

**Art as a means to develop speaking skills among ninth-graders at “Bethlemitas
Brighton High school Pamplona”: An action research**

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Foreign languages English-French program

Teaching practicum

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APPROVAL NOTE

Practicum Committee Signature

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Presentation

The project is divided into four chapters. The first one is about the Pedagogical component, in which using art activities will help learners of ninth graders to develop receptive and productive skills. The research component is related to the reflection that functions as a key to contribute to the pre-service teacher teaching process. Then, the outreach component that is about the teaching process that the pre-service teacher in a primary school. Finally, the Administrative Component, which describes the teacher-student's role as member of the institution during the period of practicum, making evident that is not only about the teaching-learning process, but also being part of the institutional community at "Bethlemitas Brighton Highschool".

Introduction

English is the most spoken language around the world. 1 out of 5 persons understands it. It is estimated that there are 380 million native speakers and 300 million that utilize English as a second language and there are 100 million who use it as a foreign language. It is the language of science, of aviation, computers, diplomacy, and tourism. English is the official or co-official language from 45 countries and is spoken extensively in other countries where it does not have official position because it is needed in many fields and jobs (Mahu, 2012, p.1).

Then, the necessity of communicating is one of the most important facts when learning a second language and students have to be able to manage the four language skills (listening, speaking, reading, writing).

In Colombia, most of the students are more likely to write or to read when they need to communicate, express or understand ideas. Hence, in Colombia, the National Ministry of Education (MEN, 2016) states that:

“It has been set as a goal that 50% of students will reach level B1 in 2025, and it has been defined that this level is sufficient to meet the demands of this population level, taking into account that a student from the official sector starts its primary basic education process from a level A0 can reach B1 when finishing their high school studies. This projection takes into account the contextual conditions of the Colombian educational system and international experiences that have shown effective ways to improve English skills” (p.18).

However, it requires student's participation at school, and teachers have to take into account that students not only have to learn about grammar or vocabulary but knowing how to express their ideas or getting prepared to communicate in foreign language.

Moreover, teachers have to make sure that students develop their speaking skills, being able and willing to express and communicate their ideas in any context. For this, some strategies can be implemented in order to improve speaking skills such as dialogues, oral descriptions, art exposition, singing songs, storytelling, oral reporting, role playing, small group discussions, giving speeches, readings, poetry reading, etc. That's why this project is focused on art as a means to develop speaking skills among ninth-graders at "Bethlemitas Brighton Highschool".

Justification

This action research will take place at “Bethlemitas Brighton Highschool”, where students from ninth-graders are the focus of the study. After having analyzed the methodology, material, resources, method, teaching strategies as well as ways students learn English, the researcher will implement different strategies to teach a second language through different art activities aiming at improving speaking and listening skills. First of all, the researcher will base those activities on the receptive skills: reading and listening to get the productive skills; writing and speaking. While the listening and reading activities will help students to get the notion about what they want to design or create, speaking and writing activities will be an opportunity for students to freely express their ideas, describe or argue. In order to cover the lessons, activities and the topics established, it is important to plan and implement every single activity according to the teachers’ and students’ necessities in the foreign language. Finally, taking into account the six non-participant observations, the researcher will find a way to implement different art activities to promote the use of language skills inside or outside of the classroom focusing on students’ needs already identified.

Objectives

General objective:

To enhance speaking skills among 9th graders, implementing art activities at “Bethlemitas Brighton Highschool”

Specific objectives:

- To use the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in pre-service teachers the development of a critical spirit that allows them to analyse their pedagogical work.
- To participate in extra-curricular activities proposed by “Bethlemitas Brighton Highschool”.

Institutional observation

Location

The Bethlehemites Brighton Educational Institution is located in North of Santander, Colombia to the south east of the urban perimeter of the city of Pamplona, Cra 1 N°. 5-90, Brighton Neighbourhood. Since 2017, the high school facility is located in the Cra N°. 6-84, Los cerezos Neighbourhood.



Figure 1 location

The historical review and location of the community

A virtuous priest, lover of the poverty and especially of the abandoned childhood created in the heart of Christ his desires to do good to humanity and to practice the Evangelical doctrine "Blessed are the poor of spirit because of them is the Kingdom of Heaven" was The illustrious Canon Episcopal Secretary Dr. Numa Julian Calderón who owes the foundation of the "Holy Family Haven Brighton". The Sacred Heart of Jesus inspired the Doctor Numa the thought of endowing his land with a house of Bethlehemites and took as a starting point to celebrate in those days the priestly Jubilee of the Lord Bishop of Pamplona Doctor Ignacio Antonio Parra and wanted as a gift in his Weddings offer you

the foundation of an asylum for poor and abandoned girls led by this community of religious.

On April 13, 1896 arrived in Pamplona the first Bethlemitas and 17 of the same month were installed and took under their care the institution under the name of "ASYLUM OF THE HOLY FAMILY, BRIGHTON."

Father Numa on the initiative of Mother General Ignacia González was constituted father and protector of the Bethlemitas of Pamplona until his death 1st may, 1911.

Years later it changed a bit the modality of the work getting the government the Foundation of the Sacred Family School in the same facilities of the home with the primary basic, later it was growing until reaching the secondary basic, like educational center; At the moment we have the approval of the secretariat of Education as "educational institution Bethlemitas Brighton" with orientation of the “ Servicio Nacional de Aprendizaje” (SENA), in the technical average (10th and 11th). It has a number of 1,059 students, from transition to eleventh grade and excellent teachers.

The institution is recognized in the city of Pamplona and has a good position at Local, Regional and national level for the results of the external tests.

Fundamental Aspects of the Institutional Educational Project

The challenges of Globalization, including technological, scientific, social, and cultural advances, have led to a rediscovery and appreciation of the Bethlehemite education which are expressed in the following principles:

- ❖ The Bethlehemite education has as its main purpose the integral formation of students through a dynamic and coherent process, which develops all its potential at a personal, social and transcendent level and interdependence with the environment.

- ❖ The Bethlehemite education is based on the Christian anthropology that conceives the person as "being unique and unrepeatabe".
- ❖ The academic education implies the use of reason, intelligence and appropriation of knowledge, conceptual rigor as well as the interaction between theory and practice: elements that Bethlehemite education invigorates from the curricular development so that students achieve the academic excellence.

General Objective

To establish the route to invigorate the administrative, pedagogical processes of the Quality Management System, of integral formation, based on the principles and values of the Gospel, in accordance with the provisions of the MEN, the charisma and the Bethlehemite spirituality and in accordance with the Institutional Horizon to meet and guarantee high levels of educational excellence.

Specific Objectives

1. To strengthen the Pastoral of Human Development from the integrity of the person and achieve a harmonious development of each one of its dimensions (corporal, communicative, socio-political, cognitive, aesthetic, affective, spiritual and ethical) to train people committed to their personal development and the renewal and change of society according to the values of the Gospel.
2. To strengthen the Quality Management system to guarantee continuous improvement in the educational service, thus fulfilling the expectations of the educational community.

3. To invigorate the educational vision of the institution through the pedagogical model which allow students to achieve meaningful learning considering dimensions, processes, performances and competencies
4. To determine the guidelines for making rational use of human, physical and economic for the welfare of the Educational Community.
5. To set the criteria for adoption and implementation of the Holistic Pedagogical Model with the Collaborative, as well as the monitoring and evaluation of the impact of said Model.
6. To make the Institutional Improvement Plan a tool that allows improving the quality of education according to the educational needs and expectations of the students.
7. To strengthen the capacity of the educational institution to advance training processes that promote values and develop individual and group competences to exercise democracy, interact on the basis of respect for their own human rights and of others, handle conflicts appropriately, and participate in alternatives to solution to the problems that affect the environment and the educational community.
8. To promote the consolidation of an institutional culture that transforms relationships pedagogical aspects, participation in school management and relations with the community, in opportunities to learn to coexist in a constructive and peaceful way.
9. To contribute to the construction of an inclusive, equitable, just and peaceful society.
10. To form Bachelors Technicians in Informatics, in coordination with the SENA to offer a greater possibility for getting a job.

Mission

The philosophy of the Educational Institution seeks the participation, update and the service in evangelization. In order to contribute in integral training providing education of quality, inclusive, based on ethical, scientific, technical, investigative, participatory and environmental principles and having the strength of God and the legacy of the Saints Founders, the policies of the state and the commitment of the educative community.

Vision

The Bethlehemite Educational Institution Brighton will be recognized in society as an entity with projection towards the leadership in educational innovation, investigative, pedagogical and technical inclusive nature, consolidated in its comprehensive training processes highly qualified people.

Main aspects of the coexistence handbook

The coexistence handbook is a tool for the institution to determine rules, criteria, principles and procedures to promote, to prevent, to monitor and to evaluate scholars. It guarantees and defends the human, sexual and reproductive rights of the educational population to obtain a healthy coexistence.

Its principles are:

- Equality: recognition and appreciation of the others without distinction of ethnicity, sex, creed, age, sexual option and social status.
- Equity: equitable participation among the genders, in the different activities that the Educational Institution develops.
- Democracy: Inclusion and participation of all members of the educational community, with equal conditions for making-decision.

➤ Dignity: recognition of human values as something inalienable to everyone.

Moreover, there are seven basic facts for social coexistence:

1. Learn to take care of yourself.
2. Do not attack the other
3. Learn to communicate
4. Learn to interact
5. Learn to work in group
6. Learn to take care of the environment
7. Learn to value social knowledge.

Finally, we can find some aspects related to each chapter:

- Chapter I. Generalities, justification, objectives and legal basis
- Chapter II. Philosophy and institutional symbols
- Chapter III. Obligations, duties and responsibilities of the institution.
- Chapter IV. Organizations of participation
- Chapter V. Rules of personal hygiene and public health
- Chapter VI. Student profile, rights and requirements of the students, stimuli for the students, procedures and protocol
- Chapter VII. Prevention, using and trafficking psychoactive substances, teenage pregnancy and environment care.
- Chapter VIII. Inclusion process
- Chapter IX. Educational community, rights and parents' responsibilities, profile of graduates, rights and requirements of graduates.
- Chapter X. Rules for using laboratories, computer rooms, audio-visual, technical, artistic, and games room and chapel.

The institutional organigram

According to the article 60 of Law 115 of 1994, the educational community consists of persons who have direct responsibilities in the organization, development and evaluation of the institutional educational project that runs in a given establishment or educational institution. All members of the educational community are competent to participate in the management of education institutions and they are organized in the following chart:

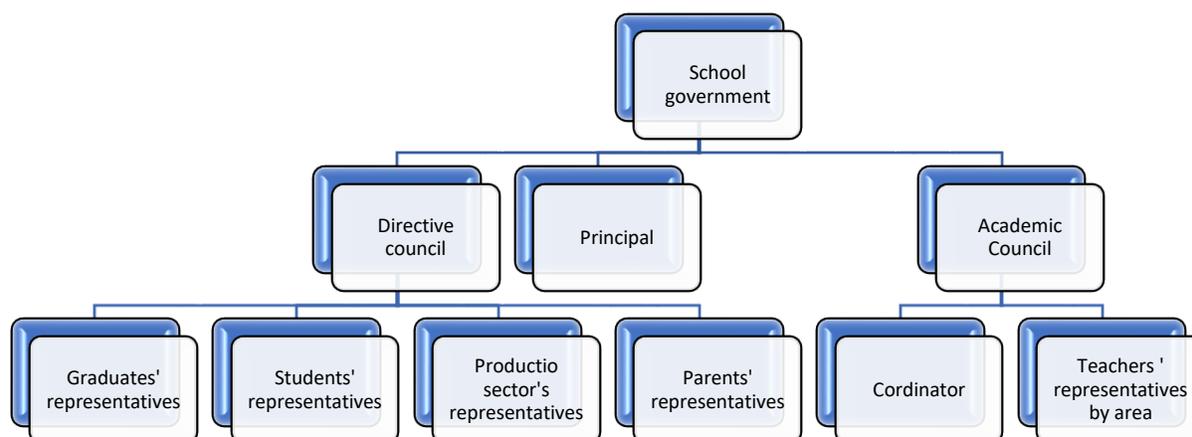


Figure 2 organigram

The institutional calendar

The academic calendar in the educational institution is based on what is proposed by the Education secretary of the department. It, generally, covers 40 teaching weeks, which are divided into four periods, four weeks of institutional development, 12 weeks of holidays for students, and seven weeks of holidays for teachers and directors.

