried out in the project. Firstly, it was necessary to present the vocabulary and the correct pronunciation, once the word was drilled into the students, the classroom was divided into different groups, later the pre-service teacher pick randomly a flashcard and a representative student for each group, then without see the flashcards the representative students had to do mimicry regarding the word in the flashcard. If the group guessed the word, they won points. Thus, it was evidenced that the students were watchful in the classes because they enjoyed the activities and at the same time, they learned new words. On the other hand, another activity implemented, was the creation of the flashcards by themselves, by doing so the students painted their own cards, learning and understanding the new words with handicraft, having an autonomous learning process. **(Annex 10. Outreach Component)**



*Figure 25. Outreach Component*

## **Conclusions**

Focusing on the requirements, it is worthy to say that students presented a lack of vocabulary simultaneously with issues in the pronunciation. In this way, the use of flashcards has improved the weaknesses already mentioned, allowing the motivation in class of the students, as well as the easy learning process with the association of unknown words with eye-catching images. Besides, the students enjoyed each activity executed with the use of flashcard, since they were active and attentive to their own learning process.

## **Chapter IV: Administrative component**

### **Introduction**

Being a pre-service teacher is not only about teaching English to an assigned number of courses but also to be part of the institution by participating actively in cultural, academic, religious and institutional events scheduled in the current school calendar.

As part of the practicum process, the pre-service teacher has to attend to all the extra-curricular activities proposed by the school because that is what complement and fill the teachers' work. During the ten weeks period in which the practicum is done, the pre-service teacher plays the role of another teacher in the school who has to be part of the events, activities, parades, among other extra-curricular activities; this process of getting involved not only contributes to the execution of these activities but also to the training process of the teacher as he/she experienced real lives contexts.

## Objectives

### *General*

- To participate actively in the academic and administrative activities organized by the institution during the practicum stage.

### *Specific*

- To recognize and become familiar with the administrative features of the school and how they work on a daily basis.
- To help in the organization of events or projects that involve students and teachers
- To establish good relation with the institutional education staff through the communication.

## Methodology

As part of the of the practicum stage, the pre-service teacher was actively engaged with the activities and events proposed the school, aiming at gaining knowledge, highlighting the participation in the community.

According to the activities established by the school, the pre-service teacher helped and participated in the organization of language day, flags raising and artistic activities.

### Timetable of the activities

<b>SCHOOLAR CALENDAR 2018-1</b>	
<b>MONTH</b>	<b>ACTIVITY</b>
<b>March</b>	6. Elección del personero. 22. Día del agua.
<b>April</b>	22. Día de la tierra 23. Día del idioma. 24. Entrega de boletines. 27. Día del niño
<b>May</b>	11. Mañana Mariana

*Table 11. Activities School calendar 2018 First semester*

Since the practicum process started, the pre-service teacher did not only have to attend to the English classes for sixth and fourth grades but also to make part of the school community. In other words, the pre-service teacher became another member of the New Cambridge School

during the ten weeks period. During this period of time, different activities and events came up and all the school community: teachers, students, and administrative had to attend to them.

The first activity that was carried out was the Water's day. This activity aimed at visiting the water treatment plant in Pamplona, to create awareness in the students to protect it. Additionally, a contest of posters was developed in which the students had to create posters with a message of protection and share with all the school. The role of the pre-service teacher during this activity was to take the place of the principal teacher of sixth-one who was absent, supporting them with the creation of the poster, monitoring their participation in the activities proposed and coming along with them during the tour in the treatment plant. Finally, in the water's day, the pre-service teacher was assigned as the judge of the poster contest. **(Annex11. Water's day)**



*Figure 26. Water's day*

Following with the activities, on April the 22nd the Earth's day was celebrated. For this activity, the students had to wear green clothes and take to the school recycling objects. The National Police of Colombia spoke about being environmentally friendly and guided the creation of posters with the recycling objects. At the end of the activity, they rewarded the most creative poster. The pre-service teacher role was to help to the organization of the students, watching

their behaviour during the development of the activity and then take them to their classroom to work with the poster with the principal teacher. (**Annex 12. Earth's day**)



*Figure 27. Earth's day*

The language day is an activity that aims at praising the labour of Miguel de Cervantes Saavedra as a writer on the day of his death. Also, in this day is commemorated the work of William Shakespeare as an English writer. Thus, most of the Colombian school celebrate this day with academic and cultural activities. At New Cambridge School, developed activities with the purpose of praising a Colombian writer, Rafael Pombo.

In order to commemorate this day, each grade had a different fable or tale from Rafael Pombo, whereby they had to do a performance with it. Additionally, the students with the best grades in Spanish and English were rewarding in the Raising flag ceremony held on this day. (**Annex 13. Language day**)





*Figure 28. Language day*

Subsequently, another special day that was celebrated in the school was the Children's day. For doing so, the teachers prepared recreational activities at Los tanques, a recreational park located in Pamplona, Norte de Santander, in which each teacher was in charge of a set of activities. The school administrative brought snacks, ice cream, and an aerobics instructor. This day was held on April the 27th. (**Annex 14. Children's day**)



*Figure 29. Children's day*



Finally, the last activity in which the practitioner made part of was a religious activity. Despite that the educational institution respects the free elections of religions, it is characterized by offering Catholic religion education for the students. For this reason, an event named Mariana's morning was held in the school, in which each grade had to prepare a song for the Virgin Mary, also each classroom had to do an altar and take her flowers. For the presentation, some students were disguised of little angels and some of the girls represented the Virgin Mary, other students just sang the praises in English and in Spanish. The pre-service teacher contributed to bring to the students the Hail Mary in English and teach them the pronunciation to performed in the event. **(Annex 15. Mariana's morning)**



*Figure 30. Mariana's morning*

## **Conclusions**

During all the practicum process, all the members of the school community treated the pre-service teacher as a proper teacher. As time went by, the practitioner learnt the way in which the school managed and organized different activities. Furthermore, it was comprehended the purpose of the activities which aims at teaching students values formation for their life. Thus, it is remarkable to say that students go to the school not just to learn academic stuff; they have a comprehension training, in order to be part successfully of a community.

