

**Developing Critical Thinking Through Receptive and Productive Skills in A  
Foreign Language Class: An Action Research Project on Tenth Grade Students at**

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## **Presentation**

The project is divided into four chapters. The first one is about the Pedagogical Component, in which receptive and productive skills will help learners develop critical thinking. The second chapter is associated to the Research Component, which focuses on the reflection of the pre-service teacher in teaching and applying a pedagogical proposal throughout the process of being teacher-student. The third chapter is the Outreach Component, which describes the way teacher-students get involved helping high school students from the same Educational Institution during a tutoring service in the afternoon. Finally, the Administrative Component, which describes the level of involvement that the teacher-student has as a member of the institution during his period of practicum, making evident that he is not only part of the teaching-learning process, but also of a community correlated to his professional life in the near future.

## Introduction

Over the years, English has become essential for any student. It includes the necessity of reinforcing their learning process, which may allow them to scale in higher studies or positions in their job. The increasing knowledge requisite is related to the sciences' world is due to that "Eighty-five percent of all information in sciences and engineering in worldwide informational storage and retrieval networks is in English" (Grabe & Kaplan, 1986; Zengin, Erdogan & Akalin, 2007, as cited in Chien and Hsu, 2010, p.1885). Then, students necessarily need to manage language skills (listening, speaking, reading, writing) in order to be better students and professionals.

Thus, Colombia has adopted a plan to make the country bilingual by the year 2025. The main goal is to be competitive in another language, so that the student will be able to freely express ideas, thoughts, learn from other contexts and spread his /her knowledge. However, most of the Colombian students are more likely to communicate, express or understand ideas by writing or reading, rather than speaking or listening. This, due to the teachers' strategies to impart knowledge in English that poorly focus on the use of language skills. Existing now, diverse tools to develop the four of them. Of course, it is also important to take into account the Colombian context and the intensity of each skill while teaching a language; this is why this study will focus on the reading and listening skills as the main tools to learn grammar, vocabulary, and simultaneously work with critical thinking to make students express their opinion throughout the speaking and writing skill.

Critical thinking will allow students to argue, propose, persuade, and contradict a conflictive idea. On the other hand, Maiorana (1992) maintains, critical thinking aims at

achieving understanding, evaluating different perspectives, and solving problems. To sum up, CT teaches students how to think instead of what to think. Consequently, with the development of this project, students will not only be able to efficiently learn English, but also increase possible learning achievements through language.

## **Justification**

This action research will take place at a public school, where students from tenth grade are the focus of the study. Thus, after having analyzed classes, strategies and ways students learn English, the researcher will implement different strategies to teach a second language through different activities aiming at improving the four skills. The researcher will first base those activities on the receptive skills: reading and listening to leave the productive skills, writing and speaking, as the way students show what is being learnt in the class. The listening and reading activities will reproduce a series of conflicts and problems for the students to search, plan or argue against something to improve Critical thinking- While speaking and writing activities will stand for the space in the class for them to freely express established ideas from previous activities. Those activities will be planned and implemented according to the teachers' and students' necessities in the foreign language. The former is about the lessons, activities, topics to be covered by the teacher. The latter focuses on students' needs already identified through non-participant classroom observation, which lead the researcher to implement different activities to promote the use of language skills inside and outside the classroom.

## Objectives

### General objective

- To implement receptive and productive English activities to elevate critical thinking skills at a public school.

### Specific objectives

- To help students develop critical thinking through foreign language learning in a high school course.
- To enhance students' critical thinking by developing different strategies for students to practice language skills.
- To promote the use of English language inside and outside the classroom

## **Institutional Observation**

The headquarter “*Jose Rafael Faria Bermudez*” is one of the most important, and well-recognized institutions in North of Santander, Pamplona. It makes part of “San José Provincial” High School, founded in 1815 by the bishop Rafael Lasso de la Vega. The institution began as A Public school, making part of a Colombian program in the early 20 years. Since there, this institution is being priced for its high standards of education, local and national achievements that reveal its competitiveness. It has also made part of one of the best public schools in terms of Pruebas Icfes scores during several years. English is part of the emphasis as well, mostly with students from ninth to tenth grades, where results show students with a 100% in Pruebas Icfes scores in the English area.

Even though the headquarter does not have one of the best physical facilities as it only counts with a playing field, the students’ distribution per courses is correctly made. Taking into account the aforementioned aspect, it is imperative to say that this institution only teaches high school courses from sixth to eleventh grade. However, such distribution has apparently eased the teacher educational work thanks to the number of students per course, and contributed to the achievements reached by the school during the past years.

## **Topographical location**

The headquarter is located downtown, near the river Pamplonita and next to CENS, in Pamplona, North of Santander. It serves its students following an agenda type A, which goes in the morning from 7 a.m. to 1 p.m. Likewise, it provides education to a community higher than 500 in high school grades from sixth to eleventh. The school also counts with a bilingual classroom, equipped with sound, TV, DVD, a projector and a multiple-room where events can take place. For instance, one of the most important events in the second semester will occur there, its main focus is to evaluate students' knowledge of the regular and irregular verbs.

## **Educational authorities**

“San José Provincial” High School is recognized as one of the best institutions locally and nationally. This, thanks to the order and organization from the part of the principal Mr. Hernando Ibarra Campo as the person who authorizes and organizes, logistically and academically the school. In addition, the coordinator, the teachers, and the student's representative are in charge of the students' necessities academically speaking. Moreover, the following authorities supply part of the associations inside the school to protect students' duties and rights: the directive council, the academic council and the parents' association

## **Institutional Educational project (PEI)**

The institutional educational project at San José Provincial is split into four components. The conceptual, administrative, pedagogical and the out-reach component. Nevertheless, this analysis will focus on the areas that involve teaching and learning. On the other hand, the mission and visions will be also seen as the guidelines of the school's achievements to form integral students.

### **Mission**

The institution San José Provincial officially guarantees the educational service in Preschool, primary and secondary grades, emphasizing the formation of integral, competitive, and peaceful citizens with research spirit that can be part of a pluralized and constant changing society, aware of the human rights, the individual freedom and proper values based on the principles of *santanderinos* and *lasallistas*: Honor, science and virtue.

### **Vision**

In 2020, The institution San José Provincial will be still recognized by offering a qualified educational service, based on the humanistic and pluralistic principles in harmony. Equally, it will promote a change, according to the society, period, and environmental requirements, in its research and pedagogical methods and strategies to teach.

## **Institutional principles**

- The personalization and socialization of the student, understood as respect for human dignity.
- Tolerance and dialogue between the members of the educational community as a basis for healthy coexistence and democratic action.
- The development of the sense of belonging on the part of the managers, teachers, students and parents by the school, the region and the country, as the basis of their identity.
- Technology as an instrument at the service of knowledge, research and human development.
- The entrepreneur capacity and innovation that allows the competitive performance in the world of work.
- Bilingualism as a means of approaching other cultures and the possibility of access to better opportunities in the globalized world.
- Attention to the diversity of students who present educational needs, many of which are shared, others individual and some special.

## **Institutional objectives**

### **General objective**

- To integrally form students, easing their human, scientific and technologic development

### **Specific objectives**

- To impart a solid formation that allows the student to reach higher educational levels, as his/her incorporation in a society as an effective agent of change.
- To foster the respect and values by stimulating the development of the socio-affective procedures.
- To experience conflicts resolution into the classroom respecting the individual and plurality differences as elements of peace formation.
- To develop the communicative skills by the use of the new technologies and the researcher practices appropriately
- To preserve the physical and mental health during the use of free time.
- To instill respect, and the preservation of the environment appropriately.
- To promote the research practice focused on the different fields as a teaching strategies to provide the development of the knowledge based on the ICT'S.
- To give dynamism to the transversals pedagogical projects defined by the common education law linked to the condition of the institutional context.

### **Community handbook**

Institución Educativa Colegio Provincial San José focuses on the purpose of educating integral human beings. Quality, excellence and warmth were values taken into account to construct the community handbook. From there, some principles of coexistence are recognized to better implement classes and free spaces of learning among students without having any disrespectful experience in the scholar year. Rules,

duties and faults are both established for teachers and students to correctly develop learning procedures inside and outside the classrooms. For instance, faults are divided into three sections, each one of them have a protocol to follow in case some student commit them, and their respective reprimand if necessary. Moreover, the community handbook protects students and teachers from any attempt of bullying or disrespect against them or the community itself.

### **Physical distribution**

Jose Rafael Faria high school building is composed by three stages. On the first one, we find the coordinator's room, orientation's room and a cafeteria; on the left side, there is a multipurpose room, which is a media room with visual projector and a DVD which is used for cultural and extra-classes activities; on the right we find sixth and seventh grade classrooms. In the middle of the first stage, there is a playing field where students can play soccer, volleyball and basketball. In the second floor, bathrooms, the bilingual classroom, teachers' meeting room and some laboratories are located for the student's and teacher's better distribution of space. In the third floor, the rest of the classrooms for eighth, ninth, tenth and eleventh grade are ordered by scale. In addition, there are two more laboratories: a laboratory for chemistry and another for physics, in the same third floor.

