

Implementing Task Based Learning strategy for improving 10th graders' speaking skill at
San José Provincial High School.

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APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

1. Introduction

It is known that English has become one of the most important languages around the world and it has been highly demanding the learning and the teaching process of this foreign language. In Colombia, the learning and teaching of English is one of the main objectives of the national education. This study aims at improving students' English skills on high school students. This proposal not only aims at solving an issue in a public school in Pamplona but also, at contributing to the professional development of the pre-service teacher who is implementing the practicum in this setting.

This proposal was split out into four chapters which are: Pedagogical component, Research component, Outreach component and Administrative component.

The pedagogical component is about the implementation and the problem solving strategies that are going to be conducted in the school. This must be supported by a theoretical framework and a solid literature review. Then, it is going to explain how the strategies chosen for solving the issue were implemented, being fully described in the methodology section and thus, show the outcomes from the information gathered in the process.

Next, in the research component, the pre-service teacher developed the reflection process that takes place while implementing a project in the pedagogical component. This component places the pre-service teacher as a participant who reflects while the practicum process implementing some specific instruments to gather information through the development of his project.

Subsequently, the outreach component that in the particular case of Jose Provincial San José High School, the strategy for improving English on students are not going to be carried in primary school, but to the students who have presented some inconvenient in the learning process, providing them with some tutoring hours at noon in order to help them to overcome these difficulties.

Finally, the administrative component which is, basically, the description of the process and the activities in which the pre-service teacher had to take part during his practicum stage. It is important to highlight that this component shows the emersion of the pre-service teacher in the institution due to the fact that he is not only a teacher within the classroom but also, outdoors, integrating the institutional activities.

2. Justification

This project is worth doing because it helps to reinforce and to solve some problems that are presented in a public school in Pamplona. Taking into account, the institutional observation done, it exists the necessity to implement an action research design that can help to solve the difficulties that some students have when talking in English, following its nature: observing, planning and acting.

As mentioned before, it exists a need that must be supplied and a problem that should be solved. For this reason, this project aims at improving students speaking skills implementing a Task Based Learning (TBL) approach, taking into account what Tim Bowen exposed in 2004 in an article for One Stop English magazine saying that one of the main advantages of TBL is that language is used for a genuine purpose (the task) where real communication should take place. This process that was carried out in the pedagogical component.

In addition, some other types of project were implemented in order to help and explain the development of the pre-service teacher, describing his role within the educational institution (administrative component), helping students to overcome his difficulties within the classroom in tutoring time (outreach component) and his experience while developing the practicum process itself (research component).

3. Objectives

General objective.

- ✓ To improve students' speaking skill through a Task Based Learning approach.

Specific objectives.

- ✓ To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
- ✓ To promote the development of a critical spirit in the students-practitioners that allows them to analyze their pedagogical work.
- ✓ To reinforce English on tenth graders at Provincial San José High School.
- ✓ To integrate the role of the foreign languages degree English and French students with the educational reality reinforcing English 10th graders at Provincial San José High School in Pamplona.
- ✓ To participate in all the extra-activities proposed by Provincial San José High School during the practicum process.

4. Institutional observation

History of the institutional center.

Provincial San José School was founded in 1816 when the bishop Rafael Lasso De La Vega founded “Casa de Estudios” School in Pamplona serving as a seminary for the region as well. It was on March 5th, 1823 and thanks to the General Francisco de Paula Santander when “Casa de Estudios” in Pamplona started to work as a legal institution, where they assigned incomes, salary and the authorities nomination in charge of institution progress under a Lancastrian methodology providing public education to the region.

In 1934, Juan De Dios Arias composed the school anthem and a new building was available for starting new classes and accepted new students. Then, on January the 25th 1943 the educative personal moved to their new building, conformed by 16 religious teachers, 6 teachers and 405 students.

For departmental order on July the 26th 2002 it is restructured the educative sector in regional scope and it started a new educative organization establishing the educative institutions, being “Provincial San José” school established in Pamplona. Then, on January the 28th 2003 it is joined to Provincial school the headquarters: Santa Cruz, La Salle, Gabriela Mistral, Joaquin Faría, José Rafael Faría and Instituto Técnico de Bachillerato.

Today, this institution is recognized because of its accomplishment obtained some years ago. Furthermore, this institution is contemplated as one of the best high school located in Pamplona, due to the institution organization and discipline. Moreover, it is well-contemplated thanks to its students’ preparation, taking into account the program “Colombia bilingue” as guidelines for students’ English learning process.

Topographical location of the school facilities.

Provincial San José School is a public school located on Avenida Santander 11-188 in Pamplona, Norte de Santander where an A calendar is followed. In addition, this educative institution provides education to 1100 elementary and high school students that are split into 18 classrooms from 6th to 11th grade. It counts with four futsal fields and two tennis courts; four laboratories, distributed in: physics, sciences, chemistry and one for English proposes. Provincial San Jose High School provides a qualified distribution of settings for teaching students appropriately and other educative places and members of this significant school in order to cover students' needs, members of this significant school, for instance, it contains three upper floors where the students from sixth to eleventh grade and teachers' area are distributed. On the contrary, the first floor is comprised of the secretary, the principal's office, the coordinator office, a chapel. On the second floor is situated the psychology office, on the other hand, it is essential to highlight another element that this school offers to the members of it, so therefore, a gym, a parking lot, a restaurant service for the students, three huge sport field sand the technology classroom composed by new tablets.

This school is recognized by its accomplishment in academic superiority, taking into account the traditional educative quality, the discipline and the family support from each student, as cited before, other institutions join the Provincial San Jose school and provide education to local community, which are: Concentración Gabriela Mistral, Concentracion La Salle, Santa Cruz school, Rafael Faria school and the nighttime school.

School Authorities

The general authorities are organized as it follows:

Table 1 Institution authorities

PRINCIPAL	José Alirio Montañez Vera
DISCIPLINE COORDINATOR	Martín Omaro Cuy Esteban
SUPERVISOR	María de los Ángeles Eugenio López

Institutional Educational project (PEI).

As in each educative establishment, Provincial San José school's educational project is sharpened on the mission and the vision that have always guided and set the school expectations throughout the development as an institution and its members.

Institutional horizon

Mission.

The Provincial San Jose School in Pamplona is an inclusive institution that affords educational service which is addressed to preschool, elementary and high school education, with the purpose to train integral, competitive and enterprising beings. Citizens for a globalized society in regular change, respectful citizens regarding the human rights, taking into account honor, science and righteousness principles through a pedagogic process based on the knowledge construction.

Vision.

On 2020, the Provincial San Jose High School will still be known for providing a high quality educational service specialized on humanistic and pluralistic principles in harmony

and the current actualization of the pedagogical and research practices, facing the challenges to the current time, the context demands and the commitment related to peace.

High school objectives

Focused on the relevant aspects of the PEI, it is presented the general and the specific objectives that represent the main principles, goals and values of this institution.

General objective:

- ✓ To educate high-value people in order to facilitate the human, scientific and technological development.

Specific objectives:

- ✓ To give academic education that allows the student to get into the higher education and his incorporation to the society effectively as agent.
- ✓ To provide respect and values by stimulating the development of the socio-affective process.
- ✓ To experience the conflicts resolution into the classroom respecting the individual differences and the plurality as elements of peace.
- ✓ To develop the communicative competence and the use of the new technologies and the researcher practices appropriately.
- ✓ To preserve the physical and mental health of the person 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 strategy that provides the development of the knowledge based on the ICT.
- ✓ To invigorate the transversals pedagogical projects defined by the common education law links to the conditions of the institutional context.

Main aspects of the coexistence handbook of the educational institution

Among all the principles and rules that are included in the coexistence handbook, this important guideline book of the educational institution Provincial San José, looks for the prevention procedures and the monitoring and evaluation of its scholars, besides, it attends to promote, guarantee and defend the human rights of the educational population to obtain and educate scholars for a healthy coexistence within the school and in the local society.

Organizational chart of Provincial San Jose High School

In this organizational chart it is possible to find the hierarchical order of each member and authorities of the establishment.

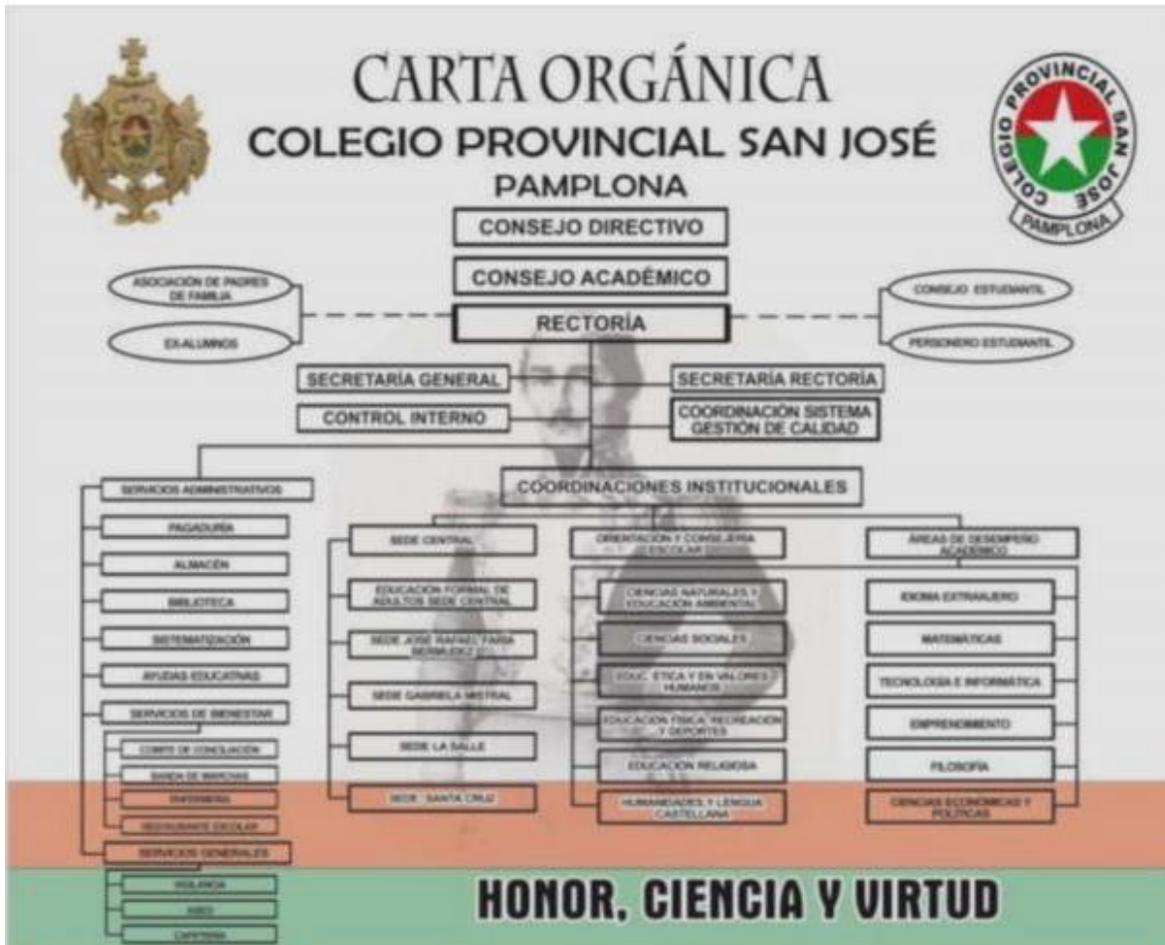


Figure 1 Institution organizational chart

School chronogram

Provincial San Jose High School organized the year chronogram stating the academic and institutional activities that will take place during this educational period. This school chronogram is organized as presented in the next figure:

							
COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES Enero 2018							
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO	
	1 FESTIVO	2	3	4	5	6	
7	8 FESTIVO	9 SEMANA DE DESARROLLO INSTITUCIONAL	10 SEMANA DE DESARROLLO INSTITUCIONAL	11 SEMANA DE DESARROLLO INSTITUCIONAL	12 SEMANA DE DESARROLLO INSTITUCIONAL	13	
14	15	16	17	18	19	20	
14	15 SEMANA DE DESARROLLO INSTITUCIONAL	16 SEMANA DE DESARROLLO INSTITUCIONAL	17 SEMANA DE DESARROLLO INSTITUCIONAL	18 SEMANA DE DESARROLLO INSTITUCIONAL	19 SEMANA DE DESARROLLO INSTITUCIONAL	20	
21	22 INICIO PRIMER TRIMESTRE	23	24	25	26	27	
28	29	30	31				

							
COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES Febrero 2018							
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO	
				1	2	3	
4 EUCARISTIA ASISTEN GRADO 6º A 8º SEDE PRINCIPAL. ORGANIZA 6º GRADO	5	6	7 JORNADA PEDAGOGICA	8	9	10	
11 EUCARISTIA ASISTEN GRADO 9º A 11º SEDE PRINCIPAL. ORGANIZA 9º GRADO	12 COMIENZA EL PROCESO DE SENSIBILIZACION CANDIDATOS GOBIERNO ESCOLAR	13 REUNION DE PADRES DE FAMILIA ELECCION DE REPRESENTANTES	14 MIÉRCOLES DE CENIZA	15	16	17	
18	19	20	21	22	23	24	
EUCARISTIA ASISTEN GRADO 6º A 8º SEDE FARRIA ORGANIZA 6º GRADO	ELECCION DE LOS REPRESENTANTES DE CADA GRADO	CONFORMACION DE CONSEJO DE PADRES DE FAMILIA Y ELECCION DE REPRESENTANTES AL CONSEJO DIRECTIVO	REUNION POR SEDES	CIRCUITO POLIMOTOR GRADOS PRIMEROS			
25 EUCARISTIA ASISTEN GRADO 9º A 11º SEDE FARRIA ORGANIZA 9º GRADO	26	27 ELECCION DE LOS REPRESENTANTES DE LOS EXALUMNOS AL CONSEJO DIRECTIVO	28 RENDICION DE CUENTAS				



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



Marzo 2018

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
				1	2	3
4	5	6	7	8	9	10
EUCARISTIA ASISTEN SEDE MISTRAL Y SANTA CRUZ ORGANIZA 5º GRADO	ELECCION DE LOS REPRESENTANTES DEL SECTOR PRODUCTIVO AL CONSEJO DIRECTIVO		JORNADA PEDAGOGICA ELECCION DE LOS REPRESENTANTES DE LOS DOCENTES AL CONSEJO DIRECTIVO	IZADA DE BANDERA SECUNDARIA ORGANIZA SEXTO GRADO IZADA SEDE MISTRAL ORGANIZA 4 GRADO ORGANIZA IZADA SEDE SALLE ORGANIZA 3er GRADO	JORNADA ELECTORAL ELECCION DE PERSONERO Y CONTRALOR ESTUDIANTIL	
11	12	13	14	15	16	
ELECCION SENADO Y CAMARA	TRIDUO SAN JOSE ASISTE SEDE SALLE HORA: 6:00 P.M	ELECCION DE LOS REPRESENTANTES DE LOS ESTUDIANTES AL CONSEJO DIRECTIVO - TRIDUO SAN JOSE ASISTE SEDE MISTRAL Y SANTA CRUZ HORA: 6: 00 P.M	TRIDUO SAN JOSE ASISTE SEDE PRINCIPAL HORA: 6: 00 P.M	INAUGURACION JUEGOS INTERCLASES	DIA SAN JOSE DESFILE Y EUCARISTIA, CONFIRMACIONES ORGANIZA SEDE FARIA	
18	19	20	21	22	23	
	FESTIVO		JORNADA DEPORTIVA SEXTOS GRADO REUNION POR SEDES INSTALACION NUEVO CONSEJO DIRECTIVO			
25	26	27	28	29	30	
	SEMANA SANTA ASISTE SEDE FARIA	SEMANA SANTA ASISTE SEDE CENTRAL Y ADMINISTRATIVOS	SEMANA SANTA ASISTE SEDE SALLE	DIAS SANTOS ASISTE SEDE MISTRAL Y SANTA CRUZ	DIAS SANTOS	



