

Improving Speaking Skill through the Implementation of Task-Based Learning in Sixth
Graders at 'La Presentación High School'

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Foreign Languages Degree English and French

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“Obstacles are those frightful things you see when you take your eyes off your goal”

Henry Ford

APPROVAL NOTE

Practicum Committee Signature

Cooperative teacher signature

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Presentation of the proposal

The following qualitative investigation is broken down in four chapters, pedagogical component, research component, outreach component, and administrative component that are indispensable throughout the pre-service teaching process.

The first chapter corresponds to the pedagogical component; it is based on the problem's description that was improved in a sixth- grade class at 'La Presentación High School', and the strategy or tool that was implemented for this purpose. It is important to mention that it is based on theoretical framework and literature review linked to the problem. Furthermore, the research methodology and the methodology of the plan of interventions are including in this part where it is possible to find the schedules for the steps and the description for achieving them.

The second chapter that is about the research component contains the complete description of the strategy and the instruments implemented which served to get important information from the pre-service teacher's reflective process along the teaching practicum.

In the third chapter, outreach component, describes the social work that the pre-service teacher carried out in primary section. Finally, the fourth chapter that corresponds the administrative component, it includes the guidelines that each pre-service teacher followed and the events in which she took part as an imperative of the engagement with the school.

Introduction

Throughout the history, human beings have used communication as an essential tool to familiarize and interact with people in other places and contexts, allowing them the transmission of ideas and thoughts, where aspects as security, clarity, and efficiency are fundamental to have a good communication.

Because of the globalization, English has become the most important language people want to foster, since it allows obtaining a good work, traveling abroad, knowing new cultures, and new places but the biggest motivation is belonging to a society. However, in some educational systems around the world, learning English is merely a requirement to obtain a grade or it is only an overestimated subject.

Colombian government through the National Ministry of Education has proposed a program called “The National Bilingual Program”¹ which suggested a series of goals and methodologies concerning the teaching of English in all of the educational centers (primary schools, and High Schools). The main goal of this program is that school students master English at least, a B1 level according to the Common European Framework of Reference for Languages (CEFR, 2001).

In order to prepare students to achieve that level of proficiency, it could be mandatory the enhancement of the four skills needed in daily situations; nonetheless, curriculums have not focused the criteria overall competences. Many of the educational systems are only focused on the improvement of reading and grammatical competences. This is the reason why this project was focused on a strategy to foster the speaking skill, aiming at accomplishing the desirable proficiency level in sixth graders students at ‘La presentation’ High School.

¹Programa Nacional de Bilingüismo Colombia 2004- 2019 ‘Inglés como lengua extranjera: una estrategia para la competitividad’.

Justification

The National Bilingual Program expects of school students to have B1 level according to the CEFR (Common European Framework of Reference), which means being able to communicate and express their ideas in well- structured form, in both speaking and writing.

As evidenced in the institutional observations week carried out in English classes of sixth students from ‘La Presentación’ High School, the pre- service teacher could identify that the students needed to improve the four competences (speaking, listening, reading and writing). In other words, students were not able to build complete phrases, moreover the oral production had many errors that were not corrected by the teacher, the students’ thoughts were not comprehensible, and the writing part contained grammatical mistakes. This is worrying, taking into account that students need to learn and develop good basis in English to succeed the course but they are not able to internalize the knowledge; the principal factor might be the lack of prepared English teachers in primary or the lack of English teachers in those primary schools.

Table 1. *Sample of Observation*

Teacher: Adriana Parada		#1 Students: 10	
Context: Sixth		School: La Presentación High school	
Date: August 26 th , 2018		Observer: staff A	
Time: 9:00 am		Classroom: 6th A	
Time	Activities, attitudes, interaction		Comments & questions
9:00 Class begins	<ul style="list-style-type: none"> * To choose a video about 'advertis of technology' * To use to speak into questioned English for explaining and answer the questions. * To answer in English but only two or three of them stand. * To discuss in pair if to pay attention in listening to the pronunciation, and then they repeat it. * To review individual work. * To ask for the same girl answer. * To talk in English and immediately she translate it to Spanish. * To spend a lot of time in a 'trial', she had to translate the text. * To have got someone from her side but they lose the attention quickly. 	<ul style="list-style-type: none"> * At through mediation identify the main topic of the class. * Girls do not participate since they are not sure about the pronunciation. * Some of do not pay attention in the class, and the teacher allow it. * She expect what to say. * It is a bit hard. 	<ul style="list-style-type: none"> * She becomes more active. * To ask about how to order to remember the last class. * Good grammar (to) * To remember a word when she hear, say the one. * To give examples, taking into account that words. ** when you talk, to group the.
9:10 Class finishes			<ul style="list-style-type: none"> ** To discuss to her to translate a text, I could notice the several error/bugs: 1) she do not know most of the words in the text, 2) she translate directly the text without following any structure, 3) she do not organize the words that are in the text, 4) she tried to connect the ideas of the text, but it was difficult for them. ** To be more motivated when she talks. ** STS' participatory is not enough. To ask one by one about the activities of technology and most of the students did not answer. ** The speaking skill is not working cause she do not know the pronunciation of some words, or they don't understand the word. There is a time among the st. ** The time for giving the class is not enough to complete it, that left some doubts etc.
			<ul style="list-style-type: none"> Resources: * Video lesson * Computer * Board * Tables * Chairs

In this case, the sixth graders students had problems in the speaking competence. In one hand, in most of the cases when teacher gave an order, students did not understand what she tried

to explain, so she had to speak slowly and if the students kept with the problem, the teacher decided to speak in Spanish, what the students enjoyed because they could express their ideas in their mother tongue. In most of the courses, teacher had to talk in Spanish since the students did not understand what the teacher talked and the students did not know the vocabulary needed to understand a whole sentence. As a result, the students talked in their mother tongue to answer the teacher's request. It was evident that students do not have a good oral production due to the lack of practice inside the classroom.

On the other hand, when teacher asked to her students to speak about a specific topic (daily routine) the students did not want to participate. I could realize that the principal fact was the ignorance about the pronunciation of most of the words, so the students were worried about the possible mistakes that they could have, and the possible teacher's reaction.

According to Ur (cited by Hoang & Ngoc, 2015), there are many factors that prevent learners when speaking, such as:

- *Inhibition*, when learners got worried about making mistakes.
- *Nothing to say*, Students are not motivated in what they are learning.
- *Low or uneven participation*. There is just one student participating in the activity or the rest of the classroom has a low participation giving the main role to the talkative student.
- *Mother tongue use*, learners prefer to express their thoughts or ideas with same native speaker by using the mother tongue giving a low role to the target language.

On the other hand, Rababah (2002) points out a series of aspects that influence the oral production, for instance, learners' lack of knowledge when speaking, lack of self-confidence when dealing with complex subjects or common aspects of human life, and finally they are not motivated to interact in the target language.

Furthermore, communicative competence involves the learner's ability that is used to communicate successfully. According to Canale and Swan (1980), those competences integrate words and rules, appropriacy, cohesion and coherence, and use of communication strategies.

Considering those aspects, the improvement of the speaking skill through the implementation of a task-based learning become essential, since it will allow to the students outdo the challenges this globalizing word has, and the troubles students have when learning a second language.

Objectives

General objective

- To improve speaking skill through the implementation of task-based learning.

Specific objectives

- To consolidate a reflexive process in order to reach the integral development of the pre-service teacher
- To implement the use of flashcards as a strategy to improve students' vocabulary at the 'La Presentación' High School.
- To participate adequately in administrative activities allowing the pre-service teacher to incorporate into community's culture.
- To elaborate lesson plans allowing students to feel comfortable in classes.

General Conclusions

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

- ✓ The implementation of Task Based Learning approach provided an easy form of learning a foreign language because of the students participation and the motivation they felt when they developed the tasks. Moreover, the purpose of each activity was to increase their language.
- ✓ The use of the English language through real situations and contexts gave a significance to the educational process since learners understood why they are learning and how they can put into practice the acquired knowledge. Consequently, the implementation of different tasks to arrive to the Ecological Fashion Show helped the students to be aware of their educational process in the English classes.
- ✓ Through the reflection, the pre- service teacher took advantage of the practicum process inasmuch as the self- evaluation allowed her daily improvement in the teaching process.
- ✓ The use of flashcards were visual aids that allowed elementary students to comprehend and to improve their vocabulary. Furthermore, the activities with this material improved the students' participation and the motivation for learning a foreign language.
- ✓ Taking part of the academic and cultural activities carried out in the educational institution, it was a significant traineeship for the pre- service teacher since he became aware of the development of the activities for the students.

Institutional Observation

It was necessary to carry out the institutional observation in order to begin the process and identify main aspects of the educational institution, recognize the rhythm, the context and the development of the sessions evidenced in the classroom. Thus, this section contains the important aspects of ‘La Presentación’ High School, including: the topographical location of the institution, the school authorities, the most important aspects of the Institutional Educational Project (PEI), relevant aspects of the Rulebook, the structure of the school, the organizational chart, the school calendar, the supervisor’s schedule and finally the pedagogical aspects.

Topographical location of the institution



Figure 1. La Presentación High School

‘La Presentación’ High School is one of the most representative educational institution in Pamplona. This institution is focusing on girls’ education, which promotes an inclusive education based on values and the pedagogy of love. This school is located in Pamplona, Norte de Santander, Colombia, in the street # 6 n° 2-99, El Carmen neighborhood. Moreover, the Dominican sisters founded this institution in 1883.

Today, ‘La Presentación’ High School follows the timetable A, full-time, offering to the community grades from kindergarten, primary and secondary. In addition, this institution is oriented by the educational principles of the church, under the pedagogical philosophy of Marie Poussepin, founder of the Congregation. The Political Constitution of Colombia, especially the articles related to the educational service, the General Education Act (Act 115 of February, 1994) and its Statutory right.

School authorities

The principal showed in the Institutional Educational Project (PEI) is:

Table 2. *School Authorities*

CHARGE	NAME
Principal	Sister. Leonilde Morantes Mantilla

Nowadays, this public school has changed its authorities since the Dominican Sisters decided to give the control and responsibility to the Colombian Educational Ministry.

Table 3. *School Authorities updated.*

CHARGE	NAME
Principal	Esp. Mireya Acevedo Mejía
Principal Academic and discipline coordinators	Esp. Martha Judith Rosas Contreras Esp. Roger Yesid Bautista Rico
Supervisor teacher	Liliana Parada Granados

Principles aspects of the Institutional Education Project (PEI)

Institutional horizon. In this segment, we have the opportunity to identify how the philosophical foundation and the projection of the institution are stated; these two elements make sense and guide the plans and institutional projects.

Mission. The educational institute ‘La Presentación’ technical High School of Pamplona with official nature forms integrally girls and ladies in the kindergarten, primary, secondary and technical intermediate in “Administrative Assistance” levels, from a bio-psyco-social conception, throughout the Humanistic-cognitive pedagogical model, the research and the technology incorporation. With the committed engagement of the educational community, it consolidates a life project with identity, presentation, building citizenship, social responsibility, promoters of a peaceful culture, respectful on human life and human and environment dignity.

Vision. By 2021 being an inclusive educational institute, with a pedagogy based on a humanistic-cognitive philosophy, promoter of the formation of integral, competent and entrepreneur human beings, with a deep sense of life.

School shield. Four elements are highlighted in the shield of ‘La Presentación’ High School: a cross, a rosary, a bee and in the top the motto of the institution “PIEDAD, SENCILLEZ Y TRABAJO”, they are showing in the figure:



Figure 2. School shield

School flag. This institution is principally a Marian society that is why the representative colors of its flag are blue and white.



Figure 3. School flag

Principles of the educational institution

Singularity. It is the possibility of being unrepeatable, original and creative, making an own life project: to become, in accordance with their essence. From this moment the originality, which is peculiar, takes place, developing a creative-reflective thinking; the own creativity and with which she compromises her faculties of being rational, able to change and make change, showing her uniqueness of her individual. This task is irreplaceable.

Autonomy. It is the capacity of self-determination in a responsible way.

Opening. The person is a social being that can identify herself, self-discovery and be aware of the social and cultural sense.

This proposal contributed to the singularity principle because students are going to develop different tasks in order to reach an outcome, so students were free to create what they want, but taking into account the community and environment benefits. Furthermore, students

were able to make changes in their critical thinking about how to preserve the environment through the recycling process, and how those changes help the lives' population.

Objectives of the educational institution

- To raise awareness in the system of quality management
- To form happy people with a Christian-human profile
- To increase the satisfaction of the parents and students with the quality of the educational system
- To enhance the application of the specific projects
- To guarantee the continuous improvement of the institution
- To begin a study and sensitization in order to give a response to the possibility of the full-time project, so that it can be possible to enhance the educational quality.

Main aspects of the coexistence guidebook of the educational institution

The rulebook of the educational institution 'La Presentación' aims at determining the prevention procedures and the monitoring and evaluation of the scholars. Further, it pretends to encourage, guarantee and defend the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

The coexistence handbook contains seven chapters, among them:

- **Chapter I.** Institutional identification, adoption, legal nature, generalities
- **Chapter II.** Educational population and their instances of participation
- **Chapter III.** School socialization
- **Chapter IV.** Rights, duties and responsibilities of the institutional classes.

- **Chapter V.** From the way to the comprehensive care to the situations and protocol of promotion, prevention, attention and monitoring of the scholar coexistence.
- **Chapter VI.** From the pedagogical strategies to the solution of problems
- **Chapter VII.** Agreements and modifications to the coexistence handbook.

Physical description of the institutional.

‘La Presentación’ High School is divided into two spaces. At both the primary and secondary locations are broken down into two areas but there is a difference, primary section counts on two recreation areas open-air and the secondary and technical section has four recreation areas open-air. Besides, it is possible to find a theater.

These two structures have common areas, they are: Classrooms for each level: 40 classrooms, corridors, recreational patios: two in secondary, two in primary, cafeteria: one in primary, one in secondary, a radio station, a toy library, a map library, a chapel, sciences laboratory, auditory, and library.

Organizational chart of the educational institution.

Here you can find the order of each one of the authorities of the educational institution.



Figure 4. School organizational chart

Timetable of the educational institution

The academic calendar is based on what is proposed in the Educational secretary of the department, it generally covers 40 teaching weeks which are worked in 4 periods, 5 weeks of institutional development, 12 weeks of holidays for students and 7 weeks of holidays for teachers and directors.

Table 4. *Academic periods*

ACADEMIC PERIODS	
FIRST PERIOD	From January to March (10 weeks)
SECOND PERIOD	From April to June (10 weeks)
THIRD PERIOD	From July to September (10 weeks)
FOURTH PERIOD	From September to November (10 weeks)

Institutional calendar

Table 5. *Institutional Calendar*

AGOSTO	
FECHA	ACTIVIDADES
1	Izada de bandera
1 agosto - 15 septiembre	Inscripciones Prueba Avances (Secretaría)
8-16	Pruebas de calidad
9	Conferencia con psicólogos (11°)
10	Bendición de los lápices (11°)
12	Pruebas Saber 11°
13-17	Pruebas Supérate con el saber (1°, 3°, 5°, 7°, 9°, 11°)
16	Informe de Rectoría; Reunión Profesores y estudiantes de primaria/Reunión de profesores y estudiantes de secundaria/Salida Coliseo Mpal/Reunión Padres de familia (11°)
17	Finalización segundo trimestre/Jornada pedagógica
21	Inicio tercer trimestre/Proyecto CreSer/ Momento Congregacional Primaria
22	Momento Congregacional Secundaria/ reunión área de matemáticas
23	Comisiones de evaluación y promoción
24	Cierre de plataformas/Banquete del amor al colegio
25	Impresión de boletines/cierre de plataforma
21-29	Pruebas Supérate con el saber (2°, 4°, 6°, 8°, 10°)
22-29	Escuela de padres primaria
29	Entrega de boletines a titulares para revisión
28	Movimiento Congregacional/Continuación reunión área de matemáticas
29	Entrega de calificaciones Primaria/ Izada de bandera
30	Entrega de calificaciones secundaria

SEPTIEMBRE	
FECHA	ACTIVIDADES
2-8	Retiro de estudiantes 11°
10	Trazabilidad Lenguaje
11	Trazabilidad sociales, cívica, urbanidad y filosofía
12	Trazabilidad ciencias naturales
13	Trazabilidad Inglés
14	Trazabilidad área Técnica, emprendimiento
17	Trazabilidad artística, ética y religión
18	Momento Congregacional
19	Administrativos/ Trazabilidad informática
19	Trazabilidad educación física
25	Izada de bandera 9° (a, b, c, d)

OCTUBRE/NOVIEMBRE	
Actividades 135 años	
FECHA	ACTIVIDADES
29 oct	Alborada
30 oct	Eucaristía/ Prim eras com uniones/ Presentación Sección P ría
31 oct	Encuentro de bandas show (Invitado Banda Baranca, Barranquilla)
1 nov	135 años: Actividades en un día
2 nov	Comparsas y carrozas
3 nov	Presentación Sección secundaria
9 nov	Día del Alumno

Supervisor's teacher timetable.