The pre-service teacher was fully engaged with the activities, in order to help teachers with the development of the celebrations, giving ideas and taking part of the group of logistic.

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## Annexes

### Annex 1. Journals

Date: April 5<sup>th</sup> 2018

#### TASK #1

En este día se realizó la primera parte de la tarea, la cual consistía en presentarles más a fondo la realización de un programa de radio, al mismo tiempo de mostrar el vocabulario que se usa en este.

Cabe resaltar que a los estudiantes previamente, se les había presentado de manera general el proyecto, en el cual muchos de ellos se emocionaron con la idea de hacer un programa de radio. Mientras se les explicaba la realización del proyecto, muchos creyeron que íbamos a ir a la radio de la Universidad de Pamplona, ya que el colegio no cuenta con los implementos necesarios. Es por eso, que les expliqué que el programa se haría de una manera artesanal, en la cual a través de dispositivos móviles, mp4 o computadores, se grabaría la voz de cada uno.

Una vez explicado esto, le pedí a los estudiantes que formaran grupos de tres personas cada uno, para un total de 5 grupos, mientras los estudiantes se organizaban, en el tablero escribí el listado de países anglófonos (United Kingdom, Trinidad and Tobago, India, Kenya, Jamaica, Australia, Bahamas, Ireland, South Africa and Ghana), una vez los estudiantes formaron sus grupos, ellos debían escoger uno de estos países, en donde los seleccionados fueron: United Kingdom, India, Jamaica, Australia and South Africa.

Luego, a través de un video se quiso mostrar a los estudiantes, como era participar en un programa de radio, es por eso que se mostró mi experiencia en la producción de un programa de radio. Para esto, se reprodujo un audio del programa English Radio Show, el cual era el programa donde había hecho parte. Después, se quiso mostrar otro video en donde se quería mostrar cuáles eran los equipos que se usaban y cuáles eran las expresiones más usadas. El video se reprodujo por 2 minutos debido a que era bastante extenso y muchos estudiantes no comprenderían lo que ahí se decía, luego les pregunté a los estudiantes acerca de qué vieron en el video, quiénes eran los participantes y sobre qué hablaban. La mayoría de estudiantes no entendieron de qué se trataba el video y cuál era su tema principal, ellos mismos manifestaron que no entendieron nada, otros se quedaban callados cuando se les preguntaba.

Una vez queriendo obtener la idea principal del video, lo reproduje de nuevo con la intención de que los estudiantes pudieran identificar las expresiones que se usan en el programa de radio, aunque el video solo incluía una. Finalmente, los estudiantes no fueron capaces de identificar las expresiones, además el sonido no era entendible.

Después de haber mostrado el video, a través de unos carteles, las expresiones que se pueden usar en un programa de radio fueron mostradas. Estas expresiones fueron: Hey what's up, Hello everybody, I would like to say/share, let me explain/talk/say about. Mientras iba pegando cada cartel con la expresión, hacía que los estudiantes las escribieran en su cuaderno y las repitiera.

Finalmente, a cada estudiante le di una ficha, en la cual tenían como tarea investigar información relevante acerca del país que ellos habían elegido. Esta información era: Capital, ubicación, bandera, moneda y comida tradicional. Una vez explicada la tarea, la clase finaliza.

DATE: April 9<sup>th</sup>, 2018

#### TASK #2

Con el fin de revisar lo que los estudiantes investigaron, se decidió hacer una socialización acerca de la ficha que fue asignada. Para esto, los estudiantes se unieron por grupos teniendo en cuenta el país seleccionado. Entre ellos debían socializar las semejanzas y diferencias de la información encontrada, para luego unir la información y presentárselas a sus compañeros. A cada grupo le pedí que usaran las expresiones del programa de radio para presentar la información.

Mientras los estudiantes presentaban la información, se hacían algunos aclaraciones culturales en las cuales yo intervenía. Es el caso de Gran Bretaña, los estudiantes presentaron que en ese país era típico tomar té con galletas, a lo cual les expliqué que para ellos tomar té con galletas a las cuatro de la tarde era como una tradición antigua, no es algo que todos lo hagan pero muchas personas se reúnen a esta hora para conversar y de paso para tomar este aperitivo.


Por otra parte, los estudiantes de Sudáfrica se impresionaron al saber que este país tenía tres capitales, de las cuales les expliqué que cada una era la capital de un poder político en donde Pretoria era la sede del poder ejecutivo, Bloemfontein del poder judicial y Ciudad del Cabo poder legislativo, asimismo expliqué que habían más países que poseían más de dos capitales en donde en una ciudad se centraba todo lo administrativo y en otra toda la parte política.

Finalmente, todos los estudiantes conocieron aspectos de cada país, enriqueciendo su conocimiento cultural.





### Annex 3. Examples of Radio Script

 **NEW CAMBRIDGE SCHOOL**

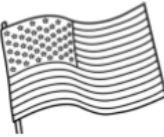
NAME \_\_\_\_\_ DATE \_\_\_\_\_ MARK \_\_\_\_\_

## HOMEWORK

❖ Fill the gaps with the information of the country that you have selected. Follow the example.

**EXAMPLE:**

Hey what's up! My name is Robert, I come from United States. For me it is a pleasure be part of this amazing programme. I would like to say that the capital of United States is Washington D.C. and the currency is the Dollar. United States is located in North America between Canada and Mexico. Now, let me talk about the food in United States. For breakfast I eat pancakes, eggs or cereals. For lunch, I eat sandwiches; I love cheese sandwiches, chicken sandwiches and vegetables sandwiches. For dinner, I always start with the salad. I love to eat rice, carrots, peas and pasta. For dessert, I like to eat fruit and sometimes I like to eat chocolate.