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



Abril 2018

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
	PRUEBA EFICACIA PRIMER TRIMESTRE				DIA DEL IDIOMA	
22	23	24	25	26	27	28
EUCARISTIA ASISTEN SEDE SALLE ORGANIZA 5º GRADO	IZADA DE BANDERA SEDE MISTRAL ORGANIZA 3er GRADO	CIRCUITO POLIMOTOR PREESCOLAR	COMITÉ DE EVALUACION PRIMER TRIMESTRE	ENTREGA DE PLANILLAS A COORDINADOR	FIN DEL PRIMER TRIMESTRE	
29	30					
EUCARISTIA ASISTEN 6º A 8º SEDE PRINCIPAL ORGANIZA 7º GRADO	INICIO SEGUNDO TRIMESTRE					



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



Mayo 2018

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
		1 DÍA DEL TRABAJO FESTIVO	2 REUNION POR SEDES	3 CONCURSO DE LECTURA POR SEDES	4 DÍA SANTANDERINO	5
6	7	8	9	10	11	12
EUCARISTIA ASISTEN 9º A 11º SEDE PRINCIPAL ORGANIZA 10º GRADO		ENTREGA DE BOLETINES PRIMER TRIMESTRE PRIMARIA	ENTREGA DE BOLETINES PRIMER TRIMESTRE SECUNDARIA			
13	14 FESTIVO	15 DÍA DEL MAESTRO	16	17 JORNADA DEPORTIVA SEPTIMOS GRADOS	18	19
20 EUCARISTIA ASISTEN 6º A 8º SEDE FARIA ORGANIZA 7º GRADO	21	22	23	24 IZADA DE BANDERA SECUNDARIA ORGANIZA SEPTIMOS GRADOS	25 IZADA DE BANDERA SEDE SALLE ORGANIZA 5º GRADO	26
27 JORNADA ELECTORAL PRESIDENTE	28	29 ESCUELA DE PADRES	30	31		



COLEGIO PROVINCIAL SAN JOSÉ
CRONOGRAMA DE ACTIVIDADES



Junio 2018

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SABADO
					1	2
3	4 FESTIVO	5	6 JORNADA DEPORTIVA OCTAVOS GRADOS	7 CIRCUITO POLIMOTOR GRADOS SEGUNDOS	8	9

8	9	10	11	12	13	14
	REGRESO DE ESTUDIANTES Y DOCENTES DE VACACIONES		REUNION POR SEDES			
15	EUCARISTIA ASISTEN 9º A 11º SEDE FARIA ORGANIZA 10º GRADO	17	18	19	20	21
				IZADA DE BANDERA SECUNDARIA ORGANIZA OCTAVOS GRADOS	DIA DE LA INDEPENDENCIA FESTIVO	
22	EUCARISTIA ASISTEN SEDE MISTRAL Y SANTA CRUZ ORGANIZA 4º GRADO	24	25	26	27	28
				JORNADA DEPORTIVA NOVENOS GRADOS		
29	30	31				
		IZADA DE BANDERA SEDE SALLE ORGANIZA 1er GRADO				

Figure 2 School chronogram

English Schedule of the supervisor teacher

Table 2 Supervisor's English timetable

SCHEDULE					
HOOR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 7:55		10-2			
7:55 – 8:50	10-3	11-2			
:50 – 9:45	11-2	10-1		10-2	10-3
B	R	E	A	K	☺
10:15 – 11:10	10-1		11-2		11-1
11:10 – 12:05	10-1	11 – 1	10-2	10-3	10-2
12 – 05 – 1:00		11- 1	10-3		
L	U	N	C	H	☺
14: 30 – 15:20				11-2	
15: 10 – 16: 05				10-3	
16:05 – 15:00				11-1	

Pedagogical approaches

Teaching approach

The learning process and the other related activities are developed, implementing an active pedagogical practicum that involves human, material and physical resources in order to help students to become a sensitive, lovely, respectful, solidary with a high sense of ownership and identity. The teaching approach of this establishment allows teachers to assume their posture towards the curriculum, the society and the human being that wants to be educated, having the new Information and Communication Technologies (ICT) and research as a tool and support.

The Provincial San José High School has assumed an active teaching approach that is used on every single activity developed institutionally regarding to the parameters. This approach is focused on the student's ideas, interests and activities. Nevertheless, this teaching approach is based on the tendencies in which the students show an appropriate context, therefore, it allows to add the knowledge they need to their personal improvement and the development of competences.

Methodological approach

This educative institution applies an active pedagogical model that is mainly based on the critical thinking and the significant learning as an action. This significant learning occurs when previous knowledge is linked in substantial and non-arbitrary teaching that is understood as the cognitive structures that has been already acquired by the students with an image, symbol or a significant concept in previous experiences.

As mentioned before, action as a learning condition among students is based on theoretical ideas stated by Maria Montessori, the use of senses by Friedrich Fröebel, games

by Célestin Freinet and the principals of Jacques Delors of learning by doing. This pedagogical model aims at stating the responsibility and the experience of the school, generating context in order to facilitate the use, the action and research on young learners and thus, to construct and transform learning, leading it to the student. This allows students to learn and apply their cognitive skills, empowering their intellect, creativity and their identity.

Pedagogical aspects observed

Due to some general observations that I as researcher did, I noticed that some students had some trouble when doing a workshop, where they had to order some words to create a coherent sentence, likewise, they continued to present difficulties when they were required to match some verbs with an accurate complement, due to the fact that they did not know the meaning of the words that they were going to link. So, in order to finish this activity (because the teacher was going to collect the notebooks to give a grade to the workshop) they decided to ask me, what the meaning of those words were. For example: walk, ride, do and foreign language, chess (That was confused with the word cheese), bike, magic trick and others. I noticed and I justified this troubles, stating that the teacher did not took the time to explain or students the meaning of each word and thus, the student could have solved the workshop exercise without too much trouble.

It is important to highlight that all class observations (6), the teacher was dedicated to implement and finish the workshop in order to mechanize the topic explained (The use of can and could). I have not been able to observe the explanation of a topic done by the teacher, however it is clear that it exists a problem regarding the vocabulary and the productive skills.

The school teacher, based the workshop and the topics, based on the English book guide for tenth graders established by the National Ministry of Education (MEN), entitled “English, Please!”. Nevertheless, she also looked for some complementary material on Internet, from the British Council website, aiming at reinforcing the explanation that she had already done. In other words, the resources that the teacher manages for implementing and explaining in the classroom are diverse, even though, she has a guide book.

CHAPTER I: Pedagogical component:

Implementing Task-Based Learning approach improving 10th graders' speaking skill at San José Provincial High School.

Introduction

Lately, English has become one of the most important languages around the world due to the globalization phenomenon that is taking part in the currently time. So that, the communication, in this case, using the English language has become one of the priorities in the educational setting of each country around the world. In Colombia, the awareness of the English learning and teaching need was already recognized by the national government, that is why, the Ministerio Nacional de Educación (MEN) sets the “*Programa nacional de bilinguismo*” that aims at forming citizens capable of using English to communicate with comparable international standards, that frame the country in universal communication processes, the global economy and the cultural interaction. As explained in the website Colombia Aprende.

Withal, students do not realize the importance of learning this language and do not reflect on the advantages that this may provide them for their professional and educative future, given that, the mastering of this language opens thousands of opportunities to the students that they do not take advantage from.

For doing so, it is necessary to motivate and improve students' skills within the classroom and thus, attain the objectives set by the MEN. It became essential to integrate a project in which students were able to use and develop all the four skills, allowing students

to do some of the daily life tasks, enhancing the communication process and the four essential skills, as well.

Statement of the Problem

During the institutional observation that I as pre-service teacher student and researcher did, I noticed that students experience some troubles when developing a workshop, where they had to order some words to create a coherent sentence, likewise, they continued to have problems when they were required to match some verbs with an accurate complement, due to the fact that they did not know the meaning of the words that they were going to link. They were so interested on finishing the workshop in order to have a good grade but not to learn, as a result of this, they decided to ask me without asking me if it was good or asking me to teach how to solve those exercises. I noticed and I justified this troubles, stating that the teacher did not took the time to explain to students the meaning of each word and thus, the student could have solved the workshop exercise without too much trouble.

It is important to highlight that in all the class observations that I did (6), the oral production of the young learners was not improved and either worked effectively. They were mainly focused on working grammar and to finish the topic without encouraging the students to produce in the target language. I was not able to observe the explanation of a topic done by the teacher, however it is clear that it exists a problem regarding the vocabulary and the productive skills because as I noticed, it is implemented a traditional model where the students were dedicated to do the exercise and translate the words or

sentences that they wrote. As consequence, reading, listening, and nor speaking and writing were improved during this activity.

In conclusion, it does not exist a strategy or an approach that improve students to produce speaking, neither to develop the all three essential skills, these classes, were mainly focused on developing a correct grammar use, creating and transforming sentences with the studied topic.

Justification.

As mentioned before, it exists a need that must be supplied and a problem that should be solved. For this reason, the present project was carried out aiming at improving students speaking skills implementing a Task Based Learning approach, taking into account the advantages that the implementation of TBL may bring to the students, the pre-service teacher, the educative institution and to Colombia. Empowering real communication with the objective of accomplishing a task that may be presented in a real world situation.

What is more, this action research did not foster high school students speaking in the target language only, but also, they improved the other three essential skills that are required for communication, through pedagogical tasks that according to Nunan, 2004 it is

“(…) a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.”

(p.4).

To conclude, and bearing these ideas in mind, the implementation of this task based learning approach looked forward to the improvement of the problem observed during the institutional observation, while they interact and produce in English, in order to accomplish some tasks. That is how our research question arises: How the Task Based Learning approach may help improve students' speaking skill?

Objectives

General objective.

- ✓ To improve students' speaking skill through a Task Based Learning approach.

Specific objectives

- ✓ To foster students' speaking skill through communicative tasks.
- ✓ To improve students' pronunciation to correctly communicate their ideas.
- ✓ To enhance English use within the classroom implementing didactic materials.
- ✓ To provide students vocabulary through an interactive task.

Theoretical framework

In this theoretical framework the reader may find the theories in which this study was based, defining the key concepts that are going to be used in the whole study such as: Task-Based Learning, communicative competences and speaking skill, taking into account the conception of some known theorists.

Task-Based Learning.

The Task-Based Language Teaching (TBLT), as exposed by Richard and Rodgers (2001) “refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.” (p. 223). In other words, the use of task as a vehicle to teach and improve the language on students. In addition, Task-Based Learning (TBL), helps students to develop their abilities to face real world situations. “It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task”. (European Commission, n,d, p.12).

Regarding this approach, it sets a clear goal and a result for each activity implemented in the classroom. Bearing this in mind, learners will have a clear objective to achieve at the end of each task. These tasks follow the next three phases according to Willis (1996):

- Pre-task: During this stage, the teacher introduces and defines the topic and the learners are required to do activities that either help them to recall words and phrases that will be useful for the realization of the main task.
- Task cycle: In this stage, the learners perform the task (typically a reading or listening exercise or a problem-solving exercise) in couples or small groups. Afterwards, they prepare a report for the whole class on how they did the task and what conclusions they reached.
- The language focus stage: during which specific language characteristics from the task are analyzed and practiced.

Communicative competence. The communicative competence are the most important skills to communicate and express an idea or needs to others. They are emphasized on the abilities that a human being uses to interact with others, which are not only based on receptive (reading and listening) but also on productive skills (speaking and writing). As described by the Council of Europe (2002), “Communicative language competences are those which empower a person to act using specifically linguistic means.” (p.9). These, means that they are the skills that are required such as listening, reading, writing and speaking where the linguistic competences are integrated in the communication process.

Speaking skill Another key concept is speaking, that is one of the most important skills that a foreign language learner must develop, where students interact with others to communicate and interchange information that is, what students are going to basically do when doing the tasks. “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. (Brown, 1994, p. 32). That is how speaking plays a relevant role when learning a foreign language “Developing speaking skills is of vital importance in EFL/ESL programs” (Nunan, 1999). In addition, Torkey (2006) affirms that “Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers”. Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers (Torkey, 2006).

Literature review

This literature review focuses on some investigations around the world, which are related to the implementation of the Task-Based Learning Approach in different contexts where the speaking skill and the communicative competences were the subject of improvement. In this literature review, the studies carried by Lou, Chen & L. Chen (2016); Torky (2006) and Suarez (2016) were taken into account in order to study the comes out of the TBL approach.

Task-Based Learning to improve students' communicative competences

Taking into account the Task-Based Learning Approach, some studies have been conducted whether the international and the local context. As it is shown in Lou, Chen & L. Chen (2016), where the researchers explored the effects of TBLT and TBL on non-majored graduated students in China. During this process, the authors stated that the oral production of their participants was improved in three different ways, after having finished two tasks. They found that implementing the Task-Based Language Teaching with this participants, help learners to enhance their accuracy, it was greater when they used English. In addition, they enhanced fluency, due to the fact that there were fewer repetitions and fewer pauses when talking. However, under this instruction, students experienced some complexity due to the huge amount of vocabulary that they were required to manage.

Likely, on Torky (2006), it is found that, during a task, students were more focused on accuracy rather than on fluency. It is also exposed, that during the task implementation, some students have some trouble regarding the grammatical structures what represented the fluency beardlessness. Nevertheless, in the last stage (language focus), the students

realized the mistakes made, doing a reflective process and going back to vocabulary and the grammar explanation in the pre-task stage.

In contrast to what is stated in Lou *et al* (2016), and taking into account the local context, Suarez (2016) exposed that when teaching the vocabulary in the pre-task stage, students did not have any difficulties but they felt really motivated, active and ready to participate, what permitted learners to improve their oral skills while they were participating and enhancing their oral skills.

What is interesting and links these studies is that the authors, have a positive outcome regarding the speaking skill. In addition, it is important to highlight that, even though, they conducted their studies in different contexts, they implemented the same methodology and their results were similarly linked. Their studies, implemented the same stages and some tasks from which the students could improve their communicative competence improving English in order to achieve a task.

Planning principles

Taking into account that this project was conducted with 10th graders (10-1, 10-2 and 10-3), my supervisor teacher and I have set one planning depending on the topic which is going to be taught, bearing in mind that three courses took the same lessons from the book suggested by the Ministry of Education (English, please!) dividing the teaching lessons into two four classes, with a 55 minutes' length each one. Then, the lessons were presented, checked and corrected by the supervisor teacher. After the feedback done by the supervisor, the lesson was implemented by the pre-service teacher.