Table 6. *Supervisor's teacher schedule*

SUPERVISOR'S SCHEDULE					
TC Liliana Parada Granados					
HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		CRESER			
7:00-7:55	English 6°C	English 6°A		English 9°B	
7:55-8:50	English 6°D	English 9°A	English 6°D	English 9°A	English 6°C
8:50-9:45			English 9°C		English 6°A
9:45-10:15	BREAK				
10:15-11:10	English 6°A	English 9°C		Ethics 9°B	
11:10-12:05	English 9°A	English 6°D	English 9°B	English 6°C	English 9°C
12:05-1:10	English 6°B	English 9°B	English 6°B		English 6°B

Pedagogical aspects.

Through the institutional observations, the pre- service teacher noticed that the teacher did not use a specific book for developing the classes, but she usually got information from two books called 'Navigator 6th' or 'Way to go 6th', which she uses to teach. Thus, the teacher did not use lesson plans in any of her classes but she explained to the pre- service teacher that the educative institution follow a specific planner (**Appendix 1. Sample of planner**) which must be implemented, since it allows to the teacher observes how the class will be developed. On the other hand, teacher in charge showed a good students' control in some courses that create a confident and friendly environment.

Chapter I: Pedagogical component

Improving speaking skill through the implementation of task-based learning in sixth graders at ‘La Presentación’ High School

Introduction

Most of the world’s language learners study English with the purpose of developing speaking skill, one of the most important aspects people take into account for communicating and share their ideas. It is said that the capacity to speak a second language in a good way is a complicated process due to the different troubles or difficulties people face when express an idea or opinion. First, it is important to mention the large quantity of purposes that involves speaking in English. For instance, when people have occasional conversations, the purpose of it could be make social contact or to communicate an important idea, another purpose could be the need for an instruction or to get things done, in this case we speak to share our needs and thoughts.

Nunan (1991) states: “success is measured in terms of the ability to carry out a conversation in the (target) language”. Thus, if the person cannot speak correctly or he/she does not have the opportunity to speak in the classroom, he/she will get frustrated and could lose interest in the learning process. This is the main reason what students dislike English because they cannot understand the classes; consequently, the students obtain low grades in this subject.

Taking into account this fact, in 2014, the Colombian Ministry of Education proposed in its program *Colombia very well*, the attachment of a second language underlining its positive effects in the population, the greatest opportunities it provides in academic and laborious fields and the promotion of intercultural exchanges. According to the British Council (2015), “English is recognized as the language of research and its importance for internationalization, study abroad, student mobility and academic partnerships is accepted”. Thus, English had been taught

in most of the Colombian Institutions with the purpose of ensuring a natural students 'proficiency in English level.

Furthermore, the idea of learning English is not merely educative; students can contextualize what they learnt inside the classroom, and they will be able to use it in real situations that they live.

Statement of the problem

This study aims at fostering and promoting the speaking competence in students having difficulties in this skill. Taking into account the observations carried out in sixth graders at 'La Presentación' High School, it was realized that in classes, activities concerning oral production are barely executed; this is why the students had many difficulties when teacher implemented oral activities, what created an unfriendly atmosphere among them. It is important to take into account that many of the students come from educational institutions where English was not taught. Therefore, this study helped to develop speaking and to improve the English level on the students who have not enough basis and balance their English proficiency.

Furthermore, after analyzing the data gathered while observing, I concluded that the implementation of Task-based learning method would help students, since they will be able to reach linguistic and communicative problems still in existence.

Thus, in order to conduct the present study aiming at improving speaking skills, three questions were posed:

- How does the implementation of task- based learning improve the speaking skill in sixth graders students at 'La Presentación' High School?

- How does the implementation of Task- Based Learning enhance the linguistic competence as vocabulary and pronunciation in sixth graders students?
- How does the implementation of Task- based learning contribute when encouraging the students to learn about environmental troubles?

Justification

Concerning this problem in sixth graders at ‘La Presentación’ High School, this community was benefited with the implementation of this project, inasmuch this study contributed to raise their English level and establish a language balance among the students who have some basis in English. Moreover, this project might motivate the students to participate actively and have a frequent interaction with the target language, since mostly they spend time doing mechanic exercises in their books and learning by heart the new vocabulary. Meanwhile, with this proposal, the students will be able to implement English in the daily life and they will learn easily different aspects, for instance vocabulary, pronunciation and culture. As it is reflected in the advantages of the implementation of tasks, in which according to the CEFR, most of the tasks are related with the real life and different activities could be implemented through its usage.

Additionally, sixth graders at ‘La Presentación’ High School were benefited through implementation of this study considering they are agents of their own learning process and they have an active participation in the construction of meaning during the development of tasks. In the same way, this proposal served as an example of one of the first confrontation to a real education context by the pre-service teacher, in which it is aimed to implement a strategy or methodology to improve the second language needs in the learning process in Colombia.

Objectives

General objective

- To improve students' speaking skills in 6th grade at 'La Presentación' High School through the implementation of Task-Based Learning.

Specific objectives

- To develop students ability to participate in individual or group oral production activities.
- To implement tasks improving students' speaking skill.
- To incorporate other disciplines in order to perform the task.
- To expand the amount of vocabulary in students so that they can express theirs ideas in English easily.
- To carry out meaningful tasks encouraging students to participate actively on them.
- To promote the individual, collaborative and group work

Theoretical framework

When talking about Task- Based Learning (TBL) approach, it is important to define a framework about some essential aspects that will be taken into account in the development of this project, those are: Scholar environmental project (PRAE), Task- based learning, communicative approach, speaking skill, types of spoken language and speaking strategies

Scholar environmental project (PRAE).

The ministries of national education, environmental, and territorial development in Colombia have implemented some strategies in order to include an environmental dimension in the formal education from environmental and educational policies, and the formation through Scholar environmental projects (PRAE)

The PRAE are pedagogical projects, which promote the analysis and comprehension of environmental issues, generating participative spaces to implement real solutions according to natural and socio- natural dynamics.

Those projects generate spaces in the schools to the development of research and intervention strategies. The first one imply pedagogical- didactical processes aim at reflexing critically about how the world is and the way to connect with it, thus about the work methods, the proximity to the knowledge, consequential the vision and interaction among different environmental components. The second one is about the intervention, some concrete actions of community participation and projection.

Bearing in mind the information above, task- based learning and the PRAE have a close relation, since both allow to the students promote the interaction, participation, communication and cooperative work among them. Furthermore, the topics that were executed in Task Based

Learning and Scholar environmental projects, have as central axis problems that happen in the real life, in this way students has a real contact with the troubles that affect the society, the environment and difficulties that can affect them too. The students noticed the problems that affect people not only in international contexts but also they identified the problems that are affecting our society.

Furthermore, students were be able to give their opinion in English about the possible drawbacks or the possible benefits people can receive if they conserve their environment. In this way students learned how to pronounce any word, or the vocabulary needed to reach an oral production, moreover, an extra point might be that the students developed a critical thinking about how preserve their atmosphere.

Task-Based Learning (TBL).

Defining 'Task'.

In all educational systems, a 'task' is a fundamental component to assess the knowledge people learnt in any situation, also it is a tool that help to the development of proficiency and it facilitates the learning of a second language due to the implementation of classroom activities. Nunan (2004) affirms that "tasks aim at providing occasions for learners to experiment and explore both spoken and written language through learning tasks that are designed to engage students in the authentic, practical, and functional use of language" (p. 41). Moreover, Lee (2000) cited Ellis (2009) states "a task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) focus on meaning exchange". Task refers to work plans which have the purposes of facilitating language learning from the simple exercise type, to more lengthy

ones such as group problem-solving or simulations and decision-making (Breen, 1987). In other words, learners use whatever target resources they have in order to do a puzzle or a crossword, to develop any kind of task.

According to Ellis (2007), a task addresses some dimensions: a) scope of the task, b) the perspective from which a task is viewed, c) the authenticity of a task, d) the linguistic skills required to perform a task, and e) the outcome of a task.

Task Components.

Tasks contain some form of input (natural exposure) that may be verbal or nonverbal, followed by an activity, which is derived from it. This activity requires learners to engage in activities in relation to the input. On the other hand, tasks have goals and roles for both teachers and learners. Nunan (2004: 41) points out those course designers should consider the following elements when designing a task: goals, input, procedures, teacher role, learner role and setting.

- a) *Goals* refer to the general intentions behind any learning task.
- b) *Input* refers to the spoken, written and visual data that learners work with in the course of completing a task.
- c) *Procedures* specify what learners actually do with the input.
- d) *The Teacher's role* refers to the part that teachers expect to play in carrying out learning tasks as well as the social and interpersonal relationships between participants.
- e) *Learner's role* refers to the part that learners expect to play in carrying out learning tasks as well as the social and interpersonal relationships between participants.

- f) *Setting* refers to the classroom arrangement specified or implied in the task. It requires consideration of whether a task is to be carried out wholly or partly outside of the classroom.

Definition of Task-based Approach.

The Task-based is a method emphasized in real life tasks; this approach integrates a set of processes that includes the specification of both what and how. In this process, students have to interact, participate, communicate and cooperate in order to reach a specific task. The task might be an activity from the course book that intend as practice of a language point or an activity from a supplementary source. The teacher sets up the task and observes students as they get on with it.

Components of the Task-based Approach Framework.

The components of the task-based learning framework allow teachers to monitor teaching periods successfully because task-based learning employs a series of sequences that differ from other teaching methods.

- a) Pre-task: This phase include topic and tasks which prepare learners to perform tasks in ways that promote acquisition. In addition, the teacher introduces and defines the topic, uses activities to help learners recall and learn useful words and phrases to ensure that they understand the task instructions.
- b) Task cycle refers to the 'methodological options' or 'task performance options' available to the teacher in the during-task stage. In this step, learners practice using language skills while the teacher monitors and encourages them.
- c) Language focus in the post-task stage affords a number of options. Language focus has three major pedagogic goals:

- 1) To provide an opportunity for repeated performance of the task.
- 2) To encourage reflection on how the task was performed.
- 3) To encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task.

Task Based learning.

Task based learning focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, calling customers service for help, playing a game, solving problems and sharing information or experiences. All those classroom activities are focused on real events aim at achieving a specific outcome.

In addition, task based learning includes seven types of tasks which represents a valuable, integrative, purposeful and contextualized piece of work to ensure a comprehensive range of learning experiences, those are:

1. Brainstorming: to list qualities, people, places, objects, things to make.
2. Ordering, sorting and ranking: sequencing and classifying items.
3. Matching: phrases/descriptions/texts/directions to maps; listen and identify and do.
4. Comparing: finding similarities and/or differences (Spot the Differences.) or places.
5. Problem-solving: noisy neighbors; giving advice, incomplete phrases.
6. Projects and creative tasks: producing, designing a brochure.
7. Sharing personal experiences: opinions and reactions.

To the implementation of this proposal, the teacher took into account many of these tasks, since those allowed to notice the enhancement in the speaking part that each student would have. Moreover, those tasks helped students to create ideas, developing their critical thinking about environmental troubles, as the pollution. This is way those tasks were related to the recycling process, thus the students had the opportunity to express their ideas about the way of recycling and the benefits this process give to the population, all this using the target language.

Speaking Tasks.

Luoma (2004) defines speaking tasks as “activities that involve speakers in using language for achieving a particular goal”. They include participating in an interactive role-play scenario. The evidence collected by tasks must be scored to established criteria. The following are types of classroom speaking performance based on Brown (2007:237) .

- *Factually oriented tasks*: Imitative (like a tape recorder): Repeating the sentences.
- *Intensive*: whole class instruction, acting out a dialogue aloud and picture-cued elicitation.
- *Responsive*: picture-cued of response and question elicitation (ask me about my favorite...)
- *Transactional*: dialog to convey, exchange, express and talk about specific information.
- *Interpersonal* (dialog to maintain social relationships): Role-plays, interviews, debates.
- *Extensive describing one's favorite and comparison.*

In addition, description is considered as a macro function or an open-ended speaking task, to do something with language as an indication of their competences. Micro functions, are related to individual actions, which are often completed within a turn. Evaluative tasks can be explanations, justifications, predictions and decisions.

The tasks that the pre- service teacher took into account for improving the speaking skill in sixth grade students were: Factually oriented tasks since it allowed the students listen to an audio or their teacher and they imitated what they talked about, and the students identified how the correct pronunciation of any word was. The second task the pre- service teacher used was responsive, through this task, the student interacted with their classmates asking and responding, enhancing their speaking skill and it promoted the self- confidence of each one. In addition, the last task the pre- service teacher took into account is interpersonal, since it allowed to the students to improve their interpersonal relations through the implementation of role- plays.

Communicative approach.

Robert Langs MD developed the Communicative Approach (CA), in the early 1970's. It is a theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally-charged events with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously). In addition, Aronson (1983) stated that this method focuses on language as a medium of communication and recognizes that communication has a social purpose; the learner has something to say or find out. In this approach, classroom activities maximize opportunities for learners to use target language in a communicative way for meaningful activities; emphasis on meaning (messages they are creating or task they are completing) rather than form (correctness of language and language structure) as in first language acquisition.

This project was based in the communicative approach since it allowed to the students to communicate or express their ideas, feelings, thoughts; knowing that English language is today the main language to interact in other societies. For this, teacher was focused not only in the grammatical part but also he/she provided to the students the tools needed to communicate what they had learnt through the educational process.

Speaking skill

When people talk, they do it with a purpose, maybe they want communicate an idea, a message or because they want to be heard. In this way, speak is a fundamental part of communication and need to be well- developed in each single student, since we as speakers all the time send oral messages, that contain different codes, purposes and functions that will contribute to our society. Bygate (2001) mentions: “(...) speaking skills are also affected by the context. Speaking is reciprocal, people can respond to each other immediately”. He also indicated: “People can participate in the same oral interaction except the varieties of equal speaking rights”. It is possible infer that speaking in any language is the clue to get a good conversation and it is the way to reach a specific purpose that is to be heard.

Nevertheless, accomplish this goal of communicate ideas implies not only to have the idea in mind but also it is important to follow some steps in order to form more properly the oral competences in a speaker. According to Levelt (1989), “speech production involves four major processes: conceptualization, formulation, articulation, and self- monitoring”. Talking about the first step, it refers to the topic, the discourse and the purpose of the communication; formulation is about syntax and vocabulary, how well organized the message, it means the message must have a beginning, a middle, and an end. Articulation is related to the sound into meaningful

words and utterances, and self- monitoring invokes retaking the sounds and articulation process so that the message can be sent.

For that, the speaking skill was the focus in the development of this proposal, since the pre- service teacher developed a series of tasks that allowed to the students improve their vocabulary, their pronunciation, their accuracy, their oral comprehension, and their fluency. The students were able to express what they understood about any type of text or video. Moreover, students practiced their speaking skill and they were able to improve this competence.

Therefore, for arriving to the goal of this project that is to improve the speaking skill in sixth graders at ‘La Presentación’ High School, it was necessary that the pre- service teacher demanded them to read a text or their own writing productions, or asked question about a specific topic, in this way students participated orally in the class. It created a comfortable atmosphere where the students felt free to share their ideas in English. To encourage students, it was essential that the pre- service teacher assigned some homework that the students did at home, with the aim to be presented to the whole classroom, in this manner, students increase their confidence and they developed security to speak in English.

Types of spoken language.

According to Brown (2007), the classification of types of oral comprehension should allow seeing what teaching aural comprehension entails.

Monologues: when one speaker uses spoken language for any length time, as in speeches, lectures, readings, news broadcast, so the hearer must go on whether long stretches of speech without interruptions. Monologues are composed of two types: planned monologues such

speeches and other prewriting material and unplanned monologue such impromptu lectures and long stories in conversations.

Dialogues involve two or more speakers and it is subdivided into those exchanges that promote social relationships (interpersonal), and those for which the purpose is to convey propositional or factual information (transactional)

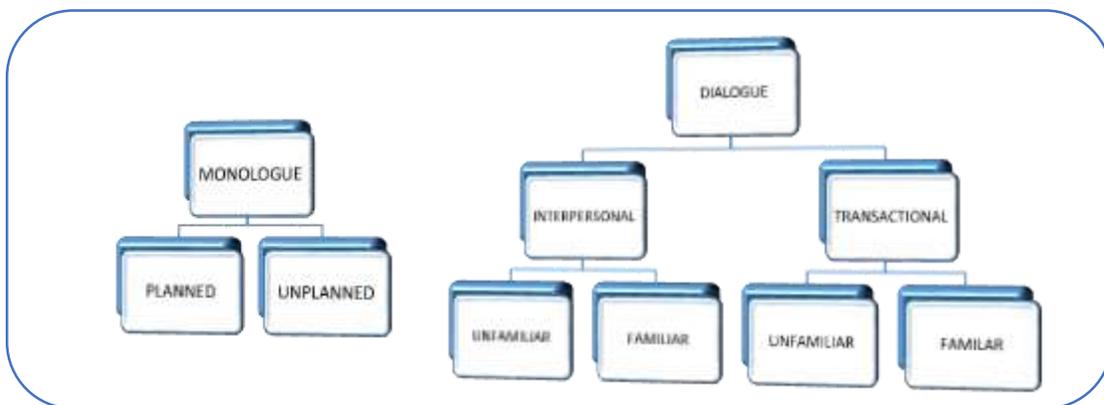


Figure 5. Types of oral languages (Adapted from Nunan, 1991)

In beginning to intermediate levels of proficiency, most of the errors of learners in oral production come in the form of conversation, or dialogue. It shows that teachers must plan their classes taking into account the ability students have to deal both interpersonal and transactional dialogues and that they are able to converse with a total stranger as well as someone with whom are quite familiar. (p. 303)

To examine the definition of this skill, it is important to define individually each one of the words that composes oral production, in that oral is conceived as a term used to stress that a spoken form of language is used as opposed to a written form, as in an oral test, an oral examination. In addition, Richards, J., Platt, J., & Platt, H.(1992) present a “distinction

sometimes made between completed acts of communication or language output (products) and the underlying abilities and skills used in producing them (processes), conceive production. Thus, oral production will be considered as all output language that students made orally, in that they can implement some of the competences mentioned above.