**Your information.**

Hey what's up! My name is \_\_\_\_\_, I come from \_\_\_\_\_. For me it is a pleasure be part of this amazing programme. I would like to say that the capital of \_\_\_\_\_ is \_\_\_\_\_ and the currency is \_\_\_\_\_. \_\_\_\_\_ is located in \_\_\_\_\_. Now, let me talk about the food in \_\_\_\_\_. For breakfast I eat: \_\_\_\_\_

For lunch: \_\_\_\_\_

For dinner: \_\_\_\_\_


Thanks for having me in the programme. I'm a big fan of you.

## HOMEWORK

❖ Fill the gaps with the information of the country that you have selected. Follow the example.

**EXAMPLE:**

Hey what's up! My name is Robert, I come from United States. For me it is a pleasure be part of this amazing programme. I would like to say that the capital of United States is Washington D.C. and the currency is the Dollar. United States is located in North America between Canada and Mexico. Now, let me talk about the food in United States. For breakfast I eat pancakes, eggs or cereals. For lunch, I eat sandwiches; I love cheese sandwiches, chicken sandwiches and vegetables sandwiches. For dinner, I always start with the salad. I love to eat rice, carrots, peas and pasta. For dessert, I like to eat fruit and sometimes I like to eat chocolate.



**Your information.**


Hey what's up! My name is Angie, I come from United Kingdom. For me it is a pleasure be part of this amazing programme. I would like to say that the capital of United Kingdom is London and the currency is the Pound Sterling. United Kingdom is located in Europe, composed of England, Scotland, Wales and Northern Ireland. Now, let me talk about the food in United Kingdom.

For breakfast I eat: the 'English Breakfast' consisting of one or two eggs on the grill with bacon, mushrooms, sausages, tomato, toasted bread, sometimes beans and black pudding.

For lunch: 'Cornish Pasties' consist of stuffed 'empanaditas' with meat, potatoes and vegetables. 'Haggis', made from pieces of roast lamb mixed with onions, herbs and spices, and sometimes strawberries or raspberries with cream, our traditional dessert.

For dinner: 'Lamb Pie' is roasted lamb meat and coated with mashed potato and wrapped sausages with mashed potatoes, graham and cheese.

Thanks for having me in the programme. I'm a big fan of you.

 **NEW CAMBRIDGE SCHOOL**

NAME \_\_\_\_\_ DATE \_\_\_\_\_ MARK \_\_\_\_\_

## HOMEWORK

❖ Complete the information taking into account the recipe from the country that you have selected.

**COUNTRY: GREAT BRITAIN**

**NAME OF THE DISH: QUICK FISH CAKES**

**INGREDIENTS:**

- ✓ 500g skinless cod, haddock or pollock filets.
- ✓ 250g large Maris Piper (Potato)
- ✓ \_\_\_\_\_ tablespoon of \_\_\_\_\_
- ✓ Olive \_\_\_\_\_
- ✓ \_\_\_\_\_ tablespoon mixed fresh green herbs.
- ✓ \_\_\_\_\_ mayonnaise

**HOW TO MAKE IT:**

**Step 1**  
Roughly, chop the fish, then peel and grate the potato.


**Step 2**  
\_\_\_\_\_

**Step 3**  
\_\_\_\_\_

**Step 4**  
\_\_\_\_\_

**Step 5**  
Pick, chop and stir the herbs through the mayo, then serve with the fish cakes, and some watercress and lemon wedges, if you like.

More information:  
<https://www.jamiesoliver.com/recipes/fish-recipes/quick-fish-cakes/>



## HOMEWORK

❖ Complete the information taking into account the recipe from the country that you have selected.

**COUNTRY: GREAT BRITAIN**

**NAME OF THE DISH: QUICK FISH CAKES**

**INGREDIENTS:**

- ✓ 500g skinless cod, haddock or pollock filets.
- ✓ 250g large Maris Piper (Potato)
- ✓ 4 tablespoon of plain flour
- ✓ Olive oil
- ✓ 2 tablespoon mixed fresh green herbs.
- ✓ 200 ml mayonnaise

**HOW TO MAKE IT:**

**Step 1**  
Roughly, chop the fish, then peel and grate the potato.


**Step 2**  
Combine with the flour in a bowl, then season with sea salt and black pepper.

**Step 3**  
Bring together with your hands and shape into 12 flat patties then leave to chill in the fridge.

**Step 4**  
Heat a glug of oil in a heavy-based pan over a medium-high heat in batches of 4 cook the fish cakes for 2 to 3 mins on each side until golden

**Step 5**  
paper to drain.

Pick, chop and stir the herbs through the mayo, then serve with the fish cakes, and some watercress and lemon wedges, if you like.



## Annex 4. Matrixes Analysis process

### Interviews

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	INTERVIEWS					
TASK	Creativity			P1	P2	P3	P4	P5	P6
					"El programa fue un modo dinámico para que cada quien buscara una manera nueva de expresarnos."				
	Involvement and motivation			"Al poder dar a conocer las recetas de cada país, y también en mi investigación sobre todo eso y la <i>vocalization</i> [vocalización] de las palabras por si en algunos no era capaz, pues yo traté de ayudar."		"Puedo aprender más sobre el inglés de lo que yo ya podría saber, me ayuda a pasar la barrera de lo que me había quedado antes, mejorar, aprender."	"Yo con mis compañeras ayudamos trabajando con el país Gran Bretaña, y yo fui una de las que habló de la comida de este país."	"Yo ayudé grabando con mis compañeros acerca del país de India."	"Yo ayudé aportando ideas, como el nombre, las tarjetas y el país que escogimos."
	Interpreting a role play			"Sí, porque, cuando por ejemplo, si llego a viajar a otro país, que lleguen a hablar en inglés, el idioma inglés, puedo ya relacionarme con esas personas, para que así tener una relación más cercana a ellos y no estar tan apartado."	"Una de las actividades era cuando tenía que suponer que éramos chef y dábamos la receta del país que nos tocó, entonces mi grupo supuso que trabajábamos en el restaurante nacional de Londres."				"
	Problem solving					"Me ayudó a aprender palabras que yo no entendía o no sabía y ahora puedo aplicarla más en mis estudios."			"Nos ponían tareas como las de las grabaciones y teníamos que investigar de ese país."
	Giving a presentation				"Sí, por lo general las grabaciones de voz era lo que nos ayudaba,				