### **Organigram**

Institución Educativa Colegio Provincial San José organizes its administrative plant on three main elements comprised of "*Consejo directive, Consejo académico, rectoria*" as the highest authorities, followed by coordinators, teachers, parents as other sub-categories formed by secretaries, students, administrative staff and others.



Scholar agenda

COLEGIO PROVINCIAL SAN JOSÉ

Septiembre 2018

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
2 EUCARISTIA ASISTEN E' A B' SEDE FERIA ORGANIZA 8º GRADO	3 COMIENZA LAS MARATONES DE LECTURA	4	5	6 JORNADA DEPORTIVA DECIMOS GRADOS	7 EUCARISTIA FIESTA DE LA NIÑA MARIA
8 EUCARISTIA ASISTEN 3' A 11' SEDE FERIA ORGANIZA 11º GRADO	9 DIA DE LOS DERECHOS HUMANOS	10	12 REUNION POR SEDES	13 IZADA DE BANDERA SECUNDARIA ORGANIZA NOVENOS GRADOS	14 CONVIVENCIA DE PROFESORES
15 EUCARISTIA ASISTEN SEDE MISTRAL Y SANTA CRUZ ORGANIZA 3º- GRADO	17	18	19	20	21 IZADA DE BANDERA SEDE SALLE ORGANIZA TRANSICION
23 EUCARISTIA ASISTEN SEDE SALLE ORGANIZA 3º- GRADO	24	25	26 ATENCION A PADRES DE FAMILIA	27	28 IZADA DE BANDERA SEDE MISTRAL ORGANIZA TRANSICION
30 EUCARISTIA ASISTEN E' A B' SEDE PRINCIPAL ORGANIZA 8º GRADO					



COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES

OCTUBRE 2018

DOMINGO	LLNES	MARTES	MIERCOLES	JUEVES	VIERNES
	1 CONTINUAR LAS MARATONES DE LECTURA	2	3 CIRCUITO POLIMOTOR CUARTOS GRADOS	4	5 VIII ENCUENTRO DE SEXUALIDAD
7	8 SEMANA DE DESARROLLO INSTITUCIONAL	9 SEMANA DE DESARROLLO INSTITUCIONAL	10 SEMANA DE DESARROLLO INSTITUCIONAL	11 SEMANA DE DESARROLLO INSTITUCIONAL	12 SEMANA DE DESARROLLO INSTITUCIONAL
13	14 FESTIVO	15	16 REUNION POR SEDES	17	18
19 EUCARISTIA ASISTEN 3° A 11° SEDE PRINCIPAL ORGANIZA 3° GRADO	20	21 CIRCUITO POLIMOTOR QUINTOS GRADOS	22	23	24
26 PRIMERAS COMUNIONES	27	28 ESCUELA DE PADRES	29	30	31



COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES

Noviembre 2018

DOMINGO	LLNES	MARTES	MIERCOLES	JUEVES	VIERNES
				1	2
4	5 FESTIVO	6 PRUEBAS DE EFICACIA TERCER TRIMESTRE	7	8	9 DIA DEL ESTUDIANTE
11	12 FESTIVO	13	14	15 COMITES DE EVALUACION Y PROMOCION	16 ENTREGA DE PLANILLAS A COORDINACION IZADA DE BANDERA SEDE
18	19 SEMANA DE NIVELACIONES	20 SEMANA DE NIVELACIONES	21 SEMANA DE NIVELACIONES	22 IZADA DE BANDERA SEDE SALLE ORGANIZA CUARTOS GRADOS	23 ENTREGA SIMBOLOS SECUNDARIA ORGANIZA 10 y 11 GRADO
25	26 SEMANA DE NIVELACIONES	27 SEMANA DE NIVELACIONES	28 SEMANA DE NIVELACIONES	29 SEMANA DE NIVELACIONES	30 FIN DEL TERCER TRIMESTRE

## Teacher's schedule

 Institución Educativa Provincial San José Sede José Rafael Faría Bermúdez Año lectivo 2018					
Docente: <u>SANDRA LUCIA CASTELLANOS</u>					
	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1	9-4 Ingles	9-4 Ingles		10-4 Ingles	10-6 Ingles
2		10-5 Ingles <i>Video</i>	10-4 Etica	10-6 Ingles	10-4 Ingles
3	10-5 Etica	11-3 Ingles		11-3 Ingles	
4	11-3 Ingles	10-4 Ingles <i>Video</i>	9-4 Ingles	9-4 Ingles	
5	10-5 Ingles		11-3 Ingles	10-5 Ingles	
6	10-4 Ingles		10-6 Ingles		
7		10-5 Ingles			
8		10-6 Ingles			

## Pedagogical aspects

Although there is a classroom dedicated to the English learning process at the *Jose Rafael Faria Bermudez* headquarter, it only counts with less than 15 English-Spanish dictionaries, a T.V. and a D.V.D. that are poorly used by the teacher due to technical problems and bad connections, as she affirmed. The school also counts with more than 30 computers that aren't implemented in any class, except the technology one due to the lack of internet connection. Planning follows a structured version designed by the school.

## **1. CHAPTER I**

### **Pedagogical component**

#### **Introduction**

Students' efficiency in a second language is the main goal to accomplish for a foreign language teacher. However, since language is a broad branch of human's knowledge, effective ways to achieve high levels of proficiency in students depend on several factors to better implement an L2 class. For instance, Colombian students' context varies in terms of educational access, prepared staff and different socio-cultural aspects. In addition, the National Education Ministry (MEN) proposed some basic rights of English education for any student to be learnt around the country. Within the rights, the inclusion of different strategies to teach a language are clustered into the purpose of efficiently learn and teach English at schools.

Nevertheless, the English learning process at most of schools focuses on learning structures (grammar), reading complex texts, writing and speaking purposelessly. What's more, most of the time, the speaking skill is left aside. Then, students are not being taught how to think in a different language, but what to think.

Critical thinking (CT) can take a crucial role in English as it helps students' reasoning, problem solving and taking decisions Minakova (2014). Therefore, this study seeks to implement CT throughout all of the four skills in order to significantly increase

English learning levels. To promote the development of Critical thinking among students, the researcher will divide the class into four parts for the students to properly work on the receptive and productive skills, being receptive skills the first ones to be worked, and productive skills a tool for the students to show what is being learnt. As an example, a comprehension activity can be reading an essay about a problematic situation. While a productive activity can be writing a brief solution to that problematic situation. Moreover, those activities will be based on students' necessities and the Colombian context.

## **Statement of the problem**

In the school where this project will be carried out, English teachers focus their attention on teaching language structures. Besides, activities seem to be repetitive. Most of the students do not assimilate the language itself, but the construction of the same through translation. Then, students' receptive and productive skills are partly developed. Although students seem to know a considerable amount of vocabulary, their productive skills are only evaluated through written workshops and quizzes, while listening and speaking activities are barely taken into account. Consequently, the necessity of a reshape in the English teaching process needs to take place to promote students' willingness to learn a language by using it, and most importantly, creating a meaningful learning. To do so, critical thinking development on learners will be guided to achieve a better understanding of multiple Colombian problems, so as a group of possible solutions to them.

### **Questions**

#### **Main question**

- 1. How does critical thinking help students improve the English language learning?**

#### **Specific questions**

- 2. How receptive and productive activities help learners develop critical thinking?**
- 3. How is Critical thinking reflected in tenth grade students English learning process?**

## **Justification**

High school education in Colombia stresses his ascent on English learning due to globalized-world needs that asks for professionals prepared on diverse aspects.

Nowadays, teachers have a variety of sources to teach a language. However, the use of technology and new methodologies in most of Colombian high schools is practically nonviable as teachers are not always prepared for them. Consequently, English classes remain the same, becoming English learning process boring, and principally repetitive.

The challenge for this project is, then, to change English learning and teaching context, emphasizing on the implementation of new techniques to enhance all of the four language skills through a meaningful methodology for students to use language as means of reflection, problem solving and taking decisions (Critical thinking) to reinforce their thinking abilities as well.

The integration of the CT will be an innovative method to introduce English in high schools as an instrument to show students different features of language without taking into account grammar or translation. Creativity in different activities will be the basis of most of the classes for the teacher to engage students with English language learning. Dialogues, discussions, essays and oral presentations are examples of activities intended for students to show opinions, thoughts and their learning experiences. The same activities serve as a means to measure effectiveness in English learning inside and outside classes.