Speaking strategies.

O'Malley and Chamot (1990, p.1) define learning strategies as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." As Hismangolu (2000) mentions, language learners are continuously looking for ways of applying strategies to deal with situations in which they face new input and tasks proposed by their instructors.

Douglas (2007, p.332) proposed these speaking strategies so that students are able to communicate in an oral way:

- Asking for clarification (what?)
- Asking someone to repeat something (huh? Excuse me?)
- Using fillers (uh, I mean, well,) in order to gain time to process
- Using conversation maintenance prompts (uh-huh, right, yeah, okay, hm)
- Getting someone's attention (hey, Say, So)
- Using paraphrases for structures one cannot produce
- Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- Using standard expressions (at the survival stage), (how much does__ cost?)
- Using mime and nonverbal expressions to convey meaning

- Circumlocution that is the use of a synonym or a descriptive sentence for unknown words. For instance. An item you use to sit down (chair)

Literature review

With the purpose to support this project, it was necessary to analyze some studies carried out in the fields of task- based learning, ecological thinking through English teaching and possible challenges when implementing Task- based learning; some of these studies were done in Colombian context and other international context. Therefore, this literature review for the present study was divided into three sections: a) Improvement of speaking skill through Task- based learning, b) Challenges when implementing Task-based learning, and c) Using English as a tool to promote environmental thinking.

Improvement of speaking skill through Task- based learning.

In order to comprehend the results of implementing Task Based Learning, it is essential to analyze those outcomes with the purpose of overcoming issues when carrying out this project. In this manner, Muhsin & Muh (2015), aimed at improving the students' accuracy and fluency using task- based approach. By means of this study, the researcher implemented a classroom action research, as a result, he stated that implementing task-based approach improved not only students' speaking accuracy, but also the students' speaking fluency and he highlighted that this approach has to deal with self-confidence, since students were motivated when teacher gave them real- life topics. Therefore, they were more interested on it and it was easy for them to create conversations and present it in front of the class with their own group. The students will be expected to increase their ability in learning speaking through Task-based Approach.

As a recommendation, the author proposes:

“The English teachers are suggested that the use of Task-based Approach as one of the alternative ways to improve students’ speaking skill to improve their potential or their skill as educators in giving guidance or information to the students in learning and teaching speaking process so that the students are able to understand materials easily. Additionally, the English teachers are expected to create many ways or some teaching method and strategy in English learning and teaching process for the sake of education qualities improvement in Indonesia.”(p.189)

Bearing this in mind, it is important that teachers implement this type of approach to enhance communicative competences in theirs students, also this type of approach allows the development of different students’ skills that they will use in their daily life. They will be able to produce real conversations or they will be able to reinforce what they learnt in the classroom.

Worldwide, Task-Based Learning has been used as an innovative tool to develop the communicative competence, and the educational system in Colombia is not outdated in incorporating this methodology into the teaching of English in school contexts, being in secondary grades in which it has been more implemented having as a result the improvement of oral skills. (Laverde, 2016; Peña & Onatra, 2009).

Concerning Peña’s & Onatra’s (2009) study about Promoting Oral Production through the Task-Based Learning Approach, it is possible to infer that students’ learning is a process in which they have two paths: succeed or fail. When students learn English, they feel de-motivated because of the lack of accuracy, fluency and oral mistakes. For the researchers, mistakes result as a fundamental step for learning a foreign language, moreover in a pedagogical grammar context,

intonation and pronunciation are tolerated and even ignored by teachers when the objective of the task is about promoting oral skills. The achievement of learning a second language consists in the motivation students acquire from their teachers, when they feel a good atmosphere inside the classroom, it means without teacher's correction and classmates' critique, they feel comfortable and their oral skills enhance. One important result in this study is the fact that students created strategies in order to maintain a good communication: one of these strategies used by students to express orally was word invention and the combination of English and Spanish, in this way, students acquired and improved their lack of vocabulary. Furthermore, students used "transparent words" to surpass the oral difficulties or the lack of repertoire, and so on. Thought the implementation of each task, researchers found an improvement due to the awareness students had when developing a determine task. Finally, researchers advised the importance of giving a confidence learning environment to speak, what create less anxiety, students have to keep in mind that a learning process is not about learn, memorize, and repeat vocabulary, it is a challenge they have to outdo, it is more to find pleasure in what they do, learn a foreign language. Peña's & Onatra's (2009) cited Freire & Macedo (1987), learners in the language class should speak about their world in their own words so that they can avoid unnatural utterances occurring during a task.

In the study entitled 'Fostering the speaking skill through task based learning in EFL with third graders' (Laverde, 2016), the researcher used a methodological strategy that involved the elaboration of four units focused on the advance of basic oral skills with the use of procedures that stimulate hands-on work through task based learning.

As a result, the use of Task-Based Learning was interconnected with the enhancement of speaking performance and the students' participation because children executed tasks for learning

English as means of communication. Other important aspect to highlight is the fact that when a teacher wanted to implement Task- Based Learning in a group, it is essential to bear in mind the attitudes, beliefs and needs each student has, since it allowed knowing how task will help them to acquire knowledge and skills or how they will develop each task.

English teachers have to create friendly atmospheres where the principal axis might be the affect, permanent motivation, appropriate material, supervision of the quantity and quality of tasks, enough input, and feedback.

In conclusion, tasks are an important tool teachers can implement in their teaching process, since it allows the improvement of many skills. In this part, we could notice that tasks focused on enhancing oral skills were important for the researchers because it became an integral part of the learning process for the students, they could express their ideas or they could create conversations taking into account real situations that create more confidence, accuracy and fluency. On the other hand, tasks for teachers became an opportunity to assess the quality of students' performances.

Finally, the most important advantage of Task- Based learning is focused on the fact that language is used for a specific purpose, in which real communication must take place. For instance when the learner is preparing his report, he is forced to reflect and use language form rather than concentrating on a single form, what promote the use of the language.

Challenges when implementing Task-based learning.

This section will take into account a research entitled "Implementing task-based learning With Young learners" a case study (Carless, 2002), that was implemented in Hong Kong primary

school with students from six and seven years old. This study was broken down into two parts respectively: discipline matter and the use of mother tongue (L1).

Discipline matters.

This study presented how the indiscipline take part in classes when oral activities are implemented and some performances of task- based learning in comparison with traditional ones. On this type of courses students are focused on paying attention to the teacher, due to the teacher is seeing as a form of authoritarian role. Nevertheless, the indiscipline vary taking into account teachers' attitude face this trouble and the development of the task. For instance, the study shows three examples about how the teachers' attitudes can infer in the discipline problems, the first one corresponds to a teacher who worked eight years in education, the researcher detailed that aim at engaging students' communicative activities; she accepts some noise and discipline standards. The second one is about a teacher who has two years of experience in this same field, in this case the teacher does not support any kind of indiscipline, and prefers having control of classes than carrying out the tasks, which leads to misconduct. Finally, the researcher show the example of a third teacher who has five years working in education, and showed that this teacher prefers to have both types of control over perform the task proposed for the class and the discipline, for this teachers, noise is 'constructive' (p.3).

It was pointed out that indiscipline moments happened because of three situations: 1) when students were not clear what to do, animated discussions or arguments broke out, 2) when the task was too easy or too difficult, so students were 'off- task' finishing too quickly or frustrated by difficulty, and 3) the task itself produce excessive noise.

The study recommends that teachers must remind students about noise levels at the beginning and during the class, a possible strategy could be assigning group leaders to be responsible for the supervision of noise, teacher can offer some rewards to the quietest or best-behaved group. Moreover, the teacher might pay attention to those students that create indiscipline, since in most of the cases this type of students have problems that affect their daily life, it means that the student might have not only comprehension troubles but also psycho-affective problems.

Use of mother tongue (L1)

This study concludes that students used L1 in many cases. For instance, a) to clarify the meaning of what the teacher has said; discussion of the requirements of a task and how might it be undertaken, as well as social functions such as reducing students anxiety, b) to face the more linguistically complex and open-ended the task, and c) when students get excited or distracted performing the task.

This is why some recommendations are given:

1. The teacher must be a good language model using the target language as far as possible when interacting with the classes. He must create an “English atmosphere”.
2. Students must be conscious of language of interaction or negotiation of meaning, such as “can you repeat?”, “you start”, “are you ready?”, “what do you mean?”
3. Teacher should socialize use of L2 expectations at the beginning of the class, since some task will permit more or less use of the L1.
4. Teachers should use significant “incentives” to engage students speak in English.

5. Teachers should allow a certain amount of L1 with the condition of using some English language interchangeably.

Using English language as a tool to promote environmental thinking.

The purpose of the following study ‘La Educación Ambiental en la Enseñanza del inglés en una Secundaria del D.F’ (Escobar, 2009), aimed at linking some topics of the environmental education with English teaching. In addition, the researcher identified some aspects that were presented in the interaction with the students and those were identified as categories to be analyzed as a possible result, such as variables in the use of L2 inside the classroom.

It was remarkable that students spent more time in the comprehension of the topic because of the use of English language; however, teacher allowed the use of L1 in order to a better understanding. Thanks to this strategy teacher noticed that students acquired confidence and consequently their participation improved because they could give their opinion through the production of sentences in English.

Furthermore, the teacher adopted a role of mediator and facilitator of the second language. With this combination, it was possible to recognize the students’ participation; teacher and students could listen to opinions and comments about any topic, what increase the interaction among them, and it helps not only the environmental class and the development of the class but also it fortifies the link between teacher- student, increasing the self-confidence of each adolescent.

Thus, the foreign language contents were well adapted to the environmental education. Moreover, the final goal of this proposal was accomplished, since students reached the production of sentences (orally), this fact indicated that students comprehend complexity and

systematically the environmental crisis. Closer of those ecological troubles, students acquired an active attitude and they became generators of opinions and suggestions about the strategies people can develop in order to preserve the earth.

To sum up, this literature review reveals the results of some research projects based on the implementation of Task- based learning to promote oral skills in the students; these studies are very helpful for the present study given that the context is quite similar, because those studies were implemented in secondary and primary schools. Furthermore, the results and the pedagogical considerations of these studies are essential for my study to have a greater success trying to overcome the barriers the previous studies presented.

Methodology of the proposal

Research approach

This study was a qualitative research because the researcher could explore and interact with people by examining their behaviors, relationships, etc. Creswell (2011) conceived the qualitative research as “the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37). In here, researcher will take into account the voices of participants, the reflexivity of the researcher, and the description and interpretation of the problem.

Developing an action research.

This pedagogical component is developed under the parameters of an Action Research. According to Mills (2000), action research is a systematic inquiry done by teachers to fold information about, and subsequently improve, the ways their particular educational setting operates, that means how they teach, and how well their students learn.

Participants.

This study is carried out at “La Presentación High School” located in Pamplona, Norte de Santander with the participation of sixth graders, aged around 9 to 12 years. For choosing the sample for this project, the pre-service teacher used the stratified random sampling since it allowed her to classify or separate people into groups taking into account some characteristics, in this case the sample was composed by sixth A graders and the pre- service teacher took into account the learning process observed while learning English.

Methods to collect data.

For each intervention, the teacher used some instruments for the data collection process, which were the non-participant observation, interviews, journals, student’s oral productions, and the evaluations rubrics that were useful instruments to analyze the improvement of speaking skills in students. Through the information gathered, the pre- service teacher could identify if the methodology was working or not. On the contrary, it was mandatory that the pre- service teacher developed different strategies to arrive to the final task. The instruments showed how the learning and improvement of speaking skill in sixth grade students was carried out.

Non-Participant Observation.

Liu & Maitlis (2010) stated that “Non-participant Observation can offer a more nuanced and dynamic appreciation of situations that cannot be as easily captured through other methods” (p. 217). In this sense, classroom observation was the most important tool, which allowed us to begin the process of researching from a problem observed. The pre- service teacher carried out four non-participant observations at the beginning of the practicum process, aimed at identifying

the problems that students had when learning a second language. (**Appendix 2. Sample of non-participant observation**)

Journal.

Journal is a powerful and insightful strategy that fosters critical thinking, improve achievement and attitude, encourage researcher's reflection and capture changes in student's behavior through a collection of notes and writings, that was made by the pre-service teacher, here, descriptions, explanations, and little hypothesis throughout the project were presented. Russell (1988) served as a reference concerning the analysis of the input and notes made. The pre- service teacher wrote this journal where described different aspects of the pedagogical component, reflecting on teacher's endeavor, and particularly students' learning process through a series of narratives, which were developed in ten-weeks. (**Appendix 3. Narrative &Journal**)

Semi-Structured Interviews.

According to Cohen (2006) "Semi-structured interviews are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions"(p. 415). In other words, this instrument will be useful with the purpose of gathering deeper information about the phenomenon, taking into account the participants' voices, opinions, thoughts and answers at the moment of analyzing each question.

For this study, the researcher applied one semi-structured interview. This was implemented to a focal group (Five students from sixth A), aimed at knowing how the implementation of task- based learning improved their speaking skills, and how this strategy

encouraged students to learn all about the environmental troubles and how they can become an eco-friendly. (Appendix 4. Semi- structured interview)

Speaking rubric

The pre- service teacher implemented a speaking rubric in order to evaluate the performance that each student did in the different tasks. She took into account some descriptors found in the CEFR.

SPEAKING RUBRIC #1		8	11	16	20
Respect the instructions Can express your ideas correctly, according to the topic proposed. You can respect the instructions (required words)					
Sociolinguistic conventions You can speak formally, taking into account the topic covered, if it.					
Capacity to infer and to describe You can speak simple and isolate phrases or expressions in response to a cue card. You are able to speak on a topic before rehearsed. (Present Progressive & clothes)					
Lexical You can use expressions and words learned inside the classroom. (Use of the verb To wear) You can spell some words of the elementary repository clothes vocabulary.					
Grammatical You can use the grammatical structures learned inside the classroom, using simple phrases. You can use the present progressive tense to describe the and present time.					
Accuracy/ fluency You are able to express your ideas without hesitation.					
TOTAL		20			

Figure 6. Speaking Rubric

The following timetable shows the different instruments applied for collecting data during the observation weeks and the time in which the practicum was carried out.

Table 7. Data Collection timetable

Week	Institutional observation	1	2	3	4	5	6	7	8	9	10
Instrument											
Non- participant observation	Four non-participant observations										
Interviews											X
Speaking Rubric					X			X			X
Journal		X	X	X	X	X	X	X	X	X	X

Data analysis.

Hatch (2002) confirm that the process of analyzing data consists of “Organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories”. Thanks to this process, the researcher is capable to understand if the students’ problems improved to the implemented strategy, by organizing and comprehending the information. Thus, the researcher used the MAXQDA software since it allowed organizing the data from each instrument. (**Appendix 5. Categories in MaxQDA**)

Interpretive method.

The researcher have the opportunity to make inferences, developing insights, attaching significance, refining understandings, drawing conclusions, and extrapolating lessons when the process finish (Hatch, 2002). When the researcher collected the information, what he must do is to analyze it and interpret the information, so he/she can notice if the problem was improved. It is essential to write conclusions about the information collected from the strategy, to look for the advantages, the disadvantages, and the recommendations for further researches.

After having carried out the different steps, the data resulted in three main categories followed by sub-categories and descriptions related to those main categories as are presented in the following figure:

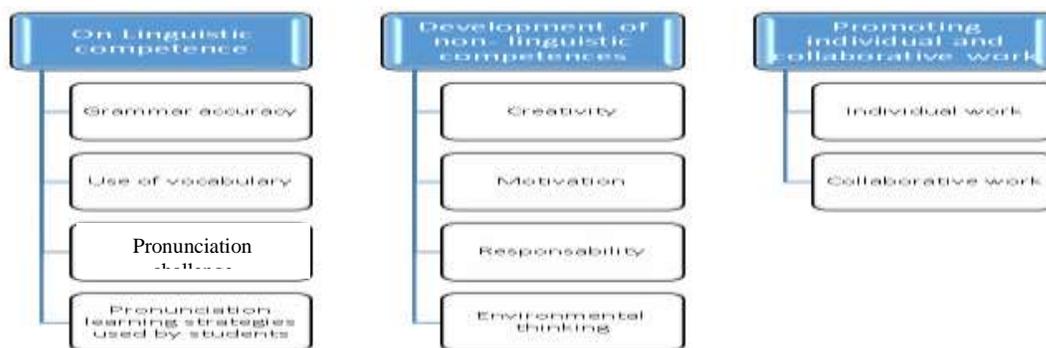


Figure 7. Categories and subcategories

Research methodology.