Furthermore, there are several social and cultural activities such as flag-raising ceremonies, graduated students' meetings, parents' council meetings, festivals, diversity days, environmental care days, etc.

table 1 Academic period

ACADEMIC PERIOD	
FIRST PERIOD	From 21 January to 29th -March (10 weeks)
SECOND PERIOD	From 1st -April to 14th June (10 weeks)
THIRD PERIOD	From 8th -July to 13th- September (10 weeks)
FOURTH PERIOD	From 16th - September to 29th November (10 weeks)

Supervisor's schedule

The teacher in charge of the English course, Gennis Navarro, has a schedule according to the high school main calendar. She works with 6th, 9th, 10th, and 11th graders who have a length of four or three institutional hours (55 to 50 min) per week with each one of them.

table 2 Supervisor's schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:15			REFLECTION		
7:15-8:10	9A	6C	11B	9A	11A
8:10-9:05	9A	6C	11B	9A	11A
9:05-10:00		10B		9B	10B
10:00-10:30			BREAK		
10:30-11:25		10B		9B	10A
11:25-12:15	11A	9B		6C	
12:15-1:00	11B	9B		6C	
2:30-3:30			10A		
3:30-4:30			10A		

Pre-service teacher schedule

The pre-service teacher will work at primary school with the graders 5A and 5B, they have two hours per week and at secondary school she is going to work with tree graders: 9A,9B and 63, they have a length of four institutional hours (55 to 50 min) per week.

table 3 Pre-service teacher schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:15			REFLECTION		
7:15-8:10	9A	6C	5A	9A	5A
8:10-9:05	9A	6C	5B	9A	5B
9:05-10:00				9B	
10:00- 10:30			BREAK		
10:30-11:25				9B	
11:25-12:15		9B		6C	
12:15-1:00		9B		6C	

Distribution of the physical plant

The “Bethlemitas Brighton Highschool” pretends to be the center of the community in order to influence the strengthening and construction of human, spiritual, ecological ethical and social values. The institution contributes day by day to the quality education, forming participative, competitive and entrepreneurs’ students with a sense of belonging to the institution and democracy.

The educational institution has the appropriate physical plant, to admit children and young people in pre-school, primary basic, secondary basic and technical media levels.

Currently, the institution has two main builds. The first one destined for the development of the basic primary’s classes and the second destined for the development of

the basic secondary and technical medium classes. In addition, the institution has chemistry and English laboratories, a library that allows students better practice in that area of knowledge.

Pedagogical aspects

During the observation week, there were identified some pedagogical aspects. First of all, the teacher is enthusiastic, she has a good articulation as well as high voice tone, but sometimes she has to use a microphone because of the students' misbehaviour. On the other hand, the researcher identified the book provided by the school. The book, "Outstanding!" is used taking into account the students' grade and level of proficiency and teacher develops the activities proposed in the book that contains some readings, audios, activities, games, vocabulary and grammar. Moreover, teacher makes use of images or the board to explain grammar or vocabulary. Finally, students' do not participate in the second language but in their mother tongue and usually they do not ask questions about the topic or task explained.

figure 3 Book proposed by the Highschool



Chapter I: Pedagogical Component

Title: “Art as a means to develop speaking skills among ninth-graders at “Bethlemitas Brighton Highschool Pamplona”: An action research

Introduction

“In many countries and markets, knowing English opens opportunities of job employment. English is the communication medium in fields such as science and aviation” (Reddy, 2016, p.180). That’s why in Colombia, the National Ministry of Education (MEN, 2016), proposed some basic rights for English learning process as well as strategies and a suggested syllabus in order to promote a better understanding of what students have to know at each stage at school. Moreover, one of the objectives is “to promote pedagogical didactics that allow students to use English as a communicative practice”.

Nevertheless, at schools, the teaching learning process is focused on vocabulary, grammar structures, complex readings or translation hence, the productive skills are rarely developed. Taking into account this fact, it is important to catch students’ attention with different strategies to enhance their speaking skills through art activities.

Art contributes to social and emotional growth. Students who participate regularly in arts develop self-confidence. They see themselves as capable of doing work that is personally satisfying and publicly acknowledged. Because serious work arts require persistence, students develop self-discipline and come to understand what it means to make multiple revisions to achieve high standards. Because so many art forms are collaborative in nature, students often develop the crucial ability to work on a common project with others (Farokhi and Hashemi, 2011, p.924).

Statement of the problem

In a globalised and interconnected world, the importance of English cannot be overstated for immigrants by the millions that come to the USA from countries that don't speak English. When we travel to countries the English is main language and it is an important to speak and understand (Reddy, 2016, p.180). According to Education First English proficiency Index (EF EPI, 2019), a scale that grades the level from very low to very high, Colombia has a low level having the 60th place of eighty countries. That's why the Ministry of education has implemented the Bilingualism program aiming to improve the communicative skills in a significant way in the learning process at schools, meaning that by the year 2025, Colombia will be a bilingual country.

However, in the school where this project will be carried out, English teachers focus their attention on teaching language structures and translation. Although students seem to know a considerable amount of vocabulary, their productive skills are just evaluated through written quizzes, while listening and speaking activities are barely implemented. Consequently, students conceive speaking as a challenge since it requires a several sub-skills such as vocabulary, punctuation, spelling, and register, among others.

Taking into account that teachers must implement some strategies to teach in a different way in order to students understand and get motivated when learning English, it is important to highlight that:

Art and design stimulate creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and

responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They explore ideas and meanings through the work of artists and designers” (Dobson, 2013, p.1).

Hence, the purpose of this project is to improve speaking skills among the students of 9th graders at “Bethlemitas Brighton Highschool”, by implementing art activities.

Questions

Main questions

- How does art activities catch students’ attention to learn a second language?
- How does art activities improve the pronunciation of 9th graders?
- How does art activities contribute to encourage students to learn a foreign language?

Justification

It’s known that at the end of the secondary school stage, students are required to have an English B1 level according to (CEFRL, 2001); this level encompasses the production and comprehension skills. However, based on the six non-participant observations carried out in 6th and 9th courses, some students exhibit difficulties concerning speaking production due to the lack of opportunities to talk inside the

classroom; therefore, it is important to carry out this research in order to know the impact of using art activities when teaching English.

The purpose of this project is to implement art to develop speaking skills. Art represents a valuable opportunity since it will motivate students to learn new vocabulary and complex structures and, in this way, students will improve their discourse and at the same time they are going to improve their performance in the English courses and will benefit their results in standardized level. Furthermore, the pre-service teacher period is a good opportunity to recognize what kind of teaching strategies, methods, approaches, didactic material and resources should be implementing taking into account the population, the age and the context. This process will be a significant experience, since it will allow to be auto-evaluated, being evaluated and being aware of the teacher's role in an educative institution. Finally, this project will benefit the educational institution, since students will learn in a different and creative way, hence students will enjoy the learning process.

Objectives

General objective:

- To implement art as a means to develop speaking skills among 9th graders at “Bethlemitas Brighton Highschool Pamplona”

Specific objectives:

- To design art activities in order to catch ninth-graders attention when learning English.

- To implement art lessons promoting speaking production.

-To implement readings in order to give students ideas about what they are going to design or create

- To analyse the impact of implementing art inside the classroom.

Theoretical Framework

In order to have a better understanding of this project, it is essential to clarify some concepts and definitions that are related to keywords of this proposal such as action-oriented approach, art, arts in education, learning by doing and speaking skill.

Action-oriented approach

Is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’, members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning (CEFRL, 2001, p.18).

Generally speaking, the action-oriented approach places language learning within the social context, in which language users carry out communicative tasks by employing given strategies and speech acts. This assumption derives from Vygotsky’s socio-cultural theory of cognitive and language development, which in turn arises only in social interaction (Kaliska, 2016, p.32).

Art

Art not only refers to artistic works, but it is also about music, dance, painting or theatre.

A work of art is quite simply a visual message; depending on the context it tells the audience something about the artists, about ourselves, or about society in general.

From this rather pragmatic perspective, anything, perhaps even everything could be regarded as art (Havé, 2013, p.15).

Moreover, it's known that art cannot be classified because everyone has a different perspective of what a master piece can be. That's why Adeniyi (2016) states that:

Art is a unique way of knowing and understanding the world. Purposeful visual art activities expand children's ways of exploring, expressing and coming to terms with the world they inhabit in a structured and enjoyable way. Children first learn to respond aesthetically to their environment through touch, taste, sound and smell and their natural curiosity suggests a need for sensory experience. Visual art education helps to develop sensory awareness, enhances sensibilities and emphasizes particular ways of exploring, experimenting and inventing. (p.4).

There are a lot of artworks that can be implemented in a lesson plan when teaching a second language and some examples are: caricatures, sculptures and drawings.

Caricature

A good caricature captures more than the like-ness of the subject and it does more than exaggerate their features. A good caricature captures some of the personality, attitude, and intangible essence of the subject it goes where a portrait cannot

because it can amplify and accentuate those elements of a person that make them unique. (Richmond, 2011 p. 15-16)

Drawing

Drawing is the process of creating shapes or forms on a surface. The possibilities for drawing activities with English language learners are endless. Drawing can be done with very few materials and can be used to enhance a range of classroom topics, themes, or subjects. Drawing can reinforce vocabulary, practice grammatical structures, and provide a creative impetus for meaningful language use in oral conversation practice. Many different subjects can be exploited for use in the classroom in drawing from observation, such as food, plants, flowers, animals, people, household objects, insects, and local landscapes, or students can use their creativity and memories to draw from their imaginations (American English [AE] ,2013, p.11).

Sculptures

Sculptures can be created from a variety of different materials. They can be big, small, abstract, or representational. Sculpture provides students with a great tactile alternative to drawing or painting. Kinesthetic learners particularly benefit from the process of working with their hands. Similar to all art media, sculpture can help students make associations and deepen connections between any topic and the target language, English. In addition, sculptures students create in the language classroom

can be used as a platform for conversation, description, comparison, and meaningful language use (American English [AE] ,2013, p.70).

Creativity

Creativity is what makes us human beings unique. It is a treat from nature.

Creativity has nothing to do with social status, level of education, race, culture, gender, wealth or mental condition. It takes place in a natural progression from thinking, to producing, to affecting reality. It involves taking risks, challenge assumptions, and seeing things in a new way. (Mora, 2013, p. 1)

Arts in education

Castañeda, Castro and Espejo, (2018) state that:

Arts help the development of the four skills of listening, speaking, writing and reading since art enhances these skills by their integral components in their different artistic manifestations. This puts us face to the need to design teaching strategies in which artistic activities are evidenced, while making a foreign language such as English more apprehensible. So, what is intended with this research is to bring art to the classroom to make teaching more enjoyable and, of course, learning English (p.13).

Arts are used for formative purposes not related to the appreciation, enjoyment or learning of an artistic discipline. For example, when we seek, through literary creation, to promote values for good coexistence; when you want to develop general skills, such as creativity; or when the reading comprehension is evaluated in the school through a play. This incorporation of the arts in education favours the

motivation in front of the study and allows to develop transversal skills to all the areas (Consejo Nacional de la Cultura y las Artes, [CNCA] 2016, p.14).

Learning by doing

When students have the opportunity to experience while they are learning, they can conceive the tasks as a significative learning process because they are able to recall easily what they studied. Moreover Gibbs (2013) states that:

Learning by doing is not simply a matter of letting learners loose and hoping that they discover things for themselves in a haphazard way through sudden bursts of inspiration. The nature of the activity may be carefully designed by the teacher and the experience may need to be carefully reviewed and analysed afterwards for learning to take place. A crucial feature of experiential learning is the structure devised by the teacher within which learning takes place (p.19).

Hence, children become involved when designing or shaping their environments through art and activities and Dobson, (2013) affirms that:

They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives (p.1).

Listening

Listening is a psychological phenomenon, which takes place on a cognitive level inside people's heads, and a social phenomenon, which develops interactively

between people and the environment surrounding them. It considers listening as a complex process, which needs to be understood in order to teach it, and subsequently, evaluate it before integrating it with phonological aspects and with the skill of speaking (Bueno, Madrid and McLaren, 2006, p.82)

Furthermore, it is important to take into account that when teaching listening students must be aware of choosing some strategies that help them to achieve good results that's why (Liubinienė, 2009) states that

Listening is a language skill; thus, it can be developed through practice. In Content and Language Integrated Learning (CLIL) it is important that students are provided with the suitable materials to listen to. These materials come in a variety of forms, first as a teacher's input, as well as peer input and interaction and as information source (recorded lectures, films, tutorials, etc). In language classes an audio-lingual method was considered to be very important for students to develop a better pronunciation, to train comprehension skills

Speaking

Many students affirm that speaking skill is a boundary when they want to communicate because they are not able to think in second language, and Bueno, Madrid and McLaren, (2006) affirm that:

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write,

to read and sometimes even to listen in a L2 because grammar has a long-written tradition (p.321).

“Speaking is one of the four language skills (reading, writing, listening and speaking). It is the mean through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints” (Abd & Torky, 2006, p. 13).

Overall oral production

“A2 language user can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list”. (CEFRL, 2001, p. 67).

Vocabulary

“A2 language user has a sufficient vocabulary for the expression of basic communicative needs. The user has as a sufficient vocabulary for coping with simple survival needs”. (CEFRL, 2001, p.121).

Grammatical accuracy

“A2 language user uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say”. (CEFRL, 2001, p.123).

Spoken fluency

A2 language user can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. The user can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very

noticeable hesitation and false starts. (CEFRL, 2001, p.138).

Pronunciation

“The A2 language user’s pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time”. (CEFRL, 2001, p.126).

Literature Review

Authors have identified the impact of art for the students’ learning process: communicative skills’ improvement, creativity, vocabulary basis improvement and participation. For instance, Dobson (2013) states that:

Art and design contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them (p.3).