## **Objectives**

### **General Objective**

- To develop critical thinking through English receptive and productive activities among tenth grade students

### **Specific objectives**

- To make students show their opinions, thoughts or views by the use of productive skills
- To foster students understanding of Colombian problems through receptive activities

## **Theoretical Framework**

To better understand this project, it is necessary to specify theories and concepts that are considered key elements that instruct and expand this study.

### **Action-Oriented Approach**

Based on the Common European Framework of Reference for Languages (2001), this approach “ [...] views users and learners of a language as ‘social agents’, who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, [...] While acts of speech occur within language activities performed by one or more individuals strategically using their own specific competences to achieve a given result in a wider social context giving them their full meaning.”

### **Critical thinking**

The conception of critical thinking in languages has been growing as it helps learners to develop thinking skills while learning a different language. However, the definition of CT in general is summarized by Elder and Paul (1994) as they state, critical thinking refers to the ability of individuals to take charge of their own thinking and develop appropriate criteria and standards for analyzing their own thinking.

### **Speaking skill**

Speaking is the system that allows people to communicate the different perspectives, ideas or thoughts in an oral way, also is the ability that needs to be mastered the most by students, because it makes part of the daily live and daily communication. It is defined according to Efrizal (2012) as the speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker’s intention. Also, Dewi (2016) who

states that students by learning speaking can improve their ability to give their opinions or ideas and adds that speaking, is the productive skill in the oral mode. Besides, learning speaking remained useful for students because speaking as a verbal communication is a common way to communicate with others.

### **Writing skill**

In language learning there exists two macro skills: receptive and productive skills. Writing skill is one of the productive skill that needs to be improved in order to better communicate in that language. According to Rivers (1981) “writing is conveying information or expression of original ideas in a consecutive way in the new language” (p. 294). Furthermore, Brown (2001) stated that “writing can be planned and given with an unlimited number of revisions before its release” (p. 336). In other words, when writing, students must learn strategies for creating new texts; teachers must guide this process in order to help students with the creation of new content. Additionally, Urquhart and McIver (2005) affirmed that “writing is a recursive process” (p. 5) which means that students are frequently revising throughout the process, moving back and forth among the stages of the writing process itself. Taking together the definitions above, writing skill can be defined as a complex and a productive process that is done through a series of steps ranging from exploring and transmitting opinions, feelings, and ideas into a written form to a revising process that finishes in the creation of a well-structured and organized content.

## **Reading Comprehension**

When defining reading there will always be a difference in its definition but based on the educational website Foreign Language Teaching Methods, there are three main aspects to define what learning to read is. In the first one, reading is a process to be undertaken reducing the uncertainty of meanings a text may generate. Second, it is indeed a negotiation of meaning between the reader and the text. Third, the process of uncovering textual meaning in which a reader plays the role of negotiating meaning with the text throughout knowledge, expectations, and strategies the reader may use.

Tomkins (2011) reinforced this idea stating that reading comprehension is the understanding of a text or message result of the interaction between the words that are written, and how they trigger knowledge outside. It is also important to clarify the main goal in reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words. In this sense, after understanding what is written in a text, readers are able to develop mental models and representations of meaning of ideas within the text.

## **Listening Comprehension**

The listening comprehension can be regarded as "the activity of paying attention to and trying to get meaning from something we hear" (Underwood, 1989, p.1). However, most of FL learners need to have a broad knowledge on the basics of the language and vocabulary to clearly understand what is being said in L2.

## Literature review

Numerous studies have been done showing the crucial role of Critical thinking in the English language learning. In the case of Gholami & Allahverdi (2014) that studied the impact of applying critical thinking strategies to learn vocabulary in Iranian intermediate EFL learners, authors analyzed two groups to show how those strategies positively or negatively impact students' performance in L2. Results showed that the use of CT strategies to teach vocabulary highly strengthens students' performance in the language. Accordingly, Results in the experimental group illustrate the benefits of the implementation of CT.

Minakova's (2014) study deals with the critical thinking development in EFL non-language-majoring students. Thus, a control and experimental group were established to measure influences. In addition, Minakova implemented the use of readings to activate students CT by the application of block-schemes. Results in the text comprehension registered by the students of the experimental group were improved after the implementation of block-schemes in class activity. The difference of the results from post-test in comparison with the pre-test was statistically significant. Then, the implementation of both, critical thinking activation through reading, and block-schemes analysis of texts were successfully for students' improvement in language learning.

On the other hand, DeWaelsche (2015) paper explores the viability of higher-level questioning in student-centered activities to elevate critical thinking and increase student engagement among Korean University English majors. However, while implementing higher level questioning student-centered activities to increase students' engagement to the English class, increasing levels of CT, and to make students

participate in the language, most of the beginning and intermediate groups showed signs of misunderstanding not only by the complexity of some materials, but also by the Korean conception of education. As a result, elevation levels of CT did not show a significant result in Korean English majors due to the context itself, as its classes methodology and socio-educative aspects centers on norms, which in other words affects students' creativity, their ability to ask questions and think critically. Regardless the Korean situation, the author highly suggests EFL teachers in any context to prepare students to a globalized world, and the promotion of activities to develop CT.

Taking into account the Colombian context, Martincová & Lujesová (2015) study presents Critical thinking as a tool to implement in classes to develop thinking skills along with multicultural and intercultural education, both viewed as mandatory in school and university education. The relationship between the three concepts in education allow students to interpret, analyze, evaluate situations. For instance, those situations, generally taken from the multicultural view, will easily let students identify and remove stereotypes and prejudices of individuals in home and foreign countries.

## Methodology

Receptive and productive skills work cooperatively. In other words, a receptive skill can lead to a productive skill and vice versa. However, in the conception of this project, the receptive skills will always be the basis of planning, as it is the main exercise to introduce some problematic situations for students to analyze and interpret them. After that, productive skills will be adapted as means for the students to propose and evaluate solutions to the previously mentioned situations.

To achieve this, Cameron (2011) proposes three main states to follow: preparation, core activity and follow up.

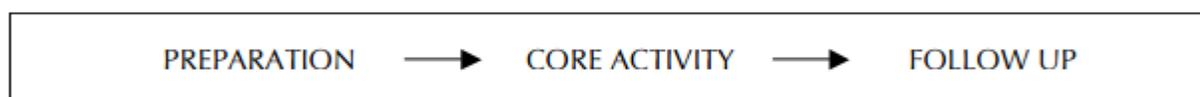


Figure 1. Three Stages in “Task” for Young Learners from Cameron (2001).

According to Cameron (2001) “preparation activities should help to prepare the students to complete the core activity successfully. This might include pre-teaching of language items or activating topic vocabulary” (p. 32). Then, the preparation activities will include listening or reading activities for the students to activate critical thinking inside or outside classes.

“The core activity is set up through the language learning goals” (Cameron, 2001). Thus, the core activities can be divided into two parts, the understanding of the problematic situation and the pre-evaluation of the same.

Finally, in accordance to Millington (as cited in Cameron, 2001) “the follow-up stage could be used to develop written production, either through writing sentences or gap-fill activities, or oral production where the vocabulary learned is used in a situational role-play” (p.139). Which means that in this stage of learning, students will be asked to

produce in written or spoken activities. Those productions will be viewed as their opinions or solutions to the problem, and as a self-assessment of the same.

## **Research Methodology**

This section will introduce the design, setting, instruments, participants, data analysis adapted according to the research and study requirements.

### **Design**

According to Mills (as cited by Creswell, 2012), “action research designs are 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”. At this moment, as pre-service teachers, we are in charge of specific groups. For this reason, an action research will be implemented, once the problem is detected, it is necessary to implement a plan of action to change this situation and to check the process collecting and analyzing the information.

this is a qualitative research due to the fact that Creswell (2012) states “(...) To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes” as it was above-mentioned, the idea of this research is to collect information in order to make descriptions. The purpose of this inquiry is to know a phenomenon by describing it and at the same time, trying to ameliorate a situation.

### **Setting and Participants**

This project will be carried out at Jose Rafael Faria high school in Pamplona, Colombia. Two tenth grade groups were selected, both groups have more than 70

students aged between 14-17 years old; however, for the purpose of this study, only 12 students will be selected as participants in a voluntary basis.

### **Data collection techniques and instruments**

Data will be gathered using three main instruments: participant classroom observations and interviews during the development of the course. Other instruments will be taken into account to collect data as the project advances. For instance, students' production will be an important part of it.

#### **Participant observations**

Observations are frequently used by educators as a form of data collection. According to Creswell (2011), observations can be participant and nonparticipant. in the case of the participant, the researcher takes part in the activities which are being observed. The researcher "assumes the role of an inside observer who actually engages in activities (p.214)". Observing as a participant permits the researcher to record valuable information, however, the taking notes process during participants' performance commonly forces the researcher to write down once the setting has been left.