The methodology applied to improve the speaking skills in sixth graders students at ‘La Presentación’ High School, was Task- Based Learning, which is often used in European and Asian educational systems. It is essential to highlight that this approach is mainly focused on tasks developing by students with the assistance and guidance of a teacher. For this project the pre- service teacher implemented three tasks, the main aspect in the first task was to know the different recyclable products the students could find in their houses. For the second task, the students had to create an ecological outfit where they used the recyclable material rehearsed and the final task objective was to integrate all the previous vocabulary and grammatical structures learned through the Ecological Fashion Show, an event where the students had to present their final product describing it orally.

To reach with the pedagogical project it was essential to take into account a design to be implemented in the graders given. Hence, Ellis’s methodology is the most adequate taking into account the steps and considerations shown by him.

Lesson design.

Ellis (2009) recommended three stage process or components of a lesson where the main component is the task (see Figure 7). The first step is the ‘pre-task’ that consist in the first contact

learners have with the task, the second one is the ‘during task’ or ‘task cycle’ step, where the task is performed, and finally the ‘post- task’ phase in which involves a following- up on the task performance. It is important to highlight that in this process the ‘during task’ step is mandatory in task-based teaching taking into account that it is the phase where students perform the task , the other ones are not mandatory but accomplish an important role in the task performance.

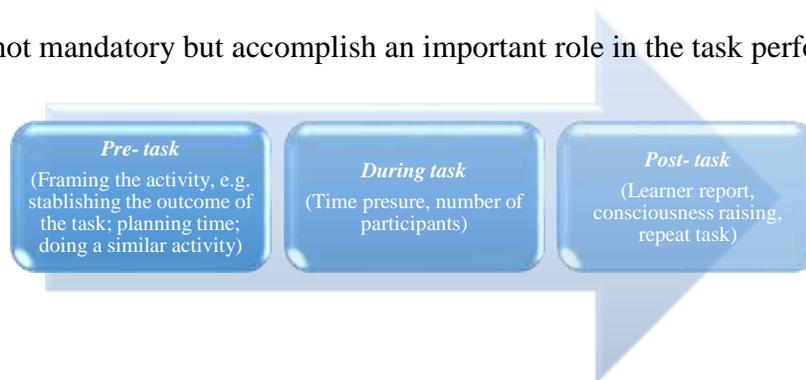


Figure 8. Task- based learning stages

The pre- task stage.

In this step, students are exposed to the task to develop. This phase look for preparing students to perform the task satisfactorily. In this phase there are three possible activities to be carried out in it, and in this way accomplish the goal or getting pupils ready:

1. *Performing a similar task:* This type of activity is held by means of question-answer interaction in which the whole class is going to be led by the teacher, this is a systematic process and if necessary, teacher will decrease the difficulty of those steps.
2. *Non-task preparation activities:* These type of activities are used to give background information with the purpose of prepared learners and diminish linguistics and cognitive difficulties. When learners know what they have to do or write about, they have more processing space for formulating the language needed to express their ideas. Newton (2001) indicates three forms to undertake unfamiliar vocabulary: a)

predicting, b) cooperative dictionary search, and c) words and definitions. (cited by Ellis, 2009)

3. *Strategic planning*: Students talk about the possible topics or aspects they will need to complete the task work they have accomplish. There are three options for strategic planning based on Foster and Skehan (1999) (see Table 7).

Table 8. *Options for strategic planning*

Strategic planning options	Description
1. No planning	The students were introduced to the idea of a balloon debate, assigned roles and then asked to debate who should be sacrificed
2. Guided planning- language focus	The students were introduced to the idea of balloon debate and then shown how to use modal verbs and conditionals in the reasons a doctor might give for not being thrown out of the balloon, e.g. 'I take care of many sick people- if you throw me out, many people might die.
3. Guided planning- content focus	The students were introduce to the idea of balloon debate. The teacher presented ideas that each character might use to defend his or her right to stay in the balloon and students were encouraged to add ideas of their own.

The 'during task'.

This step is the most important in the Task- based language teaching approach because of the task is carried out, it is necessary that students put in practice all the knowledge and resources acquire in the pre-task phase. Two options can be used in this stage:

Task performance option: it is about how the task needs to be developed, here teacher applies real task and requires performing the task under time pressure, allowing the students to access to the input data.

Process options: it includes on- line teacher students' decisions about the way to perform the task while is being done.

Post- task phase.

This step have three major pedagogical goals: 1) To provide an opportunity for a repeat performance of the task, 2) to encourage reflection on how the task was perform; and 3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they perform the task.

The objective of this step is about the ability to self- assess the performance and trying to look for elements to enhance upcoming tasks. Furthermore, this project will use the class stages recommended by Brown (2001), which is composed by five steps: a) Opening, b) Warm-up, c) Presentation of the topic, d) Practice, and e) evaluation.

In the following chart, it can be seen the pre- service teacher's schedule and the frequency of the meetings that each grade has.

Table 9. *Pre- service's schedule.*

<i>MAIE'S SCHEDULE</i>					
<i>HOUR</i>	<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
<i>7:00-7:55</i>	<i>6C</i>	<i>6A</i>		<i>5A</i>	
<i>7:55-8:50</i>	<i>6D</i>		<i>6D</i>	<i>5B</i>	<i>6C</i>
<i>8:50-9:45</i>			<i>3A</i>	<i>5C</i>	<i>6A</i>
<i>9:45-10:15</i>	<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>
<i>10:15-11:10</i>	<i>6A</i>			<i>3C</i>	
<i>11:10-12:05</i>		<i>6D</i>		<i>6C</i>	
<i>12:05-1:10</i>	<i>6B</i>		<i>6B</i>		<i>6B</i>

Methodology to accomplish the pedagogical component

This pedagogical project is focused on improving the students' speaking skills through the implementation of task- based learning. The expected result of this study is create an Ecological Fashion Show where students presented the final dress made from recyclable products as glass, carton, plastic, bottles, and so on. The students were free to create the dress but they took into account the parameters given by the teacher, for example: the season and the tendency. They presented a description of the dress or costume orally, implementing the speaking basis the pre-service teacher gave them. It was imperative for the pre- service teacher to create a lesson plan in order to teach the vocabulary needed for this final project, also to teach the adequate pronunciation.

Event: 'Ecological fashion show'

For arriving to this event, the pre- service teacher decided to break down the process into three tasks that were carried out in six classes. To articulate this proposal with the school curriculum, the pre- service teacher took into account the topics given by the supervisor teacher;

she analyzed the link between those topics and the objective of each task and the pre- service proposed to implement the contents in this way:

Table 10. *Tasks schedule*

TASKS	OBJECTIVE/THEMES	DATE
Introduction of the project: 18th September		
First task	Objective: To know recyclable materials. <u>Topics:</u> *Knowing people’s clothes +Colors +Material (recycling) * Present Progressive + Verb: To wear	From 1 st to 05 th October
Second task	Objective: To design a costume. <u>Topics:</u> *Expressing capability or incapability (Can) + Active verbs *Expressing ownership (his, hers, mine...) *Verbs for designing	From 22 nd to 26 th October
Third task	Objective: To describe my classmate costume. <u>Topics:</u> *Likes and dislikes *Describing personal and physical appearance. +Adjectives	From 12 th to 16 th November
Final task	<i>“ECOLOGICAL FASHION SHOW”</i>	Tuesday 20 th November

First task: *Knowing recyclable materials.*

In this first task, the pre- service teacher introduced the project to the whole class. In addition, the pre- service teacher presented basic vocabulary about recycled material in order to put the students in context. Students looked for the materials that can be recycled in this way pupils had real contact and knew all about recycling.

Second task: Designing my costume

In order to prepare students to the final task, the class was divided into four groups taking into account the four seasons (autumn, spring, winter and summer) and four tendencies (casual dress, dress down, dress suit, and dress up) students designed a costume, then they created this cuostume using recyclable products.

Third task and Final task: “ECOLOGICAL FASHION SHOW”

In this task, the teacher gave to her students the aspects that were evaluated for the *ECOLOGICAL FASHION SHOW*, among them: description of the season, description of the classmate (likes/ dislikes, physical and personal appearance), description of the costume (process, material, colors).

After having followed each task, students presented the final product (costume) through the Ecological fashion show. In this final task, students practiced the speaking skill because they described their product taking into account the material used, the season given, and describing the person who dresses the costume. The student kept in mind the corrections made by the teacher about pronunciation, intonation, fluency and accuracy.

Classes

For this first task, the researcher created a lesson plan aimed at ordering the way as the topics would be developed (**Appendix 6. Planning Clothes & Present Progressive**). In this

case, the topics implemented were important because those were related to clothes (material, seasons and colors) and present progressive tense (verb to wear) topics that were necessary to carry out the first task since at the end of this lesson the students had to present an oral production taking into account those aspects. The students presented the recycled material they were going to use for making their clothes. Furthermore, they did a small description of the recycled material and the benefits it might leave on our planet. I could realize that for most of the students, recycling is an important part of their lives because it will allow them to enjoy a better environment.

Implementation to accomplish the pedagogical project

For doing the implementation of TBL, the first thing the researcher did was to choose the group in which the project would be developed in this case the target group was 6A. Through the observations, the researcher identifies that this grade had more difficulties with the oral production skills in comparison with the others. After that, the researcher shared with the students the project main idea, also she explained the direction the project would take; it means the improvement of the speaking skill.

After doing this, the researcher asked to the students to create groups of seven people in order to organize the final event that consisted of an Ecological Fashion Show. For this, the researcher gave to the students a season and a tendency that the students had to take into account to create or make their clothes (**Appendix 7. List of groups**). The first oral production activity that the students developed was related to the first task of the project: Knowing recycled materials. The students individually had to look for recycled material they could use to create their clothes, and then with the information found the whole group had to prepare an oral presentation where they had to show the new recycled material and the use in their dresses

(Appendix 8. First Task: Knowing recyclable materials.) Thanks to this task, the students learned about the recycled material and the importance of recycling. Therefore, the students identify the material that can be recycled and the different uses those products can have.

Due to the different activities carried out in the educational institution, it was impossible to have a normal development of the classes. This is why the two seconds tasks were developed outside the classes; it means that the pre- service teacher had to teach the vocabulary and the grammatical structures needed for the next tasks in extra classes. For the second oral production activity: Designing my costume, the students had to present and describe the designs they create. For this purpose, they used the vocabulary related to clothes, recycled material and verbs like sew, fold, cut and so on. The students were assessed following a speaking rubric where the items to evaluate were: Respect the instructions, linguistic corrections, capability to inform and to describe, lexical, grammatical, accuracy and fluency. **(Appendix 9. Speaking Rubric)**

The final event was the Ecological Fashion Show, an event that looked for creating an ecological thinking through the English classes. The students presented different costumes, which the main material was recycled. In addition, the students used vocabulary and grammatical structures learned in the classes. This event was developed in the educational institution with the company of teachers and students.

Findings

Having finished the implementation of this pedagogical component it is important to divide the information founded into three aspects: Development of speaking through the implementation of different tasks, development of non-linguistic aspects and promoting individual and collaborative work.

Development of speaking through the implementation of different tasks

For arriving to the results of this pedagogical component, the pre- service teacher implemented three tasks with the purpose of improving the English oral production in the sixth A students. The first task proposed was: *knowing recycled materials*, where the students looked for the material they could use for creating a costume. At the end, the students in an oral production showed the material found and they described it taking into account the vocabulary rehearsed. The second task implemented was: *Designing my costume*. In this task, the students designed their dresses and they described the possible recycled material used for creating it and the reasons for doing this costume. Finally, the third task was: *Ecological Fashion Show*, where the students, who were divided in ten groups, presented to the audience the final product (a costume), the students describe their likes, their costumes their season and their tendency.

On Linguistic competence

When we talk about linguistic competence, we refer to the knowledge of grammar and vocabulary that a person received in any language. In this case, the linguistic competence was fundamental since the students could build their knowledge through the learning of new words and grammatical structures, which in turn helped the students for their final task.

Grammatical accuracy. Taking into account The Common European Framework of Reference for Languages (CEFR) a student in A1 level shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.

This is the reason why the pre- service teacher taught simple topics that were linked with the school curriculum for instance: clothes vocabulary, present simple progressive, likes and dislikes, among other. For this task, the grammar tense used was the present progressive tense,

the students learned the structure of this tense and they learned how to pronounce it. This tense was used to describe the clothes people wear. In the final event, most of the students could talk about the clothes or costumes their classmates were wearing since they describe it by using the correct structure form. In fact, the students who internalized the structures and vocabulary enhanced their oral production in English and they spoke faster. Participant number one said: “*eso [el aprendizaje de las estructuras gramaticales] facilitó que las niñas pudieran hablar un poquito más rápido*” (Interview). In addition, the students felt comfortable about the knowledge acquired in the different stages or tasks, since they could accomplish their purpose that was to describe their likes/dislikes and their costumes (General Task Observations).

Nevertheless, there were students that did not follow the instructions given by the teacher, provoking the non- use of the correct grammatical structures learned in classes, on the contrary they used advance grammatical structures which they unknown the real pronunciation and meaning. The result of this trouble was that the students could not express their ideas and they could not describe their costumes (General Task Observation).

Use of vocabulary. The tasks implemented in this project were taught aim at putting the students into real contexts. This is why the pre- service teacher taught vocabulary that people could use in everyday situations for example: to talk about the likes and dislikes, about clothes, or when someone asks about the recyclable material used in different clothes. This vocabulary was about ecological vocabulary, clothes vocabulary and so on.

Throughout the implementation of the classes, the students learned new vocabulary that were used in each task developed. In addition, the students could feed their list of English words that allowed them to develop their oral presentations and it allowed them to face real conditions as describe what they are wearing or describe what like and dislike the most, moreover this

vocabulary will help them in the next courses. Participant number one stated: “[*este vocabulario*] *facilitó que las niñas...que supieran unas nuevas palabras para los siguientes años que vamos cursar*” (Interview). In the final event, the students used the vocabulary learned in the classes since they had to describe their costume using the clothes vocabulary, recyclable material vocabulary and some verbs needed for this purpose. The students wrote texts with new vocabulary and grammatical structures learned what created in the students happiness and pride because of the work developed and the tasks accomplished (General Task Observation).

According to Ma (2009), learning vocabulary is defined as “knowing the meaning of the word and how to use it appropriately in different contexts” (p. 26); recognizing the importance of vocabulary learning, aims at identifying the meaning of a word and to have a correct use, and to recognize it when it is necessary to introduce it. It is acquired by the connection of the meaning with the real context. Otherwise, the vocabulary is an important aspect that people need to foster if they want to learn a language.

Pronunciation challenges. Considering this aspect, it is important to mention that the teacher tried to reinforce the pronunciation of each word learned in classes, each time the teacher taught a new word, and she wrote it on the board with the possible transcription that helped to the students to remember the word and the pronunciation easily. Then the teacher pronounced it and immediately asked to the students repeat it as many time as possible taking into account that the students pronounced it correctly. One of the aspects found was that most of the students could internalize this pronunciation and they could use it in the final task where the students had to describe their likes and dislikes, and they had to describe their costumes. Many of the students affirmed that through the different tasks, specifically the second one, they could learn different words and their correct pronunciation. Participant five states: “*Pues, cuando estábamos por*

ejemplo mostrándole el diseño de nuestro vestuario, pues ahí uno tenía que describir [en inglés] y ya, y ahí mejoramos nuestra pronunciación” (Interview).

In this case, the student could describe her costume with a good pronunciation and following the instructions given by the teacher. It is important to mention that in every class the pre- service teacher was focused on the correct pronunciation of the word or vocabulary learned. In order to internalize the pronunciation the students imitated the pronunciation of the different words given by the teacher, they repeated it many times to remember the meaning of the word and consequently the correct pronunciation.

However, in the final task that corresponded to the Ecological Fashion Show, the pre- service teacher could identify many mispronunciation mistakes that created an insecure atmosphere among the students. Some of those mispronounced words were: (General Task Observation)

Table 11. *Mispronounced words*

WORD	MISPRONUNCIATION	CORRECT PRONUNCIATION
Design	[desin]	/ dI'zaIn/
Accessory	[asesorI]	/ æk'sɛsɔɪ/
Newspaper	[neupaper]	/'nu:zpeIpə/
Dress	[dris]	/drɛs/
Made	[maid]	/meId/

In many of those cases, the students forgot the correct pronunciation due to different aspects for example the nervousness they felt when they were speaking since they were insecure about what they were saying or because they are shy so it made difficult the oral production of

many students. Another aspect is the fact that inside the classroom were unknown people so they were thinking about the thoughts these people could have about their presentation. The final aspect is that some students did not use the vocabulary required and they did not know the correct pronunciation of those new words (Journal).

Concerning this aspect inherent to oral production Celce-Murcia (cited by Villalobos, 2015) argues the relevance of pronunciation in every stage of the learning process. The teaching and the enhancement of pronunciation (vowels/ linking/ prominence/ among others) makes students sound more natural and intelligible. Regarding the meaning, Yates (2002) says, “Pronunciation concerns the production of sounds to make meaning”. Considering those aspects, we can realize the important role that the pronunciation plays when we try to learn a language. In this case, the students learned not only how to write a word but also they learned how to pronounce every word, that create on the students confidence and interest about the English language.