ORAL PRODUCTION	Communicative competence	Linguistic competence	Lexical competence	<p>"Pues en los nombres de las cucharadas, <i>tablespoon</i>* [Traducción en inglés de cucharada], también en los gramos, en todo lo que, los pasos, para poder que la receta quedara con un suficiente, que quedara muy específica, casi idéntica que tienen en la cultura de los países."</p> <p>"Si, en vocabulario pues ya conocía algunas cosas pero siempre aprendí unas que no sabía pero en el vocabulario pues me parece el que menos por, por sus palabras, por las recetas o algo así, pues habían palabras que no conocía pero si habían unas que ya tenía conocimiento sobre eso."</p>	<p>"Positivamente porque con las tareas que realizábamos nos ayudaba a buscar nuevas formas de hacer que nuestro vocabulario fuera más extenso"</p> <p>"Muchas de las palabras que usábamos en los talleres, en las tareas. Eran palabras que ya conocía, muy pocas, muy poco fue el vocabulario nuevo."</p>	"El vocabulario es muy importante, pero a la hora de yo hablar, de yo conocer, el vocabulario no habría tanto como la pronunciación, de leer."	"El vocabulario fue algo que aprendí pero no mucho, porque algunas palabras yo ya las sabía."	"Aprendimos mucho nuevo vocabulario de todo tipo de oración, ingredientes y uno buscaba nuevas palabras que nunca habíamos visto."	"Con los talleres aprendíamos nuevas palabras y de los video también."
			Grammatical competence			"Ahora una oración que yo podía decir antes diferente, ahora puedo decirlo más expresada y mejor que antes."			

			Pronunciation	<p>"... cada vez que escuchaba pues del audio, trataba yo de pronunciar tal y como era."</p> <p>"cada palabra tiene su pronunciación, por ejemplo cada letra tiene su pronunciación y pues combinadas con otras dan otra pronunciación, entonces va suando"</p>	<p>"Nosotros empezábamos a escuchar realmente como se decía, tratábamos de imitar el tono, también la acentuación de las palabras, para que saliera muchísimo mejor"</p> <p>"Yo me daba la tarea a mejorar, yo siempre buscaba distintos"</p>	"Saber yo como se dice tal palabra, saber como expresarme, saber como decir la palabra bien."	"Aprendí muchísimo sobre la pronunciación, aprendí a decir cómo se decían, como se acentuaba"	"Ya que siempre tenía que estar pronunciando mejor para que se entendiera."	"A la vez que grabábamos, nosotros íbamos escuchando, uno practicaba y practicaba para que le salieran bien las grabaciones."
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CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	INTERVIEWS
TASK	<i>Creativity</i>			A student expressed that the radio programme was a different way to learn English, in which they expressed their English differently. "El programa fue un modo dinámico para que cada quien buscara una manera nueva de expresarnos." P2
	<i>Involvement and motivation</i>			The students stated that they helped to the radio programme doing research by themselves, creating the name of the programme and giving their voices. Additionally, they were motivated because they learnt through this project overcoming the difficulties presented before with the language. "Ahora puedo hablar inglés de manera más recorrida, puedo usar términos que antes no sabía y ahora los puedo implementar en mi vida cotidiana." P3 "Ayudé a elegir el nombre del programa, a realizar las invitaciones para el lanzamiento." P4 "Yo ayude grabando con mis compañeros acerca del país de India." P5 "Yo ayude aportando ideas, como el nombre, las tarjetas y el país que escogimos." P6 Through the development of the tasks to produce the radio programme the students performed a role in which they had to imagine they were from the country selected and talk about the typical meal and they performed the role of chef in order to present traditional recipes. "Hacíamos que nosotros veníamos de ese país y hablabamos de lo que comemos allí, pero nos tocó investigar para poder hablar de esto." P1 "Una de las actividades era cuando tenía que suponer que éramos chef y dábamos la receta del país que nos tocó, entonces mi grupo supuso que trabajábamos en el restaurante nacional de Londres." P2 The problem was to present the task, however they handled when presenting the records with the task assigned. "Me ayudó a aprender palabras que yo no entendía o no sabía y ahora puedo aplicarla más en mis estudios." P3 "Nos ponían tareas como las de las grabaciones y teníamos que investigar de ese país." P6
	<i>Interpreting a role play</i>			The final task was to deliver voice recording about topics worked in class and with the workshops. "Si, por lo general las grabaciones de voz era lo que nos ayudaba, porque nos veíamos prácticamente obligados a buscar la pronunciación para que pudiéramos expresarnos bien en las grabaciones." P1 All the tasks were based on the reading student's process, in which they had to do research about the country selected by them and read what they were to express for the final presentation. "Pues... basado en lo que, en los textos, que mandaban, yo los leía y... interpretaba eso, pues lo pronunciaba y si algo que no estaba bien yo lo corregía." P1
	<i>Problem solving</i>			
	<i>Giving a presentation</i>			
	<i>Reading a replaying a message</i>			
	<i>Taking part into a discussion</i>			
	<i>Autonomy</i>			
	<i>Sociocultural Knowledge</i>			


## Student's oral production

CATEGORIES	SUB-CATEGORIES	DESCRIPTION	OTHERS	STUDENT'S ORAL PRODUCTION					
TASK	<i>Creativity</i>			P1	P2	P3	P4	P5	P6
	<i>Involvement and motivation</i>								
	<i>Interpreting a role play</i>								
	<i>Problem solving</i>								
	<i>Giving a presentation</i>								
	<i>Reading a replaying a message</i>								
	<i>Taking part into a discussion</i>								
	<i>Autonomy</i>								
	<i>Sociocultural Knowledge</i>								
ORAL PRODUCTION	<i>Communicative competence</i>	Linguistic competence	Lexical competence	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"	"The student presents a huge range of the specific vocabulary, in this case about food"
				"The student presents some difficulties with the expressions of measures when talking about recipes."					
			Grammatical competence	"The student has an accurate grammatical order, expressing"	"The student has an accurate grammatical order, expressing"	"The student presents some problems in the sentences with"	"The student has an accurate grammatical order, expressing"	"The student has an accurate grammatical order, expressing"	It is difficult to understand the main idea, because the order of the