#### **Interviews**

Two Semi-structured interviews will be done with the participants chosen in a voluntary basis. The first interview will be carried out at the beginning of the course to know students critical thinking abilities and beliefs about language learning. The second, at the end of the course, to identify whether or not students faced problems when learning English using all of the four skills via CT activities. According to Creswell

(2004) “[i]nterviews are data collection processes in which the researcher asks questions and records answers from only one participant in the study at a time.” Therefore, it seemed to be necessary the use the semi-structured interviews. Hatch (2002) stated that “[t]hey are semi-structured because, although researchers come to the interview with guiding questions, they are open to following the leads of informants and probing into areas that arise during the interview interaction.” (p. 94) In other words, semi-structured interviews allowed the researcher to prepare questions to gather information requested depending on the issue under study.

### **Students’ production**

In addition, three students’ productions will be taken into account as a means to record their improvement in the development of the project. The first one will be at the beginning of the course to diagnose students’ critical thinking and English levels of language. The second to evaluate the effectiveness of the receptive and productive strategies in the development of both critical thinking and English language learning. The final one will be conceived to compare students results and achievements in the language learning and use of CT.

### **Data analysis**

In order to analyze the data gathered from students and activities, inductive analysis will be used. According to Hatch (2002) "It consists in organizing particular pieces of evidence in order to make relations among them with the objective of arriving at the frameworks of analysis and generalization which make it possible to give meaning to the phenomena under study" (p. 161). in these circumstances this type of analysis is suitable for this study, because it aims at understanding the process of written and oral

production of learners which has several characteristics and it is divided into categories to be studied.

### Research methodology chronogram

To better implement this project it is important to have a chronological order seeking implementation. In doing so, some specific dates will be taken into account to collect data.

Date (week)	Instrument	Interviews	Students' production	Observations
12th – 14th September		✓	✓	✓
17th to 21th September				
26th – 28th September				
3rd – 5th October				✓
8 <sup>th</sup> to 12nd October				
17th – 19th October			✓	✓

24th – 26th October			
31st – 2nd November			✓
7th- 10th November			
12th- 17th November	✓	✓	✓

## **Results**

The implementation of receptive and productive skills along with the use of contextualized information seeking the development of CT incredibly helped students' abilities to analyze, evaluate and propose different solutions to a variety of problems presented in form of texts (**see Appendix 1**). Taking into account this and the different sources of data, three main categories emerged. The first is the use of receptive skills in an L2 class, in which the improved comprehension of texts and new vocabulary acquisition was perceived. The second is the use of productive skills, in which the use of different vocabulary allowed them to improve their writing skill and the expression of thoughts and ideas in general. This leads to the main category, the development and improvement of critical thinking in tenth graders at Jose Rafael Faria Bermudez high school.

### **Receptive Skills**

Receptive skills were mainly implemented throughout different classes to introduce grammar topics and information related to the first stage according to the methodology followed by the researcher. They were included to allow students to have prior knowledge and background on the treated topic. This information was presented most of the times in form of texts due to classroom conditions and time, indeed. The information was always contextualized. For instance, the main topics leading to written or oral productions were related to the country's and social problems that directly affected students so that it increased opportunities for the students to be truly interested and engaged with the topic.

### ***“Are Smartphones allowed in class now?”***

*Since both students and teachers have increased the use of smartphones in classes, a Colombian law searches to limit its use to the point of banning the same in any educational institution. Any smartphone creates an opportunity to learn thanks to its endless opportunities of communication. Nevertheless, it seems that teachers and students misunderstood the idea. On the one hand, teachers claim that the use of smartphones have critically declined students' attention in class “students have changed learning for playing, chatting and taking photos” said one parent. On the other hand, some students say that teachers poorly prepare activities for classes and that they prefer being on Facebook or WhatsApp instead of teaching what must be taught. The truth is that both realities have happened in the learning and teaching environment since smartphones were introduced to the market.*

*Have smartphones changed education? Or is it a problem of usage? Other countries have already taken the decision even if the answer is obvious. For instance, France has banned the use of smartphones in primary and secondary education for both teachers and students. However, it is not about banning but creating opportunities with technology. Smartphones can be a manifold tool for teachers and students to promote spaces of learning in and outside schools. Its use must be regulated but allowed.*

*What's also true is that since smartphones appeared, they have been the most addictive device in the world. Apparently, humanity prefers communication instead of education.”*

However, according to students' responses in the interviewing process, information tended to be sometimes confusing due to the vocabulary used in the texts. As one of the participants said during the second interview *“algunas veces era difícil entender por falta de conocer algún vocabulario” P3*. As a consequence, teacher's support or dictionaries were usually mandatory for them to understand some specific vocabulary searching to know what the purpose of the reading was. Furthermore, the understanding of the same also depended on the grammar topic being reviewed, making the texts more complex or easier for them. Nevertheless, at the end of reading activities most of the students achieved a complete understanding of what the topics were about. In fact, the presented information was intrinsically appealing and interesting

for them as it was adopted to their context. *“Es una manera interesante de aprender porque fue diferente y además nos hacía pensar” P4*. Additionally, it allowed them to not only to think about the world that surrounds them from a different perspective, but also a wider vocabulary and the understanding of English to a total different scale.

### **Productive skills**

Productive skills were product of what receptive skills had done on students' minds. As it was mentioned before, receptive skills were used to introduce information related to the grammar topic and the treated to topic to induce students to give an opinion, evaluate the situation or propose a solution. During the implementation of the second stage, students showed signs of increasing willingness to write and express their opinion towards a situation. To explain so, in the first written production students were asked to answer a question using second conditional. The question was about what they would do if they were the presidents of Colombia. They needed to change Colombia for good. Different to what it was expected, most of the students' productions varied from 100 to 150 words. However, a major change was perceived in the second activity. This one was proposed thanks to the analysis of a problematic situation in the school. In this case, students were asked if smartphones should be allowed in class. They needed to describe why and the different opportunities a smartphone offers to the educational environment. Productions, in most of the cases, doubled the number of words compared to the previous one. It also showed a lower rate of errors and mistakes as well as the use of complex structures and specific vocabulary when writing. While in the first production expressions like “in my opinion” or verbs like “I think” were ideal, in

the second production, linking words and adjectives constructed it. To better explain P5 stated "...the use of smartphones is **good as long as** it is used at the right time" or P4 "I think it is necessary to use technology in classrooms for good learning **but** under supervision of the teachers". This shows students' increasing signs of reasoning (Critical thinking) and a better construction of texts in terms of coherence and cohesion.

### **Critical Thinking Development**

At the very beginning, a semi-structured interview was done in order to evaluate students' CT abilities. After the interviewing process, students' answers were analyzed to classify their CT abilities. To do so, a question lead the student to follow the first stage in the Elder and Paul's (2010) Critical thinking model: 1. Elements of thought (reasoning), 2. Universal intellectual standards, 3. Intellectual traits. The suggested question merited the analysis and understanding of the same, as well as a possible solution. The question was:

*"El país vecino está afrontado una situación de desigualdad de oportunidades que hace que los habitantes opten por emigrar hacia otros países para buscar mejores condiciones de vida. ¿Qué piensa de esta situación? ¿Cómo la resolvería?"*

To better categorize students' answers in CT, the teacher-student followed Elder and Paul (1994) classification of CT: low, medium or advanced CT. In the case of both students, low critical thinking abilities were identified according to what they answered in the final question.

Student 1: Low Critical Thinking Abilities	Student 2: Low Critical Thinking Abilities
--------------------------------------------	--------------------------------------------

Figure 3. Students' CT abilities

For instance, student one answered:

*“Pues a veces como que, con el ejemplo de los venezolanos, que emigraron pues para acá, para buscar mejores oportunidades, sería bueno. Lo resolvería dando una mano de apoyo, colaborando, y pues que ellos también lo ayuden a uno”*

Which basically shows a general understanding of the situation, taking into account her assumptions. However, this only seems to reflect the way she understood the idea of immigration and the Venezuelan population, lacking concepts, ideas or real interpretations to draw some conclusions or give a more contextualized solution as it was asked.

Consequently, the analysis and the students' productions were showing step by step the way these signs were first identified in the interview and how they improved. In the first production, the change in the students interviewed was not drastic. However, during the second and third activities students showed a total different level of understanding, analyzing and evaluating to give solutions to the problematic situation proposed or simply give their opinion fostering a superior language use.