Planning is a process in which the teacher set a goal in order to help learners to acquire knowledge, following a series of steps for achieving the planning communicative,

cultural and linguistic goals. The lesson plan that Provincial San José High School had the following plan structure:

	COLEGIO PROVINCIAL SAN JOSÉ PAMPLONA Honor Ciencia y Virtud		
	PREPARADOR DE CLASE		
	CODIGO:	SGC-	

1. PREPARADOR DE CLASE				1.1 N°	
1.2 NOMBRE DE LA UNIDAD DIDACTICA:					
1.3 ASIGNATURA		1.4 ÁREA:			
1.5 GRADO(S):		1.6 PERÍODO:		1.7 AÑO:	

2. ACCIONES OBLIGATORIAS DE CONTROL Y FORMACIÓN
2.1 REFLEXIÓN Y TOMA DE LISTA 2.2 REVISIÓN DE LA PRESENTACIÓN PERSONAL 2.3 MENSAJE FORMATIVO 2.4 ENTREGA DE INFORMES SI LOS HAY (EVALUACIONES, TRABAJOS) 2.5 ATENCIÓN A RECLAMOS Y ACLARACIONES

3. ACCIONES OBLIGATORIAS DE INFORMACIÓN
3.1 FECHA 3.2 TEMA 3.3 ESTÁNDAR 3.4 OBJETIVO (S)

4. DESARROLLO DE CONTENIDOS
4.1 DESARROLLO DE CONTENIDOS 4.2 BILINGÜISMO 4.3 MANEJO DE TICS 4.4 EJERCICIOS PARA DESARROLLO DE COMPETENCIAS 4.5 ACLARACIÓN DE DUDAS 4.6 ACTIVIDADES DE AUTOAPRENDIZAJE 4.7 EVALUACIÓN FLEXIBLE

5. CULMINACIÓN (SE PUEDE DESARROLLAR EN UN ANEXO)

EVALUACIÓN DE LAS ACTIVIDADES PEDAGÓGICAS

ELABORÓ		FECHA	FIRMA
NOMBRE	CARGO		
	Profesor		
REVISÓ		FECHA	FIRMA
NOMBRE	CARGO		
	Coordinador de sede		
APROBÓ		FECHA	FIRMA
NOMBRE	CARGO		
1.	Coordinador Académico		

Figure 3. Provincial San José High School's planning template

The activities of this lesson plan must be presented according to the contents that were previously set by the area teachers and approved by the academic board. This year the programmatic contents were:

	COLEGIO PROVINCIAL SAN JOSE PAMPLONA HONOR, CIENCIA Y VIRTUD	
	PLAN DE PERIODO	

1. IDENTIFICACIÓN					
PERIODO N°	01	FECHA DE REALIZACIÓN:	FEBRUARY 2018	GRADO	10th
AREA:	HUMANITIES AND LANGUAGES	Asignatura	ENGLISH		

2. FUNDAMENTACION Y LINEA BASE	
PREGUNTA PROBLEMATIZADORA	
How to improve step by step the students' oral production?	
ESTANDAR (ES)	DBA (S)

<ol style="list-style-type: none"> 1. I understand instruction to perform daily activities. 2. I identify key words in a text that help me understand the general idea. 3. I structure my text taking into account formal elements of language, such as punctuation and spelling, syntax, coherence and connection. 4. I tell interesting experiences, fact or stories full of details. 5. I spontaneously participate in conversation about topics that are interesting for me, using clear and simple language. 6. I give oral presentations about topics that are interesting and related to my school curriculum. 7. I answer questions, taking into account my classmates and context. 8. I understand connectors in a conversation to understand their meanings. 9. I use appropriate vocabulary to express my ideas clearly about topics that are interesting and related to school curriculum. 10. I make use of understandable pronunciation to achieve effective communication. 		<ol style="list-style-type: none"> 1. Recognizes general and specific information in written and oral opinion text and discussions on familiar topics. 2. Explain ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge. 3. Writes narrative, descriptive and explanatory text related to the topics of interest or that are familiar to him/her. 4. Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced. 5. Exchanges opinions on topics of personal, social or academic interest. 6. Holds spontaneous and simple conversations on topics of personal or academic interest. 7. Responds to questions and inquiries after an oral presentation on general or academic topics of interest. 			
CONTENIDOS		TIEMPO (Semanas)	NIVELES DE DESEMPEÑO		
MODULE 1: Teen culture	13	SABER	HACER	SER	
		Request information on	Distinguish the main information	Promote ethical behaviors regarding	

<p>UNIT 1: Having fun. You're learning English, aren't you? Lesson 1: Tag question. Lesson 2: Phrasal verbs (regular verbs). Lesson 3: Revision of modal auxiliary verbs; Can, could for ability. Should and could. Should, could, why don't you... for advice. Positive and negative adjectives. Abilities. Social problems</p> <p>UNIT 2: Teen power Lesson 4: Verb + ing form; verb + infinitive + to. Sports and hobbies. Lesson 5: Comparative and superlatives. Clothes and parts of the body. Be going to. Things for outdoor activities. Lesson 6: Past simple: affirmative and negative. Irregular verbs.</p>		<p>social practices and activities.</p> <p>Express agreements and disagreements. Express conditions.</p> <p>Request clarification on information presented by peers.</p> <p>Summarize oral and written information obtained from different sources.</p> <p>Support opinions with valid arguments.</p>	<p>of oral texts related to academic subjects of interest.</p> <p>Identify general and specific information in narrative oral and written texts related to academic subjects of interest.</p> <p>Prepare a written text of recommendation on academic subjects of interest.</p> <p>Make an oral presentation on academic subject of interest.</p> <p>Exchange opinions in a round table on academic subjects of interest.</p>	<p>citizenship and living together competences in school.</p> <p>Show a positive attitude about the learning English process.</p> <p>Enjoy the own activities of the English culture.</p> <p>Appreciate the knowledge of the new culture.</p>
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<p>UNIT 3: Spending time well Lesson 7: Zero conditional. Useful equipment. Lesson 8: First conditional. Places of work.</p> <p>LET'S WORK TOGETHER Create a youth organization.</p> <p>SELF-ASSESSMENT</p>				
---	--	--	--	--

3. PROCESO ENSEÑANZA – APRENDIZAJE		
ESTRATEGIAS DIDÁCTICAS	RECURSOS	EVIDENCIAS DE APRENDIZAJE
<p>APA model: Learn, practice, and apply.</p> <p>General explanations. Matching activities. Completing charts and sentences. Listening tips. Deducing the use of grammar. Finding words in a puzzle. Writing questions. Asking and answering questions. Predicting information Reading and checking. Listening and repeating. Writing shorts articles, stories. Correcting mistakes in sentences.</p>	<ul style="list-style-type: none"> • Book English please! • Internet. • English lab. • Tablets • Cellphones. • Computers • Video beam. • Dictionary. • Grammar book. • Flash cards. • Audios. • Real material. • Slides. 	<p>The student: Uses tag questions in a conversation to verify or check information that he / she thinks is true, or to check information that he / she isn't sure about.</p> <p>Uses some phrasal verbs in written and oral form and in conversations.</p> <p>Uses key vocabulary from the texts and functional language for productive use.</p> <p>Talks about abilities by doing a list.</p> <p>Gives advices to the peers to solve problems.</p> <p>Talks about sports and hobbies.</p>

Choosing the correct option. Creating a poster. Speaking activities. Discussing questions and topics. Listening and describing pictures. Listening and answering questions. Following instructions. Answering quizzes and tests. Confirming information.		Reads about different urban tribes. Write a poster for some values. Tells a story. Identifies problems in a schedule. Discusses about shopping habits. Assesses his or her achievement of language.
--	--	--

4. CONTROL Y SEGUIMIENTO			
ELABORACIÓN Y RESPONSABLES DEL DESARROLLO			
CURSO	NOMBRE	CARGO	FIRMA
10-01	MARIA DE LOS ANGELES EUGENIO. ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-02	MARIA DE LOS ANGELES EUGENIO. ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-03	MARIA DE LOS ANGELES EUGENIO L ZAIRA JAIMES.	DOCENTE PRACTICANTE	
10-04	SANDRA LUCIA CASTELLANOS B.	DOCENTE	
10-05	SANDRA LUCIA CASTELLANOS B.	DOCENTE	
10-06	SANDRA LUCIA CASTELLANOS.	DOCENTE	
REVISIÓN		FECHA	
NOMBRE		CARGO	FIRMA
MARTIN OMARO CUY ESTEBAN		COORDINADOR	

Figure 4. Contenidos programáticos colegio Provincial San José

It is necessary to take into account the following steps for a good lesson plan according to Brown (2001):

- **Opening.** In this stage, the pre-service teacher usually greeted the students and prays or does a daily life reflection in English.
- **Warm-up.** Encourages learners to use what they have been taught in previous lessons or proposes a dynamic in order to introduce or review a topic.
- **Presentation.** The teacher explained deductively the use of the grammar structures used in texts, disposing of didactic material in order to explain grammar structures, providing some examples; also providing the vocabulary bank in order to ensure students' comprehension of the topic.
- **Practice.** Students start to write their own written version based on the basis texts, using the vocabulary and the grammar structures previously explained.
- **Evaluation.** Teacher collects and corrects task or a workshop set, in order to evaluate the students' comprehension of the topic.

Methodology

Taking into account the nature of this study, the methodology was implemented in two different ways. The pedagogical methodology that consists on how the TBL approach was implemented and the research methodology that is about how the data was gathered and analyzed in order to come out with the findings.

Next, I will explain how the pedagogical methodology was implemented presenting the Task-Based Learning methodology approach, the context and the instruments implemented for the data gathering process.

Setting and Courses

In the next table, it can be seen the pre-service teacher's schedule and the frequency of each class keeping in mind that each grade had an hourly English class intensity of four hours per week (12 hours per week to 10th grade students, in total).

Table 3. Pre-service teacher's schedule

SCHEDULE					
HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00 – 7:55		10-2			
7:55 – 8:50	10-3				
8:50 – 9:45		10-1		10-2	10-3
B	R	E	A	K	☺
10:15 – 11:10	10-1				
11:10 – 12:05	10-1		10-2	10-3	10-2
12 – 05 – 1:00			10-3		
L	U	N	C	H	☺
14: 30 – 15:20	<i>OUTREACH</i>		<i>OUTREACH</i>		
15: 10 – 16: 05	<i>OUTREACH</i>		<i>OUTREACH</i>	10-3	
16: 05 – 17:00					

Development of the activities

It is highly important to know that the student-teacher used one essential source of activities for his project. The guide book is the one that the Ministry of Education established. This book is organized by levels with their own topics and activities to be conducted in class. For this particular case, the guiding book is entitled “English, Please”.

However, it may be used other materials taken from online websites such as British council and others. These materials were the support to implement the activities, to teach new topics and vocabulary and mainly to conduct the project.

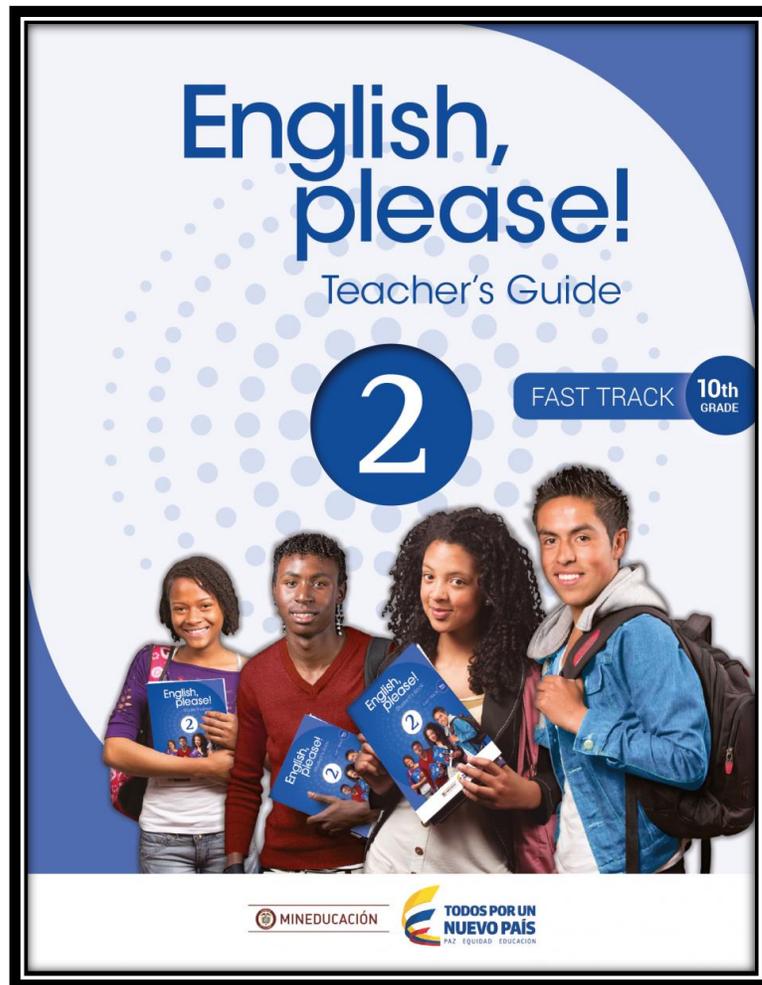


Figure 5. Guide book, English please!

Task Based Learning methodology

As aforementioned, the Task-Based Learning Approach was implemented, where learners were required to accomplish a task developing the receptive and the productive

skills, improving students' communicative competence. For doing so, it was implemented the structural framework of TBL. This framework is better explained on the graphic below:

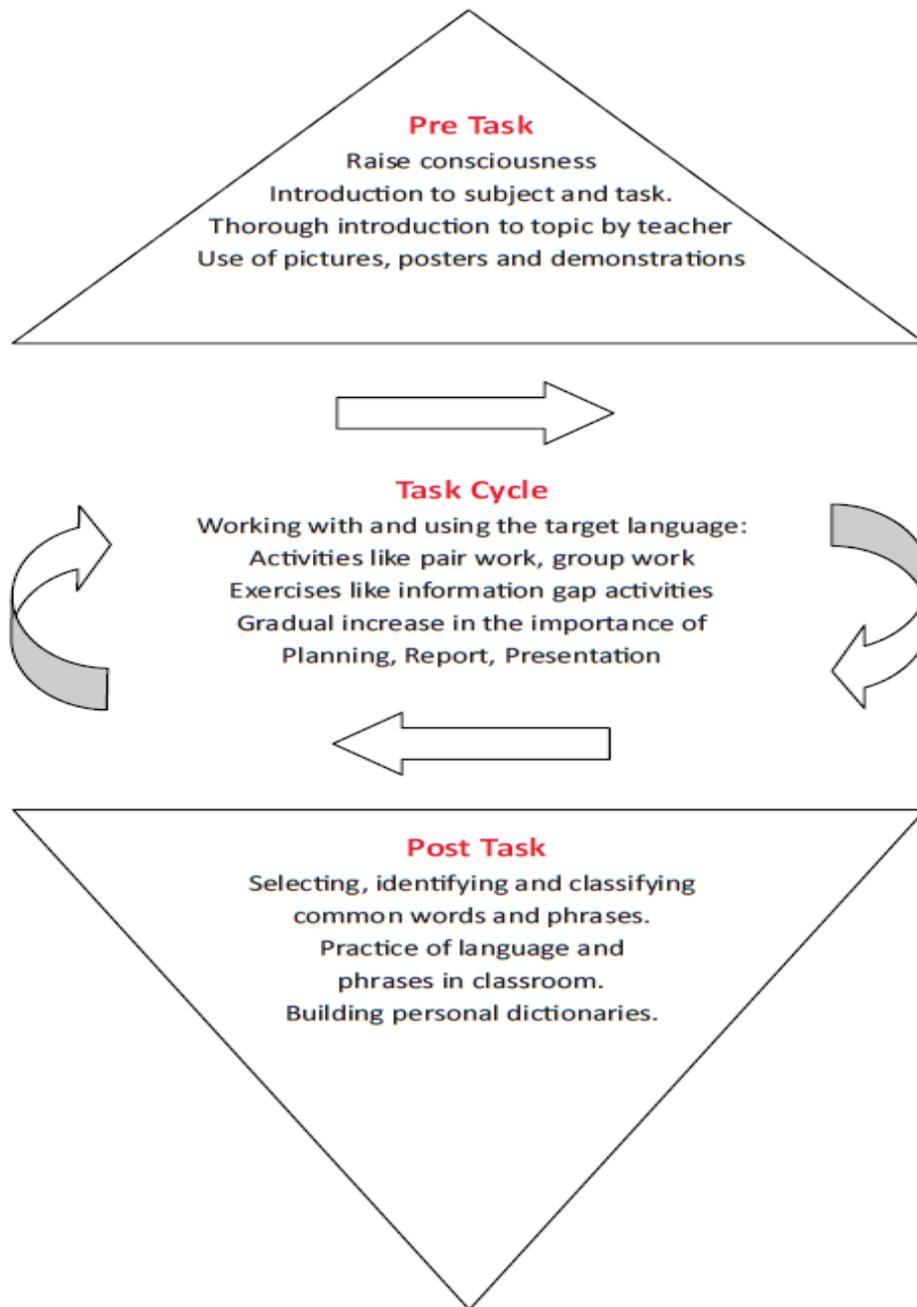


Figure 6. The structural framework of TBL

This design may help the pre-service teacher to organize the material, activities and topics to be taught in a sequential way, (as the supervisor teacher recommended). Additionally, Willis and Willis (2007) presented taxonomy of task types that might be relevant for the implementation of this this project and achieve its goal. Below it can be contemplated:

Task types	Examples of specific tasks
Listing	Brainstorming Fact-finding Games based on listing: quizzes, memory and guessing.
Ordering and sorting	Sequencing Ranking ordering Classifying
Comparing and contrasting	Games finding similarities and differences Graphic organizers
Problem-solving tasks	Logic problem prediction
Projects and creative tasks	Newspaper Posters Survey fantasy
Sharing personal experiences	Story telling Anecdotes Reminiscences
Matching	Words and phrases to pictures

Figure 7. Taxonomy of task types

Taking into account the aforementioned figures, the Task-Based Learning Approach was implemented in 10th graders students at Provincial San José High School, following the steps that were mentioned in the theoretical framework (Pre-task, task-cycle and language focus), implementing the taxonomy of task types, and thus, improving students’

communicative competences during the pre-service teacher's practicum process (See Appendix 1. Tasks materials).