Pronunciation learning strategies implemented by students. It is important to mention that the students can develop those strategies since it will allow them to enhance their oral productions. In this case, the strategy implemented by the students consisted on writing the possible pronunciation of each word. Partially this strategy worked since the student presented the description and she did not have many mispronounced words that gave to the girl confidence and happiness because she could express her ideas taking into account the grammatical structures and the vocabulary needed for the final task. Oxford (cited by Rokoszewska , 2012) defined pronunciation learning strategies as “specific actions taken by the learner to make learning [pronunciation] easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (p.8). This type of strategies can be allowed inside the

classroom and for any activity in English because it is the easiest way how the students can learn the correct pronunciation of the word, and it is a form to motivate the student. (General Task Observation)

B. Development of non-linguistic competences

Creativity. One important aspect that the students developed through the implementation of the three tasks was the creativity. The students in each task had to present the recyclable material, the costume's design and the final product: a costume, for this the students thought about how to create a costume from recyclable material, how to design the costume among other things. *"Pues porque los materiales nos ayudaban muchísimo porque era una forma de todo lo que vimos hacerlo en un papel, unas tapas, entonces la creatividad fue basada durante todo el trabajo"* (Participant #3, Interview). In many cases, the students took into account some costumes that they found on internet aim at improving the costume they had and they used internet as a form of guide too. *"Pues, por ejemplo para cuando yo tenía que crear el vestuario, pues yo me tuve que guiar por ejemplo por algo de internet y también me realice eso"* (Participant #5, Interview). Thus, the students could present a great work where they could show their ability to create wonderful things from material that we did not use. Moreover, they showed the ability to design and create real costumes.

Motivation. This was another non- linguistic aspect that came up. When a student is motivated, she/he will do anything with much courage since will have a goal to accomplish. The pre- service teacher through the task could identify that the main motivation for those girls was to obtain a good grade in English, but she could realize that another motivation was the opportunity the students had to present another facet, in this case a designer facet. Moreover, many of the students that participated in this project stated that the biggest motivation for them was to learn

English since it would allow them to travel around the world and become the best designer and because English can help them to obtain a good job in the future. *“Pues sí, porque uno se da cuenta que eso es muy bueno para la vida cotidiana y para uno poder comunicarse y para poder viajar a otros lados”* (Participant #2, Interview).

On the other hand, the pre- service teacher could identify that the students motivated their classmates in order to do a good presentation. They tried to outdo the nervousness giving good advices among them. In this way, the students were sure about their presentation. *“la motivación que me dieron mis compañeras que me dijeron, “ah mire, tranquila, relájese que eso va a salir bien”* (Participant #5, Interview). This type of motivation fortifies the social and friend relationships among the students and create a friendly atmosphere.

Responsibility. Another aspect that the students developed through the implementation of this project was the responsibility. This is why the development of the different tasks needed the responsibility of every participant since each task required the presentation of different aspects. The responsibility of the students was evident since they delivered the different task on time. Each task needed an activity that corresponded to oral presentations in which they describe the recyclable material needed for the costume, they had to describe the design and the possible changes for the recyclable material and finally the students presented the final costume where the students brought together the three tasks. Thus, the students presented their costumes and their description in the final event (Journal, General Task Observation).

Environmental thinking. The last aspect the students developed through the implementation of this pedagogical project was about the recycling process each person has to follow in order to preserve our environment. For many of the students the recycling process learned from the English classes developed in students an ecological thinking that was evidenced

in the different tasks. Participant number two stated: *“Pues yo creo que sí, porque igualmente ahí nos enseñaron a aprender a reciclar, que no debemos botar las cosas porque nos sirven para algunas otras, para hacer otras cosas y eso puede también dañar nuestro medio ambiente”* (Interview). In other words, the implementation of English classes taking into account topics related with the recycling process help the students to be aware of the benefits that it carries out in our planet.

C. Promoting individual and collaborative work

Individual work. An important aspect to take into account in this subcategory is the way students develop each activity individually because it allows them to develop the autonomy. The different tasks developed through this project allowed the students to improve the way they work, in most of the cases the students were guided by their parents but it was counterproductive because the students became lazy since all their homework was resolved by them. However, the purpose of each task developed was that the student individually look for a specific aspect. In the first task the students divided the work and gave to each integrant a different role. For instance, one student looked for information about the recyclable material, another student had to create the poster and another one had to write the script, in this way the students had a responsibility that could or not affect their notes (General Task Observation). Otherwise, the students work individually when they needed to develop different tasks, participant number four stated: *“pues [trabajo] individual hubo mucho, ya que cada una sabía cosas diferentes que se pudo implementar en el trabajo”* (Interview).

Nevertheless, in some groups this type of work did not gave results since there was not articulation between the information presented and the poster or they repeated the same ideas when they described the design or the information about recycled material. In those groups, the

consequences of this individual work were irresponsibility and disorganization since only an integrant did the whole work to obtain a good grade (General Task Observation).

Collaborative work. The collaborative work was the other aspect that came up.

In addition, there was a collaborative work among the students and it was noticeable in the last task, each group could present their costumes following the parameters given. The students mentioned that it was a good work because the whole group participated and had a hard work, all this aim at obtaining good results. In order to accomplish the final task that was the description of the different costumes, the students that belonged of every group had meetings to organize the individual work that had accomplished. In other words, the students synthesized the individual work developed for each students and they chose the best design, the best description and the best recyclable material to use for obtaining a good product. *“No pues todas nos ayudamos, nos colaboramos, nos reuníamos y ensayábamos siempre y pues el día de la presentación fue espectacular porque todo nos salió tal y como lo habíamos planeado”* (Participant #3, Interview).

Most of the students expressed that with collaborative work they could receive help from their parents because some of the students decided to work alone. Participant number five mentioned: *“Pues bien porque por ejemplo yo no, yo no trabajé sola, pues si trabajé sola pero recibí ayuda de mi familia”* (Interview). In this case, they were helped for them and the result was good because the girls could be closer to them, since in many cases, the parents had to work long journeys and the time for their children is short, thanks to those tasks the relation between parents and sons was fortified.

Furthermore, the collaborative work allowed the support not only from the parents or from teacher but also from their classmates; it helps the students to feel comfortable and sure about what he/she has to do. With the different tasks developed, the students received support from their classmates that created a friendly atmosphere and the oral presentations were more agreeable. *“Si hubo participación grupal, fue colaboración de todas las niñas, unas niñas que pues también sufrían de temor, de miedo pero lo pudimos afrontar, lo pudimos saber controlar, no tuvimos miedo de nada y lo pudimos hacer todo muy bien y eso fue una bonita experiencia para nosotras” (Participant #1, Interview).*

Nonetheless, due to internal problems between some groups, they decided to work alone since it facilitated the work. *“el grupo se dividió en dos, ya que dos de las participantes decidieron hacerlo como aparte porque era la única opción que tenían” (Participant #4).*

Because of the division of the groups the students were not interested in the presentation of the task, some of them the demanded task. As consequence of this problem, the pre- service teacher could talk about the responsibility the students needed to have not only in the academic part but also as people belonging to a society. The students paid attention to every single word and took into account this advice to the final event and the result was the oral presentation of the whole group.

Conclusions and recommendations

The purpose of this research project was to improve speaking skill through the implementation of task-based learning. In order to fulfil this purpose six objectives were established.

When it comes to the first objective that was to develop student's ability to participate in individual or group oral production activities, I can say that it was carried out successfully since in the final activity carried out in the different tasks, the students had to do an oral presentation. In this part, the students had to prepare individually a script with the corresponding description. Once the students had all the descriptions, they joined all the parts and in this way, they completed the final script. It was evident the individual and group oral productions since every student presented the description taking into account the advices given by the classmates.

Thus, the students develop another ability as work individually and collaboratively for a specific objective. They received this aspect as a challenge because most of the students had problems with their groups that did not allow creating good relationship among them. Thanks to this pedagogical project, the students could improve it and they could accomplish with their purpose that was the presentation of their costumes.

Moreover, another objective established was to implement tasks improving students' speaking skill. Analyzing the implementation of the pedagogical component, the oral activities were limited since it took more time and it was mandatory to teach another aspect as grammar and vocabulary. The teaching process become complicated, especially in those grades where the use of the speaking skill was not frequent. In every class implementation, the pre- service teacher looked for strategies to improve it, but the whole group could not participate on it actively.

Nevertheless, it important to mention that the purpose of every task was that the students talked in English and they could improve their speaking skill. In the first task, the students did their oral presentation in Spanish that did not allow me to identify their mistakes or the internalization of the vocabulary learned, this vocabulary was articulated with ecological topics. Here, the students learned vocabulary concerning recyclable materials used to create clothes. In

the second and final task, the students used the vocabulary and grammatical structures rehearsed that in a certain measure increase their ability to talk in English and it improved their speaking skill since they could know the correct word pronunciation and they could identify how to use a grammatical structure when talking.

Finally, I recommend to further studies the importance of having an organization when applying the workshops. In many cases, the institutions had many activities to develop through the year, especially in last term and it would affect the expected results since there will be activities that need more attention in order to carry out the final task, and the available time for developing each task is not enough. Therefore, it is important that the researchers have a second plan if they cannot develop the pedagogical project. As another worthy aspect to take into account for further studies is the pronunciation. Despite that, the work done with the pronunciation of some words were the correct, there are students who do not follow the instructions in order to enhance their pronunciation. Therefore, it is necessary to be focused on them and their learning process. Finally, I recommend planning interactive activities to motivate the students learning process, activities in which they will be involved.

Chapter II: Research component

The construction of a reflexive spirit in pre-service teachers of PLEX, a training tool to qualify the pedagogical practice.

Introduction

In the training context of the foreign language program, the pedagogical practices of pre-service teachers are seen as important aspects to study and research for the improvement of learning- teaching processes for education quality.

It is well known that there is an interest regarding the evidence of understanding and transforming the pedagogical practice, likewise, the most of the local studies are focus on the learning problem more than in the teaching problematic.

For those reasons, a project emerged that implemented a reflective approach about the pre- service teaching process as a source of knowledge, behaviors, and attitudes that guide the educational work. Likewise, as an exercise of internalization, immersion and a conscious exploration of the own teacher's subjectivity through the implementation of questions and research for solving and for the self- recognition as well.

Justification

Thus, the project that regards the foreign language pre- service teacher, it is mainly focused on the professional conception of the practice as a spearhead to improve the educational processes and the application center where the pre- service teaching is held. It is considered that giving importance to the reflective role in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be more interested in the learning about models and approaches in order to improve the situation from an analytical view.

From what was exposed by the educational philosopher John Dewey, precursor in the cognitive thinking field devoted to the learning process, it emerged from the necessity of giving students some analytical tools and self-correction that allow them to distinguish between a daily action and a reflective action. It is considered that a reflective approach might shield the individual of the traditional field and the authority that is in the school.

Statement of the problem

At schools, some essential aspects of the constitution of the subjects, of the institutional experience- live are seen as stable and unchanging features that are part of the identity and scholar culture. When some events are solved without modifications, 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 practice lack of reflection does not lead to the emergency of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that bedding up teachers in a traditional work, becoming cultural reproduction into a barrier to the emergence of rising practices that aim at generating thinking and knowledge changes, to be focus on the social needs.

With regards of this situation, which affects teacher to a greater or lesser extent, it is required that the teaching training process enhance, the future teacher, in the training of a critical and reflexive spirit contributing the improvement of their own pedagogical practices, to then become into core elements that impact and transform their work and future professional performance.

In the case of Foreign Languages bachelor at the University of Pamplona, reflection is conceived as a fundamental exercise allowing pre-service teachers to perform, to self-asses and to

install a critical and constructive regard about their chose in the teacher's role. With the purpose of conducting this study, the following guiding questions are formulated:

- How does the implementation of the reflection process contribute to the transformation of the pedagogical practices?
- How does the reflective process influence in the development of the critical thinking of the teachers in training in the analysis of their pedagogical activity?

Objectives

General objectives.

- To implement reflection as a transformative tool of the pedagogical process of the integral practicum.
- To promote in the pre- service teacher the development of a critical thinking that allows them to analyze their pedagogical work.

Specifics objectives.

- To consolidate a pre-service teachers group with a critical spirit allowing and presenting proposals and alternatives of solution to the current situation in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and to take part of the institutions effectively.
- To identify and analyze the strategies used by the students in their pedagogical practice.
- To implement reflection workshops and development of lessons plans to guide reflection of pre-service teachers.

- To analyze their own beliefs about the work of teachers and students.

Theoretical framework

The theory about teaching profession, reflection, the reflective practice and pedagogical practice, constitutes the theoretical framework of the project under study. To be clear about the concepts highly related to this research project, an approximation to each one of them is going to be presented.

Teaching profession.

One of the fundamental members of each educative institution is the teacher, whose has the function of sharing framed knowledge in a determine science or art, but also who has within his/her responsibilities the integral education of the students.

The teaching profession demands a series of competences, which currently constitute a conceptualization and an operation mode in the planning, and management of human resources focuses in facilitating a link between management, work and education. Then, every teacher must accomplish some competencies that allow him/her to overlook a group of knowledge and abilities in the specific area regarding that the first intellectual requirement of a professional is the level in which she/he develops her/his activity. Moreover, each teacher must have some competences as regards of the content of organization, it means, the pedagogical practice not only demands to arrange their components to be learnt by the students but also to provide the teaching conditions inside and outside the educational context. The main function to be developed by teachers is to design and provide teaching practice.

Reflection.

Talking about reflection involves dealing with several conceptions about this notion. For this reason, to get deeper in its definition, several aspects will be taken into account: reflection as a process and reflection as a theme. (Correa Molina et al 2010)

Reflection as a process.

Reflection is made from a number of phases that cyclically give as result a process. According to Schön (1983), cited by Correa Molina et al (2010) to reflect about the experience involves “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”².

The stages of the reflection as a process are shown in the following scheme.



Figure 9. Stages of reflection

Reflection as theme

The conception of reflection is based on a theme that is related to this concept. For this and taking as reference Grimm(1999) cited by Correa Molina (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of the action, reflection as a

² Free translation from the document : Concept de réflexion : un regard critique. Correa Molina et al (2010)

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

The reflective practicum.

To refresh and to qualify the academic proposals in the University and to guide the learners towards new manners to keep in touch with the world, it is necessary that teacher reflects about their own practice and about the repercussion that this one has generated. She/he has to be able of objectifying their behaviors and assuming the different roles in the pedagogical relation.

Teacher has an important role in the current scholar world, he is in a complex space that is in constant changes determined by the interaction among different factors and conditions. The teacher profession demands: that they develop their professional knowledge in relation with the continuous changes. (Ebutt & Elliot:1986). In this context, the biggest difficulty when teaching is that the classroom demand a particular solution addressed to the comprehension and social interaction.

This study will help the participants to reflect about their own methodological processes, seeing the reflection as the only rational and ethical method of intervention. (Sacristán 1999)

According to Van Manen (1997), there are different levels of re-flexibility, in a first level, the effective application of technical abilities and knowledge take place in the classroom; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

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

The pedagogical practicum.

For the analysis and reflection about the practice, it is considered accurate to resort methodologically to a conceptual operation of practice classification; for this, it is assumed Zeichner's proposal, he has established several modalities of practice like this:

Academic practice.

It is guide to form teachers, who will be able to reflect about the groups they are working with. In such a way, they can transform it into comprehensible structures for the students

Social efficiency practice.

The goal is to achieve an effective teaching through the application of techniques that are gathered from general principles to which the pedagogical research has reached. In this case,

reflection is a strategic decision: "to select among the range of available techniques what is considered most effective". This is the way of proceeding from technical rationality.

Developmental.

Teaching is based on the interests and the development of the students, and at the same time, it is considered the teacher's development as teacher and as person.

Social reconstruction.

The purpose of reflection is the social, economic and politic context, in such a way, relations can be fomented in the classroom democratically and equally in the social context.

Generic.

Programs mention to the reflection in a generic way, but with no specifications about the pretensions of the programs or contents on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Promoters of the reflection.

According to Schulman (1987), these promoters are the cognitive foundations of the teacher about life in the classroom; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledge that a good teacher take into account when making decisions in the classrooms.

Critical element of reflective thought.

This element of the reflective thinking is related to the moral and ethical aspects of the compassion and social justice according to Sparks-Langer and Colton 1991;39. The interest in social justice and ethics in education

These authors established several classificatory categories of knowledge

1. Content knowledge
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teacher knowledge and professional configurations
5. Pupils knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamental, philosophical, historical, and axiological

According to Georgea Spark-Langer and Amy Colton, the narrative element, is one of the elements of the reflective thinking, which is included in the current study as instrument. This is related to the narrations from the teacher, to incentive the narratives of their experiences in the classrooms that happen under several circumstances and that comply with the different functions in the subjectivity an in the constitution of subjectivity. In this component, it is possible to find the teachers' diaries in which the writing allows the creation of the reflective thinking of a teacher, about their experiences, objective or subjective and intersubjective.

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 will be 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 has a fundamental purpose that is to guide the reflection process of student-practitioners , but also to socialize and share their own job experiences to enhance their process and incorporate new tools to change the teaching practice.

Objectives.

- To consolidate a group of student/teachers who critically reflect and present proposals and alternative solutions to the educational problems of their teaching practice.
- To socialize criteria, share ideas and guidelines to assume their teaching practice.
- To qualify, facilitate and be part of the educational center effectively.

Narrative.

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

Self-observation checklist.

The self-observation sheet had as main purpose to guide the student-practitioner towards an own view of their role as teacher and their role in the classroom, and in the context of the scholar community to which he/she belongs.