However, Lajevic (2013) affirms:

Arts Integration can provide a quality unifying teaching/learning experience, yet it often gets interpreted and implemented in flawed ways. Teachers may have good intentions when attempting to incorporate the arts into the classroom, but it becomes problematic when the arts are not sufficiently connected to student learning or treated less seriously than other subjects (p.5).

In this regard, according to a study carried out by (The New York State Education Department [NYSED], 2010):

Art, like text, can be used as a source to practice critical-thinking skills. Integration art and content is similar to the integration of high-quality literature into the

curriculum: through activities prior to viewing, during viewing, and post-viewing, and using open-ended questions and connections to students' own experience, students become critical viewers and thinkers. Teachers create opportunities for students to explore prior knowledge, practice their language, and produce texts and other products for performance-based assessment. Unlike a text, a work of art is a "visual document" that a whole classroom of students can interact with easily at the same time. It provides a common point of reference, without the need for the teacher to stop and check for comprehension (p.9)

Taking into account that the main purpose when learning English is to communicate or to express ideas, it is also important to understand visual communication in real life, as Havé (2013) affirms:

Discussing the role of the visual in educating the next generation is a task that needs to be confronted by teachers if English as a subject is to play a role in the larger context of citizenship education. Apart from this social responsibility that English as a foreign language has to fulfil, there is also a very practical one. Being able to describe what one sees is one of the basic skills one has to train when learning a language (p.7, 8)

Furthermore, it is important to choose an appropriate activity for the students, that's why the book entitled create to communicate (2013) states:

Before beginning an art activity, read through the activity instructions, extensions, and variations to make sure the activity is suitable or adaptable for the age and language ability levels of the students. Most activities can be adapted and modified in numerous ways to fit the needs of students (p.8).

Finally, when teaching a second language, it is also important that students understand their own as well as others cultures. Hernandez, Garriga and Baños (2019) suggest:

Classes should not be downloads of knowledge, but reflections and interpretations, it is important to look for new ways, because that is the role of art and its manifestations: leave traces for the formation of personality, equip the student with the weapons that will face the new world, teach to love the Homeland and be consistent with the heritage of the ancestors.

Research methodology

Design

The design that the researcher will conduct is an action research design; Mills (2011) in Creswell (2012) affirms that:

this design is related to systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyse data, and implement changes based on their findings. In some cases, researchers address a local, practical problem, such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination (p.577).

According to Mills (2011) cited by Creswell (2011) “action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. The pre-service teacher decided to implement this design because it can help her to reflect during the pedagogical practicum.

Approach

The qualitative research method involves the use of qualitative data, such as interviews, documents and observation, in order to understand and explain a social phenomenon...Qualitative research methods originated from social sciences to enable researchers to study social and cultural oriented phenomena (Perumal, 2014, p.105).

According to Perumas (2014) action research is a qualitative approach; hence the gather information and the instruments will be qualitative types.

Data analysis

Related to data analysis, the researcher followed the guidelines of the typological analysis making the categorization of hypothesis and codes an important aspect in which could provide a substantial product of the analysis of data., it is important to consider the type of data that is qualitative. According to Hatch (2002), it consists of dividing the overall data set into groups or categories based on predetermined typologies that are generated from a theory, common sense, and/or research objectives.

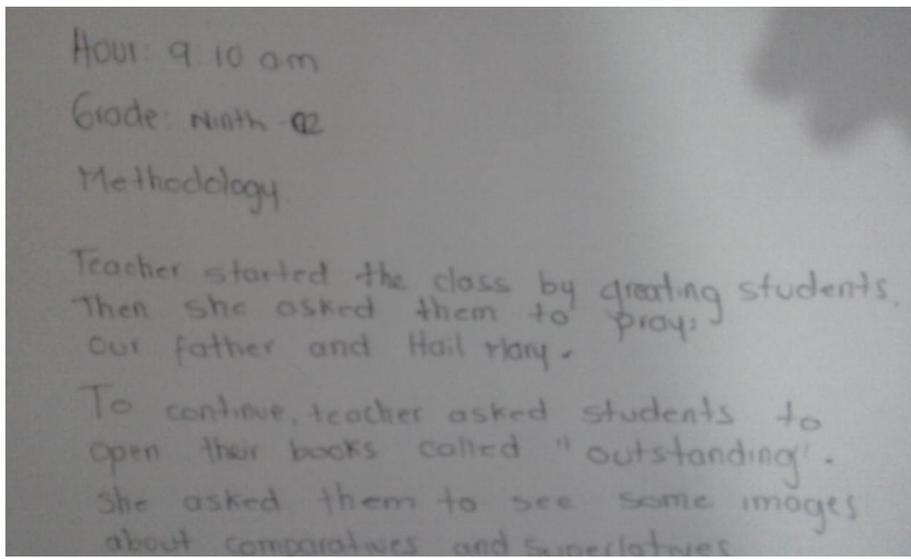
Instruments

In order to gather data, the researcher conducted three instruments: non participant observations, interviews, journals and student's productions; these instruments could serve to get the triangulation process giving the opportunity to the researcher to have data saturation.

Non-participant observation

In this instrument the researcher does not live as a member of the subjects of the study. The researcher watches the subjects of his or her study, with their knowledge of his status as a researcher, but without taking an active part in the situation under study. This approach is sometimes criticized on the grounds that the very fact of their being observed may lead people to behave indifferently, thus invalidating the data obtained (Annum, 2018, p.5).

For instance, during the observation week, there were identified some aspects: all students got the book, "Outstanding!" that is used taking into account the students' level of proficiency and teacher developed activities proposed in the book that contained some readings, audios, activities, games, vocabulary and grammar. Moreover, teacher used images or the board to explain grammar or vocabulary. Finally, students did not participate by using the second language but in their mother tongue and usually they did not ask questions about the topic explained.



Journals

Richards and Lockhart (2007) states:

A journal is a teacher or a student teacher's written response to teaching events". It is a useful tool that helps the researcher to reflect constantly and to discover essential insights in the teaching process. It is an open tool which allows studying and analysing many different topics from classrooms experiences such as:

1. Personal reactions to things that happen in the classroom or in the school.
2. Questions or observations about problems that occur in teaching.
3. Descriptions of significant aspects of lessons or school events.
4. Ideas for future analysis or reminders of things to take action on (p.7).

With this instrument of data collection, the research process was registered and evaluated in terms of efficacy, participants' expectations and perceptions, advantages or drawbacks and organization. (Appendix 1)

GENERAL CATEGORY	SUBCATEGORY	THEORETICAL DESCRIPTION	LITERAL PHRASES
Listening comprehension	Pre-listening	Steps to follow when carrying out a listening activity theory proposed by (Houston, 2016)	<p>First of all, teacher explained to the students that they will watch a video but the first time without the sound. So, she played a video about how to make a fish with recyclable materials.</p> <p>To continue, teacher stopped the video and she asked students:</p> <p>How many characters did you identify?</p> <p>They answered: just one person was talking</p> <p>What was the video about?</p> <p>-They answered, it is an example of how we can use plastic bottles, paint and other materials to create a fish.</p> <p>What kind of images did you see?</p> <p>They answered: A plastic bottle, markets, scissors, paint, cardboard and a glue gun.</p> <p>While students answered, teacher drew a brainstorming on the board with the answers given by their students.</p> <p>In this part, I had to translate the questions because they did not understand what I</p>

Interviews

Interviews can be conducted in the classroom by the students themselves, and at the same time can be used as research and educational material for subsequent tasks.

These interviews can be structured or semi-structured. The former follows a very specific pattern in which the questions posed to participants are exactly the same, or where the interview conditions are the same to minimize differences between interviews, which will make them comparable. This type of interview can also provide quantitative data, or data that can be better quantified (Canals,2017, p.397).

(Appendix 2)

QUESTIONS	PARTICIPANT 1	PARTICIPANT 2	PARTICIPANT 3	PARTICIPANT 4
¿Qué piensa de la implementación del arte en las clases de inglés?	Pues yo pienso que es una buena idea ya que podría ser una clase un poco más didáctica porque la verdad nosotros hemos aprendido de la forma tradicional y supongo que aprendimos algo de las clases de inglés mezcladas con arte.	Yo pienso que es muy importante ya que, por medio de dibujos, juegos, historias y la participación de todos los estudiantes, la clase de inglés se hace más didáctica y de mayor atención e importancia	Para mí la implementación del arte en las clases de inglés a mí me parecieron sumamente importantes ya que es una forma más didáctica y nos ayuda a que nosotros entendamos el inglés de una manera mucho más divertida y podamos expresar nuestra creatividad de una manera más espontánea para que las clases de inglés no sean tan difíciles y podamos aprender el idioma de una mejor manera	Pienso que es bueno para nuestro aprendizaje y pues es un complemento que además nos ayuda a salir de la rutina diaria y a utilizar otros métodos para aprender
¿Qué piensa de la implementación de este proyecto?	Pienso que es una buena idea y que debería implementarse en más áreas como pues ciencias sociales y por ejemplo química o física tal vez también matemáticas para evitar tanto el estrés de aprenderse cosas y fórmulas y todo eso. y para distraer un poquito a los estudiantes de lo que ya estamos acostumbrados a ver siempre en todas las clases.	Yo pienso que este proyecto es muy bueno porque por medio de audio, videos, dibujos, fábulas, historias y más cosas de interés para los estudiantes, aprendemos a identificar en dónde están nuestros errores para corregirlos y así aprender más.	Para mí la implementación de este proyecto fue una muy buena idea ya que este proyecto nos ayuda a mejorar en el inglés y también nos ayuda a mejorar nuestra forma artística para tener mayor creatividad, de esta manera podemos llegar a entender el inglés de una manera mucho más concreta y evitando tener problemas de aprendizaje y aprender de una manera más didáctica.	Pues pienso que es bueno, pues los docentes en formación traen propuestas novedosas para enseñar y puede que así aprendamos mejor.
¿Considera que los ejercicios de escucha le ayudaron para llegar a realizar	Pues considero que si la verdad, de tanto repetir a uno como que se le quedan las cosas en la cabeza y pues uno se aprende las cosas un poco más rápido.	Si, los ejercicios de audio si me ayudaron ya que por medio de la producción oral aprendimos lo	Si ya que los ejercicios de escucha eran muy buenos ya que la profesora siempre se encargaba de que nosotros estuviéramos pendientes de que	Pues si eso nos ayuda a mejorar nuestra pronunciación, a mejorar nuestro entendimiento sobre el inglés tra mejor

Table 4 schedule for data collection

	April	May				June				July			
Instruments and weeks	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Non-participant observations													
Journals													
Interviews													

Participants

The participants of this project were ninth-graders from Bethlemitas Brighton High school aged between 14 and 16 years old. However, the focal group was chosen from a

voluntary basis comprised of four students who expressed their interest on being part of the research.

Ethical considerations

Ethical considerations are an essential factor that involve research; according to Fouka and Mantzourou (2011) research ethics is important in our daily life research endeavours and requires that researchers should protect the dignity of their subjects and publish well the information that is researched (p.1).

A researcher must be cautious in revealing his or her research findings if they may impede the good working relations of his or her sponsor. This is evident if the information focuses on the policies of the organization and could reveal sensitive matters of the people or organization (Akaranga and Makau, 2016, p.3).

For that reason, the researcher follows some aspects stated by Akaranga and Makau in the study entitle Ethical Considerations and their Applications to Research: A Case of the University of Nairobi conducted in 2016. Plagiarism, fabrication and falsification or fraud, there are some terms that researcher did not assume during the research process having real data and information about the project and information and authors properly referenced and cited.

Anonymity, confidentiality and privacy are three characteristics that the population observed possess, meaning that all the information is to gather date without determine the source of it. Finally, the Vulnerable groups or special populations; Muganda, 2003 in Akaranga and Makau (2016) states:

While conducting research, it is possible to involve populations which are disadvantaged or vulnerable such as children, poor or sick people. If this is done, then the researcher must obtain due consent from their parents or guardians so as to involve them in the investigations (p.7).

For that reason, the supervisor gave the permission to the researcher in order to learners could be observed, recorded and analysed with educative purposes.

Methodology to accomplish the pedagogical component

In order to accomplish the pedagogical component, it is important to take into account some concepts to follow when planning a class.

Listening

It's important to plan and organize a listening lesson in order to support our students and help them succeed at listening in English. By assigning tasks and focusing attention on different aspects of a listening text, we can help students develop their listening skills and identify where they need to improve.

Pre-Listening

In the pre-listening stage, you are preparing the students to listen. Ideally, you should already be familiar with the listening task. Before class, take a listen to the listening track and ponder these questions:

What is the situation?

How many people are speaking?

What different accents do you hear?

What is the topic?

Do you notice any language that students might find challenging (slang, colloquialisms, advanced level vocabulary)?

Also, before class begins, make sure the equipment is working properly. Test the CD or audio track. Also test the volume. When you are in class, there are several things you need to do before you press play:

Set up the listening activity. Give students a simple preview of the listening text. You want to give them a little information, but not too much. Ideally, you should get your students thinking about what they hear. Give them just a tiny bit of information, such as the title, the topic, or a short sentence, and allow them to predict what they're going to hear.

Finally, you should set up a while-listening task right before they listen. Explain the task briefly in English, and write it on the board, if necessary. Take a quick look around and make sure everyone is on the right page or the right side of the worksheet.