To do the analysis, the teacher selected six of the students' productions. Then, he created a rubric (**see appendix 2**). The rubric was split into two parts. The former, evaluating both CT abilities. The latter evaluating the language use. To evaluate CT abilities, the teacher considered the following criteria:

1. Use of lexicon to express ideas (In my opinion, I think, etc.)
2. Description of an opinion, point of view according to the problematic situation (give his/her point of view)
3. Give a possible solution to that problematic situation (Change Colombia for good)

The chart systematically shows the way these levels were perceived, and how they were taken into account to build an analysis. Factors such as language use, linking words, expression of an idea, and students' errors and mistakes were the basis of it. In this exercise, higher levels of CT were perceived according to students' answers to the main dilemma "the Colombian context- Change Colombia for good". One example of understanding, analyzing, evaluating and proposing a solution could be the example of Participant 2. He states "the money I would seek to build centers for children and families with economic needs and I would provide a home for those children who lack a family". At this point, even if the sentence is not properly structured, the main idea of what he wanted to describe is understood. To better explain, in the first part "I would seek to build centers for children" he identifies the lack of centers for this population (understanding). While in the second part, "I would provide a home for those children who lack a family" he proposes a solution to the same population in need. Another good example could be "I would make some changes in the country, I would generate more good jobs, I would increase the security. Colombians have lived a lot of corruption I would like to end it" from Participant 3. She first states the change she wants to propose taking into account Colombia's background.

This show students' comprehension of Colombia's situation, their own situation. The way they see, understand it. How they think they would change these problematic situations if they had the opportunity to. In addition, it opened a door to the expression of their own ideas through a different language, which was the main purpose of it. However, the language level is not appropriate yet understandable according to their level of proficiency.

Despite this, the second activity surprisingly motivated students to write longer and better. As it was stated before, the second activity was based on a problematic situation in the school. Therefore, students seemed to feel engaged when giving a solution and express their point of view towards what it was happening in their near context. Likewise, most of students' productions were not alike to their previous one. The use of linking words, text organization and the language proficiency levels were dissimilar. At this time, the highest levels of CT were identified. Students were not only able to properly understand and analyze the situation but also to evaluate, compare, propose and see things from a different perspective. Students went from reasoning to suit standards and show personal traits towards the problematic situation.

Unfortunately, the final activity only allowed students to analyze and understand the proposed situation, as time was not enough to implement a production activity. However, these levels were measured in order to understand how students began and how they finished after the implementation of the three activities.

Initial stage	Medium stage	Final stage
Low CT levels	Advanced CT levels	Advanced CT levels

Figure 3. *CT levels throughout the implementation*

## **Conclusions**

Receptive skills leading to productive skills seemed to be the best way to introduce and induce students to develop or increase critical thinking. The reason why is simple, receptive activities such as reading or listening activities contextualize students giving them the necessary information and background to produce something. It is not only about vocabulary, neither a grammatical structure, but a broad understanding of the real and meaningful use of language in different situations. In addition, productive activities allow students to express themselves in a way that they could not express themselves anywhere else thanks to the contextualized situations, which basically makes it easier for them when writing or speaking. Therefore, CT was completely successful in terms of language improvement and thinking abilities. Students went from the basics of it, to achieve a complete different level not only showing what they understood about it, but also giving meaningful perspectives of what the problems seemed to be.

## 2. CHAPTER II

### Research Component

#### **THE FORMATION OF THE REFLECTIVE SPIRIT IN THE PRACTITIONERS OF FLP A TRAINING TOOL TO QUALIFY THE PEDAGOGICAL PRACTICE**

##### **Introduction**

In the PLEX training context, the pedagogical practices of a teacher in training are one of the interests and updated focuses of this study, and document for the enhancement of the teaching-learning process in order to qualify education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. It is also beneficial that local studies are specially focused on the learning problem than in teaching matters.

It was considered relevant to design a project that involved a reflective approach on the practicum with the aim of reaching objective knowledge, behavior and aptitudes that helped to guide teachers' labor. Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity, through questions formulation, and searching of information to seek a solution for any problem and for the self-recognition.

## **Justification**

The design of this project in the foreign languages integral practicum context emphasizes on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It is considered that conceding relevance to the reflective role in the teaching process is the first step to fathom the difficulties, to better perform, and to be interested on the models and approaches to face a problematic situation and establish an analytic gaze on it.

According to Jhon Dewey, precursor in the teaching applied reflective thinking realm, this study is necessary to give analytic tools and a self-observation sight for the students to distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

## **Statement of the Problem**

At school, the main aspects of the constitution of the subjects are assumed, of the institutional life without questioning any aspect, are seen as imprints, stable and invariable features that become part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of being fixed in actions that do not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed as some reproductive codes that set teachers in a traditional way, of cultural reproduction, becoming a barrier for the emerging practices tending to generate transformations to respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it was required that the teacher training process stimulated a critical and reflective spirit that contributed to the improvement of their pedagogical practices. Not only to impact in their practicum process, but also to transform their work and future professional performance.

In the Foreign Language degree at the University of Pamplona, the reflection was conceived as a fundamental exercise projected for students who carry out their integral practice and self-evaluation aimed at pursuing a critical and constructive look at their duties in the teaching role. To start this study, the following guiding questions are formulated:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

## **Objectives**

### **General Objectives**

- To implement the reflection as a transforming tool of the pedagogical processes in the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

### **Specific Objectives**

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.

## **Theoretical Framework**

The theory about teaching profession, reflection, the reflective and pedagogical practice, they all comprise the theoretical framework of this study. To be slightly clear about these concepts concerning this research project, it is presented an approximation of each one of them.

### **Teaching profession**

The teacher is one of the most important elements of each educational institution, and he has the function of imparting knowledge based on science or art. But also, he has the responsibility his students' comprehensive training.

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the *teaching competences* that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level in which he develops his activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands not only to organize the content for being learned by the students but also provide teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

## Reflection

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

### Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect 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”



*figure.3 Stages of reflection as a process*

## **Reflection as a theme**

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

## **The reflective practice**

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teachers question about their own practice and the repercussion it has generated; being capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship

The teacher plays a central role in the current educational world; Acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession requires that "*los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes*" (Ebutt and EllioT: 1986). In this context the problems of practice, of the

class space demand a particular treatment oriented to the understanding and the social interaction.

The need to articulate the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and the search for ways to address these phenomena to make school work effective.

This study will serve the participating pre-service teachers to reflect on their 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 different levels of reflexivity, at the first level in the classroom gives effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

In a third level, Van Manen establishes an exercise of critical reflection; at this level it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

## **Pedagogical practicum**

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

### **Academic practicum**

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

### **Social effective practicum**

The purpose is to achieve an effective teaching through the application of didactic techniques that are deduced 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.

### **Development**

Teaching is based on the interests and development of students, and, at the same time, it considers the development as a teacher and as a person.

## **Social reconstruction**

The object of reflection is the social, economic and political context, thus fostering reliable democratic relations in the classroom, and egalitarian and just in the social field.

## **Generic reflection**

The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

## **Reflection triggers**

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

## **Critical element on reflective thinking**

This element of reflective thinking relates to "the moral and ethical aspects of compassion and social justice" Sparks-Langer and Colton (1991). The interest in social justice and ethics in education. These authors established classification categories of knowledge

1. knowledge of content
2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

### **Narrative**

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals, in which writing triggers helps the elaboration of the teacher's reflective thoughts about their experiences of objective, subjective and inter-subjective practice.

## **Methodology**

The methodological strategy proposed has as central axis, the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problem. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum.

For data collection in this project, it is proposed to implement the following instruments:

### **Reflective workshops**

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum.

## **Objectives**

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and set in an effective way to the school.

## **Self-observation card**

The self-observation card has as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong.

## **Narrative**

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life.

## Class recordings

To have evidence of what teacher students do in the classroom, will allow to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings will allow to have an external and constructive view of their pedagogical practices.

### Timetable

<i>Instruments</i>	Sessions	Dates
<i>Self- reflections (Narrative)</i>	<b>10</b>	<b>12th – 14th September 26th – 28th September 3rd – 5th October 17th – 19th October 24th – 26th October 31st – 2nd November 5th- 10th November</b>
<i>Reflection workshops</i>	<b>3</b>	19th – 21st September 10th – 12th October 12th- 17th November

## Setting

Pamplona city was founded in 1549. It is the oldest city in the department. It is located in the Espiritu Santo valley in the Colombian Andes. Founder of cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God ; the Company of Jesus; Sallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, they were created educational institutions based on their religious values and beliefs. This study is carried out in this geographical context in which school is the environment where actors of school systems: PLEX practitioners perform.

School refers to a specific educative community in charge of institutionalized education, it means school is the place where education is organized ordered and developed. Currently the school is considered as the way of living of the community. School transmits all knowledge and values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own. At school, we find a series of fundamental factors accounts. This is the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school takes its organization.

The school is a dependent body of the society it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

School as educational institution accomplishes specific functions including the following:

### **Socialization role**

This is the youth learning of values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political and economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

### **Instructive role**

The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. there is a greatest chance of adaptation.

### **Educational role**

The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society a cultural environment where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

## **Population**

The total population of this study is constituted by seventeen students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

### **Direct benefited population:**

Teachers in formation, teachers supervisors, and student community of the centers of implementation of the Integral Practicum.

### **Indirect benefited population**

It is composed of the teaching community of the Program and Foreign Languages degree, the results will re-feed the program agents' vision of their practices and the collective of Integral Practice.