		<b>Pragmatic competence</b>	<i>Discourse competence</i>	The student uses linking expressions such as: Now let me talk, and"	The student uses linking expressions such as: Now let me talk; I would like to say; and"	The student uses linking expressions such as: Now let me talk, and"	The student uses linking expressions such as: Now let me talk; and"	The student uses linking expressions such as: Now let me talk, and"	The student uses linking expressions such as: Now let me talk, and"
			<i>Functional competence</i>	The student is able to present information about a dietary routine of a specific country.	The student is able to present information about a dietary routine of a specific country.	The student is able to present information about a dietary routine of a specific country.	The student is able to present information about a dietary routine of a specific country.	The student is able to present information about a dietary routine of a specific country.	The student is able to present information about a dietary routine of a specific country.
<b>LISTENING COMPREHENSION</b>	<i>Vocabulary acquisition</i>			The student uses the vocabulary presented: What's up, let me talk about, breakfast, lunch and dinner.	The student uses the vocabulary presented: What's up, let me talk about, breakfast, lunch and dinner; potatoes, meat and tomatoes.	The student uses the vocabulary presented: What's up, let me talk about, breakfast, lunch and dinner, location, Jamaica.	The student uses the vocabulary presented: What's up, let me talk about, breakfast, lunch and dinner.	The student uses the vocabulary presented: What's up, let me talk about, breakfast, lunch and dinner, chicken, milk.	The student uses the vocabulary presented: What's up, let me talk about, breakfast, lunch and dinner.



### Annex 5. Parental leave



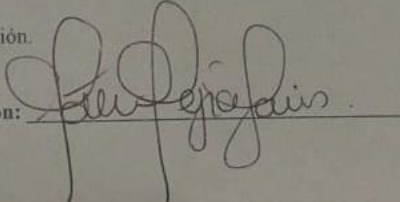
Universidad de Pamplona  
Pamplona - Nariño de Guzmán - Colombia  
Tel: (7) 5883308 - 5883304 - 5883305 - Fax: 5882750 - www.usppamplona.edu.co

Pamplona, 16 de MAYO de 2018

Estimados,  
PADRES DE FAMILIA, sexto grado  
Estudiantes sexto grado  
Cordial saludo,

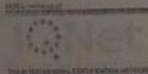



Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en el proyecto titulado **A radio programme based on Task Based Learning to enhance Speaking skills** (*un programa de radio basado en el método de asignación de tareas para mejorar la habilidad oral*), esta autorización se presenta a Usted, ya que para una de las etapas del proyecto, los estudiantes deberán grabar sus voces para desarrollar satisfactoriamente el programa de radio. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad.

Agradeciendo su atención.

Firma de Autorización: 

Cordialmente,

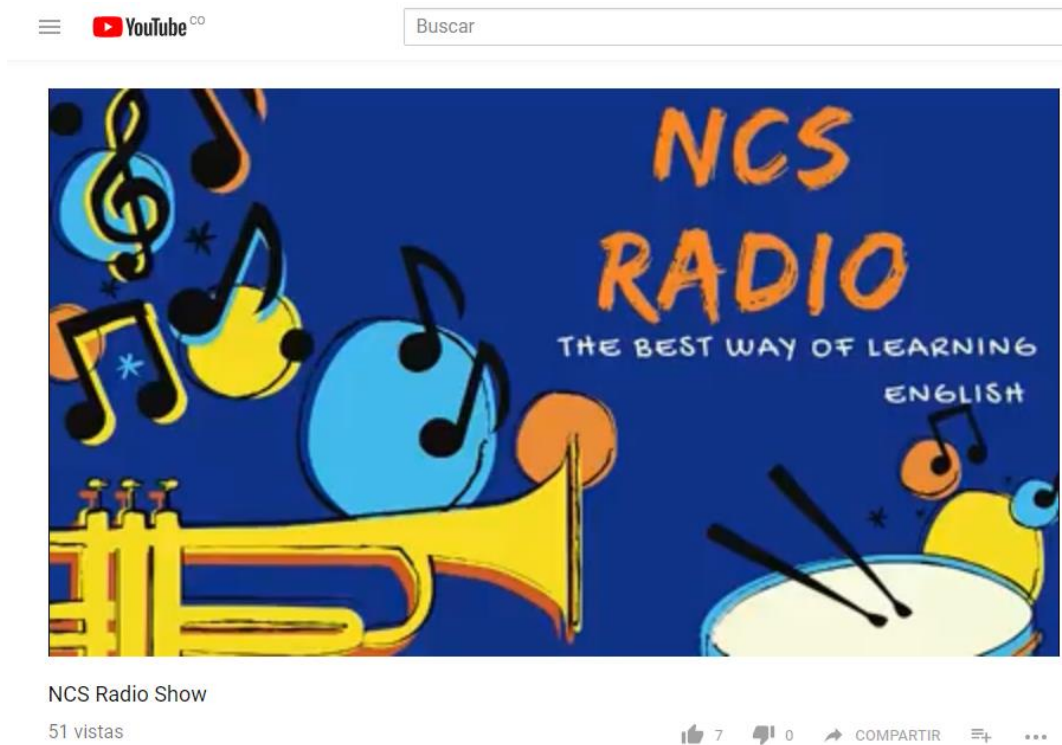
**Docentes de Inglés**  
**NEW CAMBRIDGE SCHOOL**

Formando líderes para la construcción de un  
nuevo país en paz

### *Annex 6. Final product*

Link: <https://www.youtube.com/watch?v=OaktyJ6FK2g>









## Annex 7. Narratives

### SEMANA 1|

#### LUNES: FESTIVO, NO HUBO CLASE

**MARTES:** Para este día se realizó un quiz sobre *present continuous* y del vocabulario *extra curricular activities*. Este quiz consistió en dos puntos: en la parte gramatical los estudiantes debían completar un texto teniendo en cuenta el *present continuous*, adicionalmente se le daba el verbo en paréntesis para que pudieran agregarle la terminación *ing* teniendo en cuenta las reglas aprendidas en clase. Mientras que para el segundo punto, los estudiantes debían relacionar la imagen con el vocabulario correspondiente. Este quiz fue aplicado a los dos sextos, sin embargo el día martes solo hubo clase con 6°-2. Al finalizar el quiz, entre todos socializamos las respuestas.