While-Listening

The while-listening stage is where students listen and do a task. Many coursebooks feature tasks, such as listening for gist, listening for main ideas, making inferences, and summarizing. Assigning a task can help students focus and develop important strategies for language learning.

Here's a little more information about some common listening tasks.

Listening for gist – This means listening to get the main idea, so students should be trying to get the topic or theme of the listening track.

Listening for detail – This means listening to get specific information, such as How much was the meal? or Where was the bus going?

Making inferences – Here's where students are listening to get information not explicitly stated on the track. Some examples: How do the two people feel about each other? or Where do you think the man will go next?

Ideally, you should play the listening track 2 or 3 times, setting a different task each time. Many experts suggest grading the tasks, going from easier to more difficult, such as starting with one gist question, proceeding with 3 to 5 detail questions, then following up with an inference question.

You should also give yourself a task: monitor the class. Are they paying attention? Does anyone look frustrated? What is the general vibe in the room?

Post-Listening

The post-listening task is the stage where you take them beyond the listening text, and use it as a springboard for further language practice.

Mine the transcript. At this point, you can ask students to look over the transcript and see what they might have had trouble understanding. Some ELT experts protest against ever showing students the transcript, but I think it's an excellent way for students to get another look at the language contained in the listening track. In addition, it can help students understand words and phrases that they didn't understand when they were listening. Also, it can help students notice some of the differences between spoken language and written language.

Set a speaking task. Assign students to do a related speaking activity. For example, if students heard a conversation between two people at a party, ask them to reproduce the conversation in a different setting.

Detect problems. Get students to discuss what problems came up during the listening. Which sections were the most difficult? What caused them confusion or misunderstanding?

Personalize the listening text. Find ways that students can relate to the text. For example, if the listening is a monologue of a person expressing their opinion, you can ask students to tell you if they agree or disagree and give reasons for their position. (Houston, 2016)

Speaking

The language learner/user's communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form, or both. As processes, reception and production (oral and/or written) are obviously primary, since both are required for interaction. In interaction at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. In both the receptive and productive modes, the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason, to communicate with each other directly (CEFRL, 2001, p.23)

In general, any oral production follows three stages: pre-activity; the activity; the post-activity.

Pre-activity

In this first phase, the teacher introduces the theme and reads the instruction, then explains to the students the task they are asked to perform. Depending on the type of activity, students can work in groups or individually, depending on whether they are in a situation of interaction (dialogue, debate, role play) or not (presentation, narrative, description ...).

This is the most important phase of oral production. It is organized in two stages:

Preparation phase

The teacher helps students collecting ideas and organize them according to the instructions. From the questions, he leads the students to find the necessary tools to put into words.

Ex: During a debate session, the teacher must ensure that each group collects and organizes their arguments according to bias. In the case of a "for-or-against" debate, the teacher may first brainstorm (or brainstorm) to take stock of the expressions of membership or opposition.

Production phase

Here, students take turns speaking. During this time, the teacher notes the mistakes related to the objective previously established, and the use of paraverbal. The correction phase comes after the production so as not to block the continuity of the speech.

The post-activity

Each presentation is followed by a discussion and the rest of the class gives their opinion on how the presentation was made, then the class proposes changes in the presenter's behaviour (how to expose) that can give rise to another presentation. The teacher can then ask the student or group to repeat their presentation, this time considering the suggestions made by other classmates and by himself. This general approach of an oral production lesson will have to be adapted according to the type of activity: role playing, dialogue, narration, etc. The teacher will need to multiply activities to create desire and create the need for communication among students. In this sense, he will privilege real communication situations. (Initiative francophone pour la formation à distance des maîtres [IFADEM], 2012).

Implementation of the project

This project aimed at developing speaking skills among 9th graders at “Bethlemitas Brighton Highschool Pamplona”. The sample was composed of four students and in order to carry out this project, the pre-service teacher decided to use art in order to motivate and to catch students’ attention when learning English.

Planning Model

The pre-service teacher decided to implement this planning model because it has all the aspects and steps required to develop a lesson. In this format it is demanded to write the Date, the course, the topic, the objectives and the methodology to follow. In this case, the lessons begin with a listening activity following three steps that according to (Houston, 2016) they are: pre-listening, while-listening, and post-listening. Then, the speaking activity

that is composed of four steps that according to [IFADEM], 2012) they are: the pre-activity, preparation-phase, production- phase and the post-activity.

.Date:	Course (s):
Topic:	
Communicative objective:	
Linguistic objective:	
Sociocultural objective:	
Workshop #1	
METHODOLOGY	
Opening:	
Listening activity:	
Step 1: pre-listening:	
Step 2: while-listening	
Step 3: post-listening:	
Speaking activity:	
Step 1 Pre- activity:	

Step 2 Production-phase:
Step 3 Post-activity or feedback
Closure:

First oral productions of students:

Teacher asked students to think about an object or thing made with any recyclable material (plastic, paper, cardboard, etc.). She asked them to prepare a description about their creations to present to the class, students had to use some grammatical structures: comparatives, superlatives and present perfect tense. (Appendix 3)



Second oral productions of students:

Students had to create a drawing, and a fable about causes and effects of global warming and they had to send a video talking about it and showing up what they had created. Also, in order to create the fable, students had to use simple past tense. (Appendix 4)



Third oral productions of students:

Teacher asked students to create a caricature about the famous person they wanted and then, they had to present a video talking about some interesting facts of that person's life and students could use simple present, simple past or present perfect tense in order to do it.

(Appendix 5)



Table 5 Timetable for the development of the project

Week and activity	1	2	3	4	5	6	7	8
Presentation of the project								
Implementation of the first workshop								
Implementation of the second workshop								
Implementation of the third workshop								

A work of art can inspire, motivate and raise student's imagination to learn English. This lesson was designed to use the art as a tool to build and strengthen English listening, and speaking skills and develop the confidence that students need to take risks and explore their creativity when designing sculptures, drawings and caricatures.

First workshop: Using recyclable materials

Date: May 28th	Course (s): 9-02
Topic:	

- Reuse, reduce and recycle
 - Recyclable materials
 - Present perfect, comparatives and superlatives
- Communicative objective:**
- To describe a work of art using present perfect, comparatives and superlatives
- Linguistic objective:**
- To learn vocabulary about recyclable materials.
 - To use the structure of present perfect, comparatives and superlatives.

Workshop #1

Name: using recyclable materials

Opening:

Teacher asked students:

Do you like drawing, painting or designing? Why?

-Yes, I like painting because I release stress, I feel relaxed

-Yes, I like designing because I am a creative person

-Yes, I like drawing because I can be concentrated and sometimes, it is a way to forget my problems.

No, I am not good at drawing, I like more constructing things

Well, I am not good at drawing but I really enjoy painting.

I am not good at designing but I like to learn and sometimes I watch tutorials of how to design things.

METHODOLOGY

Listening:

Pre-listening

First of all, teacher explained to the students: you are going to watch a video but the first time without the sound. So, she played a video about how to make a fish with recyclable materials.



To continue, teacher stopped the video and she asked students:

How many characters did you identify?

They answered: just one person was talking

What is the video about?

-They answered, it is an example of how we can use plastic bottles, paint and other materials to create a fish.

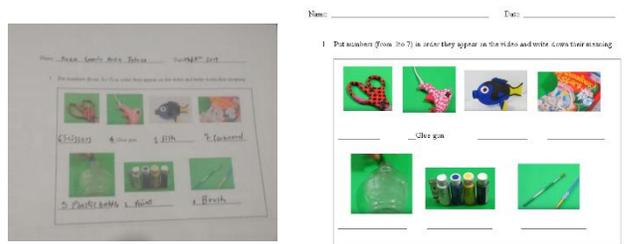
What kind of images did you see?

They answered: A plastic bottle, markets, scissors, paint, cardboard and a glue gun.

While students answered, teacher drew a brainstorming on the board with the answers given by their students.

While-listening

To continue, teacher gave them a worksheet with images from the video and she asked students to write numbers from 1 to 7 in order they appear on the video. Teacher asked students to count how many words were missing in the worksheet, then she asked students to complete those spaces with the words mentioned on the video. Teacher played the video with the sound and she asked students to write down the words they heard.



Post- listening:

To continue, teacher asked students to write down on the board the words they heard. After, teacher asked students to pronounce those words and she wrote some missing words (empty cereal box, brush, acrylic paints) suggested them to take notes. Finally, teacher demanded students: what did you learn from the video?

They answered: we learnt how to reuse plastic bottles and how we can design a work of art, also we learnt new vocabulary (glue gun, brushes, empty cereal box, acrylic paints etc.) and this video gave us an idea to create something from recyclable materials.

Speaking

Preparation phase

The most intelligent animal

I have designed the most intelligent animal. It is a greyish-blue dolphin, with bigger eyes than any other creature and with smaller fins than whales. My dolphin has proved to be superb acrobats under certain conditions and can be trained to perform impressive tricks. In order to create the most charismatic creature, I have recycled plastic bottles during a week. Moreover, I have used string, stapler, scissors, markers, paint and brushes. I decided to use this kind of materials since I could find them at home. Finally, I really enjoyed while working with these materials, because I have never designed a work art before. Now, I know that I can create a lot of things to decor my house!

In this first phase, teacher gave them an example of how to describe a piece of art:

She asked some students to read the text aloud, then teacher asked them:

what is the text about? They answered the text is about a dolphin designed from plastic bottles and the person used paint, string, markets and scissors.

What you can say about the construction of the text?

-That person used present perfect, comparatives, superlatives and past simple to describe this work of art.

Then she asked students to think about a work of art made with any recyclable material (plastic, paper, cardboard, etc), she told them: you are going to describe your work of art using comparatives, superlatives and present perfect tense , the text I gave you is a guide

to describe what you are going to design, you must use the structures, and the vocabulary, also you must answer in a short and general way these questions:

which materials did you use?

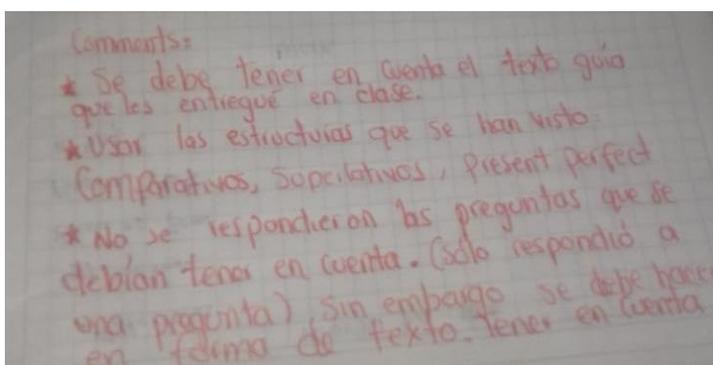
what was your inspiration?

Why did you decide to work with that material?

Did you enjoy it?

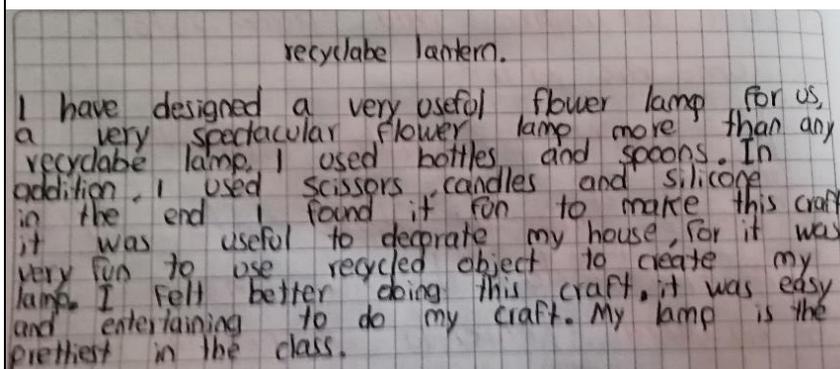
Teacher asked students to bring their written production to the next class in order to correct what they wrote.

Teacher corrected their written productions and she gave them feedback about it.



Next class, teacher recalled students how they should present the text, they should correct the text taking into account the feedback given and then she asked them to learn it by heart in order to present their creations next class. Moreover, she asked to well prepare the presentation as well as the pronunciation.