### **Institutional units linked to the Project**

Foreign Language Program  
Department of Languages and Communication  
Education Faculty

### **External institutions linked to the Project:**

Colegio José Antonio Galán  
Colegio Bethlemitas Brighton  
Colegio Técnico La Presentación  
Normal Superior de Pamplona  
Colegio Provincial San José  
Colegio José Rafael Faría  
Institución Educativa Cristo Rey

## Budget of the Project

<b>TIPO DE RUBRO</b>	<b>APORTES AL PROYECTOS</b>	<b>APORTES Participantes INSTITUCION</b>	<b>TOTAL</b>
Material	Fotocopias	UniPamplona	100.000
<b>Impresos</b>	Fotocopias Diplomas	UniPamplona	30.000
<b>Equipos o instalaciones</b>	Del PLEX	NA	NA
<b>Reuniones socialización</b>	2 reuniones al semestre	20.000 pesos por practicante 20.000 por docente 20.000 por tutoras	520.000 pesos
<b>Logística</b>	Salones	UniPamplona	N A
<b>TOTALES</b>			

## Results

The reflection process allowed pre-service teachers to better understand, analyze and evaluate their experiences in the teaching environment. Narratives and reflective workshops were tools that helped to determine what attitudes should a teacher strengthen or discard. For instance, narratives described issues, achievements and a sort of situations that happened inside and outside classes. Likewise, reflective workshops aimed at understanding what this profession was about, as well as other partners' perspectives on the field seeking to improve the practicum process.

On the one hand, narratives broadly describe the process pre-service went through. They usually tell every problem or situation pre-service teachers handled, which currently taught him how to solve it. For instance, the pre-service teacher realized that he tended to follow the same pattern when teaching a topic. When he decided to change, he felt his students were attracted by the new idea of learning, as he made classes more dynamic. Nevertheless, the teacher did not adopt it anymore as the idea of learning that way only went backwards in students' learning. The same happened with activities, but changing the way they were implemented, also changed students' attitudes towards them. In this case, dynamism did work on students' engagement in class. Yet, narratives also describe the positive side about the teaching experience, that is, the learning process and students' attitudes in English classes pace improved thanks to the application of different strategies and practice itself

On the other hand, reflective workshops helped pre-service teachers realize what the life of other teachers was, and how a teaching environment could change only by some few factors. For example, even if most of pre-service teachers worked on urban schools, experiences totally differed from the teacher that worked in a rural one.

Students attitude, discipline and responsibility were the factors that commonly constrained pre-service teachers. Then, the way this was solved and the idea of dialogue looking for a change or recommendation also open a door to talk about different strategies others used to solve those situations helping pre-service teacher in their practicum to stablish and evaluate their experiences as well.

## **Conclusions**

Reflection leads to awareness. Pre-service teachers need to know that the teaching environment constantly evolves. However, this must not represent a problem but a way to self-assess and change. It helps us to adapt learning strategies and different methods as well as to get to know that English teachers need to be creative to catch students' attention and that the adaption of classes always need to focus students' necessities and context.

## **Chapter III**

### **OUTREACH COMPONENT**

#### **MENTORING AND ACADEMIC REINFORCEMENT TUTORING IN HIGH SCHOOL STUDENTS**

##### **Introduction**

Through the last decades, teaching English as a foreign language changed from an academic responsibility to a necessity. Regardless to the global and local demand, there are not spaces to promote the learning process of a language outside a classroom. In addition, English represents an imperative subject at any educational context, especially high school. Because of that, different activities have been proposed by the school teachers in order to increase, reinforce and improve their students' English skills. As a consequence, spaces to learn English through activities and strategies focused on the students' improvement should be promoted to equilibrate the students' learning process of the language.

## **Justification**

The acquisition of a foreign language allows students to get involved in any situation that requires it. In that sense, it is essential to create spaces of learning for every student in the world, specifically for those who need some extra hours to improve their English skills. Then, those spaces must be considered as an effective way to implement strategies through activities for the students to better understand any topic they have troubles with.

In the case of the pre-service teachers, those spaces symbolize an exceptional opportunity to advance in their training process to become better English teacher so as to recognize their students' weaknesses in the language.

The space proposed by the pre-service teacher and the school searches to facilitate students learning process of English. In addition, the implementation of this component seeks to benefit the students from negative results in the final term of the year in the English subject.

## **Statement of the problem**

The lack of time in classes to adequately learn English seems to be the leading limitation for most of the English learners. Therefore, students' weaknesses increase as the time goes by. While observing, a huge number of students showed problems on reading, listening, speaking and writing skills. For this reason, this component attempts to create a space to foster and improve all of the skills through an effective methodology by using different activities from the common classes. As an example, the use of different strategies with diverse sources such as videos, songs, talks and flashcards can appropriately help any student to rehearse a topic (Forster, 2006). Moreover, this project aims at determining the weaknesses and deficiencies from Provincial San José 9<sup>th</sup>- 10<sup>th</sup> grade students as well as to show how supplementary activities help students learn and improve in English.

## Objectives

### General objective

- To offer spaces for supplementary activities to detect and eradicate students' deficiency and weaknesses in English.

### Specific objectives

- To adapt an effective schedule in order to create a space to develop the supplementary activities.
- To determine what types of weaknesses the students show when learning English.
- To implement significant activities and strategies to improve students learning process of English.

## Methodology

This component will be developed by the Pre-service teacher in order to reinforce English knowledge and the development of abilities from 9<sup>th</sup> – 10<sup>th</sup> grade students by implementing different activities in a proposed schedule. What the teacher will basically do is to provide a support in order for the students to overcome difficulties and doubts. To do so, the pre-service teacher will use tools such as games, videos, flashcards, and etc. to reach his goals.

### Timetable

Topic	Date	Week
Would /will	12 <sup>th</sup> – 14 <sup>th</sup> September	1 <sup>st</sup>
Simple future	19 <sup>th</sup> – 21 <sup>st</sup> September	2 <sup>nd</sup>
Second conditional	26 <sup>th</sup> – 28 <sup>th</sup> September	3 <sup>rd</sup>
Present perfect	3 <sup>rd</sup> – 5 <sup>th</sup> October	4 <sup>th</sup>
Present perfect	10 <sup>th</sup> – 12 <sup>th</sup> October	5 <sup>th</sup>
Past perfect	17 <sup>th</sup> – 19 <sup>th</sup> October	6 <sup>th</sup>
Third conditional	24 <sup>th</sup> – 26 <sup>th</sup> October	7 <sup>th</sup>
Grammar vocabulary	31 <sup>st</sup> – 2 <sup>nd</sup> November	8 <sup>th</sup>
Conditionals	5 <sup>th</sup> - 10 <sup>th</sup> November	9 <sup>th</sup>
Articles, determiners	12 <sup>th</sup> - 17 <sup>th</sup> November	10 <sup>th</sup>

## Results

Generally speaking about the spaces that were created to offer students new spaces of learning in the English area, Wednesdays seemed the most suitable day to implement two hours of supplementary classes according to students' free time and access to the different facilities the Provincial high-school provides for pre-service teachers. To inform and promote the supplementary classes, a letter of consent was designed for every student. The letter cordially invited parents to allow students to go to the tutoring service from 3p.m to 5p.m. at the main headquarter. In order to avoid any problem or possible impersonation, students' parents needed to approve it by signing it (**see Appendix 3**).

Although the invitation had been extended to every single student in the given courses, when the supplementary classes took place, few students came to it (two). Thus, as a resource, the preservice teacher sought to stimulate students to go to the tutoring service, as a big number of them truly needed it. However, the supervisor barred him to do it due to the fact that the invitation completely described the purpose and schedule of it. As a result, few number of students came to the supplementary hours. However, the students that kept attending to the tutoring service showed improvement in the language aspects and attitudes in class. As they were few, the teacher and students stimulated their rapport and weakness were easier to detect and eradicate.

## **Conclusions**

Supplementary classes help students identify errors or mistakes that constrain them in the learning process of a language. These spaces must be offered not only to help them improve their language skills but also to detect and evaluate students understanding in a class, as a way to see if strategies in class are well implemented or not. For instance, if the space is offered and a big number of students came to it, there are two simple possibilities. The first one is that the topic was not explain well, yet confusing for them or that students are scared to fail on the subject. In both cases, pre-service teacher can take advantage.

## **4. CHAPTER IV**

### **Administrative component**

#### **Introduction**

The teacher's occupations not only consist of going to the classroom and teach certain topics. In most of the educational contexts, teachers also assume diverse roles in order to accomplish a variety of tasks for both students and the institution where he/she works at. In the case of students, the implementation values, academic responsibilities and others take part of the teacher's duties. While the sense of belonging, cooperative work and assistance with extracurricular activities, refer to the teacher compromise with the institution itself.