Research methodology

Regarding the research methodology, this study adopted a qualitative action research design because “[is] systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning” (Mills, 2011, as cited in Creswell, 2012 p.577) in other words, this study follows some systematic procedures because in each class was implemented a plan with a specific objective narrowing to set and do a task, then the educator gathered the information and implement a possible solution to solve the problem presented in order to improve students speaking.

Additionally, this study was a participatory action research “the purpose is to improve the quality of people’s organizations, communities, and family lives” (Stringer, 2007, as cited in Creswell, 2012, p. 582) that is to say that, implementing an action research would help tenth graders to improve their speaking skill through a TBL project. The implemented model was Stringer’s (2007) Action Research Interacting Spiral (as cited in Creswell, 2012, p. 584) that consists of looking, thinking and acting process.

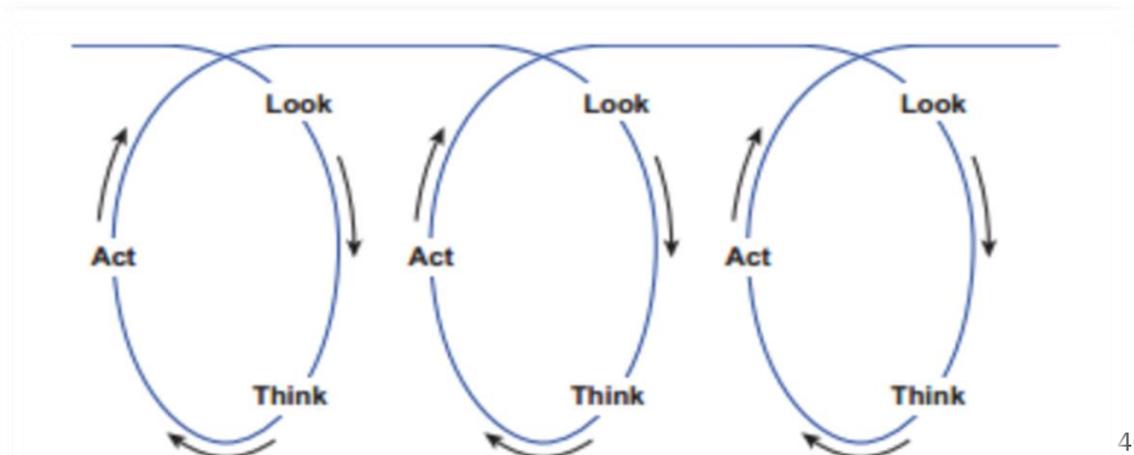


Figure 8. Stringer's Action Research Interactive Spiral.

Participants.

On this study, there were 96 students from tenth grade broken up into three courses (10-01, 10-02 and 10-03). From which the participants selected were 5 students from one single course in the public institution. These participants decided to take part on this study voluntarily after having been told about the objectives of this project. For this purpose, it was necessary to observe, reflect and act. For doing so, I observed one course composed of 30 students from which, five of them answered a self-evaluation rubric about the tasks developed in order to have a deeper perception of the process and the tasks applied during those ten weeks.

Instruments.

In order to gather information, it was decided to use three types of instruments which were: Participant observation, an evaluation rubric and a self-evaluation rubric of the process.

The participant observation that “is an observational role adopted by researchers in which they take part in activities in the setting they observe” (Creswell, 2012, p. 625) With this instrument, I aimed at observing how the activities implemented for developing the tasks were done effectively in order to help students to achieve the final task with a profitable result.

The second instrument is related to rubrics: the evaluation and the self-evaluation rubrics that according to Schmidt and Richards (2013) these are “tests and instructional materials, the instructions which indicate to the student what he or she has to do to complete a task or activity.” (p. 504). With this rubrics, I aimed at evaluating the progress and revising the different perspectives of my participants. It is important to highlight that the self-evaluation rubric was implemented once to five participants that took part in this

study voluntarily while the evaluation rubrics were implemented three times, one for each task presented by the whole group. (Appendix 2, Evaluation and Autoevaluation Rubrics)

Data analysis

In order to analyze the gathered data in those ten weeks, a coding process was followed according to Creswell (2012) “Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data.” (p. 64) so that, the gathered data with the implemented instruments was labeled and coded implementing the hermeneutic method that as stated in Martinez (2004) “*tendría como misión descubrir los significados de las cosas, interpretar lo mejor posible las palabras, los escritos, los textos, los gestos y, en general, el comportamiento humano*” (p.130) with this concept in mind, the rubrics and the questionnaires applied were coded with this method due to the fact that they must be interpreted rigorously. (Appendix 3. Questionnaires).

While the teacher-practitioner used the hermeneutic method for some instruments, the phenomenological method was applied to analyze the field notes wrote from the participant observation that I as the pre-service teacher and researcher did. The phenomenological method “*se centra en el estudio de esas realidades vivenciales que son poco comunicables, pero que son determinantes para la comprensión de la vida psíquica de cada persona*” (Martinez, 2004, p. 139). This means that the participant observation and the field notes were coded under this method due to the nature of this instruments that record the real and physical responses as they were done in that moment.

Tabla 4. Coding chart

CODING PROCESS				
SPECIFIC OBJECTIVES	METHODES	TECHNIQUES	INSTRUMENTS	SOURCE
To foster students' speaking skill through communicative tasks:	Hermeneutical	Participant observation Questionnaire	Field notes Rubric	Students
To improve students' pronunciation to communicate their ideas correctly.	Phenomenological	Participaant observation Discours analysis	Evaluation Rubric Field notes	Students Students
To enhance english use within the classroom implementing didactic materials	Phenomenological	Participant observation Questionnaire	Field notes Rubric	Students Students
To provide students vocabulary through an interactive task:	Phenomenological	Questionnaire Participant observation	Rubric Field notes	Students Students

All the instruments and the tasks presented before were applied in some specific dates and following a specific order. This is better explained in the chronogram presented next.

		MARCH				APRIL				MAY			
	ACTIVITIES	MONTH				MONTH				MONTH			
		WEEK				WEEK				WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	First task implementation				X								
2	Second task implementation								x				
3	Third task implementation										x		
4	Instruments application				X	x			x	x	x	X	

Figure 9. Instruments application chronogram.

Findings and Discussion

After coding the three aforementioned instruments with the methodology already explained, it was necessary to start a triangulation process that is defined as a process in which the researcher examines each type of information gathered through the different methods in order to find evidence to support a theme. (Creswell 2012, p. 259). This is done to validate the results that emerged in this study.

Tabla 5. Codes

INSTRUMENT	CODE	INFORMANT
Participant observation	Obs 1	Students
Participant observation	Obs 2	Students
Participant observation	Obs 3	Students
Video recording	Vid 1	Students
Evaluation rubric 1	Re 1	Students
Evaluation rubric 2	Re 2	Students
Evaluation rubric 3	Re 3	Students
Questionnaire 1	Qt 1	Students
Questionnaire 2	Qt 2	Students
Questionnaire 3	Qt 3	Students
Questionnaire 4	Qt 4	Students

From this coding process and the codes presented in the charts, three categories emerged taking into account the for specific objectives presented above: The first finding was about the vocabulary acquisition as a core phase in the Pre-task phase. Moreover, it emerged as a second finding the advantages of the TBL in students' speaking, to finally find different difficulties commonly presented on students speaking. All the findings came out from the process guided during the ten weeks of the practicum stage developed in a public school in Colombia. (Appendix 4. Written observations).

These categories are better explained in the following figure:

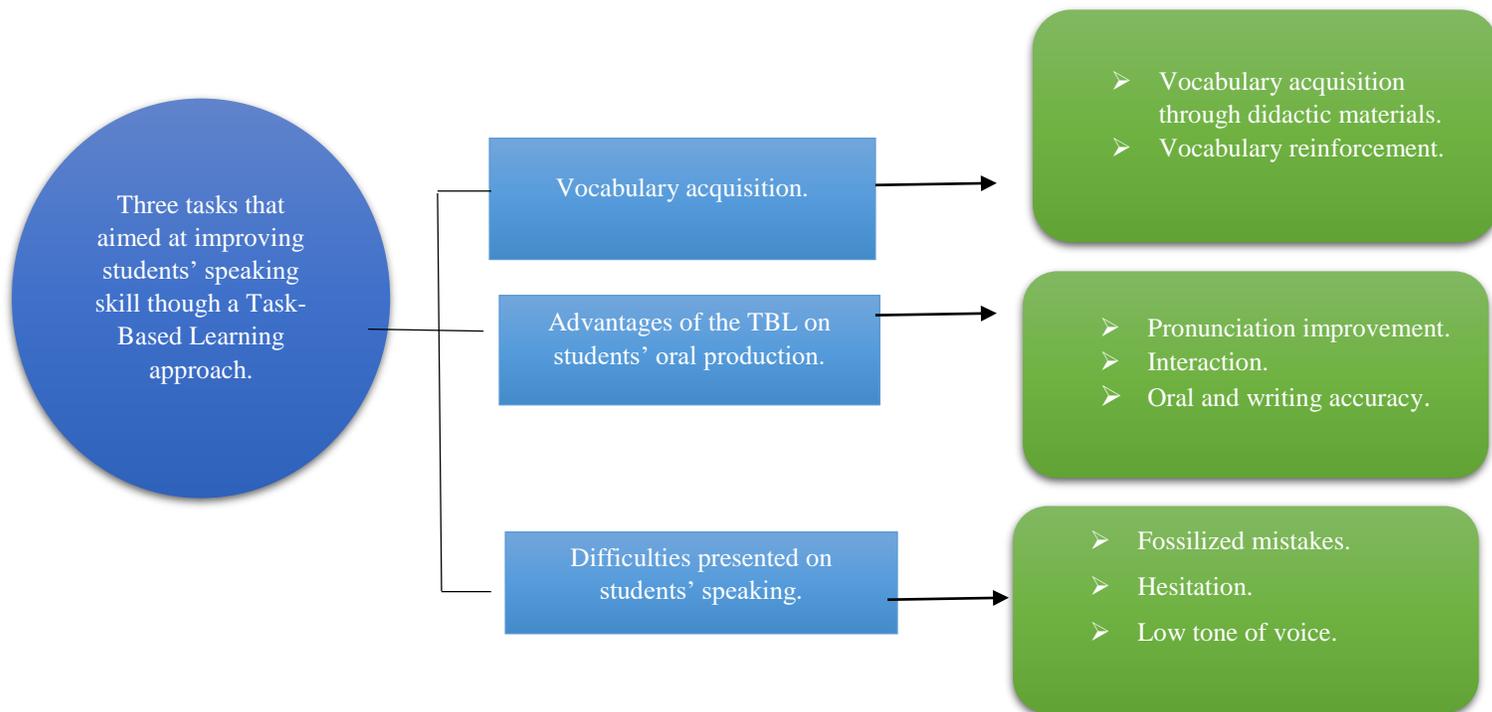


Figure 10. Categories.

Vocabulary acquisition.

In the first category, it was found that when using the TBL the students acquired a vocabulary that help them to solve and to achieve the final task. It is necessary to highlight that this *vocabulary acquisition* was mainly presented in the pre-task phase where the educator provide vocabulary to the students for helping the students to do the task. As it was stated in one self-evaluation rubric where a participant stated:

QT1: “Él nos presentaba el vocabulario en el tablero y nos ensañaba la pronunciación, se nos facilitaba más para aprender el vocabulario.”

Besides, in the participant observation it was experienced the whole vocabulary explained in the pre-task phase. For example, in the second task some verbs and expressions were shown to help them in the creation of the proposals (See Appendix 1). It was seen in the final task that these verbs where employed when presenting the final product, what evidenced the acquisition of the new vocabulary in the students.

Furthermore, it was found *that using didactic material was a very important tool to provide vocabulary*. The use of videos, worksheets and posters make easier the vocabulary acquisition from tenth graders as it is stated by some participants in QT2.

QT2: “Hubo nuevo vocabulario y aprendi por medio de videos comprendo mejor.”

Another participant also expressed that the didactic materials plus the explanation given by the teacher. The participant stated:

QT3: “al final el teacher nos explicaba más sobre el tema explicado a través del material.”

This finding is highly related with the results that previous studies focused on TBL presented. For example, in Suarez (2016), the author stated that the TBL helped students to improve their language, feeling motivated when learning the new vocabulary and enhancing their vocabulary. This reflects the importance of following the three phases when applying the TBL approach. It also highlights the importance of a significant input and the explanation of the vocabulary given after presenting it.

Advantages of TBL on Speaking.

Next, in the second category the *advantages of this approach on students' oral production* came out. Taking into account that they already had the vocabulary, the grammar topic clear, the students were ready to produce in the final task. Having in mind the coding process, three main aspects were repeatedly observed: the improvement in their pronunciation, interaction, and, oral and written accuracy.

During the participant observation and when evaluating the oral productions of the students, it was noticed the improvement in some students when talking in English. It was mainly based on the repetition of the unknown vocabulary presented and in the correction

of the students' pronunciation when it was asked if the participant had improved on his pronunciation, he stated:

QT3: "lo que el professor nos corregia y nos ayudaba con su pronunciacion".

Something similar happened in QT2.

QT2: "como lo dije anteriormente nos enseñaba como debiamos pronunciar, por ejemplo como se pronunciaba environment pollution y varios verbos."

Taking into account these statements and what was observed in the participant observations, there was an improvement on students' pronunciation regarding some specific words and verbs that they used when developing the different tasks. It is important to say that the teacher practitioner was the role model of students' pronunciation and the guide for the error correction.

As aforementioned, the teacher was the role model for students' pronunciation and this drive us to the second aspect of this category, *interaction*. As mentioned in the theoretical framework, speaking is an interactive process of creating and transmitting information (Brown, 1994). This interactive process took place during this study in two different ways. First, when students did group work where interaction pair to pair was privileged. In this aspect, the students may communicate one to another in the mother tongue but with the aim of learning or clarifying something in the foreign language. As stated in QT2 when aspects about interaction pair to pair were asked.

QT2: "No siempre lo hacia, pero si cuando necesitaba saber la pronunciacion y eran trabajos en grupo".

In addition, in QT1, the participant stated that they help each other with the previous knowledge of the topic that they had.

QT1: “Cuando alguno tenía alguna duda en algo, nos ayudabamos y explicabamos sobre lo que sabiamos.”

This was experienced in the participant observation where it may be find the following:

OBS2: “...when students were doing the group work, the students helped each other when asking for indications, vocabulary or correcting the grammar mistakes.”