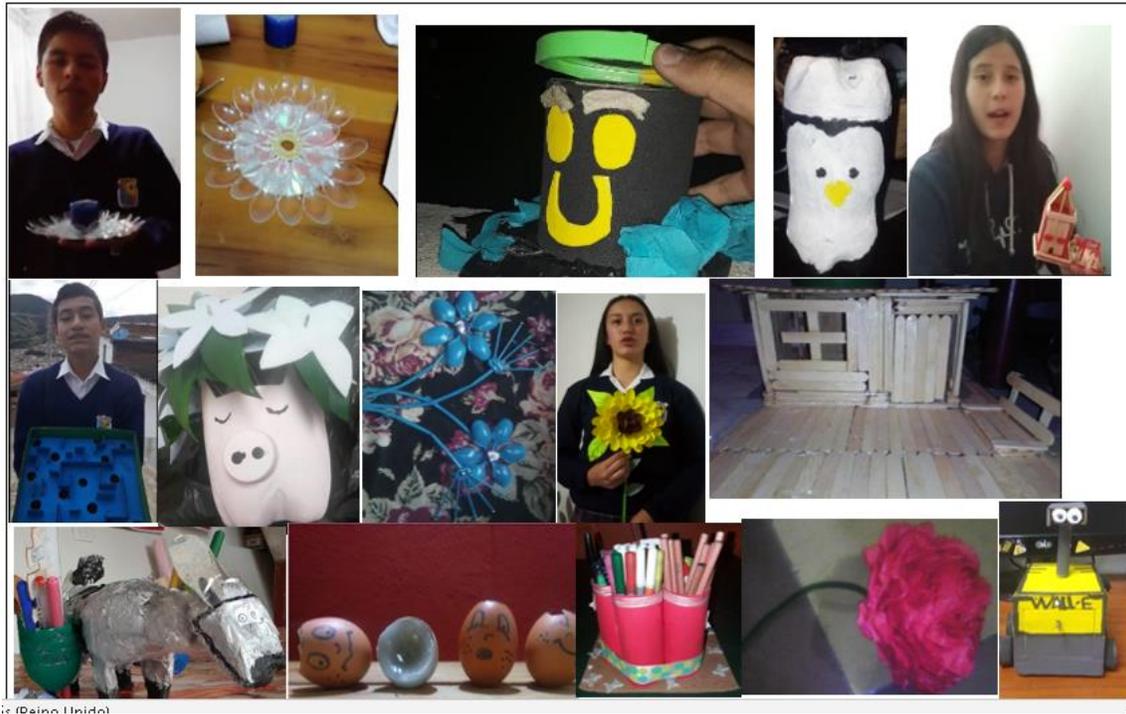
Correction of the text



I have created a sunflower because, i love this kind of flower since it's one of the tallest flowers and it's the most significant flower to me because of it's resemblance to the sun. i have inspired on the sun as it is one of the most representative factors of life and powe. to do this sculpture, i reunited plastic spoons, glasses and straws, everything was pasted on glass. Furthermore, i used materials and scissors, glue, markers, paint and brushes. i decided to use this materials. Cause they are easier to work and handle than other kind. Since, it was the first time. i created a sculpture. i rally liked and enjoyed this experience . i felt happy and compty.

Production phase

Teacher asked students to come in front of the class in order to present their creations. During this time, the teacher took notes related to the objective previously established. The correction phase came after the production so as not to block the continuity of the speech.



She congratulated students and gave them some comments: I really liked your flower! I really liked the way you incorporated those materials and it is a very nice creation, congratulations!
I appreciate that you used the structures: present perfect, comparatives and superlatives!

I appreciate that you have studied the pronunciation, very good and I really liked your creation!

Some of you did not use the structures (present perfect, comparatives and superlatives). Some of you did not answer the questions (did you enjoy it? What was your inspiration?) Then, teacher gave them feedback about the pronunciation, she wrote on the board some mispronounced words, the they repeated the right pronunciation.

The post-activity

Teacher asked students:

How did you feel while presenting your work of art?

- I felt so nervous and I was not able to learn it by heart
- I am so shy; I don't like talking in front of the class.
- I felt so uncomfortable when my partners looked at me.

Did you enjoy doing this kind of activities?

- Yes, I really enjoyed while designed my creation
- Yes, but I do not like to learnt it by heart, it is so difficult
- Yes, it is different and I had never created something from recyclable materials
- It is very good way to save the environment and we can create things to decor our room
- We can create our own objects without instead of buying them

Closure: teacher thanked students for participating.

Second workshop: Taking care of the environment

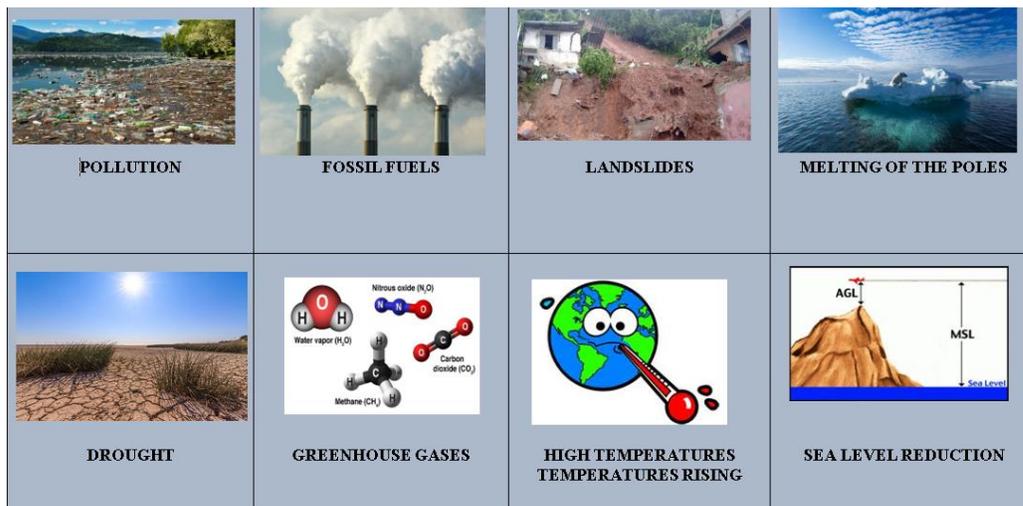
Date: June 13 th 2019	Course (s): 9-02
Topic: Global warming Communicative objective: To tell a fable about causes and effects of global warming Linguistic objective: To learn vocabulary about global warming	
Workshop #1 Name: Taking care of the environment	
METHODOLOGY Opening: teacher started the class by greeting students and she asked them what was the previous class about? Thy answered: <ul style="list-style-type: none"> - We learnt the use of present perfect - We learnt new vocabulary about some materials that can be recycled and we learnt the pronunciation - We learnt some ways to take care of the environment Warming up: teacher wrote down on the board the word (global warming), then, she asked students to talk about it. They answered: <ul style="list-style-type: none"> -Global warming is when there are high temperatures - global warming is caused by pollution - global warming is caused by humans -An effect of global warming is that some animals have disappeared. 	

Teaching vocabulary:**Step # 1:**

Teacher showed some images about global warming (melting of the poles, pollution, overpopulation, greenhouse gases, fossil fuels, drought, etc.) and she asked students to repeat the pronunciation.

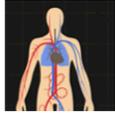
**Step #2:**

To continue, teacher proposed a game called lottery, then she divided the class into four groups, she asked students if they knew the game and then, she explained to the students the rules. She gave them some happy faces and the cards with images and she started describing some of the images in order to students guessed what was the image and also, they had to put a happy face when they got a word. The first group who completed the card was the winner.

**Listening activity:****Pre-listening**

Last name _____ Date _____

1. Put numbers from (1-6) in order they appear on the video.



___ the exposure to higher levels of smog can cause health problems such as asthma, heart disease and lung cancer.

___ warmer temperature also makes weather more extreme. This means, not only more intense but also major storms, floods and heavy snowfall but also longer and more frequent droughts.

___ The main cause is a phenomenon known as the greenhouse effect. Gases in the atmosphere.

___ These changes in weather pose challenges. Growing crops becomes more difficult and water supplies are diminish

___ The burning of fossil fuels has increased the amount of CO₂ in the atmosphere.

___ Humans activities from pollution to overpopulation are driving up the earth's temperature.

Then, she gave them a worksheet and she asked them to write down their names and she explained that they had to watch a video without the sound, then she asked them to see the images, so students had to put numbers (from 1 to 6) according to the order they appeared on the video.

What do you think is the video about?

What kind of images did you identified?

While-listening:

Teacher asked some students to read the extracts from the worksheet. Teacher explained to the students that they had to match the images according to the extract and according to the video. After, she played the video but this time with the sound.



After-listening:

Teacher asked some students to read aloud their answers and she asked them:

What are the causes of global warming?

What are the effects of global warming?

Preparation-phase

Teacher gave them a worksheet about a fable about global warming. Teacher asked students to highlight with colour red the simple past, the present perfect with any other colour. Then, she asked them to circle the adjectives. Also, she asked them to recognize the moral of the fable. Also, teacher asked them to create a fable using simple past, like the example taking into account the causes, the effects and the moral about it. To continue, she asked them to draw a cause and an effect of global warming.

Have you ever seen a starving bear?

Once upon a time, in the Arctic Ocean, there lived the most beautiful polar bears ever seen before. They used to hunt seals and swim together!

Near, in the Russian town of Belushya Guba, the citizens decided to construct factories of coal. The Pollution from factories added toxic gases to the air over the last 80 years. These gases raised to the Earth's atmosphere. As the sun's rays warmed the Earth, the gases worked much like the glass in a greenhouse. They helped trap the heat in the atmosphere, which made the Earth grow warmer. Suddenly, one day all of the ice on the North Pole melted. Polar bears were scared, so they ran as much as they could, some of them died and the others arrived near to Belushya. They were starving and there were no plants, no seals, no nothing. However, they could smell the food in bins outside people's homes. The town asked for permission to kill the animals to reduce the danger, but it was too late, polar bears were so starving that devoured people without compassion, so citizens just disappeared and polar bears continued visiting new towns.

Production-phase

Students had to create a drawing, and a fable about causes and effects of global warming and they had to send a video talking about it and showing up what they had created.



Feedback:

Teacher made corrections about the oral productions and she told students: You are very good at creating stories and I really liked the way you represented the causes and the consequences on your drawings, you are really good at drawing and I could see your creativity.

Closure: teacher thanked students for participating.

Third workshop: Talking about a famous person

Date: July 16 th 2019	Course (s): 9-02
<p>Topic: Talking about a famous person's</p> <p>Communicative objective:</p> <p>To talk about a famous person.</p> <p>Linguistic objective:</p> <p>To use simple present, simple past or present perfect in order to talk about a person's life.</p>	
<p>Workshop #3</p> <p>Name: Talking about a famous person</p>	
<p>METHODOLOGY</p> <p>Warming up: teacher asked students to talk about the meaning of caricature and some characteristics and they answered:</p> <ul style="list-style-type: none"> - A caricature is a horrible representation of a person's body - It can be smaller or bigger than the original person's body <p>It is the art of exaggerating some body parts; for instance, the nose, the mouth etc.</p>	
<p>Listening activity:</p> <p>Pre-listening</p> <div data-bbox="237 1213 1161 1696"> </div> <p>Then, she asked students to observe the images found on a video, then she stopped and she asked them?</p> <p>What kind of images did you identify?</p>	

- some photos of the same person.
- Pencils, eraser

What do you think the video is about?

- The video is about how we can create a caricature.

While-listening:

Teacher asked some students to pay attention to the different steps to follow when creating a caricature.

After-listening:

Then, teacher asked students to talk about the different steps and they said:

- The first thing we have to do is to choose a good photo
- Thumbnail sketch: Usually, is when we draw very rapidly and with no corrections.
- Rough sketch: it is when we choose the chief features of a person to be exaggerated, it is a tentative draft
- Abstraction: it's a linear representation of the head, using flowing rhythmical curves that trace the connections between shapes and features.
- Final drawing: we have to add shading

Preparation-phase



Teacher played a video called 9 things about Messi, she asked students to pay attention and then, she asked them:

What was the video about?

- The video was about Messi's life
- The things he has won
- About his sons

- About his career
- His problem to grow

Which grammar structures did the person use to talk about Messi?

- Simple present
- Simple past
- Present perfect

Production-phase

Teacher asked students to create a caricature about the famous person they wanted and then, they had to present a video talking about some interesting facts of that person's life and students could use simple present, simple past or present perfect tense in order to do it.



Feedback:

Teacher gave them feedback about their caricature and about their oral productions:

- I really liked your caricatures; you were able to exaggerate
- Also, I'm really happy because all of you presented the caricatures, you are really good in this and hope you continue practicing.
- You have to study the pronunciation
- I gave them feedback about some mispronounced words

Closure: teacher thanked students for participating, she congratulated students for their creations.

Findings

This project aimed at implementing art as a means to develop speaking skills among 9th graders at Bethlemitas Brighton Highschool Pamplona. After having analysed data, three main typologies emerged in the light of the research questions: art as a way to catch students' attention when learning a second language, Students' speaking skill improvement, and the impact of implementing art lessons in English class.

Art as a way to catch students' attention when learning a second language

Art and design were defined by Dobson (2013), as tools that contribute to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. In fact, according to the interviews, students stated that the implementation of art in English class is a good idea because the drawings, videos, audios, stories and fables catch student's attention and it can be implemented in other subjects like Mathematics, chemistry, physics and science, since it is a didactic, creative and a different way to learn, it helps students to learn easier and it is out of the routine. Moreover, thanks to the journals, the pre-service teacher realized that students really enjoyed when creating things and they felt so proud of what they had designed. They did some comments like:

- Angelo said *"I really enjoyed while designing my creation"*
- Juliet said *"it is different and I had never created something from recyclable materials"*
- Angel said *"It is very good way to save the environment and we can create things to decor our room"*

- Gina said “*We can create our own objects without instead of buying them*”.
- Maller said “*I did not know I had this talent*”.

Students’ speaking skill improvement

The language learner/user’s communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation (in particular interpreting or translating). Each of these types of activity is possible in relation to texts in oral or written form or both.