As pre-service teacher, he should be involved in the school activities. In the area of English, the pre-service will be preparing an "Irregular verb event" to promote students' participation in English activities. This event will price students for their memory capacity, as it will focus its activities on asking students the conjugation of different irregular verbs through different methods, such as games, role plays and etc. However, only tenth grade students will apply for the development of the same.

In addition, Provincial San José strictly follow the principles of Christian Catholic orientation. Therefore, the school weekly offers a mass where most of its students and teacher must go. Moreover, there are many religious and cultural events throughout the year in which most of the teachers and students should attend. In order to be part of those activities, the pre-service teacher should cooperate and collaborate in the organization and development of the same events.

## **Objectives**

### **General Objective**

- To get involved in the teaching environment by having a participative collaboration in the activities and events proposed by the school.

### **Specific Objectives**

- To collaborate in the organization of events and activities inside and outside the school.
- To become an active member in the activities proposed by the institution.
- To be regarded as a support to other teachers in the development of cultural activities.

## **Methodology**

The “*Jose Rafael Faria Bermudez*” school splits its academic year activities by months. During each month, different extra-curricular activities are developed by students, teachers, and the school itself. Some of this extra-curricular activities are Sunday’s masses, the day of the student, parents’ meeting, etc. Such activities are an important opportunity for the pre-service teacher to show his engagement with the institution, as he is now viewed as part of the community. In addition, although they are not regarded as extra-curricular activities in the academic calendar, there are also some activities that are related to the English area. The irregular verbs event is one of them, and this one will be carried out with tenth grade students to show their memorizing abilities, and the English language learning correlated to it. Hence, the pre-service teacher will be in charge of planning, preparing and presenting this event to the entire school. The development of this event is still unknown for the pre-service teacher. However, it is expected for the first week of November.

## Chronogram of activities proposed by the institution

 COLEGIO PROVINCIAL SAN JOSÉ <b>Septiembre 2018</b>						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	
2	3	4	5	6	7	
EUCARISTIA ASISTEN 5ª A 8ª SEDE PARRIA ORGANIZA 1º GRADO	COMIENZAN LAS MARATONES DE LECTURA			JORNADA DEPORTIVA DECIMOS GRADOS	EUCARISTIA FIESTA DE LA NIÑA MARIA	
8	9	10	12	13	14	
EUCARISTIA ASISTEN 3ª A 11ª SEDE PARRIA ORGANIZA 11º GRADO	DIA DE LOS DERECHOS HUMANOS		REUNION POR SEDES	IZADA DE BANDERA SECUNDARIA ORGANIZA NOVENOS GRADOS	CONVIVENCIA DE PROFESORES	
15	17	18	19	20	21	
EUCARISTIA ASISTEN SEDE MISTRAL Y SANTA CRUZ ORGANIZA 3º- GRADO					IZADA DE BANDERA SEDE SALLE ORGANIZA TRANSICION	
22	24	25	26	27	28	
EUCARISTIA ASISTEN SEDE SALLE ORGANIZA 3º-º GRADO			ATENCION A PADRES DE FAMILIA		IZADA DE BANDERA SEDE MISTRAL ORGANIZA TRANSICION	
29						
EUCARISTIA ASISTEN 5ª A 8ª SEDE PRINCIPAL ORGANIZA 1º GRADO						

 COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES <b>OCTUBRE 2018</b>						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	
	1	2	3	4	5	
	CONTINUAN LAS MARATONES DE LECTURA		CIRCUITO POLIMOTOR CUARTOS GRADOS		VIII ENCUENTRO DE SEXUALIDAD	
7	8	9	10	11	12	
	SEMANA DE DESARROLLO INSTITUCIONAL					
14	15	16	17	18	19	
	FESTIVO		REUNION POR SEDES			
21	22	23	24	25	26	
EUCARISTIA ASISTEN 3ª A 11ª SEDE PRINCIPAL ORGANIZA 3º GRADO		CIRCUITO POLIMOTOR QUINTOS GRADOS				
28	29	30	31			
PRIMERAS COMUNIONES		ESCUELA DE PADRES				



COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES

Noviembre 2018

DOMINGO	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
				1	2
4	5 FESTIVO	6 PRUEBAS DE EFICACIA TERCER TRIMESTRE	7	8	9 DÍA DEL ESTUDIANTE
11	12 FESTIVO	13	14	15 COMITES DE EVALUACION Y PROMOCION	16 ENTREGA DE PLAMILLAS A COORDINACION IZADA DE BANDERA SEDE
18	19 SEMANA DE NIVELACIONES	20 SEMANA DE NIVELACIONES	21 SEMANA DE NIVELACIONES	22 IZADA DE BANDERA SEDE SALLE ORGANIZA CUARTOS GRADOS	23 ENTREGA SIMBOLOS SECUNDARIA ORGANIZA 10 y 11 GRADO
25	26 SEMANA DE NIVELACIONES	27 SEMANA DE NIVELACIONES	28 SEMANA DE NIVELACIONES	29 SEMANA DE NIVELACIONES	30 FIN DEL TERCER TRIMESTRE

## Results

### **Pre-service teacher role:**

As pre-service teacher, he was not first asked to stay all day long in the school. This changed to help with the institution activities and discipline in general. In addition, the sense of belonging to the institution has been easier for him, as in the past he was part of the institution. However, during the different extracurricular activities, he was barely included. The only activity he took part of was a flag rise organized by the supervisor. There, he acted in a play about a student's suicide due to bullying, where teachers acted like students and the supervisor was the bullied kid. During the activity, he could notice that the group of teachers have a strong sense of belonging to the institution and connection among them. Most of them participated and took part of the play, encouraging students to avoid any type of aggression against others. They looked for clothing and different tools to do this activity as realistic as possible. (**See appendix 4**)

Despite the fact that he was not regarded as part of the institution in general, he gave his best to participate in all forms of cooperation to keep the institution's order and discipline

### **The English area:**

The planning and design of a contest for ninth and tenth grade students, to promote and prize the use of English inside and outside classes take the leading role in the administrative component. This contest was planned and organized with the purpose of appreciating students' capacities to memorize, use and practice with regular-irregular

verbs during any English class. The students that were part of this contest were selected because of their excellence in the subject.

During the competition, students had to show what they know about regular and irregular verbs in English including their different conjugations in present, simple past and past participle (**See appendix 5**). In addition, students were evaluated by three juries from the university of Pamplona.

### **Contest Structure**

The contest had two main stages where students were tested with different activities. The first stage was comprised of four activities. In that stage, the first three students with higher scores passed to the second stage. In the second stage, three activities defined the winner of the contest.

### **Contest activities (example)**

Students had to pay close attention to what the teacher did. In this activity, the teacher mimed an action that described a verb. If a student knew about the verb, he/she would need to push the button to write and say the present, past and past participle of the verb on the board. If the student did it correctly, he or she did win a point.

## **Conclusions**

The inclusion process of a pre-service teacher in any educational institution will take a while for the pre-service teacher to feel comfortable with the students and the teaching environment itself. However, to be part of an institution makes the difference on the engagement pre-service teachers feel when becoming and experiencing different situations inside the institution. To know and facilitate students the real meaning of belonging has no prize.

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## Appendixes

### Appendix 1:

- Example of workshop.

#### **Preparation:**

- **Receptive skill activity:**

#### **Are Smartphones allowed in class now?**

Since both students and teachers have increased the use of smartphones in classes, a Colombian law searches to limit its use to the point of banning the same in any educational institution. Any smartphone creates an opportunity to learn thanks to its endless opportunities of communication. Nevertheless, it seems that teachers and students misunderstood the idea. On the one hand, teachers claim that the use of smartphones have critically declined students' attention in class "students have changed learning for playing, chatting and taking photos" said one parent. On the other hand, some students say that teachers poorly prepare activities for classes and that they prefer being on Facebook or WhatsApp instead of teaching what must be taught. The truth is that both realities have happened in the learning and teaching environment since smartphones were introduced to the market.

Have smartphones changed education? Or is it a problem of usage? Other countries have already taken the decision even if the answer is obvious. For instance, France has banned the use of smartphones in primary and secondary education

**Complete the sentences with the past participle of the verbs in the box. Then, tell if the sentences are true (T) or false (f)**

1. The Colombian government has \_\_\_\_\_ (ban) the use of smartphones \_\_\_\_\_
2. Students have \_\_\_\_\_ (pay) more attention in classes thanks to smartphones \_\_\_\_\_
3. France has \_\_\_\_\_ (regulate) the use of smartphones for children \_\_\_\_\_
4. Teachers have \_\_\_\_\_ (claim) that students' performance got worse. \_\_\_\_\_
5. Smartphones have \_\_\_\_\_ (represent) a great opportunity for education since they showed up \_\_\_\_\_
6. Studies has \_\_\_\_\_ (reveal) that the use of smartphone make people more intelligent \_\_\_\_\_

**Core activity:**

- **Productive skill activity/ Critical thinking**

**In a separate sheet, write a paragraph about your experiences with smartphones in the school. Use present perfect and past simple as needed.**

-In your first few sentences, describe the situation in general

-In the rest of the paragraph, describe particular situations.