The other type of interaction was teacher-student, the educator needed to guide students in the process for achieving the final task. So that, the teacher had to interact with each one of them in order to solve doubts and provide information. This information taken from the participant observation was supported with the answers given by the students in QT4.

QT4:” Explicaba y nos ayudaba con la pronunciacion y vocabulario desconocido y nos explicaba nuestras dudas.”

In QT2, the participant highlighted the importance that this interaction had for his performance in one of the three tasks that he presented.

QT2: “Cuando teniamos que presentar por ejemplo el Dialogo. Le pedia que me ayudara con la pronunciaci3n.”

The third aspect that emerged in this category was the *improvement in the accuracy in the oral competence an inasmuch in the written one*. The learners experienced an improvement and demonstrated it in the oral and written productions, because as part of the oral production of the three tasks, they were required to create a script were they had to clearly express their ideas not only orally but written, as well. It is demonstrated in the third task (See Appendix 12) where they had to make a poster exposing the consequence of polluting the environment, they created a poster writing some advices using the grammar

topic taught and presenting them orally. There, it was presented their accuracy in the written and in the oral competence. Similar statements were presented by the participants in QT2 and QT4.

QT3: “mejore por que nos colocaba ejemplos y explicaba y nos colocaba ejercicios con los cuales aprendi y mejore”.

QT4: “Tuve en cuenta lo que nos enseñó, nos colocaba ejemplos y ejercicios, nos corregia si estaba mal.”.

These statements highlight the importance of the examples and the corrections made by the teacher that helped them to be more accurate when writing and talking in English. Additionally, in QT1, the participant highlights, once more, the importance of the didactic material used within the classroom.

QT1:” Al tener mucho material de apoyo y varias actividades sobre esto, aprendí en el área”.

With regards to these outcomes it is easy to corroborate what came out in Lou *et al* (2016), when after two tasks presented, the students showed a significant accuracy when talking, being more effective their accuracy than their fluency. While they experienced that phenomenon after two tasks, in this study the accuracy presented by the students when talking and writing was changing gradually during the three tasks made. Due to the fact that in some tasks the accuracy was the criteria with the higher grade in RE1 and RE3 but not in RE2.

Difficulties on Students Pronunciation.

In the third category it was found that while coding the video recording and checking the RE2, plus the participant observation carried for this second task, the

researcher noticed some *difficulties regarding the hesitation, the tone of voice and some fossilized mistakes* that are quite tricky for the students to correct.

It was already stated that some students were able to improve their accuracy, acquire more vocabulary and improve their pronunciation in some forms. However, there exist some difficulties that were presented during this process. Taking into account the participant observation and the RE 2, there were some factors that were commonly seen while coding the information such as hesitation, fossilization of some pronunciation mistakes and low tone of voice that some students performed while presenting the final tasks.

Something remarkable to say is that some students were aware of it and acknowledged that they presented some problems when talking in English as it was evidenced on QT3 where it was asked about the improvement of the pronunciation and the intonation when presenting the tasks.

QT3: “El nos ayudaba a pronunciar y a como entonar aunque a mis se me dificulta un poco eso de hablar y entonar en ingles”.

As it was stated by the participant in the self-evaluation rubric, it was observed in some other students while preparing and presenting the tasks, in the oral presentation and in the video recording made for the second task.

This finding present something similar to the study presented by Lou *et al* (2016) where their participants were mainly focused on accuracy rather than fluency, neglecting this last one. As in the aforementioned study, the participants of this study improved in some aspects such as accuracy, vocabulary, and some aspects of pronunciation; they presented some difficulties on fluency and the fossilization of some words. (See Appendix 2). Something similar happened in these two studies where the improvement on vocabulary

was effective as in Suarez (2016), where the students felt motivated on acquiring the vocabulary to express their ideas even though they had some pronunciation mistakes as it is stated on Torkey (2006), the participants were more focused on accuracy than in fluency neglecting a bit the pronunciation. Something experienced on this study, where the participants were able to write and say the main idea of the task however, they mispronounced some words due to the fossilization and the low tone of voice that made uncomprehend able some sentences.

Conclusion and recommendations

The main purpose of this project was to improve students' speaking skill through the Task-Based Learning Approach.

Throughout this study, students were able to improve their speaking skills in different forms after accomplishing the different communicative tasks proposed for this project in which their interaction helped them to clarify the different doubts that might emerge while doing the different tasks. In addition, their pronunciation was impacted in some fundamental aspects such as accuracy and phonetical issues of some words.

Another important aspect enhanced during this project was the vocabulary acquisition process that the students had while preparing and performing the three proposed tasks. It was exposed the importance of using didactic and a variety of material in order to catch students' attention and to provide students different sources of vocabulary aiming at helping them to acquire the enough vocabulary and the adequate input for them to prepare and produce effectively in the foreign language.

It is important to highlight that this study inquired in the speaking of the tenth graders' speaking where the improvement of the accuracy of their speech was evidenced not only when expressing their ideas orally, but also, when presenting them in a short written production. This may be explained and it was expressed by some of the participants when they produced the written scripts of short texts that they were to perform orally. In other words, the production not only was orally but also written.

Even though, there were some difficulties presented in the performance and the application of this process. It came out that some students present some troubles when speaking in the foreign language, these issues were mainly based in the fluency of their speech where hesitation, fossilization of pronunciation mistakes and low tone of voice affected their speaking, those problems were clearly evidenced in the different tasks performed by each student.

Bearing in mind the prior statements, it is highly recommended to carry out some other studies getting into the difficulties that some of the students had during this process and how these may be solved or improved. It may also study other aspects that may be significantly important, such as the perceptions, challenges and the motivation of the students when performing the different activities while practicing the target language thus the TBL approach may be an effective approach that may change the educational paradigm. It is suggested to apply this approach aiming to improve the other three skills due to the fact that the oral production has been already studied. However, it will be intriguing and interesting the implementation of these tasks focusing on the difficulties found on this study and apply the different strategies to solve them and thus help students in their English learning process.

CHAPTER II: Research component

Formation of the reflective spirit in the PLEX student-teachers, a training tool to qualify the pedagogical practice

Introduction

Regarding the foreign language forming process, the pedagogical practicum of the pre service teachers is likely to be the main focus of attention for updating and to supply documentary evidence to the study of the learning-teaching process improvement for the qualification of the education.

It is known that there exist a huge interest regarding the need of understanding and transforming the pedagogical practicum, in addition, numerous local studies are more focused on learning than in teaching issues.

It is pertinent to propose a project founded in a reflective approach regarding the practicum as a way of objectifying knowledge, behavior and actions that guide teachers' labor; likewise, as an embracement, immersion and exploration exercise being conscious of their own teaching subjectivity formulating questions and the quest of information for solving problems and self-recognition.

Justification

The implementation of this project in the foreign language program practicum context, rise from the idea of professionalizing the practicum as a vehicle to improve educative process in the application centers where it takes place. Highlighting the role that reflection plays in the teaching process is the first step to understand this job difficulties, the own actions and to be concerned for the knowledge and approaches in order to deal with a problematic situation and to set up an analytic view about the fact.

In accordance with John Dewey, a philosopher of education, precursor in the applied teaching reflective thinking field, presented, it was confirmed the need of carrying it out this project with the aim of giving students analytic and self-observation tools that allowed them to distinguish between routine action and reflective action. It was considered that a reflective approach protect shields the agents in a traditional context of inertia and the authority they had in the school.

Statement of the problem

At school, some essential aspects of the subject constitution and the institutional life are seen as stable and unchanging features that are part of the identity and scholar culture. When events are carried out properly, the teacher runs the risk of putting him/herself in a logical performance which does not allow the pedagogical evolution and the renovation of scholar culture. A pre-service teaching process lacking in reflection does not promote the emergency of problematic situations, the pedagogical practice is assumed from reproductive codes that put teachers in a traditional labor, of cultural reproduction becoming itself in a wall for the appearance of emerging practices which tend to transform thoughts and knowledge in order to meet social needs.

For this reason, which affects teachers in a way, it is required that the pre-service teachers' forming process, foster in them, a critical and reflective thinking, contributing to the improvement of their pedagogical practicum, aiming at being, these elements are an essential part that transform and impact their actions and their future professional performance.

Particularly, in the Foreign Languages degree at Universidad de Pamplona, reflection was conceived as a fundamental exercise for the students who carried out their integral practice to evaluate themselves and installed a critical and constructive look about their work in the teaching role.

To start this study, the following questions were asked:

- ✓ How did the implementation of reflection contribute to the transformation of pedagogical processes of the development of the integral practice?
- ✓ How did the reflection exercise influence the development of critical spirit of students-practitioners in the analysis of their pedagogical work?

Objectives

General Objectives.

- ✓ To implement reflection as a transforming tool in one's pedagogical processes of the integral practice.
- ✓ To promote the development of a critical spirit in the students-practitioners 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 problems presented in their pedagogical practice.
- ✓ To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to be placed effectively in the institution.

- ✓ To identify and to analyze strategies that students use in their pedagogical practice.
- ✓ To implement reflective workshops and development of didactic units that guide the reflection of Students-Practitioners.
- ✓ To analyze one's beliefs about the teaching work and about the students.

Theoretical Framework

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

Teaching profession.

The teacher is one of the fundamental members of every educational institution and has the function of sharing knowledge based on a specific science or art; who additionally, has the responsibility of his/her students' comprehensive training.

Teaching requires a series of skills that currently constitute a conceptualization and a way to operate the planning and management of human resources in order to facilitate a link between management, work and education. So that, each teacher must accomplish all the teaching competences that allow her/him to control a group of knowledge and skills in a specific area, given that the first intellectual requirement of a professional is the level in which he/she develops his/her activity. Similarly, each teacher must possess some competences regarding the content organization, it means that the pedagogical practice not only requires to organize the content to be learnt by the students but also to anticipate

teaching conditions inside or outside the educational context. The immediate function that a teacher must develop is to design or anticipate the teaching practice.

Reflection.

Talking about reflection implied to address different conceptions about this notion. For this reason, in order to deepen its definition, it was taken into account two different aspects: a) reflection as a process; and b) reflection as a theme (Correa Molina *et al* 2010).

Reflection as a process.

Reflection is developed through a series of stages that result in a cycling process. According to Schön (1983) as cited by Correa Molina *et al* (2010) to reflect on experience implies “un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”

The stages of the process of reflection were evidenced in the following figure:

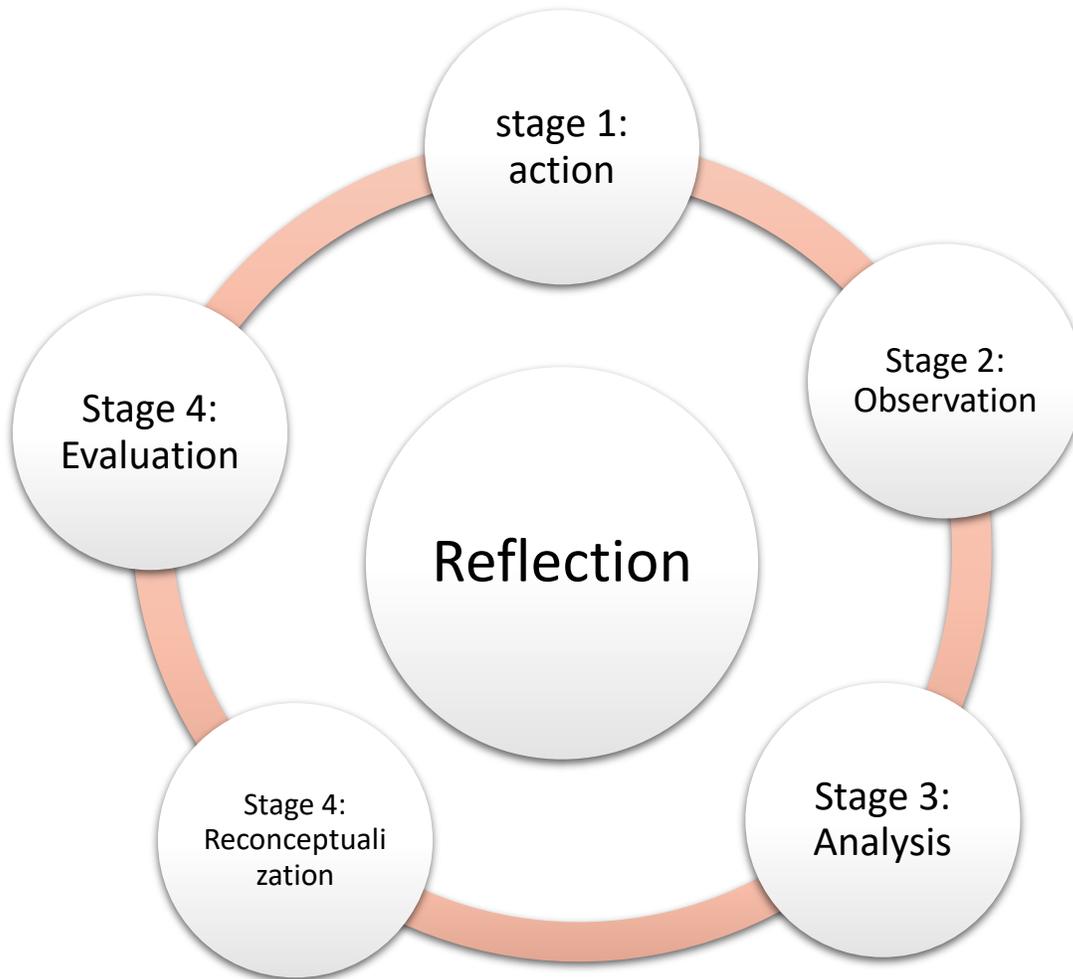


Figure 11. Reflection process

Reflection as a theme.

The conception of reflection is based on a theme that is related to this concept. For this and taking as reference Grimmet *et al* (1999) as cited by Correa Molina *et al* (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of the action, reflection as a deliberation and reflection a reconstruction of the experience. Being for the two first perspectives, the extern aspects, the source of knowledge which allows reflecting, and the contextual aspects what allow reflecting in the third perspective. At the

same time, these perspectives have intermediaries so that this process can be held; at first instance is action, context, mates and the reflective person.

Reflective Practice.

It was necessary that teachers asked themselves about their own practice and about the impact they had generated in order to update and to qualify academic proposals at the University and to orientate students towards new ways to relate to the world. Teachers played a main role in the current educational world; they performed in a complex space suppressed to a determined constant change with the aim of integrate different factors and conditions. The teaching profession requires that “los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes” (Ebutt & Elliot:1986). In this context, the problems of the practicum and the classroom setting required a particular treatment addressed to comprehension and social interaction. The necessity to articulate the changing social reality of our pedagogical work was evidenced in the existence of numerous attempts to explain the school dropout phenomenon and in the search of different ways to face this phenomenon, to fulfill the school work. This study served teachers who participated to reflect on their methodological processes in the light of reflection as an only rational and ethical ways of procedure (Sacristán 1999).

According to Van Manen (1997) there exists different levels of reflexivity. At one level, the effective application of skills and technical knowledge occur in the classroom; reflection applies to the selection and correct use of the didactic strategies that teachers will use.

In the second level, the reflection is on the implicit assumptions in the specific practice of the classroom. Consequences of the chosen strategies, curriculum and practices are analyzed. The application of several educational criteria to the learning practice is

opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

As third stage, Van Manen established a critical reflective exercise; in this stage, he proposed that the most elaborated reflection takes place, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

Pedagogical Practice.

To analyze and reflect on the practicum, it was considered appropriate to resort methodologically to a conceptual operation of practicum classification; to do so, it was assumed Zeichner's proposal which established several modalities of the practicum as follows:

Academic practicum.

It was focused on preparing teachers who were able of reflecting on their courses, in a way that they transformed them in comprehensible structures for students.

Social Efficiency Practicum.