Después de haber terminado el quiz, jugamos bingo teniendo en cuenta un listado de verbos que les había dado a los estudiantes y ellos debían agregarle *ing* teniendo en cuenta nuevamente las reglas. Para el juego, yo decía el verbo que sacaba de una bolsa y los estudiantes tachaban el verbo siempre y cuando ellos lo tenían.

#### MIÉRCOLES:

Empezamos el día con la entrega del quiz y con las tareas. Como calificaciones finales, me di cuenta que muchos estudiantes son despistados y no leen bien el enunciado y mucho menos los ejercicios a realizar, varios de ellos se equivocaron con errores fáciles lo cual hizo que su nota final bajara. Pero estoy seguro que conocen el tema a la perfección por el trabajo evidenciado en clase.

Después de entregar los quizzes, se les dio tiempo a los estudiantes para que corrigieran y pegaran el quiz en los cuadernos. Una vez terminado esto, se explicó acerca de cómo escribir oraciones largas y sus normas, luego entre todos realizamos los ejercicios del libro y como tarea se dejó realizar un ejemplo de una carta de agradecimiento siguiendo el ejemplo del libro. Mientras yo explicaba la tarea varios estudiantes no entendían en qué consistía la actividad, muchos de ellos esperan a que alguien les traduzca o hable en español. En realidad esto me frustra mucho porque a pesar de que hago todo el esfuerzo por hacerme entender, usar mímicas, usar ejemplos con ellos mismos o hasta señalarles paso por paso, ellos se niegan a entender.

Una vez terminada la actividad del libro, pasamos a una actividad de escucha, en la cual los estudiantes debían completar la letra de una canción "Jugar de Maroon five" usando oraciones en presente continuo. Me gustó hacer esta actividad porque los estudiantes se veían que estaban cansados y aburridos, siento que cuando la hice los estudiantes estuvieron más atentos y con ganas de seguir con la actividad. Mientras se desarrolló la actividad, los estudiantes bailaban por el ritmo de la canción y querían cantarla así les pareciera que iba un poco rápida.

### SEMANA 3

#### LUNES: NO HUBO CLASE

**MARTES:** Durante esta semana, de acuerdo al calendario institucional, se debe hacer una semana de repaso, previa a la semana de evaluación. Es por eso, que no se puede avanzar en temas nuevos. De esta manera, se trabajó en el repaso que el libro de los estudiantes maneja. Para realizar esta actividad, los estudiantes leían los ejercicios y entre todos buscaban la respuesta correcta.

**MIÉRCOLES:** Para las clases de este día, trabajamos en las correcciones de la producción escrita que los estudiantes debían hacer. Muchos de ellos no hicieron este trabajo, así que les asigné que debían hacerla en clase, mientras tanto corregía las producciones de los estudiantes que habían hecho la tarea. De esta revisión me di cuenta, que muchos se copiarón de la tarea ya que tenían los mismos errores y las mismas palabras. A esos estudiantes les dije que era la última vez que permitía algo así y les asigné que volvieran a hacer la producción escrita, la cual consistió en hacer una carta de agradecimiento a algún familiar y contar lo que hacían sus familiares en ese momento. Todo eso lo hicieron guiándose por un ejemplo que el libro les daba.

Una vez que los estudiantes hicieron el borrador de esta y que estuviera corregida, a cada estudiante le asigné una hoja en blanco donde debían escribir nuevamente la carta pero esta vez sin errores, además debían decorarla.

**JUEVES:** Este día fue el día de observación por parte de mi tutora, y de acuerdo a lo que estaba establecido en el plan de clase debía trabajar con ellos lo relacionado al proyecto de prácticas. Durante mi ejecución de clase no me sentí nervioso y no sentí presión por parte de mi tutora, simplemente fue una clase más. Respecto al comportamiento de mis estudiantes fue el de siempre, algo habladores y queriendo traducir todo lo que yo decía porque siempre estoy hablando en inglés y son pocos los momentos en los cuales me dirijo a ellos en español.

Respecto a la aplicación del proyecto. La actividad consistía en mostrarles una introducción a mis estudiantes acerca de lo que era trabajar en un programa de radio. Así que como primera actividad, se les mostró acerca de un video de unos jóvenes en un programa de radio, el cual era guiado solamente por adolescentes. En el programa tenían como invitado a un joven deportista que hablaba de su experiencia y los diferentes lugares que visitó, solo se reprodujo dos minutos del video. Una vez pausado el video, se les preguntó a los estudiantes qué pudieron ver en este, todas sus respuestas fueron en español, nunca trataron hablar en inglés. Teniendo en cuenta este video, se les mostró a los estudiantes el equipo en un programa de radio.

Después de mostrarles el video, se reprodujo un audio de un programa de radio en el cual los estudiantes debían escuchar las expresiones más usadas, pero no se escuchó

### SEMANA 2

#### LUNES: FESTIVO, NO HUBO CLASE

**MARTES:** Para este día se realizó un quiz sobre *present continuous* y del vocabulario *extra curricular activities*. Este quiz consistió en dos puntos: en la parte gramatical los estudiantes debían completar un texto teniendo en cuenta el *present continuous*, adicionalmente se le daba el verbo en paréntesis para que pudieran agregarle la terminación *ing* teniendo en cuenta las reglas aprendidas en clase. Mientras que para el segundo punto, los estudiantes debían relacionar la imagen con el vocabulario correspondiente. Este quiz fue aplicado a los dos sextos, sin embargo el día martes solo hubo clase con 6°-2. Al finalizar el quiz, entre todos socializamos las respuestas.