Use the questions **below**:

1. Have you always brought your smartphone to the school?
2. Have you ever had problems with a teacher because you were using your smartphone?
3. Think of educational possibilities you haven't used with your smartphone.
4. Give your opinion towards the use of smartphones in schools

I have had bad experience when using my Smartphone in the school.....

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**Follow up**

- **Critical thinking Q&A/ Feedback (10 min)**

Discussion activity inside the class, in which students are free to agree or disagree with something according to the topic. In addition, mistakes or errors were corrected to avoid further confusions.

- Example of students' productions.

English Pamplona, 2018

**TASK**

Write a paragraph about your experiences with smartphones in the school. Use present perfect and past simple as needed.

- In your first few sentences, describe the situation in general
- In the rest of the paragraph, describe particular situations.

Use the questions below:

1. Have you always brought your smartphone to the school?
2. Have you ever had problems with a teacher because you were using your smartphone?
3. Think of educational possibilities you haven't used with your smartphone
4. Give your opinion towards the use of smartphones in schools

The use of smartphone has created a controversy in the field of education since the students have begun using it in the school. They have been a problem because there are students who do not give a good use to the smartphones.

1. I have always taken the smartphone to school without any inconvenience.
2. I have never had any problems with my smartphone because I use it only in the moments that allowed yet I have a classmate who has taken out several times during classes or evaluation and has been accused of copying.
3. The possibilities of education have been the same as before the smartphone existed, we students have not gone to a library since smartphones arrival because we already have all the information at hand.
4. In my opinion, the smartphones has banned because at school, when the students have used smartphones they have distracted from

### TASK

Write a paragraph about your experiences with smartphones in the school. Use present perfect and past simple as needed.

- In your first few sentences, describe the situation in general
- In the rest of the paragraph, describe particular situations.

Use the questions below:

1. Have you always brought your smartphone to the school?
2. Have you ever had problems with a teacher because you were using your smartphone?
3. Think of educational possibilities you haven't used with your smartphone.
4. Give your opinion towards the use of smartphones in schools

I have always <sup>taken</sup> carried my smartphone to the school. I have had problems by using the smartphone, as in the evaluation of PS the teacher realized nothing and write it down as a fraud.

I could have used it to write down ideas as a recorder to search for <sup>the</sup> unknown words or make presentations.

The use of the smartphone is good as long as it is used at the right time since many students use it to cheat or lead to distraction. But for me the use of this is also important because we can use it for consultations or when there is an emergency and you need to call.

### TASK

Write a paragraph about your experiences with smartphones in the school. Use present perfect and past simple as needed.

-In your first few sentences, describe the situation in general

-In the rest of the paragraph, describe particular situations.

Use the questions below:

1. Have you always brought your smartphone to the school?
2. Have you ever had problems with a teacher because you were using your smartphone?
3. Think of educational possibilities you haven't used with your smartphone.
4. Give your opinion towards the use of smartphones in schools

For me the phones are very necessary and very useful. In my case I have used it for a long time, although the use in excess is bad. The utility that I have given is limited to recreation with social networks and listening to music, on the other hand to research to do homework. I have always taken my phone to school, once they took it away but not for long, the phones have been very useful to save lives, generate and get employment. I think it is not bad to take the phone to school as long as it is used correctly.

### TASK

Write a paragraph about your experiences with smartphones in the school. Use present perfect and past simple as needed.

-In your first few sentences, describe the situation in general

-In the rest of the paragraph, describe particular situations.

Use the questions below:

1. Have you always brought your smartphone to the school?
2. Have you ever had problems with a teacher because you were using your smartphone?
3. Think of educational possibilities you haven't used with your smartphone.
4. Give your opinion towards the use of smartphones in schools

I have had the experience of using the phone in class and they realized it but I only used it once and it was to look at the time, and it only took a minute to play and they took it away from me.

1. I have always brought my phone all year and every day

2. If I had a problem one day because I took it out and the teacher noticed

3. If someone can have opportunities to use it to learn

4. My opinion is that they should be used respectfully in these schools depending on what the teachers and coordinators say, but in my point of view they would not have to forbid it in case of an emergency.

## Appendix 2

Criteria	Grade	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5	STUDENT 6
Use of lexicon to express ideas (In my opinion, I think, etc )	5	4 “...(in) My perspective”  “I would like to <b>change</b> the Venezuela n economy”	5 “if I were the Colombia n’s president I would lower the public servants’ salaries”	5 “In my opinion, I would invest”	5 “In my opinion, if I were president of Colombi a”	3 ““If I were president , I would make projects”	4 “If i were the presiden t of Colombi a, I would invert the biggest part of the money”
Description of an opinion, point of view according to the problematic situation (give his/her point of view)  Give a possible solution to that problematic situation (Change Colombi	10	9 “... I would like to change the Venezuela n economy”  “.... My perspective I would look for very rich people who would invest in Venezuela looking for an alliance between the government and private companies.”	10 “money I would seek to build assistant centers for children and families with economic needs and I would provide a home for those children who lack a family because of violence and	8 “elderly. I would not entertain money in wars. I would develop a foundation of young people in drug addiction problems.”  “problems . I would give solutions to the people of the armed conflict, guarantee	7 “I would make some changes in the country, I would generate more good jobs , I would increase the security. Colombians have lived a lot of <b>corruption</b> I would like to end it”	8 “If I were president , I would make projects so that there would be more possibilities for jobs”  “help low-income people who could get a house and their children go to public schools	8 “ I would invert the biggest part of the money in education and agriculture because young people would learn, study and succeed; Farmers would also

a for good)			corruption.” “I would invest in education seeking to offer these children better life chances.”	ing a good life.”		and change the points of view of people who discriminate against others”	generate a stable economy and I would make support centers to prevent suicide in our children.”
Use of second conditional  Elaboration degree in terms of use of language and verbal tenses reviewed in class.	15	13  <b>I would look</b> for very rich people who would invest in Venezuela looking for an alliance between	15  “I would invest in education seeking to offer these children better life chances.”	14  “problems . I would give solutions to the people of the armed conflict, guaranteeing a good life.”	13  “I would increase the security. Colombians have lived a lot of <b>corruption</b> I would like to end it”	10  “If I were president , I would make projects	12
-Uses of the language	20	15 “I believe the schools <b>would be placed a subject called</b> financial administration”	15 “home for those children”  “ <b>offer these</b> children”	13 “elderly. <b>I would not entertain</b> money in wars.”  “ <b>to the people of</b>	12 “I would increase <b>the</b> security .... <b>Colombians have lived a lot of</b>	10 “If I were president ”  “projects so that there would be more	15 “ <b>I would invert</b> the biggest part of the money in

		<p>“and be influential to not only improve but maintain a stable”</p>	<p>“promote the health of the Citizens.”</p> <p>“but not least important ,”</p>	<p>the armed conflict,”</p> <p>“Colombia , i would change to Colombia”</p>	<p>coorupcion”</p>	<p>possibilities for jobs and help low-income people who could get a house and their children go to public schools and change the points of view of people who discriminate against”</p> <p>“and would make education”</p>	<p>education and agriculture because young people would learn, study and succeed; Farmers would also generate a stable economy and i would make support centers to prevent suicide in our children .”</p>
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## Appendix 3



Pamplona, septiembre \_\_\_\_ de 2018

Cordial saludo,

Sr. Padre de familia o acudiente del alumno (a) \_\_\_\_\_

Del grado \_\_\_\_\_, por medio de la presente se informa que como supervisora de práctica del maestro en formación Brayan Samir Pavas Amado estudiante de último semestre de la Universidad de Pamplona en Lenguas Extranjeras debo asignarle el horario y trabajo a desarrollar en el componente de extensión a la comunidad. Por lo tanto, se le asigna como trabajo: el desarrollo de actividades de refuerzo con el objetivo de buscar estrategias para que los estudiantes con dificultades en la asignatura mejoren su desempeño. La convocatoria es libre, para estudiantes que quieran asistir con la mejor actitud y espíritu de trabajo.

Cronograma y horarios de trabajo:

<b>FECHAS</b>	<b>HORA</b>	<b>LUGAR</b>
Lunes 17 de septiembre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 19 de septiembre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 26 de septiembre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 3 de octubre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 10 de octubre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 17 de octubre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 24 de octubre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 31 de octubre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 7 de noviembre	De 3:00 pm a 5:00 pm	Colegio Provincial San José
Miércoles 14 de noviembre	De 3:00 pm a 5:00 pm	Colegio Provincial San José

Appendix 4



Appendix 5