Its purpose was to achieve an effective teaching through the application of didactic techniques based on general principles that resulted from pedagogical research. In this case, reflection consisted of a strategic decision: "seleccionar entre la gama de técnicas disponibles la que se considere más eficaz". This was the form of proceeding from the technical rationality.

Development.

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

Social Reconstruction.

The center of reflection is the social, economic and political context, in a way to promote democratic relationships in the classroom, and equal and fair in the social context.

Generic.

Programs refer 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 promoters.

According to Schulman (1987) these promoters 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 the reflective thinking relates to “los aspectos morales y éticos de la compasión y la justicia social” according to Sparks-Langer & Colton (1991 p. 39). The interest in social justice and ethics in education.

These author established the following categories of knowledge:

- 1) Knowledge of content
- 2) General pedagogical knowledge
- 3) Curricular knowledge (materials, programs, etc.).
- 4) Teaching knowledge and professional configuration
- 5) Students' knowledge and their characteristics

6) Knowledge of educational contexts

7) The knowledge of fundamentals: philosophical, historical, and axiological

Methodology

The methodological strategy proposed, had a main focus the ongoing reflection that additionally provides some meetings for the reinforcement of the group of practice as an initial space of the educational and professional problem. The principles of organization are autonomy, planning and self-observation.

To check the impact of the reflective proposal about this process of practice, a systematization and socialization process were carried out.

This study belongs to the qualitative research from the perspective of reflection as professional space that will highly contribute to the description, identification and analysis of the pedagogical practice.

For the data collection process of this project, it is proposed the application of the following instruments:

Reflection workshops.

The reflection workshops had the fundamental purpose of guiding the reflective process of the students-practitioners, but, at the same time to socialize and to share own experiences of their work in order to enrich their process and include new tools that allowed them to transform their pedagogical practices. Reflections workshops were carried out three times during the ten weeks of practicum.

Self-observation sheets.

The self-observation card aimed at guiding the student-practitioner towards an own perspective of his/her exercise as a teacher and his/her role in the classroom and the educational community field where he belonged to. These self-observation cards were done online fortnightly.

Narrative.

The exercise of reflection allowed that the student express him/herself about her/his chose from the narrative of her/his experience as a way to provide of meaning the routine of the teachers' lives.

Class recordings.

Having evidence of the student practitioners' performances in the classroom, it allowed to reflect on the different aspects related to the learning/teaching process of foreign languages, these aspects might have been important in their exercise as reflective teachers. These recordings allowed reviewing externally and constructively the pedagogical practices.

Context

Pamplona city, founded in 1549, is the oldest city of the department of Norte de Santander. It is located in the Espíritu Santo valley, in the Colombian Andes. This city, known as the founder of cities in the colonial era, has been throughout history a center of religious confluences and influences; it hosted a myriad of religious communities between we can mention: Franciscanos community; Clare sisters; St Jhon of God brothers; the Company of Jesus; likewise, feminine religious communities: La Presentación sisters; Bethlemitas sisters; among others. Because of the presence of these communities, the city created educational institutions based on their beliefs and values. Due to this geographical

context, this study had the school as the environment where these school actors PLEX: Practitioners perform.

In the school, there are always be a numbers of fundamental elements that intervene, such as teachers and students whose actions and performances are in a social and cultural order specific of a school. The school is a place which depends on the society, an addressed social institution, in the specific area of education, to administrate the systematic education and condition the formation and organization of the groups represented by teachers and learners (Crespo, 2010).

The school as educational institution complies with specific functions among it is possible to find:

Socialization role.

This function refers to the youth learning of values, norms, behaviors, attitudes or aptitudes focused on the dominant social culture, in the political and economic context where they belong. This function encompassed all the socialization processes in which the school members took part of.

Instructive role.

The instructive role uses two functions, the improvement of spontaneous socialization processes in order to guarantee the training of human capital which requires the functioning of labor market. This implied a higher level of culture, knowledge, values, etc., there existed a major possibility of adaptation.

Educational role.

The educational role requires a community of life, democratic participation, intellectual pursuit of dialogue and learning. An educational community that breaks down barriers between school and society, a space of culture where concepts are learnt, technical tools and cultural codes of humanity. As a consequence of the active participation in the exchange of meaning, desires, and behaviors between colleagues and adults (Vizcaino, 2010).

Population

The total population of the current study is composed of twenty-one students of tenth semester, practitioners of the foreign languages program English and French of the University of Pamplona, in my case, I was part of the pre-service teachers who were working in an educational institution.

The direct beneficiary population.

- Teachers in training
- Supervisor teacher
- Student community of the centers of implementation of the pre-service teaching process

Indirect beneficiary population.

It is composed of the teaching community of the foreign languages program, the results will re-feed the program agents' vision of their practices and the collective of the pre-service teaching process

Institutional dependence linked to the project.

- Foreign Language Program

- Department of Languages and Communication
- Education Faculty

External institutions linked to the project.

Provincial San José High School

José Antonio Galán School

Bethlemitas Brighton School

La Presentación School

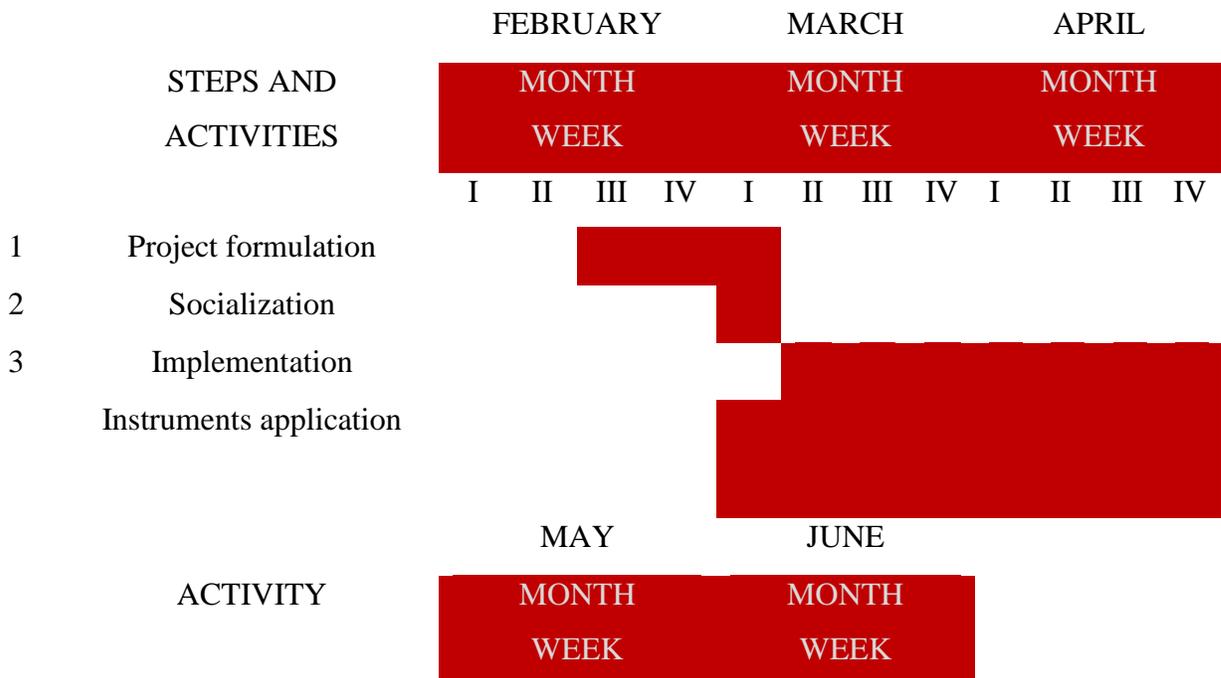
New Cambridge School

Normal Superior of Pamplona School

Jose Rafael Faria Bermudez School

Cristo Rey School

General chronogram of the project



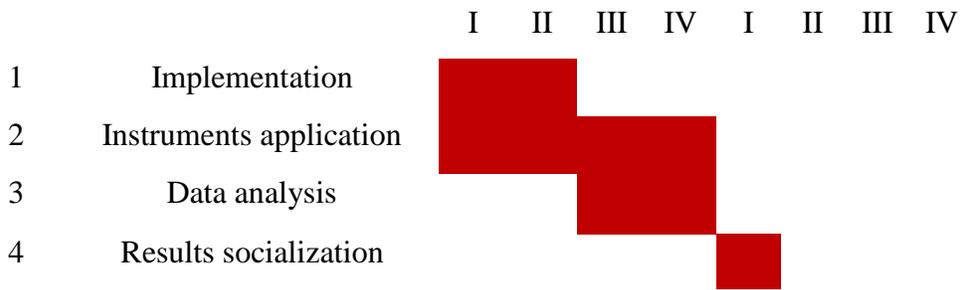


Figure 12. . Data gathering schedule

Expected results.

The expected results derived from the objectives proposed for this experiences as follows:

- The formation of the reflective spirit in the PLEX practitioners as a training tool to qualify the pedagogical practical.
- To analyze the setting, realities and the social representation of training teaching, the notions and concepts about the school context.

Findings

The findings of this component have emerged taking into account the different instruments that were set above in the methodology part. These instruments were: Narratives, class recording, self-evaluation sheets and reflection workshops. Each one of them were applied in different dates during the whole practicum process. In the following figure it was better represented the data collection process.

Table 6. Schedule activities done for the research component

DESCRIPTION	DATES		
Narratives	March 16 th	March 23 rd	April 6 th
	April 13 th	April 20 th	April 27 th
	May 4 th	May 11 th	May 18 th
Class recordings	May 8 th		
Self-evaluation sheets	April 6 th	May 3 rd	May 18 th
Reflection workshops	April 24 th	May 7 th	May 10 th

Narratives.

During the practicum process the pre-service teacher was able to express the different experiences and the aspects that were relevant in this process. The writing process of these narratives helped the teacher-student to analyze the different decisions that he took within the classroom and to reflect on the teaching practice that he made each week. The redaction of this writings allowed the teacher to contrast and compare the development that he had during his practicum process such as the decisions made in each class, the way in which I got involved in each extracurricular activity, how much I advanced in my research project and so on. Taking into account his actions at the beginning and in the end of this process. This served as a tool to express the experience of the pre-service teacher in a different

context from which he had been before, due to the fact that this is the real world context (Appendix 5. Narratives).

Self-observation cards.

The self-observation cards were some formats that we had to fill online where we look back to our teaching process and assessed the different classes that we had already done in the previous weeks. There were some aspects that I had to take into account when doing this self-observation cards such as the pedagogical foundations, the interaction, the class management, the linguistic factors, among others. This self-observation cards helped the pre-service teacher to contrast his performance with-in the classroom, in my case, in three different times, creating self-reflection on the performance that I, as a pre-service teacher was having in the classroom during the practicum process.

Class recording.

This class recording was implemented once during the whole practicum process where a length of 30 minutes' minimum. This helped the practitioner teacher to analyze the actions made in the classroom and to propose the different alternatives for improving their teaching within the classroom. An advantage of this reflection tool is that it may be analyzed either the good aspects and the aspects that one must improve. This was worked with the help of another pre-service teacher when in a meeting we interchange the class recordings and the co-practitioner must analyze and write the activities done in the 30 minutes of class, positive aspects and aspects to improve. After that, the co-practitioner gave us the feedback and the comments that he had written about the class in order to create the reflection and asses teaching practice.

Reflective workshop.

On the reflective workshops we as pre-service teachers answered some questions about the process we carried in the educative institution. In the same way, we talked about the importance of the institutional observation and exposed four aspects that we, as teachers, must have. Taking into account this we reflected about the person we must be for being teachers and the process we are guiding. We make a round table and we listened to each one of us. In the second workshop, we were told about the feedback given in the observations made by the teachers. In addition, the directors told us about the inform that the supervisor teachers sent to the program and they analyzed and showed us the positive aspects and the aspects to improve in our practicum according to the supervisors' comments.

Conclusions

All along this process, the use of the self-evaluation cards, reflective workshops and the narrative helped the pre-service teacher to reflect from the different perspectives the teaching practice that was held during these ten weeks. From the narratives, the reflection was more free and open about what was happening in the educational institution. While in the self-evaluation cards, we reflected taking into account some criteria and some aspects already stated by the directors about the teaching practice and how it must be done.

To conclude, during the reflective practices it was evidenced that reflection allowed the pre-service teachers to observe and reflect at their practices and to improve their practicum, as well. Many aspects came out and served to the personal experience in the professional life. It is known that there were some aspects to improve, however with the comments made by the directors, the supervisors and the co-pre-service teachers, it will be

easier to be better on one's pedagogical practices; impacting our performance and the English learning process of the students.

CHAPTER III: Outreach component:

The use of didactic material for improving students' difficulties at Provincial San José

High School

Introduction

The participation in the global policies in terms of culture and economics has motivated the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the learning of English language in Colombia as well as creating competitive citizens, the MEN launched in 2004 its policy of bilingualism which has as a main objective “to have citizens able to communicate in English, with international comparable standards that insert the country in the universal communication processes, in the global economy and in the cultural openness”. By the way, the Ministry has implemented a wide range of strategies in the different levels of education pointing at the accomplishment of this goal. A clear example of that is the creation of English high standards for elemental and high school education, the definition of a solid and coherent evaluation system and the description and development of training plans.

The Universidad de Pamplona in Colombia, as a public institution trainer of trainers, and more specifically the Foreign Languages program has approximated to the reality that elementary schools in Pamplona face regarding the National Bilingualism Policy; many of the educational institutions in this city do not have English teachers who

can address the training needs in elementary schools. Nevertheless, at Provincial San José High School, the population of this component were not the elementary school children but, those students who presented some difficulties and obtained low grades in the classroom. The objective of this outreach component was focused on students with difficulties and not on supplying elementary school with English teachers.

Justification

Learning and acquiring a foreign language allow facing the real needs that today's world demands. That is why the process above mentioned is necessary to implement and work it from the first steps of young learners, given that, at the end of this process, the students will reinforce the language and overcome that they present in the classroom, in order to continue their learning process within the classroom and keep following the educational process in the area.

The current project had as purpose to help students to overcome the difficulties presented in the classroom in a public school in Pamplona, contributing to the reinforcement of the essential formation in foreign language which is necessary and relevant in these levels. For this reason, this process was implemented as the outreach component of the pre-service teaching process which is carried out by the tenth semester students of the foreign language degree English and French of the University of Pamplona, as a way to contribute to the reinforcement of the English teaching in the educative sector.

The implementation of this project relevantly helped both sides, not only the institutions and the educational population in Pamplona, but also the foreign language program and its students who developed their pre-service teaching process. This was an opportunity where those students who presented some difficulties in this area could be

helped and their knowledge could be reinforced regarding their English learning process and in the same way, it helped tenth semester students to conclude their scholar process in the university by facing the educational realities and needs around them, they thereby contributed by being part of the process that impacts the improvement of these needs.

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- ✓ To reinforce English on tenth graders at Provincial San José High School.

Specific objectives

For a better understanding of the previous aspects, this proposal set three specific objectives:

- ✓ To help tenth graders' English students to overcome their difficulties at Provincial San José High School implementing didactic materials.
- ✓ To engage students from the foreign languages program English and French in the reinforcing English processes in 10th graders at Provincial San José High School.

Contribution lines.

- Contribution to the academics formation in the foreign languages areas.
- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- Outreach towards the educational community in terms of University and program.

Methodology

The reinforcement activities were implemented in the afternoon hours, four hours per week (as it is shown in Table 3), in the English laboratory room where I was able to use the didactic materials such as videos, audios, flashcards and interactive websites in order to accomplish the main objective of this component.

Chronogram

The following figure shows the schedule in which the tutoring hours took place to carry out this component. The outreach component, as the pedagogical one, lasted 10 weeks: from March the 12th to May the 25th; where it was implemented the didactic material in order to help students overcome their difficulties.

Table 7. Activities chart outreach component.