Class records.

Having evidence of the performances of the practitioners' performances in the classroom, it will allow reflecting about different aspects regarding the process of teaching / learning 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

It is possible to understand as school an educational and specific community that is in charge of the institutionalized education, it signifies, the school is the place where education is done. Nowadays, the school is considered as the life way of the community, it means, the school share those important and necessary values and knowledge to the community, which take students to use and implement their abilities as a benefit for the society.

In the school, there will 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:

Socializing role. It is about young's' learning, aspects related to values, normative, behaviors, attitudes or aptitudes focused on social dominant culture, in the politic and economic

context to which they belong. This function covers all the process, in which the members of the school participate

Instructive role. The instructive role implements two functions, the improvement of the spontaneous processes of socialization, to guarantee the human capital formation, which requires the functioning of the labor market. The higher level of culture, knowledge, values, etc., there is a major possibility of adaptation.

Educational role. The educational role demands a life community, democratic participation, intellectual research of dialogue and learning. An educational community, which break down barriers between school and society, a cultural space where several concepts are learnt, technical tools and cultural codes of the humanity. As consequence of the active participation in the exchange of meanings, wishes, and behaviors with classmates and adults.

Population

The total population of the current study is composed of sixteen students of tenth semester, practitioners of the foreign languages program English and French of the University of Pamplona, in my case, I will be part of the pre-service teachers who will be 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.

- La Presentación High School

Data collection timetable

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

Table 12. *Research component schedule*

DESCRIPTION	DATE
Classroom observation	21 st – 27 th August

Narratives	14 th September	19 th October
	21 st September	26 th October
	28 th September	2 nd November
	5 th October	9 th November
	12 th October	16 th November
Reflective Workshops	25 th October	
	7 th November	
	26 th November	
Self-observation checklist	23 rd October	
	7 th November	
	17 th November	

Implementation of the Research Component

Narratives

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

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

Self-observation checklist

The self-observation checklist were online forms that the pre-service teacher had to complete regarding the teaching practice in terms of planning, executing, classroom management, materials used in class, language use, students' participation among other aspects that served to check the practicum process.

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

The image shows a screenshot of a self-observation checklist. The title is "I. PLANIFICACIÓN". Below the title, there is a section titled "Sin título". The first item is "Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *". It has a scale from 1 to 9, with 1 being the lowest and 9 being the highest. The scale is represented by a row of boxes containing the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9. The box for 1 is selected, and the word "Siempre" is written next to it. The second item is "Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *". It has a scale from 1 to 4, with 1 being the lowest and 4 being the highest. The scale is represented by a row of boxes containing the numbers 1, 2, 3, 4. The box for 1 is selected. The third item is "Selecciono y secuncio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *". It has a scale from 1 to 4, with 1 being the lowest and 4 being the highest. The scale is represented by a row of boxes containing the numbers 1, 2, 3, 4. The box for 1 is selected.

Figure 10. Self-observation checklist

Reflection workshops

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

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

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

In the second meeting, the purpose was to share the opinions and comments made by the monitoring teachers and tutors of the research project and to know the level of progress of the research project. The monitoring teachers stated that the pre-service teachers are committed with the labor; they are dedicated teachers who care about the learning process of the students,

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

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

Classroom observation feedback

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

Conclusions

Talking about this component, I have to say that it was the most difficult because I had to think in all the things that allowed me to do the class; I had to plan the different activities carried out through the classes. Moreover, this is why I spent a lot of time creating the planning, because I had to imagine how the students could learn, how they could understand the theme. First, I tried to look for the information I needed to plan, but I had to take into account the level and the way as the students learn. With my first planning, I could notice that the quantity of activities I implemented does not matter, what made the difference was the way like I teach it.

I understood that for the students acquire vocabulary is the most important because from this they could develop any activity. I tried to give the vocabulary that they were going to use in the following courses and the students adopted this strategy.

I always tried to use vocabulary that impacts them, it means the vocabulary that they could use in their daily lives, and I could notice that most of this vocabulary was used in some conversations, it does not mean that the students had long conversations but they tried to use it in single words to communicate something. At the beginning of the class, I wanted to develop activities where the whole class was included but it was impossible because of the number of people inside the classrooms and the available time, most of these activities created indiscipline, and the students did not pay attention to the real objective of the activity.

For this reason, I began to create individual activities like worksheets in which the instructions were clear, all this aim at obtaining good results. Each time I implemented those activities I tried to be attentive to all the students' questions and I tried to help them. Through the implementation of these worksheets, I could follow the learning process of the students because I could identify their difficulties and this helped me to check the teaching process I carried out. Furthermore, it created on me a reflective thought about the way I was implementing the classes and the way the students were learning.

On the other hand, talking about the diversity that exists in the classroom, I can say that I tried to include all my students in the same level; it means that all the students received the same treatment. I know that in two of the four courses, there were girls with special needs but I gave the same topics and the same explanation to them. It does not mean that I did not pay attention to those students; otherwise, I tried to be with them when they developed each activity, and I

answered all their questions and I tried to help them the most. It is a hard work but the results of those students gave me more motivation.

In addition, one of the problems I faced at the beginning of the practicum was the indiscipline that the students had inside the classroom. It created an unfriendly atmosphere, all the moment I was angry because of the noise, I could not develop the classes and it was frustrating for me because I could not control the students. However, I could find strategies to control those points of indiscipline from the dialogue, where the most important point to talk was the respect towards the classmates and the respect towards the teacher. Thereafter, the classes were more productive since the students were respectful and were focusing in the classes, the advancement in the English classes were evident and the good results too.

To conclude, I can say that it is necessary to implement classes that motivate the students to learn English, in most of the cases the methodology, the same topics and the same activities produce boredom. This is the reason why we need to change the way to teach English, we need to change the bad image the students have towards this course. English is a beautiful language and it needs to be taught correctly, showing to the students that it is easy to learn but it needs the interest and the love of the students.

Considering the teaching process I have carried out in this institution, it is important to mention that I have many things to improve, for example, the management of the time when I develop a lesson plan. I could realize that I spent most of the time in a simple activity; as a result, I could not develop the lesson plan. Now, I understand that each activity, each explanation needs a specific time, in this way the students will have a better understanding. In addition, I learned the importance of having an order when I teach any topic. For this reason, it is important first

explain, then exemplify and finally practice, as a result the students will understand all about the topic and they will internalize this new knowledge.

The reflective process contributed to my teaching process since I could identify the aspects I need to improve. Furthermore, the reflective process gave me some tools to use in the implementation of the classes because I can reread it and understand how I outdid any problem and how it increased my confidence in myself.

Chapter III: Outreach component

“Introducing English language in primary schools in Pamplona, Colombia”

Introduction

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

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

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

Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, because several times, most of these educational institutions do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

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

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city, also it pretends to integrate the training of the foreign languages degree English and French students to the educational reality of this sector. In this way, it will try to reduce the gap generated between the public and private schools in the foreign languages area.

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

Justification

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

process in the secondary, technical and superior education, to get more people to be trained in this area.

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

The implementation of this project helps highly and mutually, not only the institutions and the educational population in Pamplona city, but also the foreign language program and its students who develop their pre-service teaching process.

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

General Objectives.

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

- To teach English to the students in primary school in Pamplona city.

- To integrate the role of the foreign languages degree English and French students with the educational reality of teaching English in primary schools in Pamplona city.

Specific objectives

For a better understanding of the previous aspects, this proposal aim at:

- Familiarizing children from primary schools in Pamplona with the essential foundations in English.
- Engaging students from The Foreign Languages program English and French in the teaching English processes in primary schools in Pamplona city.
- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

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

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

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

Contribution lines.

- Contribution to the academic training in Foreign Languages areas.
- Citizen training (attention to problems of the educational environment tending to diminish the inequity of the educational system).
- Projection of the school Community to University and Program level

Theoretical framework

Teaching languages.

Languages international policies.

The UNESCO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to refer to the use of three languages: mother tongue, regional or national language, and international. This emerged from the idea that the particular needs from communities with different cultures which speak different languages, they just can be understood through the multilingual education. (Cruz M, Loyo G, & Mendez E, 2011).

The UNESCO (2003) considers that languages are not only a mass media but they also represent the culture, identities and values of the world. For this reason, the UNESCO suggests to enhance the diversity of languages, and at the same time to support the learning of international languages that offer access to the global communication and information exchange. To achieve this, the UNESCO proposes to foster the multilingualism and the intercultural dialogue, policy for translation, written and visual material aiming at promoting new ideas and works of art.

According to Lima M, (2006), nowadays, learning a foreign language is important, but always taking into account the cultures, they represent. All kind of learning is extremely important for the human being sociability, given that it allows him/her to function properly in different contexts; learning a foreign language involves the personal life of a person allowing that this process can be successful and beneficial in his/her knowledge and savoir-faire.

National bilingual program.

Colombia, as other countries in Latin-American and the world, has adopted academics policies addressed to foster the English language as a foreign language, through the National bilingual program created in 2004 with three specific guidelines: institutions of basic, intermediate, higher education, educational programs for human-development, the ethno-education and flexible models of education. This program aims at the trainee of the competitive and productive human talent in a global setting in different fields of action. (MEN, 2006, p. 6).

The follow chart shows the levels to be reached by the National bilingual program to the year 2019:

Table 13. *Expected levels in the target language*

Tabla 1. Niveles de lengua esperados en el PNB

Población	Nivel de lengua meta
Estudiantes de grado 3° de educación básica primaria	A1 (Principiante)
Estudiantes de grado 7° de educación básica secundaria	A2 (Básico)
Estudiantes de grado 11° de educación básica media	B1 (Preintermedio)
Egresados de Educación Superior	B2 (Intermedio)
Egresados de carreras en lenguas extranjeras o afines	C1 (Avanzado)
Docentes actuales de educación básica primaria y docentes de otras áreas	A2 (Básico)
Docentes de inglés	B2 (Intermedio)

Fuente: Adaptado de Altablero (2005).

Bilingualism.

Bilingualism refers to the different degree of domination by which a person can communicate in more than one single language and culture. This degree depends mainly on the context in which the individual is. Hence, based on how a different language is used, different from the native, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary School.

According to Yesser A, & Chacon C, (2011) ‘ the process of acquiring a foreign language is a complex process in which there are cognitive and affective factors from the learner, in the same manner there are some sociocultural and educational factors including the curriculum, the methodology and the formation of the foreign language teacher. In such a way, the importance of understanding how the child learns and incorporates a foreign language, it becomes necessary to analyze the theoretical foundations which explain the learning process or acquisition of a second language (L2) or foreign language and how this process is related to the native language. From the previous statement, Krashen (1991) cited by Yesser A and Chacon C, (2011) makes a distinction between acquisition and learning in terms of LE, “la adquisición del lenguaje se hace de manera natural e inconsciente en forma de input comprensible, el cual se procesa e internaliza, mientras que el aprendizaje implica aprender de manera consciente las reglas de la lengua”

To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society. Consequently, children can learn a

language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language

Yesser A and Chacon C, (2011) cite Ausubel (1986), who stated that in terms of the cognitive psychology there are many differences among the cognitive skills of children and adults. In relation to the cognition and affectivity, which are presented in motivation, creativity, spontaneity and flexibility that differentiate children from adults. Generally, adults have more problems when talking in a foreign language, consequently, it is possible to say that the age is a factor that affects learning English as FL.

Why to learn a foreign language in primary School?

Frandiño Y, Bermudez J and Vasquez V, (2012) cited Madrid and McLaren (1981) who state that there are different kind of reasons that justify learning a foreign language in the school. Pointing that the real reasons are pedagogical and formative. For example, based on various studies, it is possible to say that:

- Children who begin studying a foreign language in school tend to get a better and more positive performance than others.
- Children show not only a special capacity to imitate colloquial sounds and expressions but also a great flexibility, spontaneity and audacity what overcome young and adult people.
- Children not only tend to fear to make mistakes but also acquire and transmit this meaning through gestures and pantomime.

- Children are in a stage of their life in which plasticity of their brains allow them to learn languages.

To conclude, human beings' learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field. It is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially a Foreign Language.

School context.

This proposal was developed at 'La Presentación' primary school that is located at the street 6# 2- 99, Pamplona, Colombia.

Schedule

The chart below presents the schedule that was implemented to carry out this component. The outreach component as the pedagogical one, lasts ten weeks: From September 10th to November 16th, the pre- service teacher will work with students from 3rd grade and 5th grade, five hours per week.

Table 14. *Pre- service teacher’s schedule in primary*

MAIE's SCHEDULE					
HOOR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:00-7:55				5A	
7:55-8:50				5B	
8:50-9:45			3A	5C	
9:45-10:15	B R E A K				
10:15-11-0				3C	
11:10-2:05					
12:05-1:10					

Beneficiary population.

The beneficiary population are students from three groups in 5th and two groups of 3rd grade at “La Presentación” primary School, and at the same time, their four teachers who learnt some ideas and strategies to teach English at those levels.

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

Indirected beneficiary population.

- Foreign languages program
- Academic community of Pamplona
- Institutional dependencies articulated to the project. ‘La Presentación High School’

External institutions linked with the project

- Jose Antonio Galan High School
- Brighton School

- La Presentación High School
- Normal Superior de Pamplona
- José Rafael Faría High School
- Cristo Rey High School

Methodology

Given that students in 5th and 3rd grade at “La Presentación” primary school do not have a teacher dedicated just in English area and they have only an hour per week, it was decided to begin from the very basic vocabulary in an easy and innovative way. The plan of action of this component is focused on the lexical approach proposed by Michael Lewis in 1990, this method states an important part of learning language that consists of being able to understand and produce lexical phrases as chunks. Teachers at the primary school asked to work especially on vocabulary this is why this component is based on it.

On the other hand, it was use texts as a complementary material in 5th grade, seeing that those students need a higher level of proficiency and reading comprehension needed in the college. Through the implementation of flashcards as strategy for improving the students will acquire vocabulary that they might implement in their daily life, it will help them to succeed this subject.

Development of the outreach component

The purpose of the project was to improve the English pronunciation and vocabulary of the students of third and fifth grades through flashcards. With that in mind, the pre-service teacher fulfilled the principal purpose of the outreach component, to cover the necessities of a vulnerable community, in this case the students of third and fifth grades who had not English teacher.

Table 15. *Topics to develop*

TOPICS WITH THE USE OF FLASHCARDS				
WEEK	5 th grade	Use of flashcards	3 rd grade	Use of flashcards
1	Healthy food and harmful food	✓	Verb to be	✓
2	Vocabulary about food	✓	Adjectives	✓
3	Recycling	✓	Physical description	✓
4	Vocabulary about Recycling	✓	Worksheet about verb to be	✓
5	Oral presentation about Recycling		Game “secret friend”	

During the practicum process with the elementary students, the use of flashcards were used to make emphasis in the pronunciation and to recognize new words and associate them with images. The implementation was characterized by multiples activities that allowed students to put into practice what they have learned. For instance, a role-play was one of the activities carried out in the project. Firstly, it was necessary to present the vocabulary and the correct pronunciation, once the word was internalized into the students, the course was divided in groups in order to write and present their oral activity. In this case, the students had to use the vocabulary drilled without see the flashcards. The students described the food that likes and dislike. In some moments, the pre-service teacher showed a flashcard to the students and they had to say a sentence using the food or flashcard seen. All this in order to identify if the students learned or not the vocabulary.

Conclusions

The strategy developed in the outreach component left satisfactory results since the pre-service teacher could implement the use of flashcards to teach English in 3rd and 5th grades. Even though the pre- service teacher had proposed some topics for developing in classes, those topics

were changed given that the teachers demanded to reinforce the topics already seen in the previous terms. Thus, the pre- service teacher took into account the English book given by the teacher in charge of 3rd graders since it contained the themes seen. (**Appendix 10. Primary English book**)

Moreover, the use of flashcards helped the development of the classes, and thanks to this strategy, the students obtained good grades and it was a way to motivate them (**Appendix 11. Use of flashcards**). Furthermore, the pre- service teacher could notice that the students paid more attention to the class because those type of images caught their attention; the important point here is that the images were related to their daily life, the comics they watched and the things they loved the most (**Appendix 12. 4° and 5° planner**). Those aspects were the principal factor for which the strategy implemented in those grades was successful.

Supplying these needs in the primary school contributed to the pedagogical practicum of the pre- service teacher because it helped her to realize the real problems the students faced when they are not taught in the correct way. Learning English is not merely to learn vocabulary about a specific topic or to write it and memorize it, it implies more, for instance: motivation, interactive activities where they use their knowledge and so on. With those classes, the pre- service teacher could identify why the students do not try to learn a second language in this case the English language and it is simple, because of the way the teachers teach English. It is important to teach with love, with passion, in this way the students are going to love and they are going to develop an interest in this subject.

Chapter IV: Administrative component

Introduction

The last component of this practicum project is about the pedagogical activities developed in the 'La Presentación' High School. As pre-service teacher, we have the responsibility to be present and collaborate in all the extra-curricular events being active and dynamic. In fact, being part of the institution will provide pre-serving teachers some experience with a real teaching context assuming the role of a teacher.