(CEFRL, 2001, p.23)

During the non-participant observation, it was noticed that students were so shy to speak, the same students participated when teacher asked something. That’s why the pre-service teacher implemented some videos as receptive tools in order to students could be able to speak in target language. According to interviews, students that listening activities helped them to their oral production since, they learnt new vocabulary as well as the correct use of those words and students highlighted that the pre-service teacher was focused on the repetition of the pronunciation and she always gave them feedback about their pronunciation, so they improved their expression in second language because they learnt to pronounce accurately.

In order to see the students’ improvement, the researcher analyzed the overall oral production, the grammatical accuracy, the vocabulary, the spoken fluency, the creativity and the pronunciation.

Overall oral production “A2 language user can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list”. (CEFRL, 2001, p. 67)..

During the non-participant observation, it was noticed that students did not talk in second language, that’s why for the first workshop, students were required to talk about their personal experiences when creating a thing with recyclable materials. Student A (SA) and student C (SC), did it but student B (SB) and student D (SD) did not, so two students were able to describe and present their creations without giving a personal opinion about their experiences. For the second workshop, students were required to create a fable about causes or effects of global warming; in this case SA did not use the correct tense to create the fable, however SB, SC, and SD were able to describe past activities since they used simple past. Talking about the third workshop, it was noticed that students were able to give basic descriptions about a famous person and some important facts about a person’s life using simple present, simple past and present perfect. Moreover, students felt fear, uncomfortable or panic when talking in front of the class, but that’s because communicative activities are poor during their learning process and they are not familiarized with this kind of activities. Finally, according to the journals and interviews, students improved their expression in second language because thanks to the vocabulary learnt, they will be able to communicate in a better way and without problems about the topics seen in the future.

Vocabulary “A2 language user has a sufficient vocabulary for the expression of basic communicative needs. The user has as a sufficient vocabulary for coping with simple survival needs”. (CEFRL, 2001, p.121). During the non-participant observation, it was identified that most of the students knew a lot of vocabulary but they did not know how to

use it in a sentence or how to pronounce it accurately. For this reason, during the three workshops the pre-service teacher was focused on pronunciation and the correct use of the vocabulary learnt. Thanks to the journals, it was noticed that SA and SD had a sufficient vocabulary for the expression of basic needs. The student always used a length of adjectives to describe the sunflower, the drawing about global warming and the caricature. SA used some words like: plastic spoons, glasses, straws, scissors, glue, markers, paint and brushes, tall, easy, representative, happy, trash, pollution, garbage, environment, animals, citizens, air, water, resources, thin, short, black, big, intelligent, funny and organized. SD used some words like: wooden sticks cardboard, silicone, sticks, temperas, best, small, large, wooden, entertaining, toucans, factories and industries, cutting down trees, exploiting resources, water, garbage, contamination, forest, extinctic, species, planet, the best, the most, etc. On the other hand, it is important to highlight that for the first oral production, SB repeated the same words in the same sentence (lamp and craft) instead of using synonyms and SC used some words in Spanish (colbón and burrito) and also repeated (to do it, to do it, to do it). However, for the second and third oral production it was noticed that students used the vocabulary learnt during the classes and they did not use Spanish. Finally, according to the interviews and journals, the participants learnt new vocabulary as well as the correct use of those words.

Grammatical accuracy “A2 language user uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say”. (CEFRL, 2001, p.123).

During the non-participant observation, it was identified that most of the students did not know how to use the grammatical structures, even in Spanish they did not know when the teacher asked them to think in a sentence in simple present or simple past, they could not make a difference between these tenses. For this reason, during the three workshops, students were required to use some grammatical structures in order to students could practice. In the first workshop, SA used the required structures, for instance. I have created, but SA still made mistakes, for instance: I have Inspired instead of saying I was inspired. However, the student used the superlatives and comparatives in an accurate way: the tallest, the most representative, easier than. SB just used a sentence using present perfect and the rest in simple past, for instance: I used, it was useful, I felt, it was very fun. Also, the student used comparatives but in an inaccurate way: a very spectacular flower lamp more than any recyclable lamp instead of saying more spectacular than any other recyclable lamp. SC did not use all the requires structures. The student used simple present instead of using present perfect: I recycle instead of saying (I have recycled or I have reused) also, the student used past simple: (The burrito was the greatest thing) instead of saying (the donkey has been the greatest thing). SD used in an accurate way the required structures: present perfect, comparatives and superlatives: I have designed, I've done, smaller than, the best palette house, the most entertaining thing. For the second oral production, SA mixed simple present, present perfect and simple past, and SB and SC used the simple past tense accurately (My family was, they never lacked, the city was really, they had to do something, they were not very, they understood, a fish that lived, I wanted to drink, when I arrived, it was big, I wanted to eat, this fish was dead, I decided, suffered, I noticed, they were dead. I could not find, I started to feel) and SD mixed simple present with simple past.

For the third oral production, students used simple present, simple past and present perfect to talk about a famous person and the pre-service teacher realized that they had improved the way they structured the sentences although they systematically made basic mistakes, it was understood what they were trying to say. Furthermore, according to the interviews, and journals, students learnt more about some grammatical structures like simple present, present perfect, present perfect progressive, and that through videos, games, and different activities they could understand in a better way these topics.

Spoken fluency “A2 language user can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. The user can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts”. (CEFRL, 2001, p.138). During the first, second and third workshop; the student did not take into account the punctuation when talking. Also, they students talked with hesitation and false starts as well as reformulation were evident. However, thanks to the journals, it was noticed that students were motivated to talk about their creations and the videos was a good tool to hear them because at school, time was not enough to carry out speaking activities and they were able to speak, because some students are so shy to talk in front of the class.

Pronunciation “The A2 language user’s pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time”. (CEFRL, 2001, p.126). In the first oral production, students pronounced as the words were written, however, it was understood what they were talking about, but in the second and third workshop, it was noticed that they looked for the pronunciation and, in the end, they mispronounced from two to four words. Finally,

according to the interviews, students stated that the pre-service teacher was focused on the repetition of the pronunciation and she always corrected them and they learnt to pronounce the words accurately.

The impact of implementing art lessons in English class

With regards the impact of implementing art lessons in English class, Castañeda, Castro and Espejo, (2018) stated that:

Arts help the development of the four skills of listening, speaking, writing and reading since art enhances these skills by their integral components in their different artistic manifestations. This puts us face to the need to design teaching strategies in which artistic activities are evidenced, while making a foreign language such as English more apprehensible. So, what is intended with this is to bring art to the classroom to make teaching more enjoyable and, of course, learning English (p.13).

That's why the pre-service teacher, carried out lessons that included creations like sculptures, drawings and caricatures as well as videos and readings in order to explain to them how the oral production had to be structured and during the workshops, it was noticed that students did their best to show up a good product. Moreover, it is important to highlight that two participants affirmed that they will extend the time because it was not enough to develop the activities. On the other hand, one participant affirmed that although the project was already dynamic, it would be interesting a little more of dynamism and the other participant affirmed that even when for some students were difficult to pronounce accurately, she would not change nothing about the project because the feedback is also a way to learn. Finally, all students agreed that they will continue with the implementation of

the project because it is a didactic and creative way to learn without getting bored and it is a way to learn more about new topics.

Conclusions

All in all, art is a good way to catch students' attention since students stated that the project should be implemented in other subjects because it is out of the routine and it is an interesting, creative, didactic and different way to learn. Talking about the listening activities, it was noticed that students learnt new vocabulary as well as the correct use of those words and students highlight that the pre-service teacher was focused on the repetition of the pronunciation and she always gave them feedback about their pronunciation, so they improved their expression in second language as they learnt to pronounce accurately the words seen. Also, thanks to the workshops, they could develop their creativity, imagination and they could represent what they wanted to express and it helped them to discover their abilities at drawing, painting or creating new things.

Furthermore, students learnt more about some grammatical structures like simple present, present perfect, present perfect progressive, and students affirmed that through videos, games, and different activities they could understand in a better way these topics. The pre-service teacher saw the students' motivation while they were describing their beautiful, interesting and great works of art like sculptures, drawings and caricatures creations, they also felt proud of their pieces of art. Most of the students designed some things useful to decorate their houses. Finally, students agreed that time was not enough to develop the workshops and they will continue with the implementation of the project because it is a way to learn without getting bored.

Recommendations

It is important to carry out an introductory test in order to know student's knowledges and needs because most of the time students are not in the level they are supposed to be on, so in this way we can plan activities to develop the project without problems. Moreover, it is important to take advantage of the time, planning and developing the lessons as soon as we can, because at schools, there are a lot of events and because of that, classes cannot be developed.

Chapter II: Research component

The formation of reflexive spirit in the practitioners of PLEX, formation tool to quantify the pedagogy practicum. Conducted by Laura Torres, Myriam Gómez, and Lucy Durán.

Introduction

The pedagogical practices of the Student-teachers are defined as one of the focuses of interest and of updating to study and to document the improvement of the teaching-learning processes in order to qualify education.

Even though, there is a clear interest in the evident need to understand and transform the pedagogical practice, it is also true that a large part of local studies focuses on the problem of learning rather than teaching.

It is considered appropriate to formulate a project that establishes a reflexive approach focus on the practicum process as a way to objectifying knowledge, behaviours, and attitudes to guide the teaching profession. In addition, as an internalization, and immersion exercise and a conscious exploration upon the own teaching subjectivity through the formulation of questions and search of information for the solution of problems and for the self-recognition.

Justification

The formulation of this project in the context of the Integral practicum of Language Students, it is part of the professional conception of the practicum as a cutting edge for improving the educative processes in the institutes where the PRADO is carried out. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the teaching profession, the own performances and to care about the knowledge of models and approaches to attend a problematic situation and to establish an analytical look on the fact

In accordance with what the philosopher of education Jhon Dewey stated, forerunner in the field of reflective thought applied to teaching, it is justified the need for this project to provide students with tools for analysis and self-observation that allow them to distinguish between routine action and reflective action. It is considered that a reflective approach protects the agents of the traditional context of inertia, and authority that the school have.

Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture. When the events unfold without major alteration, the teacher runs the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, to respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourage a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role.

To start this study, the following guiding questions are formulated:

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

Objectives

General Objective

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

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyse the strategies that the student uses in his / her pedagogical practice.

- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyse one's own beliefs about the work of teachers and students.

Theoretical Framework

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

Teaching profession

The teacher is one of the most important elements of each educational institution, and he/she has the function of imparting knowledge based on a science or art. In addition, he/she has the responsibility his/her students' comprehensive training.

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

Reflection

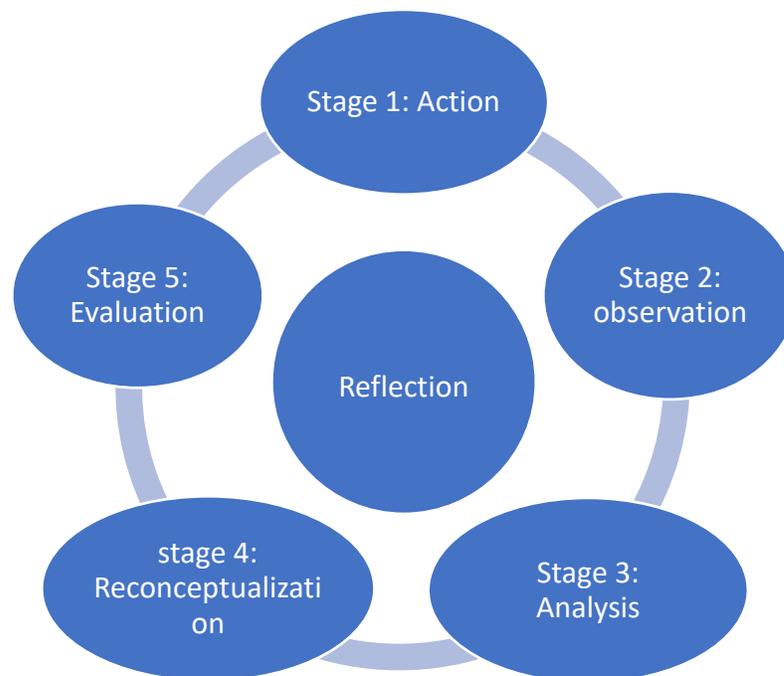
Talking about reflection, it implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be considered to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies “a type of reflective dialogue with a situation in which the language favour the access of the individual’ experiences that allows to extract a new organization of the situation”

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

figure 4 reflection as a process.



Reflection as a theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction.

For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

Reflexive practice

Updating and qualifying academic proposals at the University and orienting learners towards new ways of engaging to the world, it becomes necessary for the teacher to examine his own practice and the impact it has generated; to be able to objectify his behaviours, and to assume the different roles in the pedagogical relation.

The teacher occupies a central role in the current educational world; he acts in a complex space subjected to constant change determined by the interaction of various factors and conditions. The teaching profession requires: "Teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot:1986). In this context the problems of the practice, of the space of class demand a particular treatment oriented to the understanding and the social interaction

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

This study will serve the participating teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention (Sacistán 1999).

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom there is the effective application of skills and technical knowledge. The reflection is applied to the appropriate selection and use of the teaching strategies that the teacher will use.