Después de haber terminado el quiz, jugamos bingo teniendo en cuenta un listado de verbos que les había dado a los estudiantes y ellos debían agregarle *ing* teniendo en cuenta nuevamente las reglas. Para el juego, yo decía el verbo que sacaba de una bolsa y los estudiantes tachaban el verbo siempre y cuando ellos lo tenían.

#### MIÉRCOLES:

Empezamos el día con la entrega del quiz y con las tareas. Como calificaciones finales, me di cuenta que muchos estudiantes son despistados y no leen bien el enunciado y mucho menos los ejercicios a realizar, varios de ellos se equivocaron con errores fáciles lo cual hizo que su nota final bajara. Pero estoy seguro que conocen el tema a la perfección por el trabajo evidenciado en clase.

Después de entregar los quizzes, se les dio tiempo a los estudiantes para que corrigieran y pegaran el quiz en los cuadernos. Una vez terminado esto, se explicó acerca de cómo escribir oraciones largas y sus normas, luego entre todos realizamos los ejercicios del libro y como tarea se dejó realizar un ejemplo de una carta de agradecimiento siguiendo el ejemplo del libro. Mientras yo explicaba la tarea varios estudiantes no entendían en qué consistía la actividad, muchos de ellos esperan a que alguien les traduzca o hable en español. En realidad esto me frustra mucho porque a pesar de que hago todo el esfuerzo por hacerme entender, usar mímicas, usar ejemplos con ellos mismos o hasta señalarles paso por paso, ellos se niegan a entender.

Una vez terminada la actividad del libro, pasamos a una actividad de escucha, en la cual los estudiantes debían completar la letra de una canción "Jugar de Maroon five" usando oraciones en presente continuo. Me gustó hacer esta actividad porque los estudiantes se veían que estaban cansados y aburridos, siento que cuando la hice los estudiantes estuvieron más atentos y con ganas de seguir con la actividad. Mientras se desarrolló la actividad, los estudiantes bailaban por el ritmo de la canción y querían cantarla así les pareciera que iba un poco rápida.

### SEMANA 5

**LUNES:** Como parte de la evaluación oral cada estudiante tenía que presentar un objeto muy preciado y describirlo, cada uno tenía cinco minutos para presentar. Durante la presentación de esto, me tocó llamar la atención de varios estudiantes para que hicieran silencio y a otros para que prestaran atención y dejaran de estar haciendo cosas que no pertenecían a clase. Hay un estudiante que siempre está distraído, siempre está hablando y/o haciendo otras cosas y cuando uno le llama la atención hace mala cara o responde de mala gana.

**MARTES:** Teniendo en cuenta que todos debían presentar, se dio este espacio para que terminaran la presentación de sus proyectos, adicionalmente se hizo la socialización de notas finales de periodo por cada estudiante. Cuando los estudiantes perdían la materia, les preguntaba qué estaban pasando, por qué no entregaban tareas o por qué no estudiaban para las evaluaciones, también les pregunté que si no me entendían. A estos estudiantes los motivé para que trabajaran fuerte, les dije que eran grandes estudiantes con grandes capacidades y que no se dejaran afectar por esta nota, porque estaban seguros que era solo un tropezón y que podía tener buenas calificaciones para el siguiente periodo.

**MIÉRCOLES:** Los estudiantes debían reunirse en la feria para poder ensayar las posiciones y marchar para los juegos interclases. Todos los profesores debíamos estar participando en esto para poder organizar a los estudiantes. Por otra parte, en el otro curso, los estudiantes debían presentar una prueba online superáste. Finalmente, no hubo clase.

**JUEVES:** Teniendo en cuenta las exigencias de coordinación, los estudiantes necesitan hacer lectura comprensiva y con textos que abarcan temas diferentes y haya una asociación con las otras materias. Para esta actividad, les presenté a los estudiantes por medio de dispositivas vocabulario que posiblemente no conocían. Les mostré imágenes, la pronunciación y el significado en español para que pudieran ir comprendiendo la lectura.

**VIERNES:** La clase anterior no se pudo finalizar con la actividad, es por eso que este día los estudiantes leyeron párrafo por párrafo y explicando que entendían, al mismo tiempo se iba corrigiendo pronunciación. Finalmente se da inicio del nuevo tema que es comida, donde en dispositivas les mostré el vocabulario con imágenes y la pronunciación.

#### COMENTARIOS:

Varias veces he manifestado que con los cursos donde hago práctica, no tengo problemas graves de disciplina, mientras que en el curso donde hago extensión a la

## Annex 8. Self-observation checklist

### -Motivación inicial de l@s estudiantes:

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. \*

1 2 3 4

☐ ☐ ☐ ☒

Planteo situaciones introductorias previas al tema que se va a tratar. \*

1 2 3 4

☐ ☐ ☐ ☒

### -Motivación a lo largo de todo el proceso:

### -Presentación de los contenidos:

Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. \*

1 2 3 4

☐ ☐ ☐ ☒

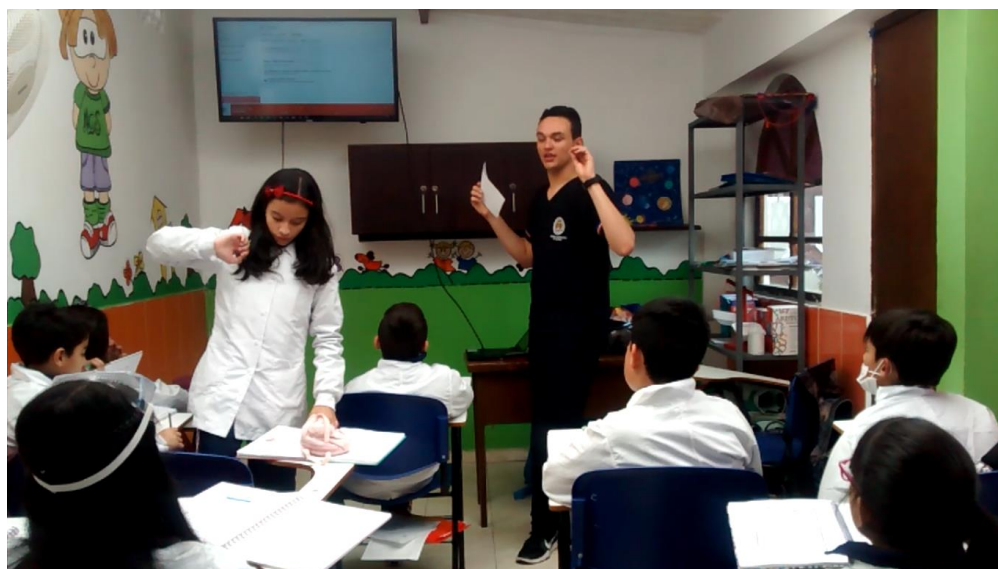
Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) \*