WEEK	ACTIVITY	ADVANCES
1	SIMPLE PRESENT	✓
2	EVALUATION CORRECTION	✓
3	ZERO CONDITIONAL	✓

4	ZERO CONDITIONAL EVALUATION CORRECTION	✓
5	SIMPLE FUTURE	✓
6	SIMPLE FUTURE EVALUATION CORRECTION	✓
7	FIRST CONDITIONAL	✓
8	FIRST CONDITIONAL EVALUATION CORRECTION	✓
9	VOCABULARY TASK	✓
10	SIMPLE PAST	X

Beneficiary population.

The beneficiary population was 10th students from Provincial San José High School.

Undirected beneficiary population.

- Foreign languages program
- Academic community of Pamplona

Findings

It is necessary to say that this outreach component is about peer tutoring that took place at San José Provincial High School every Monday and Wednesday afternoon. The didactic materials implemented were videos and some slides where I aimed at reinforcing the problems presented when explaining the different topics shown on

figure 13. For example, when explaining the present simple tense. The students that failed the quiz about the aforementioned topic to come to the peer tutoring time. There, I made point on the third person rules and also a help them to clarify doubts about the exceptions that may exist. We analyzed the verbs and the activities presented on the video and consequently, in the slides we solved some exercises (See Appendix 5 and appendix 6).

It must be clear that when we start our pedagogical practice at the school the main objective was to be part of the educational institution and teach students the foreign language helping them to have success in their learning process. This, helped students that presented some difficulties in the classroom to reinforce their knowledge, clarify any doubts and overcome the learning difficulties. It helped the practitioner teacher and the university of Pamplona as well, because the process that took part in that educational establishment was successful. It was supported with the recovery evaluation of study obtained a better grade than the one they had before (See Appendix 5).

Conclusions

With the developed proposal, it was perceived that students' interest on reinforcing their problems that were made after every session where a significant average of the students that went to these spaces

difficulties when learning English increased a little bit since they went to the tutorials session in order to overcome the difficulties presented within the classroom. I was also seen that during the implementation of the didactic materials, the students were able to better understand and comprehend focusing on the grammar topic and in the vocabulary through them. Additionally, the researcher evidenced that students preferred the space of tutorials

because it was more personalized and there was a short number of students. In that way, they were more committed to the work they had to do. Finally, students seemed to be really happy with the opportunity of recovering the evaluations and clarifying the doubts that emerged during the classes, something that rarely happens with their regular English teacher so that, they took advantage of the pre-service teacher because they thought those questions and doubts would be better clarified.

CHAPTER IV: Administrative component

Introduction

As pre-service teachers, it is relevant to understand that at schools, or any kind of educational establishments there will always be extra activities out of the classrooms in which we must be exposed to and to which we must take part of, given that those ones help, as well, in the integral formation of the students and we as teachers. All these activities out of the classroom such as: institutional festivities, flag-raising ceremonies, masses, high school anniversary, the holy week, and others, enrich students not only about their Colombian culture, but also in the educational part, forming them more integrally. Plus, the teacher's labor would be more real, because this role must be played in all the professional contexts that we are going to face in the near future.

General objective

- To participate in all the extra-activities proposed by Provincial San José High School during the practicum process.

Specific objectives

- To encourage students to participate actively in the extracurricular –activities.
- To be punctual and responsible in each activity organized by the school.
- To collaborate in the organization of activities and discipline.

Methodology

Having started the practicum, I found relevant the activities that the school developed during the scholar schedule. So that, it was important to actively participate and to get involved in the activities proposed by the institution such as Eucharistic celebrations, school festivities, cultural events, teachers and parents' meetings, exams week, among others.

Bearing in mind the goal of this component, the pre-service teacher worked on the following extra-curricular activities during the development of the practicum:

Activities in which the pre-service teacher will make part of

Table 8. List of activities the pre-service teacher made part of.

DATE	ACTIVITY
MARCH 12 TH	TRIDUO SAN JOSE ASISTE SEDE SALLE HORA: 6:00 P.M
MARCH 13 TH	ELECCION DE LOS RESPRESENTANTES DE LOS ESTUDIANTES AL CONSEJO DIRECTIVO - TRIDUO SAN JOSE ASISTE SEDE MISTRAL Y SANTA CRUZ HORA: 6: 00
MARCH 14 TH	TRIDUO SAN JOSE ASISTE SEDE PRINCIPAL HORA: 6: 00 P.M
MARCH 15 TH	INAUGURACION JUEGOS INTERCLASES
MARCH 16 TH	DIA SAN JOSE DESFILE Y EUCARISTIA, CONFIRMACIONES ORGANIZA SEDE FARIA
MARCH 27 TH	SEMANA SANTA ASISTE SEDE CENTRAL Y ADMINISTRATIVOS
APRIL 16 TH	PRUEBA EFICACIA PRIMER TRIMESTRE

APRIL 20TH	DIA DEL IDIOMA
MAY 3RD	CONCURSO DE LECTURA POR SEDES
MAY 4TH	DIA SANTANDERINO
MAY 6TH	EUCARISTIA ASISTEN 9° A 11° SEDE PRINCIPAL ORGANIZA 10° GRADO
MAY 9TH	ENTREGA DE BOLETINES PRIMER TRIMESTRE SECUNDARIA

Since the first week that I arrived at the educational institution, I took part in the extra-curricular activities proposed by the school. I made part of two workshops for teachers where educators were taught to do certain things such as, how to use the new school platform in order to upgrade the grades that students got in the classroom activities. This workshop was in the second week of the institutional observation process. The another was done in the 4th week, teachers developed a workshop and me as well, about “*Pedagogía activa*”; this was such an interesting workshop because it was the kind of activity that the school teachers must implement in their classes. So, I had to work with a group of teachers with whom I discussed about the pedagogy, the implementation of it and how we teach our classes. I played a relevant role because they chose me as their relator. I had to explain and present the concept of what active pedagogy is, and present the difficulties and the possible solutions to implement this type of pedagogy, that we wrote as a group. I really like this type of activity because I was able to make a connection and a kind of relation with some school teachers and also, it helped me to know what the active pedagogy is.

Besides, I must mention that this school has Christian values and I took part in different religious activities such as the viacrucis and the holy week parade. I made part of a mass where the school administrative, teachers and students, celebrated the “Viacrucis” in the

chapel that is situated in the school. For this, we took one hour of the regular class schedule. My role on this activity was to be in charge of the discipline, helping teachers to organize the students achieving the specific objectives set in this component.

Whereas, the pre-service teacher made part of the flag-raising ceremony organized by the seventh grade students. This ceremony took part at the third hour of the current schedule. In this occasion the best students were recognized and congratulated for their performance academically, there was also honored the teachers for their labor and a short acronym were presented by the seventh grade students highlighting the labor of our profession (Appendix 6. Evidences administrative component).

5. General Conclusions

The development of this project resulted in the following aspects:

The implementation of this project was mainly focused on improving the oral production of tenth grade students through TBL, where it was experienced the interest and the importance of following the different stages proposed by Willis in this approach due to the fact that in each one of them, the students are acquiring the knowledge and will be able to accomplish the final task effectively. Even though, there were some difficulties when talking in the target language regarding the fluency, the students were able to improve their accuracy, their pronunciation and their vocabulary through this approach.

Reflection not only allowed the pre-service teacher to take a look at his practices but also to improve him since the reflection activity resulted in many aspects that served as reference in order to change them, or add them to each one's pedagogical practices; impacting not only their performance but also the English learning process of the students.

It was perceived in the tutorials spaces that students' interest on reinforcing their difficulties when learning English increased a little bit since they went to the tutorials session in order to overcome the difficulties presented within the classroom. It was also seen that during the implementation of the didactic materials, the students were able to better understand and comprehend focusing on the grammar topic and in the vocabulary through them. Additionally, the researcher evidenced that students preferred the space of tutorials because it was more personalized and there was a short number of students. In that way, they were more committed to the work they had to do.

It was such a great experience to be part of an educative community since the start of the professional practice, not only on teaching English to students but also to collaborate and help in the organization and the discipline in some important activities that not only concerned the English area but also the whole school.

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APPENDIX LIST

APPENDIX 1. Tasks materials.

TASK 1.

Simon's daily routine.

TEACH-THIS.COM Simon the Sportsman

Student A

A. Simon loves sports. Look at the things Simon does in his free time. Ask your partner present simple questions and complete the table below.

Example:

Student A: What does Simon do at 7 o'clock on Wednesday?

Student B: He goes jogging.



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 a.m. jogging	7:00 a.m. swimming	7:00 a.m.	7:00 a.m. jogging	7:00 a.m.	7:00 a.m. jogging	7:00 a.m.
4:00 p.m.	4:00 p.m.	3:30 p.m. badminton	4:00 p.m. tennis	3:45 p.m. jogging	1:30 p.m.	11:00 a.m. park
.....	8:00 p.m. sleeps early	8:00 p.m.	6:30 p.m.	6:45 p.m.	8:00 p.m. pub	4:00 p.m.

B. Answer your partner's questions.

C. Work with your partner. Match 1 - 10 with a - j to make true sentences about Simon.

- | | |
|-------------------------------|------------------------------|
| 1. Simon likes to do exercise | a. three times a week. |
| 2. He goes to the pool | b. every morning. |
| 3. He usually watches videos | c. five times a week. |
| 4. He goes bowling | d. once a week |
| 5. He plays tennis | e. every Saturday afternoon. |
| 6. He goes jogging | f. once a month. |
| 7. He visits friends | g. twice a week. |
| 8. He never | h. every day. |
| 9. He gets up early | i. on Friday night. |
| 10. He plays basketball | j. plays computer games. |



D. Make five more true sentences about Simon using the present simple tense.

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TEACH-THIS.COM Simon the Sportsman

Student B

A. Simon loves sports. Look at the things Simon does in his free time. Answer your partner's questions using the present simple tense.

Example:

Student A: What does Simon do at 7 o'clock on Wednesday?

Student B: He goes jogging.



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00 a.m.	7:00 a.m.	7:00 a.m. jogging	7:00 a.m.	7:00 a.m. swimming	7:00 a.m.	7:00 a.m. swimming
4:00 p.m. tennis or bowling	4:00 p.m. basketball	3:30 p.m.	4:00 p.m.	3:45 p.m.	1:30 p.m. visit friends	11:00 a.m.
..... (first Monday of the month)	8:00 p.m.	8:00 p.m. chess club	6:30 p.m. football	6:45 p.m. movie night	8:00 p.m.	4:00 p.m. visit relatives

B. Ask your partner present simple questions and complete the table above.

C. Work with your partner. Match 1 - 10 with a - j to make true sentences about Simon.

- | | |
|-------------------------------|------------------------------|
| 1. Simon likes to do exercise | a. three times a week. |
| 2. He goes to the pool | b. every morning. |
| 3. He usually watches videos | c. five times a week. |
| 4. He goes bowling | d. once a week |
| 5. He plays tennis | e. every Saturday afternoon. |
| 6. He goes jogging | f. once a month. |
| 7. He visits friends | g. twice a week. |
| 8. He never | h. every day. |
| 9. He gets up early | i. on Friday night. |
| 10. He plays basketball | j. plays computer games. |



D. Make five more true sentences about Simon using the present simple tense.

Video: Reene's daily routine

<https://www.youtube.com/watch?v=oCpaty-OG5A>

First oral production preparation

FIRST ORAL PRODUCTION PREPARATION

In this role-play, students are going to ask and give information about other person's routine, being one of them the secretary of the character of the guide in which they worked on during the first plan activity. One of them will be a person interested on Simon daily routine and the other one will be his secretary. Students, will be required to complete the dialogue with two other questions about what does Simon do in two other days of the week.

- Good morning!
 - Good morning! may I help you?
- Yes, what does Simon do if it is Monday?
 - If it is Monday, Simon goes jogging.
- Ok, thank you very much!
 - You are welcome/ Anytime/ No worries/ My pleasure.

TASK 2

Power point presentation

I WANT TO BE YOUR PRESIDENT

- Second task: Be a president.
- For this task, the students will put into practice the explanation of the Simple Future tense that the teacher just taught in the class.



USEFUL EXPRESSIONS

- IN MY GOVERNMENT I WILL ...
- DEAR CITIZENS, I WILL ...
- WITH REGARDS TO THE EDUCATION I WILL ...
- IN TERMS OF ENVIRONMENT I WILL ...
- I SWEAR I WILL ...



USEFUL VERBS

- PROVIDE
- GIVE
- ESTABLISH
- HELP
- IMPROVE
- BUY
- TAKE CARE OF
- IMPLEMENT
- CHANGE
- STEAL
- CREATE



TASK 3.

Third task worksheet

 PROVINCIAL SAN JOSÉ HIGH SCHOOL
ENGLISH 

NAME: _____ DATE: _____ GRADE: _____

**1. Look at the sentence below. This structure is called the first conditional.
Answer questions a-d.**

If we treat animals well, we will create a more caring society.

a. Does this sentence refer to a **present** or a **future** situation?

b. Which verb form do we use in the If clause? **Present form** or **future form**?

c. Which verb form do we use in the other clause? **Present form** or **future form**?

2. Complete the sentences with the correct form of the verbs in brackets.

a. If we (support) support unethical companies, we (suffer) will suffer the consequences in the future.

b. If unethical companies (continue) _____ to grow, global warming (become) _____ worse.

c. People (not become) _____ ethical consumers if they (not care) _____ about the environment.

d. You (buy) _____ products if they (be) _____ tested on animals?

e. Where you (go) _____ shopping if you (want) _____ to make ethical choices?

Vocabulary presentation.



2 ★

LET'S TAKE CARE OF THE ENVIRONMENT!

3 ★

SAVING

4 ★

STRONG START

5 ★

TRASH

6 ★

AIR POLLUTION

7 ★

SMOG

Diapositiva 2 de 18 Español

This block shows a vertical list of slide thumbnails. Each thumbnail is numbered and includes a star icon. The thumbnails correspond to the following slide titles: 'LET'S TAKE CARE OF THE ENVIRONMENT!', 'SAVING', 'STRONG START', 'TRASH', 'AIR POLLUTION', and 'SMOG'. The first thumbnail is highlighted with a red border. At the bottom of the list, there is a footer that reads 'Diapositiva 2 de 18' followed by a book icon and the word 'Español'.

	FLUENCY 1,0	PRONUNCIATION 2,0	ACCURACY 2,0
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible. 0	Pronunciation is lacking and hard to understand; No effort towards a native accent 0	Frequent grammatical errors even in simple structures; meaning is obscured. 0
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft. 0,25	Pronunciation is okay; No effort towards a native accent. 0,5	Frequent grammatical errors even in simple structures that at times obscure meaning. 0,5
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers. 0,5	Pronunciation is good; Some effort at accent, but is definitely non-native 1,0	Frequent grammatical errors that do not obscure meaning; little variety in structures 1,0
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two. 0,75	Pronunciation is good; good effort at accent 1,5	Some errors in grammatical structures possibly caused by attempt to include a variety. 1,5
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent. 1,0	Pronunciation is excellent; good effort at accent. 2,0	Accuracy & variety of grammatical structures 2,0

APPENDIX 3: Questionnaire

RÚBRICA DE AUTOEVALUACIÓN DE LA PRODUCCIÓN ORAL EN INGLÉS POR MEDIO DE TAREAS COMUNICATIVAS.

Esta autoevaluación tiene por objetivo conocer el aprendizaje y desarrollo que usted tuvo en la competencia de producción oral al momento de realizar las tareas propuestas por el profesor-practicante durante diez semanas.

Esta rúbrica evalúa cualitativamente su producción oral al presentar las tareas: *“What do you usually do?”*, *“I want to be a president”*, y *“Let’s take care of the environment”*, teniendo en cuenta la siguiente escala valorativa: NUNCA (N), ALGUNAS VECES (AV), CASI SIEMPRE (CS) y SIEMPRE (S).