Justification

The educational community develop some pedagogical events in order to increase a dimensional process where different areas need to be integrated to contribute to the progress for the institution. For this reason, Pre-service Teacher took part in the different academic tasks as extracurricular activities that the institution encouraged such as theatre meeting, the celebration of the 135 years of foundation, and other events that are some important for 'La presentation's family. In addition, it is important to participate in those events is an active, enthusiastic and responsible way, since it will allow knowing how the educational institutions work in real life. This component aimed at offering several services as pre- service teacher in which, the teachers offered her knowledge about a specific subject in order to the students can learn and practice this with students from other institutions.

General objective

- To be part in extra-curricular activities proposed by "La Presentación" High School.

Specific objectives

- To collaborate with the organization of different events carried out and created by the institution.
- To involve students from the B. A. degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the city of Pamplona.
- To be responsible when organizing any performance with the students

Methodology

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

Timetable of activities.

Table 16. *School activities timetable*

AGOSTO	
FECHA	ACTIVIDADES
1	Izada de bandera
1 agosto - 15 septiembre	Inscripciones Prueba Avances (Secretaría)
8-16	Pruebas de calidad
9	Conferencia con psicólogos (11 ^o)
10	Bendición de los lápices (11 ^o)
12	Pruebas Saber 11 ^o
13-17	Pruebas Supérate con el saber (1 ^o , 3 ^o , 5 ^o , 7 ^o , 9 ^o , 11 ^o)
16	Informe de Rectoría/ Reunión Profesores y estudiantes de primaria/ Reunión de profesores y estudiantes de secundaria/ Salida Coliseo Mpal/ Reunión Padres de familia (11 ^o)
17	Finalización segundo trimestre/ Jornada pedagógica
21	Inicio tercer trimestre/ Proyecto CreSer/ Momento Congregacional Primaria
22	Momento Congregacional Secundaria/ reunión área de matemáticas
23	Comisiones de evaluación y promoción
24	Cierre de plataforma/ Banquete del amor al colegio
25	Impresión de boletines/ cierre de plataforma
21-29	Pruebas Supérate con el saber (2 ^o , 4 ^o , 6 ^o , 8 ^o , 10 ^o)
22-29	Escuela de padres pía
29	Entrega de boletines a titulares para revisión
28	Movimiento Congregacional/ Continuación reunión área de matemáticas
29	Entrega de calificaciones Pía/ Izada de bandera
30	Entrega de calificaciones secundaria

SEPTIEMBRE	
FECHA	ACTIVIDADES
2-8	Retiro de estudiantes 11 ^o
10	Trazabilidad Lenguaje
11	Trazabilidad sociales, cívica, urbanidad y filosofía
12	Trazabilidad ciencias naturales
13	Trazabilidad Inglés
14	Trazabilidad área Técnica, emprendimiento
17	Trazabilidad artística, ética y religión
18	Momento Congregacional Administrativo/ Trazabilidad informática
19	Trazabilidad educación física
25	Izada de bandera 9 ^o (a, b, c, d)

OCTUBRE/NOVIEMBRE	
Actividades 135 años	
FECHA	ACTIVIDADES
29 oct	Alborada
30 oct	Eucaristía/ Primeras comuniones/ Presentación Sección Pía
31 oct	Encuentro de bandas show (Invitado Banda Baranca, Barranquilla)
1 nov	135 años: Actividades en un día
2 nov	Comparsas y carrozas
3 nov	Presentación Sección secundaria
9 nov	Día del Alumno

Conclusions

'La Presentación' High School developed through the different terms many activities and pedagogical events in order to integrate the different groups that are part of the educational institution as the teachers, students and parents. It is important to mention that the pre-service teacher was participant in many of those activities. Among these events, the pre- service teacher was in the lecture about sexual education (**Appendix 13. Sexual education meeting**), where students of an institution came to the Presentation High School to inform the students about the different diseases people can develop if they do not use contraceptive elements. The pre- service teacher role was to accompany the students inside the library and she controlled them when it was necessary. Another event in which the pre- service teacher was part was the celebration of the love and friendship's day, where the 11th graders students were in charge. There was a contest where the different groups created something related to this date: posters, poems, dances and so on. The purpose was to celebrate this date and to remember the importance of having real friends in our lives.

A third activity that the institution developed was an event called "Ancianatón"; this event was created with the purpose of collecting money and resources for our elder people, those of the 'Ancianato San José'. The students helped by the teachers organized this event and the results were so gratifying because they collected a big sum of money and implements for these people (**Appendix 14. 'Ancianaton'**). The pre- service teacher accompanied the students while they were in Pamplona's main park.

The forth activity in which the pre- service teacher participated was The Cultural week. During this week, the pre- service teacher helped the supervisor in the different activities carried

out. The activities developed were: ‘Old dance’, ‘Entre neblinas’, ‘135 actividades’ and ‘Comparsas’, among other. (**Appendix 15. Cultural week**)

Moreover, the final event in which the pre- service teacher participated was the symbol delivery. This day, the eleventh graders students delivered the symbols, which represent the values that identify the institution and the tenth graders students received those symbols.

(**Appendix 16. Symbol delivery**)

Table 17. *Institutional Activities*

Activity	Pre- service teacher role
Sexual education meeting	My role was to accompany the students inside the library and she controlled them when it was necessary.
Love and friendship’s day celebration	I accompanied my supervisor during the event since she was the jury. In addition, I had to keep the students control.
“Ancianaton”	I accompanied the students while they were in Pamplona’s main park.
Cultural Week 135 years	During this week, I had to help my supervisor in the different events proposed by the educational institution.
Symbol delivery	The pre- service teacher accompanied the supervisor.

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Appendix

Appendix 1. Sample of planner

 Colección de Norte de Santander Secretaría de Educación Departamental I.E. COLEGIO TÉCNICO LA PRESENTACIÓN Resolución de Aprobación N° 4422 - 20 de febrero de 2016							
GRADO: NINTH A-B-C		TRIMESTRE: PRIMERO		ÁREA: INGLÉS			
FECHA	NÚMERO DE CLASE	TEMA	INDICADOR DE DESEMPEÑO	ACTIVIDADES	EVALUACIÓN	TRANSVERSALIDAD	OBSERVACIONES
	Class 17-18-19	What we eat -how many and how much	Identify general ideas in a text.	WARM UP: Look at the picture about different food and match the word with the picture. Listen a dialogue and do the exercise 4 page 84 and answer questions about the dialogue. DEVELOPMENT – EXPLANATION OF THE TOPIC: Listen and Read the text page 95 -Identify new words and write on the board -explain of the topic through the text. the students write examples on the board. PRODUCTION ACTIVITIES - Ask questions about the reading -Develop the activity about the reading - socialize the answers -write a short composition about what eat during the week	Oral Evaluation the students answer the questions.		

Appendix 2. Non- participant observation

OBSERVACION DE CLASE #7		
Fecha: Lunes 27 de Agosto del 2018 Hora: 7:55 a 8:55 Estudiante: Mariadelmar Clase: Clase 17 Objetivo: Al finalizar la observación por hacer una observación pedagógica Observa: María Valeria Álvarez Mancipe		
HORA	DESCRIPCIÓN	COMENTARIOS
8:00	La docente llegó la docente puntual, al entrar siempre que a la presentación de la presentación de inglés. La docente comienza a leer el texto. Se puede notar que la docente da instrucciones en inglés. Algo importante para mencionar es que las actividades tienen de carácter oral y público que la docente dice, cuando se le pregunta el contenido de la docente responde a través de la clase que es el momento.	La docente comienza por el inicio de la clase en la actividad de escritura que hay un video. Las actividades se realizan en voz alta. Las actividades son muy organizadas, se le pregunta que temas de la clase se han comprendido y por lo tanto la docente se da cuenta de lo que se ha aprendido.
	Después de la actividad de la tarea a la docente comienza con la clase, pero que le pide a las estudiantes de escribir un párrafo para el día siguiente de la actividad que se va a hacer la docente comienza a dar instrucciones como por ejemplo.	Muestra las actividades de escritura en la tarea, la docente se da cuenta de lo que se ha aprendido, con el objetivo de que las estudiantes se den cuenta de lo que se ha aprendido.
		<ul style="list-style-type: none"> ✓ La docente inicia a las actividades correctamente. ✓ Las actividades son en inglés, el profesor también en la actividad se hacen actividades de escritura.
	Después de haber leído de la actividad, la docente comienza a leer el texto. La docente comienza a leer el texto y lo que hace es que ella responde lo que la docente dice en la materia presentada a la presentación, y se le pregunta la docente como está de las actividades. Después de la presentación la docente trabaja cada una de las actividades para que las estudiantes comprendan lo que está a través de las actividades y videos.	Cada vez que la docente habla con las estudiantes, ella le habla en inglés para que las estudiantes entiendan mejor las actividades, cada vez que la docente habla en inglés las estudiantes también entienden lo que ella dice, y también a las estudiantes también le habla.
8:30	La docente hace que las estudiantes escriban un párrafo para la siguiente clase, que tiene la actividad de la actividad de algunas de las actividades. La docente siempre le pide a las estudiantes.	

Appendix 3. Narrative & Journal

Prison Narrative

Mica Valentín Álvarez Martínez
103527390

Semana: 21 agosto de 2018- 24 agosto de 2018

Esta fue la primera semana de acercamiento con la institución, los docentes y los estudiantes, desde se pudo ver el ambiente agradable y sereno que en este tipo de instituciones pueden tener. El primer contacto con mi supervisor fue agradable, aunque pudo notar que la profesión es un poco seria, así es así por la falta de confianza pero se fue mucho lo que hablamos, yo preguntaba y ella se llevaba a responder, hablamos de todo lo que debía hacer en cada aula. Pude decir que antes de cada presentación en cada aula de los grupos activos, se envía un poco de servicios debido al posible todo de las actividades para a tener conmigo, pero la gran sorpresa que me llevó fue muy grande ya que los estudiantes son súper agradables, simpáticos y muy simpáticos.

En cada grupo había niñas que se me acercaban a preguntar mi nombre y preguntaban si yo iba a ser su teacher de inglés, cada vez que yo les decía que sí, ellas emocionadas me decían que eso era una gran noticia, que querían aprender inglés y que iban a conseguir sus sueños cuando empezaran a darles las clases. Lo que es una gran motivación para mí, ya que se puede tener el interés por aprender algo nuevo. En uno de los grupos uno de las niñas se me acercó y me comentó que o ella le gustaba el inglés, pero que luttosamente no iba muy bien con la profesora, debido a que la profesora era muy estricta al momento de implementar las clases, lo que me hizo reflexionar y llegar a la conclusión que más cosas iban a ser las más llamativas posibles para que las niñas se sintieran y aprendiera este hermoso idioma.

Pude notar con las observaciones, que cada grupo tiene un aprendizaje diferente mientras un grupo se más lento el proceso de aprendizaje, es otro las niñas captan la información y la aprendieron inmediatamente, lo que me hizo también reflexionar en la manera cómo debo tener cada grupo, en la manera cómo debo implementar las clases para que el proceso sea igual para todos.

JOURNAL

September 17th, 2018

For the implementation of this first planning, the group(s) was receptive to the new topic that was "Clothes", the students had a previous knowledge about this topic what allow me to develop the class easily. However, the indisciplin was presented inside the classrooms that created a disorganized environment, the main aspect for this indisciplin was the fact that some of the students had the prior knowledge and were those students who began this problem. I had to say that it was a difficult moment for me because I did not know how to solve this problem.

The only way I found to access this, was to talk with them about the respect that every person need, and the way to be respectful with someone is paying attention and listening to him or her. The students, I think understood the message and now they are focused in each class.

September 18th, 2018

Today, the class was different, the experto gave me the time to explain the way as the project would be developed. When I began to talk about it and the different activities, the students shown a big interest on it. Therefore, I divided the class in groups in order to give them the respective reason and the tendency the students had to take into account for creating their clothes. The students gave me more ideas about the final event that could be implemented. One of the purposes of this project is that students work individually and in teams, however some of the students decided work alone, that can provoke some trouble in

Appendix 4. Semi- structured interview



UNIVERSIDAD DE PAMPLONA
DEPARTAMENTO DE LENGUAJES Y COMUNICACIÓN
LICENCIATURA EN LENGUAJES EXTRANJEROS
PRÁCTICA OBLIGATORIA 2018-2

TÍTULO DEL PROYECTO DE INVESTIGACIÓN Improving reading skills through the implementation of technology in high schools at "La Presentación high school"

Objetivo general: Mejorar la comprensión oral a través de la implementación de Tareas de aula en el aprendizaje.

Objetivos específicos:

- Describir habilidades en los estudiantes para participar en actividades de comprensión oral individual y grupal.
- Implementar tareas para mejorar las habilidades de comprensión oral en los estudiantes.
- Describir otros áreas del conocimiento con el fin de realizar las tareas.
- Llevar a cabo tareas significativas que interesen a los estudiantes a participar activamente en ellas.

Objetivo de la entrevista: Conocer de qué manera la estrategia implementada contribuye a la comprensión y expresión oral en los estudiantes de sexto grado del Colegio Tercera La Presentación.

La siguiente entrevista es de carácter libre el objetivo de conocer la manera como la estrategia implementada en el curso contribuye a la comprensión y expresión oral de los estudiantes del sexto grado del Colegio Tercera La Presentación. Cabe resaltar que esta entrevista es un guió al momento de realizar el análisis de la información, pero no es un guión rígido, sino que permite el participativo.



1. ¿Cuál participó en el proyecto "Enriqueciendo la comprensión oral"?
2. ¿Cuál fue su participación en el proyecto?
3. ¿Qué parte de este proyecto? (Enriqueciendo la comprensión oral)
4. ¿Cómo cree usted que le ha beneficiado con: "Enriqueciendo la comprensión oral", le ayudó a mejorar su comprensión oral?
5. ¿Cómo cree usted que le ha beneficiado con: "Enriqueciendo la comprensión oral", le ayudó a mejorar su comprensión oral?
6. ¿Cómo cree usted que mejoró sus tareas: "Realizar tareas de comprensión oral", le ayudó a mejorar su comprensión oral?
7. ¿De qué manera el desarrollo de las diferentes tareas le ayudaron para el aprendizaje del inglés?
8. ¿Cómo cree usted que mejoró sus tareas: "Realizar tareas de comprensión oral", le ayudó a mejorar su comprensión oral?
 ___ Aumentar de interés por el área
 ___ Ejercerme correctamente de manera oral
 ___ Llevar a la práctica lo aprendido en el aula de clase
9. ¿Cómo cree usted que el desarrollo del proyecto le puede permitir utilizar el inglés en contextos reales?
10. ¿Cómo el desarrollo de diferentes tareas para el proyecto pudo beneficiar su comprensión oral?
11. ¿Qué aspectos del taller pudo aprender a través del proyecto implementado en el aula de clase?
12. ¿Cómo fue su participación en cada una de las actividades llevadas a cabo en su grupo? (Hacer participativo del taller las asignaturas del grupo) ¿Qué tipo de cosas le ha ayudado?

Appendix 5. Categories in MaxQDA

The screenshot displays the MaxQDA software interface. At the top, the window title is "D:\Desktop\Proyecto de Grado.maf8 - MAXQDA 2018 (Release 18.03)". The main menu includes "Inicio", "Importar", "Códigos", "Variables", "Análisis", "Métodos mixtos", "Herramientas visuales", and "Reportes". Below the menu is a toolbar with icons for "Nuevo proyecto", "Abrir proyecto", "Sistema de documentos", "Sistema de códigos", "Explorador de documentos", "Segmentos recuperados", "Diano", "Administrador de usuario", "Guardar proyecto como", "Fusionar proyectos", "Guardar y anonimizar proyecto", "Abrir archivo de intercambio", "Proyecto desde documentos activados", "Exportar un archivo de intercambio", and "Archivos externos".

The central area is divided into two panes. The left pane, titled "Visualizador de documento: #1", shows a hierarchical tree structure of documents. The right pane shows the content of the selected document, "Oral Production".

The document content is a transcript of an interview, with the following text visible:

16 E: Ok!, Bueno, eh, la séptima pregunta es ¿De qué manera el desarrollo de las diferentes tareas le motivaron para el aprendizaje del inglés? o sea, si hubo motivación con respecto al desarrollo de las tareas y del aprendizaje del inglés, la motivó en algo?

17 P1: Sí, si me motivó a que podamos, el inglés es importante para nosotros porque el inglés nos abre las puertas para un futuro, y además que nosotras estamos tan pequeñas, es importante saber para, pues ya cuando queramos escoger la carrera podamos saber que, palabras básicas del inglés y no lleguemos como tan nuevas a la cuestión en parte del inglés

18 E: Ok!, la octava pregunta es: ¿Con su tarea final de Ecological fashion show implementado en clase, ¿en qué aspectos cree usted que le ayudó más?

19 P1: Lleve a la práctica lo aprendido en el aula de clase ya que con mi familia, nosotros, mi tía me refuerza mucho el inglés porque ella quiere que yo también estude idiomas, entonces eso es muy importante en mi casa el inglés y también en mi familia nos gusta mucho aprender cosas nuevas y pues ya con lo aprendido en clase también podemos implementarlo en nuestros hogares.

20 E: Ok!!, la novena pregunta es: ¿Cómo cree usted que el desarrollo del proyecto le puede permitir utilizar el inglés en contextos reales?

21 P1: Hay veces que uno sin, sin querer se puede encontrar a personas de otros países que no sepan hablar español, y pues uno puede dialogar, interactuar, dialogar con ellos en unos simples temas para poder, eh, reforzar más el inglés en cuestión de una persona.