On a second level, the reflection carries on the budgets implicit in the specific practices of the classroom. The consequences of the strategies adopted are then analysed, from the curricula, the practices are then chosen by the application of educational criteria to the practice of teaching to take pedagogical decisions adapted to the institutional reality and the contexts.

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

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that

purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

Academic practicum

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

Social efficiency practicum

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

Development

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

Social reconstruction

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

Generic

The programs allude to reflection in a generic way, but without specifying the aims of the programs or the contents on which they should be reflected or the strategies to foster reflective learning.

Reflection triggers

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

Critical element on reflective thinking

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

These authors established classification categories of knowledge

1. Knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and own professional configuration
5. Students' knowledge and their characteristics
6. The knowledge of educational contexts
7. The knowledge of philosophical, historical, axiological foundations

According to Georges Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument This is related to the narratives of the teacher, to encourage the stories of their experiences in the classroom that are under many forms and fulfil diverse functions in subjectivity, and in the Constitution of subjectivity. In this component are the teaching journals in which writing

triggers the elaboration of the reflexive thought of the teacher, about his experiences of practice, objective and subjective and intersubjective

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, it is considered the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation.

To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

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

For data collection in this project, there were implemented the following instruments:

Reflective workshop

Reflection workshops have as their fundamental purpose to guide the process of reflection of students-practitioners, but at the same time of socializing and sharing experiences of their own work to enrich their process and insert new tools that allow to transform their pedagogical practices.

Objectives

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

Self-observation card

The self-observation card has as main objective to allow the pre-service teacher to form a perspective of her own professional activity as a teacher does; this is feasible by playing such role in the classroom and in the educational community environment to which they belong (Appendix 6).

Narrative

This instrument enables us to obtain long interventions from the participants. “The narratives tend to be explanations of past events as researchers ask the participants to look back on their personal life and remember special moments” (Canals,2017, p.397). The

reflection exercise will allow students to express their endeavour based on the narrative of their experience as a way to provide meaning to the teacher's everyday life. (Appendix 7)

Class Recording

Have evidence of student-practitioner performances in the classroom, it will make possible to reflect on different aspects of the process of teaching/learning foreign languages that may or may not have been taken into account by the teacher in training in their reflection exercise. These registers will make it possible to have an external and constructive look at their pedagogical practices. (Appendix 8)

General chronogram of the project

table 6 Research Component Chronogram

ACTIVITIES AND WEEKS	Reflective workshop	Narratives	Self-observation card	Class Recording
From 13 to 17 th May				
From 2 to 20-24 th May				
From 27 to 31 st May				
From 4 to 7 June				
From 10 to 14 th June				
From 17 to 21 st June				
From 8 to 12 July				
From 15 to 19 th July				
From 22 to 26 th July				

Context

The city of Pamplona is founded in 1549, it is the oldest city in the department Norte de Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. It was founded during the colonial period, it has been throughout its history centre of confluences and religious influences; it welcomed a large number of religious communities, among which we can mention: the Franciscan community, the Clare Sisters; the Brothers of Saint John of God, the Society of Jesus, the Society of the Psalmist, as well as female religious communities : Sisters of the presentation, Bethlehemite sisters, among others. The presence of these communities in the city brought with it, the creation of educational institutions with projection of their beliefs and values. It is in this geographical context that this study is located, that the school has as agency in which the school actors develop: practitioners of PLEX.

School is understood as a specific educational community that as an organism, it is responsible for institutionalized education; the school is the place where education is carried out, where education is achieved and where education is ordered.

Today, school is considered the way of life of the community; in other words, the school transmits those learnings and values that are considered necessary in the community and that lead students to use and improve their abilities for the benefit of both society and their own.

In school, it is found a series of fundamental elements that intervene such as the case of teachers and pupils whose actions and ways of acting are subordinate to a social and cultural order from which the school itself takes its organization.

The school is a subordinate body of society, a targeted social institution, within the specific area of education, to administer the systematic education that conditions the formation and organization of groups represented by educators and educators (Crespo, 2010).

The school as an educational institution has specific functions, including:

The social function

These are the learning of young people, values, norms, behaviours, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

Instructive function

The instructive function uses two functions, the improvement of spontaneous socialization processes, to ensure the formation of human capital, which requires the functioning of the labour market. It seeks to increase the level of culture, knowledge, values etc., and the possibility of adaptation.

Educational Function

The educational function requires a community of life, democratic participation, an intellectual search for dialogue and learning. An educational community that breaks down the barriers between school and society, a space of culture where the concepts, technical tools and codes of the culture of humanity are learned. As a consequence of active

participation in the exchange of meanings, desires and behaviours with peers and adults (Vizcaino, 2010)

Population

The total population of this study is thirty students of the tenth semester, practitioners of the Program of Foreign Languages French of the University of Pamplona.

Direct benefit population

- Teachers in training
- Teachers Supervisors
- Student community of the Integral Practice implementation centres

Indirect benefit population

It is composed of the teaching community of the Program and Foreign Languages; the results will feed the vision of the Programme's agents on their practices collective of practicum process.

Institutional units linked to the project

- Program of Foreign Languages
- Department of Languages and Communication
- The Faculty of Education

External institutions linked to the project

- Colegio José Antonio Galán
- Colegio Brighton
- Colegio La Presentación

- Normal Superior de Pamplona
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey

Proposed places and scenarios for the project's activities in the first semester conducted in 2019

All the educative institutes that the student-teachers are implying their practicum process.

Conclusions

Instruments for the collection of data ranged from narratives, self-observation card, class recordings, and reflective workshops. After having analysed some aspects during the development of the lessons, the pre-service teacher realized that most of the time the methodology and the planning stablished have to be modified because of student's needs. During this process, some speaking activities such as role plays, dialogues and presentations were carried out in order to students were able to express their ideas and did not be afraid of participating in the class. Teacher used collaborative learning, so there were developed some activities in group and students liked it. Also, there were used some videos and audios about vocabulary or readings in order to students practiced their pronunciation. However, the pre-service teacher noticed that most of the students did not use the materials they have (Cd) to enhance their speaking skills. The pre-service teacher always tried to congratulate or motivate students, also she asked students to participate and she clarified doubts when students did not understand. Moreover, pre-service teacher realized that she has to organize in a better way the instructions in order to students do not get lost, she has to work on the volume of her voice and she has to be more active or develop some activities

with more dynamism. Furthermore, pre-service teacher gave students instructions in second language but most of the time students did not understand, so she had to explain once again. Talking about the resources, it is important to highlight that all the classrooms have a tv to show videos or images and it was a good tool to develop the lessons. However, the classrooms are organized in rows, and some students cannot see what is written on the board. On the other hand, most of the students were respectful with the pre-service teacher and there are no tensions or fights inside the classroom. Finally, this process was a good experience and pre-service teacher realized that there are a lot of situations that can arrive when developing a lesson. Sometimes students are not on the required level and because of this some activities cannot be developed as were planned. Also, it is important to highlight that the time is not enough, sometimes there were some events planned by the institution and it was impossible to develop the class.

How does the implementation of reflection contribute to the transformation of your teaching practicum?

The reflection has allowed pre-service teacher to witness the reality when teaching at high school. This is a significant way to see what really functions inside the classroom and the things to avoid. Here, we have to understand that the most important thing is to ensure that the students understood the topic more than teaching a lot of topics or being worried because we could not continue with the next lesson. I have been more confident and I have tried to listen to my students to understand them.

Chapter III: Outreach component

Project of awareness upon the English language in the primary school in the city of Pamplona, this component is divided into two parts; the first part is a macro project and the another is the microproject.

Macro Project

Project of Awareness upon the English language in the primary school in the city of Pamplona; conducted by Laura Torres, Viviana Rueda, Myriam Gómez, and Lucy Durán.

The reader will find, when reading this proposal, a double objective: to organise in a project the social impact of the Language Program from the implementation of the outreach community component of integral practice, and to sensitize elementary school students to the basic fundamentals of the foreign language, English.

It presents in the first instance the justification, the objectives of the project, its characterization and the contribution lines to which it contributes. After that, there is the theoretical framework that guides the proposal, and the population that will be benefited.

Introduction

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

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the MEN created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. This is why the MEN has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

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

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regards to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school 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 and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of “Colombia the most educated”.

Justification

The learning and acquiring a foreign language allow us to be at the vanguard of our own needs. For this reason, this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last

semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector.

The implementation of this project favours both the institutions and the student population of Pamplona, as well as the Foreign Languages Program and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

Objectives

General objectives

The setting in motion of this outreach project by the bachelor program in foreign languages English- French of the University of Pamplona, it is led by the following guidelines:

- To fulfil the needs in English training of the child population of the primary schools in Pamplona.
- To integrate the training in foreign languages of the bachelor program in foreign languages' students to the educative reality of the English teaching at the primary schools in Pamplona.

Specific Objectives

In pursuit of a wider comprehension of the aspects previously stated, this proposal will attempt:

- To familiarize the primary school child of Pamplona with relevant knowledge in English.
- To involve the bachelor program in foreign languages students in the process of English teaching at the primary schools in Pamplona.
- To articulate the training of the bachelor program in foreign languages' students with the social project programs that offers the "Oficina de Interacción social' in university of Pamplona.

Typology of the project

This is a formative project, disciplinary in the area of the curriculum; opened to the institutions where the practicum is developed and offers training in basic elementary in Pamplona. It makes part of the project in training of the program in foreign languages of the University of Pamplona.

This proposal is linked to the social projection, going beyond the institutional space and enables the articulation of PLEX Bachelor to the community of Pamplona.

The main objective to a pedagogical and communicative level is related to the institutional guidelines of projection and outreach of the university and the Bachelor.

Lines of contribution

- Contribution to the academic formation at the foreign languages area.
- Citizen formation (attendance to the problems of the educative surrounded in order to decrease the inequality of the educative system).
- Projection to the scholar community to the university and program level.

Theoretical framework

Languages teaching

International linguistic policies

“The UNESCO has been worried long time ago for the languages’ role in the worldwide context. In its general conference adopted the term “multilingual education” to refer to the use at least of three languages: the mother tongue, a regional or national tongue and an international one. This resolution departed from the idea that the national and global requirements of participation, also the attention of the particular needs of the communities cultural and linguistically different, only can be address through the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNSECO (2003) considers that the languages are not only means of communication but that represents the real origin of the cultural expressions; they carry identities, values and worldviews. Thus, it proposes as principle for the cultural diversity, maintain and strength the languages diversity (Including those with nomadic and isolated populations) at the same time to support the learning of international languages that offers access to the worldwide community and the exchange of information. To achieve that, the UNESCO suggests fostering the Multilingualism and the intercultural dialogue, as well as developing policies for the translation of written and visual material with the purpose of promoting ideas and artistic works”.

According to Lima M, (2006), “Currently, the foreign languages learning is an unavoidable need as well as the learning of the cultures that they represent. The languages constitute the spirit and the consciousness of the nations. They are the best instrument to

accede to other cultures, histories and other ways to see and understand the world, delete the distances and approach us to the science and the technology”. Every type of learning is vital for the sociability of the human being as long as allow it to untangle adequately in different contexts. The learning of one and several foreign languages focus the personal and professional life of an individual allowing him to be successful in his performance.

National Program of Bilingualism

Colombia, as other countries in Latin America and the world, has adopted academic policies directed to spread the English as a foreign language, across the national program of bilingualism launched in 2014 with three specific lines of work: basic elementary institutions, high school, college education, educational programs for working and human development; the ethno-education, and flexible models of education. This program attempts to the formation of the competitive and productive human talent at a global context in different fields of action. (MEN, 2006, pag. 6)

The following chart shows the expected levels for the national bilingualism program to the year 2019:

table 7 Expected levels of language in the PNB

Population	Language level target
3 rd grade students of basic elementary education	A1 (Beginner)

7 th grade students of basic secondary education	A2 (Basic)
11 th grade students of basic education	B1 (pre-intermediate)
College graduated	B2 (Intermediate)
Foreign languages degree graduated students	C1 Advanced
Current teachers of basic elementary education	A2 (Basic)
English teachers	B2 (Intermediate)

Source: adapted from Altablero (2005).

Taken from: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

The bilingualism refers to the different mastery level, which an individual communicates in more than a language and culture. This level mainly depends to the

context where the individual is. Therefore, according to how the other language is used, that language is considered a foreign language. MEN (2006).

The English teaching at the elementary school

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process in which intervene different variables of cognitive and affective feature inherent to the individual like own factors of the sociocultural and educative context such as the curriculum, the methodology employed and the teacher training in the foreign language”. Based on the information written previously Krashen (1991) cited by Yesser, A. & Chacon, C. (2011) makes a differentiation between the terms Acquisition and Learning related to the FL. “The language acquisition occurs natural and unconsciously as a comprehensible input, while the Learning implies to learn consciously the grammar rules”

“This distinction has been questioned due to the difficulty of untangling both terms, which form part of a continue process between the conscious and unconscious (Richard-Amato 1996)”. The authors state their points of view regarding the topic and differ “for the purpose of this dissertation, the terms Learning and Acquire distinctly due to the FL might be acquired across activities in an inductive and natural way that also implies learning processes”. “It is important to highlight, nevertheless, that the contributions of Krashen and Terrel (1983) regarding the natural approach of the language is relevant for the acquisition process of the FL in children and underpin the total physical response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three phases:

Pre-Production: This is the phase in which the child develops the skill to listen and comprehend the language across gestures and actions, this is a period characterized by the silence. Hence, in this phase is recommended utilize the Total Physical Response method (TPR) proposed by Asher to stimulate the development of the FL through psychomotor activities, without focusing in the oral production.