Usted:

	N	AV	CS	S
Aprendió vocabulario para comprender y presentar un dialogo sencillo. ¿Por qué? _____ _____ _____ _____				
Mejoró la pronunciación al momento de realizar las tareas presentadas. ¿Por qué? _____ _____ _____ _____				
Mejoró la entonación al momento de realizar las tareas presentadas. ¿Por qué? _____ _____ _____ _____				
Mejoró la fluidez al momento de realizar las tareas presentadas. ¿Por qué? _____ _____ _____ _____				

<p>Tuvo en cuenta aspectos gramaticales para expresar correctamente las ideas en las tareas realizadas. ¿Por qué? _____ _____ _____ _____</p>				
<p>Adquirió conocimiento del inglés por medio del material didáctico (Fichas, carteles, diapositivas, videos) utilizados en la clase. ¿Por qué? _____ _____ _____ _____</p>				
<p>Interactuó con sus compañeros en los momentos de preparación realización y evaluación de cada una de las tareas propuestas. ¿Por qué? _____ _____ _____ _____</p>				
<p>Interactuó con su profesor en los momentos de preparación, realización y evaluación de cada una de las tareas propuestas. ¿Por qué? _____ _____ _____ _____</p>				

¡MUCHAS GRACIAS POR SU COLABORACIÓN!

APPENDIX 4. Participant observation.



	words; volume is excellent 1,0	good effort at accent. 2,0	2,0
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FIRST TASK ANALYSIS:

In the first task and as it is shown in the next appendix (Appendix 4), students were required to present a schedule and they had orally present what they had to do in three of the seven days of the week. (Appendix 5). In the rubric above, I presented the evaluation oral evaluation format and the criteria that I took into account for evaluating the oral production. On this specific rubric, I evaluated the preparation task where after having presented the vocabulary about the activities and the adverbs of frequency, they presented a role play in pairs where one person ask for information about the daily routine of an Anglophone person and the other one answered the questions regarding a schedule that we worked in class. It is remarkable to say that as a preparation phase, the students said the role play reading from their notebooks the sentences that they wrote, due to the fact that on this task, I was mainly focused on pronunciation.

Due to the participant observation and the oral evaluation format, students presented some difficulties regarding the pronunciation of the vocabulary used for this oral activity. They showed some difficulties pronouncing the days of the week. (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday). Where they mispronounced the final part as it is written but not as I presented then, as *des*. It was also a problem when pronouncing the word "Jogging" where instead of saying: "j' *droum*", they pronounced as it was written.



Taking into account the grammar part, it was observed that there were few mistakes in the grammatical structure of the sentences, there were a few students that did not pronounce the auxiliary verb for questions (Do or does). However, most of the students presented the role play with a correct grammatical structure. It may be thanks to the correction and the examples that were previously given on the board and the corrections made.

Now, pointing to the fluency, I may say that this was a bit conditioned because some of them were reading, and actually, the students did not read as fluent as it is expected. Some students tried to read with a pace and fast but mispronouncing and forgetting the intonation in the questions or forgetting the auxiliary verbs of the sentences.



SECOND TASK ANALYSIS

Talking about the second task entitled "I want to be your president" the students put into practice the simple future that was the grammar topic explained in class. Then, me as teacher, presented the vocabulary and the examples with the help of some slides for them to start preparing the second task. This second task was about a short monologue where they had to greet, make a short personal presentation and present three proposals using the simple future. This task was divided in two parts in which the first one was the vocabulary presentation and the creation of the script of the monologue that they were going to produce. This script was made with the objective of correcting students mistakes in the grammar part. Then for the second part that was the oral production, the students were required to record a video playing the role of a presidential candidate presenting their proposals in a one-minute video.

Unfortunately, only 12 out of 32 students presented the task, however they presented the script. With regards to the oral production of the students that presented the video, it was experienced that they had a bit of trouble with the pronunciation of some words and the tone of voice due to the fact that sometimes the words were not easy to understand. In terms of fluency, some students presented a good one while others hesitated when talking in front of the camera.



THIRD TASK ANALYSIS

With regards to the third and last task entitled "let's take care of the environment" the students were required to design and present a poster where they warned people about the consequences that pollution may carry and presented the advantages of taking care of the environment using the first conditional tense as the grammar topic

First, the vocabulary about pollution and environment was presented through a brainstorming activity where each one of them gave the teacher a word related to the environment. Then, through videos and some slides (Appendix 9). Suddenly, the learners created some sentences where they make conscience about the environment and the consequences of pollution.

Finally, in the task presentation they made a poster where they wrote the sentences using the grammar topic and they gave their advice about the environment and the consequences of that pollution may carry in the near future. A few mistakes regarding the pronunciation and the intonation were experienced in some students, the tone of voice is a very current issue in the oral production. The pronunciation gets a bit better however there are some mistakes even though the teacher repetition of some key words before starting the oral presentation.

APPENDIX 5: Narratives

FIRST WEEK NARRATIVE

It is remarkable to say that the first week is summarized in the school festivities where I had to be mainly focused on the administrative part rather than in the pedagogical one.

On March 14th I had to be part of two activities on this day well known in the institution as "**Jornada de atención a padres**" and the mass for the "**tránsito a san José**".

In the first activity, "**el día de atención a padres**", is about a report that the ten grade teachers do, taking into account the performance of each student in each subject. For that, the English teacher made a report of the students that were failing the subject. Then, in the afternoon, students came with their parents to talk to the teacher in order to know the marks and the difficulties that the student is presenting. My role, this time was to be with the teacher and help her to fill the attendance sheet, it is remarkable to say that I did not play a significant role here, the teacher just introduced me to the parents stating that I will be the English teacher and that the marks that students will get from now on will be given by me.

Next, at 6 pm, we had to take part of the mass that the school organized to the saint who they believe on, San José. So, I had to attend and pray, being respectful and helping teachers to control the discipline. It is important to say that this mass was done for three days in a row. Regarding that on this week we celebrate the institutional festivities.

On March the 15th, I had to take part in a parade organized by the school in order to celebrate the festivities. All the students that are educated on the headquarters of Provincial San José High School, walked by the streets from the José Antonio **Gallo**, to the stadium **Copa Occiso**, where some groups presented some folkloric dances.

The next day, students from the headquarter Rafael **Fajá** Bermudez and Provincial San José High school, made another parade, however, this one had a more formal intention since they were going to take part of a mass devoting their intentions to San José saint.

Moving on to the pedagogical aspect, I was able to teach my first class in each of the three groups, however, I just had one class with two out of three groups (10-01 and 10-02) while I had three classes with (10-02). In the first class I made clear my objectives to the students and I set the rules of the game to my students that agreed to it. My first class was a review of the Simple present tense where I noticed that some had some difficulties but with the class and their active participation they (the difficulties) were disappearing. It is remarkable to say that not all students participated but most of them did it and I feel a bit satisfied for that. I must say that I feel really motivated taking into account the aforementioned part and plus, after the cooperative teacher's feedback because it was a very positive one. The only aspect to improve that she highly recommended me is to avoid the word "**¿Lingo?**" At the end of each sentence when I explain something to the students using the mother tongue. In conclusion, I must say that I am motivated however, I must wait to see the other classes with the other courses because of the institutional festivities we lost some classes.

SECOND WEEK NARRATIVE

On this week that started on March 19th and ended on March 23th, I was able to do my class on three of the five days due to the fact that Monday was a holiday and on Wednesday, there was a teacher assembly. Nevertheless, I was able to start developing my pedagogical component and I took part of a school activity that made part of the administrative component.

With regards to the pedagogical component, I was able to advance with two of the three courses meanwhile I lost almost the week of class with one tenth grade. Plus, I make a quiz in one tenth grade in order to evaluate the review of the simple present that I suddenly graded, and just six students out of 28 got a good mark. Something that make me reflect on that because I ask myself if it is my fault or not, even though that I gave them two routines and the quiz applied was the same exercises changing the nouns. Now, talking about my research project, I started to implement the TSL. I gave them a daily routine and I introduced them the structure to make a correct present simple sentence and some expressions of frequency to do so. Next, they will match the activities with the frequency that Simon does them. To finally go to the oral production where they will say: "what does **simon** do if it is Monday?".

To develop the administrative component, I made part of a mass where the school **administratives**, teachers and students, celebrated the "**Vacaciones**" in the chapel that is situated in the school. For this, we took one hour of the regular class schedule. My role on this activity was to be in charge of the discipline, helping teachers to organize the students.

THIRD WEEK

This week started on April 3rd and finished on April 6th after the holy week. On this week, I did not have to take part in any extracurricular activity of the administrative component. This, permitted me to be focused on the pedagogical and outreach components.

With regards to the pedagogical component, I was able to plan and continue advancing in the topics that I have to teach in order to help students to do the task. It is remarkable to highlight that my participants are developing the pre-task phase. Where I am explaining the vocabulary and some grammatical structure to help students to do their first task. In this week I had the opportunity to work with each group and advance in the pre task phase.

Taking into account the outreach component, I already identified and call the students who need help and reinforcement, in order to give them the **tutorías**. I made a list and I ask them to come on Wednesday but none of them came. So, I hope that for the next week they come.

To conclude, I would like to share the experience of the first observation that my mentor did and I must say that I feel a bit disappointed because there was some time missing and I was not able to finish the explanation of the topic. I could have done it better, undoubtedly. However, it is nice to receive positive comments made by my tutor where she highlights the group manage, the dynamic and the use of English.

class was a review of the Simple present tense where I noticed that some had some difficulties

SIXTH WEEK NARRATIVE

This week started on Monday, the 24th of April and finished on Friday, the 27th of April. On this week I had the opportunity to advance on my proposal due to the fact that we did not have any event that demanded time of class. There was not any event for the administrative component. I also advanced in the outreach component which it has not been completely worked.

Talking about the pedagogical component, I already graded the first task in my focus group and already started to work on the pre-task activities explaining the grammar topic and providing the vocabulary that they may need to accomplish the task. For example, on Friday, April 27, 2018, I set the task and explained them how to do them through some slides. I decided to let the task this week in order to take advantage of the large weekend that is coming, the next week we will lose 3 days of class. That is why I set the task and let my cellphone number if they had any doubt.

In addition, I advanced in the outreach component because I gave two classes in the afternoon clarifying the doubts and the difficulties that arose. Now, talking about the research component I recorded the class session and sent this sixth week narrative.

SEVENTH WEEK NARRATIVE

On this seventh week that started on April, 30th and finished on Friday 4th May, I was able to advance on my pedagogical component and to take part in an activity that may contribute to the administrative component, even though, I did not have class on Monday nor on Tuesday.

I must admit that it was a hardworking week due to the fact that I had to make a lot of tasks. First, I had to send the planning for the next month (4 planning) and also, I had to grade the self-assessments and upload grade to the school system. Something that is very stressful because the students are asking for it 24/7.

I already mentioned that I advanced on the second task of the pedagogical component, I was able to correct the scripts of the students that are about to record and to send me the video presenting some presidential proposals. I must say, that I had to make some corrections in the pre-task phase and explain three more times what they must do but finally they were able to understand what I am requesting for.

In the administrative component, I took part of an event that is quite particular of this educative institution. This was the 'El día Santanderino'. Basically, this day is celebrated for those school that were helped and founded by the General Francisco de Paula Santander. This day is celebrated in his memory. So, the school teacher organized an event where it was named the new school principal and where the members of the school committee were recognized by their labor.

FOURTH WEEK NARRATIVE

On this week from April 8th to April 13th I must say that I had some activities from the pedagogical component and the administrative one. It is remarkable to say that I did not have class on Wednesday 11th due to a Capacitation for teachers where I had to take part in.

With regards to my regular classes I keep advancing with one group (10-02), because have rarely miss classes, however, the other two groups are nearly up to date. I must say that I faced a problem with one of the groups, where one girl took a picture of me explaining and resolving a group to another student. This fact make the student call his father due to the fact that it may bring some problems to his personal life and of course mine. Fortunately, this we take the right actions and with a dialogue the problem was solved.

Now, talking about the pedagogical component, all the three courses have already done the pre-task activities or the task preparation phase, now they are ready to present the final task where they are going to show me their schedule and using the first conditional they are going to present what they usually do in certain day. Next week, the task will be evaluated.

Finally talking about the administrative component, as I aforementioned, on Wednesday I take part in a capacitation activity where the central topic was "La Pedagogía Activa", this was such an interesting workshop because this is the kind of activity that the school teachers must implement in their classes. So I had to work with a group of teacher with whom I discuss about the pedagogy, the implementation of it and how we teach our classes. I play a relevant role because they choose me as their relator. I had to explain and present the concept of what active pedagogy is, and present the difficulties and the possible solutions to implement this type of pedagogy, that we as a group constructed. I really like this type of activity because I was able to make a connection and a kind of relation with some school teachers and also, it helps me to know what an active pedagogy is.

FIFTH WEEK NARRATIVE

It is remarkable to say that the first week is summarized in the school festivities where I had to be mainly focused on the administrative part rather than in the pedagogical one.

I had to be part of two activities on this day well known in the institution.

In the first activity, "el día de atención a padres", is about a report that the ten grade teachers do, taking into account the performance of each student in each subject. For that, the English teacher made a report of the students that were failing the subject. Then, in the afternoon, students came with their parents to talk to the teacher in order to know the marks and the difficulties that the student is presenting. My role, this time was to be with the teacher and help her to fill the attendance sheet, it is remarkable to say that I did not play a significant role here, the teacher just introduced me to the parents stating that I will be the English teacher and that the marks that students will get from now on will be given by me. Next, at 6 pm, we had to take part of the mass that the school organized to the saint who they believe on, San José. So, I had to attend and pray, being respectful and helping teachers to control the discipline. It is important to say that this mass was done for three days in a row. Regarding that on this week we celebrate the institutional festivities. I had to take part in a parade organized by the school in order to celebrate the festivities. All the students that are educated on the headquarters of Provincial San José High School, walked by the streets from the José Antonio Galeón to the stadium Corce Opera, where some groups presented some folkloric dances.

The next day, students from the headquarter Rafael Caña Bermudez and Provincial San José High school, made another parade, however, this one had a more formal intention since they were going to take part of a mass devoting their intentions to San José saint.

Moving on to the pedagogical aspect, I was able to teach my first class in each of the three groups, however, I just had one class with two out of three groups (10-01 and 10-02) while I had three classes with (10-02). In the first class I made clear my objectives to the students and I set the rules of the game to my students that agreed to it. My first

class was a review of the Simple present tense where I noticed that some had some difficulties

SIXTH WEEK NARRATIVE

This week started on Monday, the 24th of April and finished on Friday, the 27th of April. On this week I had the opportunity to advance on my proposal due to the fact that we did not have any event that demanded time of class. There was not any event for the administrative component. I also advanced in the outreach component which it has not been completely worked.

Talking about the pedagogical component, I already graded the first task in my focus group and already started to work on the pre-task activities explaining the grammar topic and providing the vocabulary that they may need to accomplish the task. For example, on Friday, April 27, 2018, I set the task and explained them how to do them through some slides. I decided to let the task this week in order to take advantage of the large weekend that is coming, the next week we will lose 3 days of class. That is why I set the task and let my cellphone number if they had any doubt.

In addition, I advanced in the outreach component because I gave two classes in the afternoon clarifying the doubts and the difficulties that erased. Now, talking about the research component I recorded the class session and sent this sixth week narrative.

SEVENTH WEEK NARRATIVE

On this seventh week that started on April, 30th and finished on Friday 4th may, I was able to advance on my pedagogical component and to take part in an activity that may contribute to the administrative component, even though, I did not have class on Monday nor on Tuesday.

I must admit that it was a hardworking week due to the fact that I had to make a lot of tasks. First, I had to send the planning for the next month (4 planning) and also, I had to grade the self-assessments and upload grade to the school system. Something that is way stressful because the students are asking for it 24/7.

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APPENDIX 6: *Evidences administrative component.*

<https://drive.google.com/open?id=1OXcX8jXMSmSeJAo7IwKEhAOIU5z38VW1>