1 2 3 4

☐ ☐ ☐ ☒

Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. \*

1 2 3 4

*Annex 9. Class recording*

# FICHA PARA ANALISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Diana Carolina Rojo

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Alex Mauricio Merino

TIEMPO DE CLASE OBSERVADA: 10 min

CRITERIO A OBSERVAR	COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE	ASPECTOS POSITIVOS	ASPECTOS POR MEJORAR
<b>METODOLOGIA</b>			
Numero de actividades implementadas	La clase se desarrollo teniendo en cuenta dos actividades: La primera consistia en presentar el vocabulario que se iba a trabajar en una comprension de escucha; y la segunda era un video donde se trabajaba comprension de escucha y se respondian preguntas acerca de este.	<ul style="list-style-type: none"> <li>Se explica el vocabulario desconocido a los estudiantes, por medio de diapositivas que incluye imagenes.</li> <li>Hay una lectura previa de las preguntas de la comprension oral.</li> <li>Hace que los estudiantes repitan el vocabulario</li> </ul>	
Que habilidad se trabajo mas	La clase se baso en la comprension oral, teniendo en cuenta un video	<ul style="list-style-type: none"> <li>Se presenta el vocabulario desconocido.</li> <li>Pausa el video para que los estudiantes puedan responder las preguntas</li> <li>Guia la comprension de escucha, mientras lee las preguntas.</li> </ul>	<ul style="list-style-type: none"> <li>El nivel comprension del audio no es adecuado para un nivel A1.</li> <li>No hay una comprension global en la que los estudiantes puedan identificar ¿quien habla? ¿Sobre que habla? ¿Que palabras entendieron?</li> </ul>
Evidencia un plan de Clase. Utiliza actividades que	El video no muestra una apertura y cierre adecuado de la clase.		<ul style="list-style-type: none"> <li>Como apertura, se sugiere hacer una reflexion, oracion o</li> </ul>



*Annex 10 Outreach Component*









*Annex 11 Water's day*









*Annex 12 Earth's day*





*Annex 13 Language day*





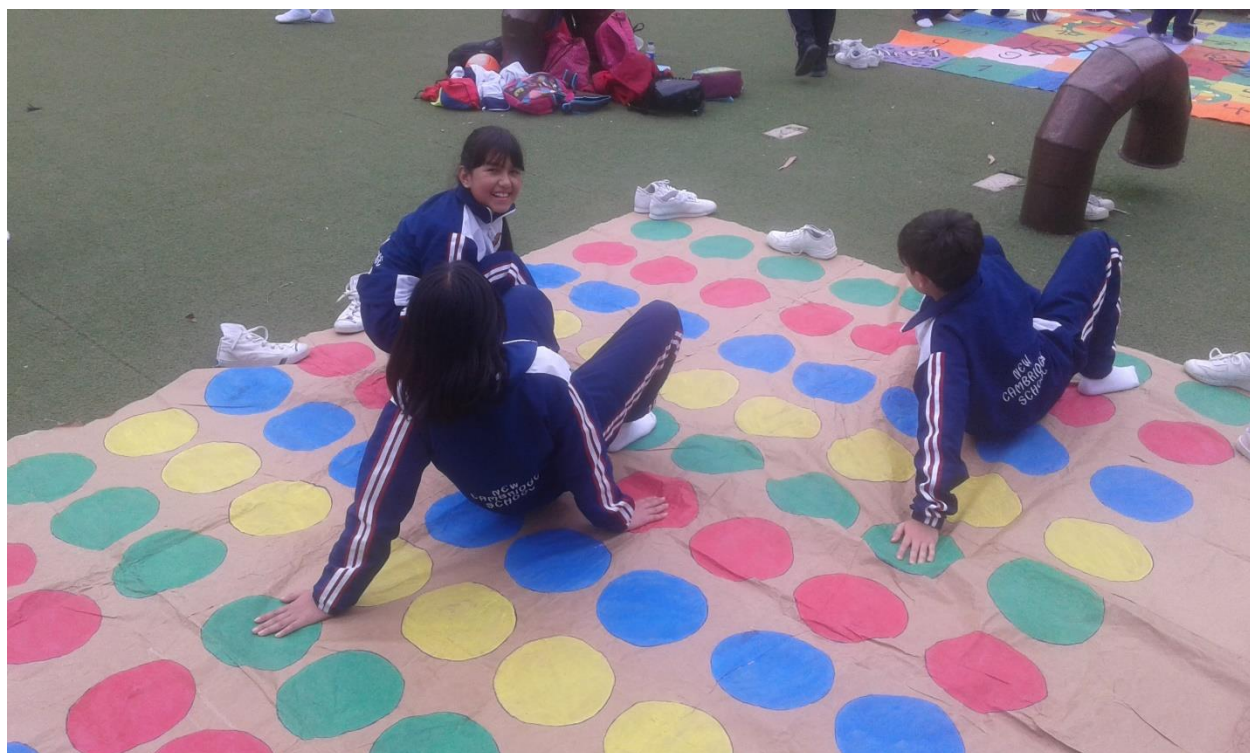






*Annex 14. Children's day*







*Annex 15. Mariana's morning*