22 E: Ok!!, la décima pregunta es: ¿Cómo el desarrollo de diferentes tareas para el proyecto pudo desarrollar su creatividad? en qué manera?

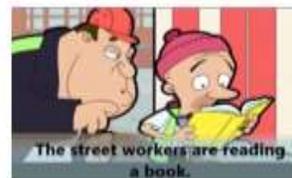
23 P1: En la manera en que nosotras pudimos ahí demostrar que nosotras somos unas niñas, las niñas de 6^a somos muy creativas, nos gusta innovar cosas, nos gusta crear cosas nuevas, para que se vea como todo lo, no todo que sea igual, sino que tenemos varias, tipos diferentes de

At the bottom of the interface, there is a toolbar with icons for "Búsqueda sencilla de codificaciones (códigos combinados por 'O')".

Appendix 6. Clothes & Present Progressive

FECHA	NUMERO DE CLASE	TEMA	INDICADOR DE DESEMPEÑO	ACTIVIDADES	EVALUACION	TRANSVERSALIDAD	OBSERVACIONES
September 10 th to September 14 th		*Women and men's clothes *Present progressive tense *Recyclable products.	*Identifying one's clothes *Identifying clothes' material and colors.	<p>Warm up: The teacher will ask her students if they know the name of the different clothes they are wearing, if the students answer positively, the teacher will request to spell them and the teacher will write it on the board in order to introduce the topic.</p> <p>Explanation of the topic: Then, the teacher will present some slides (<i>Annex 1</i>) that contains images corresponding to the clothes, at the same time, the teacher will write in English the name of this cloth on the board and she will say in Spanish its meaning. After presenting the images, the teacher will ask randomly to her students about the meaning of any word (about clothes). Later on, the teacher will write the meaning of each word previously presented in order to reinforce the clothes' vocabulary and the teacher will ask about the possible recyclable materials that <u>can be used</u> to create it. For instance, plastics, paper, metal, etc. After having done that, the teacher will show the slides again and she will ask about the color the students could identify. Next, the teacher will write the colors students gave her and the teacher will explain how to write and to pronounce each color (e.g. red, yellow). Taking into account the color of each item (clothes) presented in the slides the teacher will ask simple questions as: "what is it?" and the teacher will point out any cloth, the teacher will give the first example, "it is a yellow t-shirt", and she will write it on the board, aim at the students identifying the structure. Taking some examples, the teacher will explain the how they have to order the sentence when we talk about colors. (Adjective + noun: Red t-shirt) Then, the teacher will divide the board into four parts, each part will correspond to a specific season and she will explain what happens in each</p>		Recycle: The students will think about the recyclable materials people can use to elaborate a dress.	
				<p>season, for example spring, in this season the plants spring from the ground and trees come into blossoms. Each space will have an image that represents this season. Then, they will ask to her students which cloth would be part of each season. For example, the gloves can be part of winter.</p> <p>Execution: Then, the teacher will give each student a piece of paper with a reading activity (<i>See Guía 1: Activity 1</i>). Firstly, the teacher will read the description in the paper in order to remark the pronunciation and to clarify any doubt. After, the teacher will explain the activity: the students will choose the correct paragraph according to each character numbering each of these in the blanks above them. The activity <u>will be corrected</u> collectively.</p> <p>Evaluation The teacher will hand in the evaluation (<i>see Guía 1: Evaluation part</i>) that contain three points. In the first one, the students will match the picture with the corresponding clothes' name. In the second one, the students will organize the phrases taking into account the correct order word. Finally, the students will complete the sentence with the verbs in the correct present continuous form.</p>	*Students will read each description and will put a number according to the description.		
			*Present Progressive	<p>Explanation of the topic In order to introduce the next topic, the teacher will take some of the sentences that appear in the last activity. The teacher will explain the Present progressive tense use and its structure for the affirmative sentence. Later on, the teacher will present a video (<i>Annex 2</i>) that shows some activities that Mr. Bean is doing, some of those sentences will be written on the board, in order to introduce new verbs and to drill the structure of the present progressive tense. The teacher will ask to her <u>students</u> different question. For instance, What is Mr. Bean doing? What are the street workers wearing? What some student is wearing?, among other. For introducing the question form of the present progressive tense, the teacher will ask to her students some questions about the video, for example: is Mr. Bean wearing white trousers?, and the teacher will write the question in the board highlighting the structure. Then, the teacher will</p>			

			<p>show an image (<i>Annex 3</i>) where appear Mr. Bean to identify the trousers' color. As the trousers have another color, the teacher will answer the question in short answer, and she will write it on the board. The teacher will ask some questions again, in order to drill the structures for each form(positive, negative and question)</p> <p>Execution</p> <p>The teacher will begin by asking the students to watch her and guess what the teacher is doing. The teacher will mime a simple activity and she will encourage the students to call out their answers in the present progressive tense, e.g. "You are drinking a coffee", when the students have guessed what the teacher is doing, the teacher will tell them that they are going to play a similar game in teams. For this reason, the whole class <u>will be divided</u> in two group teams. The teacher will explain that the aim of the game is for students in teams to guess present progressive sentences from mime. One team goes first and chooses a team member to do the first mime. The chosen student comes to the front of the class and is given a Present progressive sentence card (<i>annex 4</i>), and the student will ask "What am I doing?" and then does the mime on the card. If the members of the contrary team have the answer, they will call out it by making present progressive sentences. e.g. "You are eating a pizza". This answer has to be the exact words on the mime card to win. Then, a student from the other team comes to the front of the class and she will mime another card. The team with the most points at the end of the game wins.</p> <p>Evaluation</p> <p>After that, the teacher will ask the students to prepare a monologue in which they will have to describe the clothes that each one is wearing. For a better understanding of the activity, the teacher will do an example talking about what she is wearing. The teacher will write the example on the board.</p> <p>For example:</p> <ul style="list-style-type: none"> I am wearing a black t-shirt. I am wearing black pants. I am wearing red shoes. 			
			<p>Homework</p> <p>In a piece of card, the students will draw a dress, they will use different colors, clothes and different materials to do it, for instances: crayons, recyclable material (pieces of paper, brochures, plastic, etc.), and cloth, among other. Each students will prepare a description about their creation and will write it down, For example, My girl/boy is wearing a black hat, he/she is wearing a yellow jean.</p>			



You are sitting in the shower.	You are eating spaghetti.
You are washing clothes.	You are lifting weights.
You are flying a kite.	You are waiting for the bus.
You are carrying a heavy bag.	You are playing basketball.
You are riding on a roller coaster.	You are doing your homework.
You are giving a presentation.	You are watching a comedy.
You are looking in the mirror.	You are driving a bus.
You are writing a love letter.	You are taking a bath.
You are cutting up some wood.	You are taking a message.
You are listening to hip hop music.	You are taking a taxi.

Appendix 7. List of groups

September 18th, 2018

ECOLOGICAL FASHION SHOW

Groups.

- 1 → Ana Estepé, Valeria Acuña, Karol Shadbery, Juliana Ibarra, Karol Ibiada, Lina Prieto } Summer } casual } Departure
- 2 → Flaky Ruiz, Flory López, Juliana Maki } Autumn - Formal
3. Daniela, Nicolle Aguilar, Emily Valentin } Autumn - Casual
4. Sofia Dume → Spring → Elegant
5. Natalia Ceballos
6. Jessica Wilches, Nicolle Bautista, Karen Flores } Summer → Departure
7. Luna Ariana López, Karina Isabella Franco, Karol Lizeth Carvajal, Laura Valeria Rojas } Summer → Casual
8. Tía Vela, Anyela Moreno, Sharit Toloza, Fabiane Carrillo, Luz Angela Sarmiento, M^a Sarmiento, Valentina Tuzoz, Luisa Larus } Winter → Elegante } Casual

First Task : Knowing recycle material.

- Presentación de proyecto a STS y TC (supervisor)
- STS present a oral presentation about ♻️ recycle material. (The STS have a prior knowledge about these material)
- TC will evaluate → Pronunciation, vocabulary (Recycling material).

(Vienen)
(Nota de desarrollo)

Appendix 9. Speaking Rubric



I.E. COLEGIO TÉCNICO LA PRESENTACIÓN

Resolución de Aprobación
N° 4452 - 29 de Octubre de 2016

SPEAKING RUBRIC #1	0	1	1.5	2
<p>Respect the instructions Can express your ideas correctly, according to the topic proposed. You can respect the instructions (required words)</p>				
<p>Linguistics corrections You can speak formally, taking into account the topic carried out.</p>				
<p>Capability to inform and to describe You can speak simple and isolate phrases or expressions on recyclable materials You are able to speak on a topic before rehearsed. (Present Progressive & clothes)</p>				
<p>Lexical You can use expressions and words learned inside the classroom. (Use of the verb To wear) You can spell some words of the elementary repertory: clothes vocabulary.</p>				
<p>Grammatical You can use the grammatical structures learned inside the classroom, doing simple phrases. You can use the present progressive tense to develop the oral presentation</p>				
<p>Accuracy/ fluency You are able to express your ideas without hesitation.</p>				
TOTAL				_____/10

Individual work ___ Group work ___ Collaborative work ___

Appendix 10. Primary English book

9 *See, Say, Read and Learn* **INGLES** No. 2

Ahora aprenderemos a usar una palabra muy importante en el idioma inglés que necesitamos los siguientes artículos: el televisor, una lavadora eléctrica, una planchadora y "THE".

Practica mucho atención:

ESPAÑOL	INGLÉS
<ul style="list-style-type: none"> • La refrigeradora • Las refrigeradoras • La plancha • Los planchados • El televisor • Los televisores • La lavadora • Las lavadoras • El televisor • Los televisores 	<ul style="list-style-type: none"> • The refrigerator • The refrigerators • The iron • The TV set • The TV sets • The radio • The radio • The toaster • The toasters • The telephone • The telephones



ESPAÑOL	INGLÉS
<ul style="list-style-type: none"> • El horno microondas • Las hornos microondas • El vaporizador • Los vaporizadores • La lavadora • Las lavadoras • Los lavadores 	<ul style="list-style-type: none"> • The microwave oven • The microwave ovens • The fan • The fans • The blender • The blenders • The drier • The driers



10 *See, Say, Read and Learn* **INGLES** No. 2

Ahora practicar después de mí
Now, repeat after me:

MUY BIEN, COMO PUEDO QUE SEA TAN BUENO, APRENDER ENFIN EL VERBO SER O ESTAR EN INGLÉS.

Seguiremos estudiando uno de los verbos más importantes del inglés, el verbo SER o ESTAR.

LECCIÓN CUATRO • LESSON FOUR

VERBO SER O ESTAR (I) • VERB TO BE

En esta primera parte estudiaremos el significado y el uso. El verbo **TO BE** significa "ser" o "estar". En inglés este verbo tiene tres formas: **AM, IS, ARE.**

Para aprender a conjugar un verbo es indispensable conocer y aprender las pronombres personales en inglés, pronombres personales se dice **Personal Pronouns**, recuerden que los pronombres son las que representan a la persona o cosas de la oración. Estas pronombres son:

ESPAÑOL	INGLÉS
• Yo	• I
• Tú	• You
• Él	• He
• Ella	• She
• Ello	• It
• Nosotros (ellos)	• We
• Ustedes	• You
• Ellos, ellas	• They



11 *See, Say, Read and Learn* **INGLES** No. 2

ALGUNAS SITUACIONES PARA ENTENDER APRENDER UN NUEVO VERBO DE ESTE MODO QUE EN UN MOMENTO QUE ES MUY MÁS FÁCIL VER EN INGLÉS.

En la siguiente lección estudiaremos más el verbo ser o estar

LECCIÓN CINCO • LESSON FIVE

EL VERBO SER O ESTAR (II) • VERB TO BE

En la segunda parte aprenderemos a formar oraciones negativas usando el verbo **TO BE**. Para negar una oración se utiliza la palabra **"NOT"** después del verbo **TO BE**.

Practica mucho atención a la negación de las oraciones del tiempo anterior.

• I _____ am **NOT** happy

• She _____ is **NOT** in the class

• He _____ is **NOT** in the class

• It _____ is **NOT** in the class

• We _____ are **NOT** intelligent

• You _____ are **NOT** intelligent

• They _____ are **NOT** intelligent



Podemos construir el verbo **TO BE** con el **NOT** de la siguiente forma

IS + NOT es igual que dice **ISN'T**
ARE + NOT es igual que dice **AREN'T**
El único que no se puede construir es **AM NOT**.

12 *See, Say, Read and Learn* **INGLES** No. 2

Ahora practicar después de mí
Now, repeat after me:

Ahora aprenderemos algunas palabras, algunas en inglés se dice **Adjectives**, son palabras que con ellas podemos formar oraciones con sentido completo.

Practica mucho atención a las siguientes palabras:

ESPAÑOL	INGLÉS
• Alto	• tall
• Bajo	• short
• Grande	• big
• Pequeño	• small
• Viejo	• old
• Joven	• young
• Feliz	• happy
• Triste	• sad
• Inteligente	• intelligent
• Tonto	• dumb
• Gordo	• fat
• Flaco	• thin

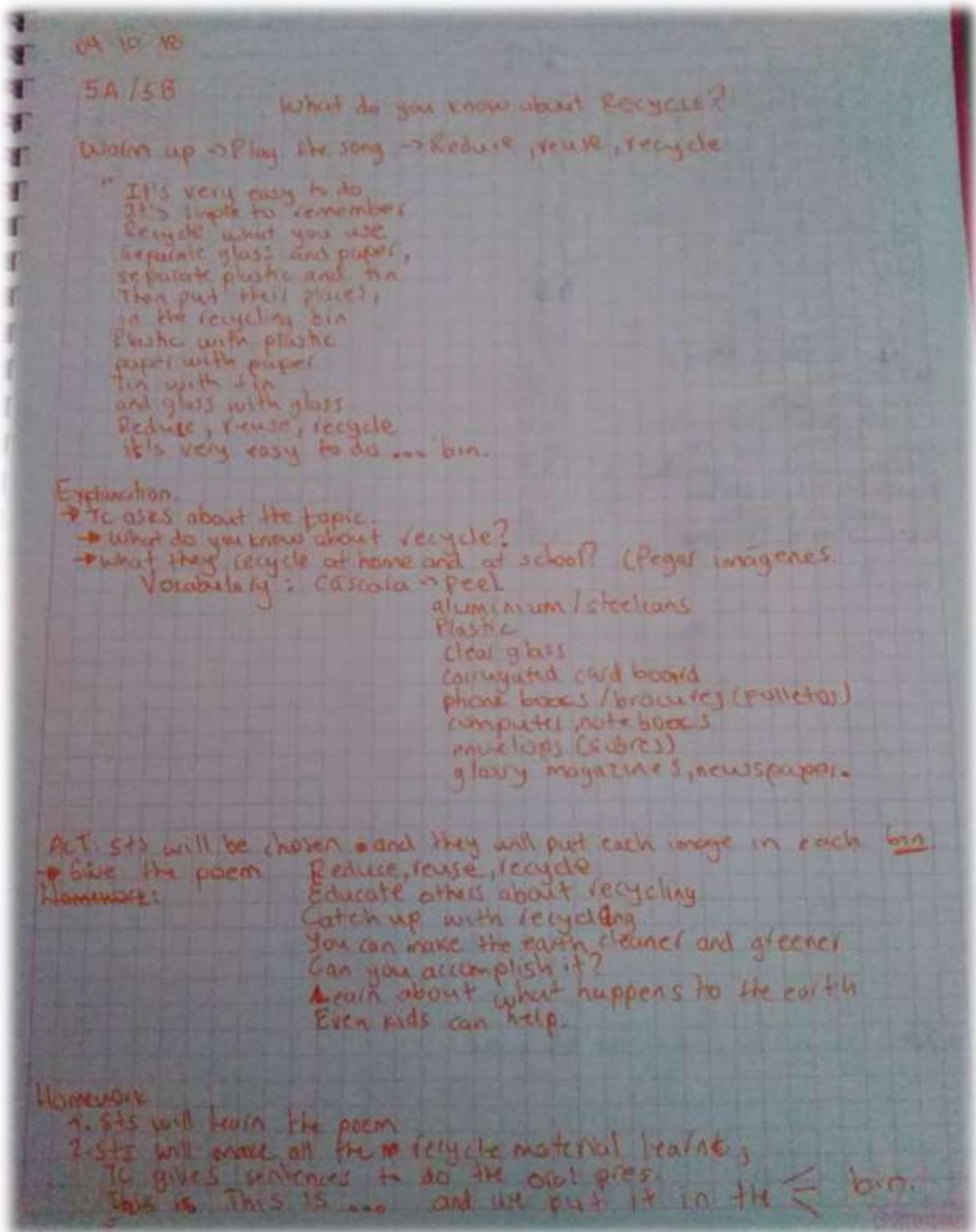


Explica después de mí
Repeat after me:

Muy bien, ahora que ya conocemos los pronombres y algunos adjetivos formaremos oraciones simples utilizando el verbo **To Be**. Las oraciones simples están compuestas por el pronombre, el verbo **To be** y el adjetivo.

Appendix 11. Use of flashcards





Appendix 13. Sexual Education



Appendix 14. Ancianaton



Appendix 15. Cultural week



Appendix 16. Symbol Delivery