Early production: it begins by producing two words or phrases. It suggests focusing on the meaning, not the grammatical errors.

Extensive speaking: in this period, the child is capable of producing complete sentences and participate in conversations. The teacher must help the students to improve the fluency in the foreign language.

In order to support the information previously mentioned about the process of a foreign language acquisition, it can be said that according to Berko and Bertain (1999), cited by Yessel A & Chacon C, (2011). “The capacity that the children have to learn, comprehend, discover and formulate communicate forms in a foreign language lies mainly on the necessity of establishing new social approaches” (p. 467). In consequence, the children build across the language, meaning of the world that surround them and establish their own criteria of semiotic interpretation to each concept discovered. For this reason, the FL learning should begin from the previous knowledge and the mother tongue schemes, taking into account that the representations developed in previous learning and experience constitute the bases to build through the FL, new mental schemes or to widen the already created”.

Yesser A & Chacon C, (2011) cite Ausubel (1986) who establishes that “From the cognitive psychology’s view point explains that it exists some differences between the child and adult’s cognitive skills regarding the cognition and the affectivity. Which are manifested in the motivation, creativity, spontaneity and flexibility that characterized the children and adults differ, who generally opts for the affective lock at the moment of expressing in a second language”. “Having that in mind, the age is a factor that influence the English learning as a FL, particularly in the pronunciation acquisition. In other words, less age, higher the child’s probability to develop a native’s pronunciation”.

Why does a FL should be learned in elementary school?

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

- Children who start studying foreign languages at school tend to perform more positively than others.
- Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that surpasses those of young people and adults.
- Children not only tend not to be afraid to make mistakes but often acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in their life where the plasticity of their brains makes it easier for them to learn languages.

To summarize, it can be seen that the learning process of the human being is based on 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 infinity of theories from the psychological realm, The sociological argument is that the learning process is given through the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from mental processes address and bring to fruition a meaningful learning in boys and girls who are in the beginning of learning especially a foreign language.

Micro project:

Title: Implementation of technological resources as a way to improve speaking skills among fifth- graders at Bethlemitas Brighton primary school.

This project aims to establish a line of action for the Language Program regarding social projection. In this sense, with the implementation of the outreach component, each practitioner will adapt the general guidelines of this proposal to the educational reality of the educative institute in which he carries out the integral practice.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona through the design and implementation of a project to support training in English entitled the implementation of technological resources to enhance English learning at Bethlemitas Brighton primary school.

Introduction

Globalization has increased the demand for multilingual speakers, as our world is becoming increasingly more connected. The speed and evolutions of technologies, together with the convenience and comfort they provide are resulting in the use of digital technologies in new ways. Given the increased need for multilingual speakers and recent innovations in instructional technology, the focus of this study is to assess the positive impact of technology tools in improving the learning skills of English Language Learners (Diallo, 2014). Moreover, Students feel motivated and interested in using the technological tools in classrooms in general because they enable them to learn more effectively according to their individual needs in an interactive way and, therefore, students' curiosity arises. Additionally, technology provides teachers and students with a dynamic learning process; however, they do not take full advantage of it. (Solano, Cabrera, Ulehlova & Espinoza 2014).

Taking into account that students can be motivated, there will be implemented technological resources in order to explain in a different way some topics at Bethlemitas Brighton primary school

Justification

During the observation process, the student-practitioner could notice that students from fifth grade do not feel interested when learning a second language, related to a low level in their four language skills due to the teacher in charge from those courses uses a grammatical translation approach to teach English.

Thereby, the implementation of technological materials can be an opportunity to enhance the learning process at Bethlemitas Brighton primary school. It is an important fact that the students can take in advantage; Mukherjee (2018) states that “multimedia language teaching promote students’ motivation and learning interest, which can be a practical way to get them involved in the language learning” (p. 247).

The use of multimedia as tools videos, games, songs and audios which will help to enhance the four skills in fifth-grade learners.

Objectives

General objective

To Implement technological resources as a way to improve speaking skills among fifth-graders students at Bethlemitas Brighton primary school.

Specific objectives

- To use different technological resources in order to show videos, songs and audios to motivate students when learning a second language.
- To analyse the impact of using technological resources in a primary education

Methodology

In order to carry out the lessons, the pre-service teacher used videos, images, readings and worksheets to teach them vocabulary about different topics such as adjectives, expressions of rejection and apology, Christmas and Halloween.

In fact, the pre-service teacher realized that students felt motivated since they enjoyed watching videos about what they were interested in; for instance, animals, fables

and stories and they always wanted to participate or to talk when they were asked to do so. Moreover, the pre-service teacher realized that students learnt new words since they could make a relationship between the sound and the images, also they learnt the pronunciation of those words.

Four particular techniques are especially appropriate for language learners, and are often used with video footage:

Playing the video without sound: students and teacher discuss what they see and what clues it gives them, and then they guess what the characters are actually saying. Once they have predicted the conversation, the teacher rewinds the video and plays it with sound. Were they right?

A variation on this technique is to fast forward the excerpt. The students say what they think was happening. The teacher can then play the extract with sound, or play it, again, without sound, but this time at normal speed.

Playing the video without the picture: this reverses the previous procedure. While the students listen, they try to judge where the speakers are, what they look like, what's going on, etc. When they have predicted this, they listen again, this time with the visual images as well. Were they correct?

Freeze frame: the teacher presses the pause button and asks the students what's going to happen next. Can they predict the action - and the language that will be used?

Dividing the class in half: half the class face the screen. The other half sit with their backs to it. The 'screen' half describe the visual images to the 'wall' half.

(Harmer, p.145).

Planning:

Date: May 29th 2019	Time: 40 min	Course (s): fifth-grade 01-02-03
<p>Topic: -Vocabulary about adjectives. -Fable</p> <p>Communicative objective: -To make a sentence using adjectives.</p> <p>Linguistic objective: To learn vocabulary about adjectives. To use the correct structure when giving a description.</p>		
<p>Listening Workshop #1 Name: Describing an animal</p>		
<p>METHODOLOGY</p> <p>Opening Teacher started the class by greeting students, she asked students to get up and she performed some actions and students repeated them. (hands on your shoulders, hands on your knees, hands on your feet, etc.)</p>		
<p>Step 1: Playing the video without sound: Teacher explained to the students: you are going to watch a video about a fable. She asked students: what a fable is about? Students answered what they knew about it. (it is about animated characters and it has a moral) Then teacher played the video without the sound, to continue students and teacher discussed what they saw and she also asked: (how many characters there are? how are the characters?) then they guessed what the characters were taking about and she asked to the students: (What did you learn from the fable?)</p>		
<div style="display: flex; justify-content: space-around;">   </div>		
<p>Step 2: Playing the video without the picture Teacher asked students to listen to the audio and they should identify some words they heard. Teacher asked students to take notes.</p>		
		

Step 3: post-listening

Teacher asked students to raise their hands if they had identified any words from the audio and those students wrote down on the board the words.

**Speaking activity:****Pre- activity**

Teacher asked students to repeat the pronunciation of the words written on the board then, she showed them some images about the vocabulary about adjectives (colourful, beautiful, shiny, gorgeous, long etc.). Then, she showed the images and students should say the adjective. Moreover, she classified the words students had written into three categories (nouns, adjectives and verbs). She explained to the students the difference between (verbs, nouns and adjectives). To continue, she wrote a phrase on the board, taking into account the vocabulary learnt previously and she explained to the students how can we make a physical description. Then, she asked students to write down an example with the same vocabulary.

Production-phase:

Teacher asked students to read aloud their examples, each student should participate but time was not enough.

Post-activity

Teacher gave them feedback about the pronunciation and she also congratulated them.

Closure: Teacher asked students: what did we learn today?

Homework: taking into account the adjectives seen in the lesson, teacher asked students to make a draw for each adjective.

table 8 Pre-service-teacher schedule

	WEDNESDAY
7:20 – 8:05 am	5-01
8:05- 9:15am	5-02
9:15-10:00 am	5-03

table 9 Chronogram of the outreach component

DATE	COURSE	TOPIC	MATERIALS
May 15 th	5-01, 5-02, 5-03	A video about adjectives	Speakers, worksheets, the board, the computer, images

May 29 th	5-01, 5-02, 5-03	A fable in order to learn how to make a description	Speakers, worksheets, the board, the computer, images
June 5 th	5-01, 5-02, 5-03	Reading comprehension about physical description	Speakers, worksheets, the board, the computer, images
June 12 th	5-01, 5-02, 5-03	A video about expressions of rejection and apology	Speakers, worksheets, the board, the computer, images
July 10 th	5-01, 5-02, 5-03	A video about Christmas	Speakers, worksheets, the board, the computer, images
July 17 th	5-01, 5-02, 5-03	A video about Halloween	Speakers, worksheets, the board, the computer, images
July 24 th	5-01, 5-02, 5-03	A video about hobbies	Speakers, worksheets, the board, the computer, images

Conclusions

This project aimed at improving the English learning process of primary school students by implementing technological resources. The pre-service teacher did her best to catch students' attention. However, the pre-service teacher realized that students don't have access to the technological resources for English class, also it was evident that one hour per

week (35-40 minutes) is not enough for students to achieve the objectives planned in the lesson. Moreover, students just know, a sort of vocabulary, but they do not know how to use it even they do not understand the basic commands they should handle at 5th grade, so their previous knowledge is not the required for the level they are supposed to be on. Also, it is important to mention that the pre-service teacher planned lessons for 40 minutes but sometimes classes were interrupted by other teachers or because of events established by the institution. That's why the explanation of one topic (the adjectives) took 3 hours. However, the pre-service teacher could teach vocabulary with videos that caught students' attention and she could see their motivation when learning new words, thanks to the audios, images and repetition of the pronunciation.

Reflection about the questions: how to supply this need? Do you think that this process has contributed in the pedagogical practicum?

In order to accomplish the objectives established, the pre-service teacher had to plan very well the lessons, be on time and try to carry out the activities in order to students enjoy and understand the topic. This process was so important since, the pre-service teacher was aware of the real situation when teaching at primary school, and there a lot of factors that interrupt the development of the lessons and there's nothing we can do when these things happen. However, the pre-service teacher realized that the use of technological resources like videos is a good tool because it catches students' attention and they always wanted to participate when teacher asked to do so.

Chapter IV: Administrative component

Introduction

Bethlemitas Brighton primary school carried out different types of activities during the year, all these activities allow to integrate the whole educative community in order to commemorate some educational days or national days.

In some cases, the teachers make some presentations or exhibitions about a specific topic for example the language day in which the students had to recite some four-line stanzas or to present some facts about an important writer.

These kinds of activities create a peaceful atmosphere among students and teachers making an additional learning process learning about some curious facts or cultural aspect including a thematic. Besides, these events give an idea to the practitioners to notice how is the procedure followed by the institution, in other words, this administrative component involves the pre-service teacher as a part of the community being responsible and aware of his work in the establishment.

Furthermore, being part of the institution will provide student-teachers some experience dealing with a real teaching context assuming the complete role of a teacher. In this case, the practitioners will also have the opportunity be part of a real teacher community dealing with their common problems and meetings. Hence, this experience may surely help to create a new vision about how to be a comprehensive teacher.

Objectives

General Objective:

- To participate in the administrative activities proposed by the Educative Institution.

Specific Objectives:

- To offer organization services in order to create a suitable atmosphere and succeed in the events proposed by the institution.
- To work together helping in discipline and the activities planning.
- To help and motivate students to do an excellent job and performance the day of the presentation.

Methodology

The procedure in this component is based on the attendance to extra events that are part of the institution, as well as the collaboration with any job proposed by the Institution. In this sense, it is important to let them know our availability and to cooperate during this integral practice in order to get involved and be immersed in the activities proposed such as cultural events, meetings, exams week, and so forth.

The pre-service teacher is not focused only in her work as a teacher, but also as a part of the institutional community. That is why she is present in every aspect proposed by the institution concerning not only the educational field but also the social field.

This are the events that were carried out:

Table 10 activities proposed by the institution calendar

May 15th Teacher's Day: I was in charge of supervising behaviour of tenth-grade students. I learnt the importance of working together, students presented the best for their teachers, they thank teachers for being so patients. I realized that day that the most important thing was to share as a community putting aside or forgetting the bad situations. I saw friendship among students and teachers. Students really made a good work together because they wanted to thank teachers' labour



May 29th St Mary's Day

I was in charge to supervise student's behaviour since my supervisor asked me to help her at that moment. It was a very nice event because students presented some performances and they showed us some values from Jesus's mother and the importance of being respectful, friendly, feeling compassion, be able to forgive and the value of the trust.



June 5th Environment Day:

I was in charge of helping students to organise what they presented because they asked me for ideas. I learnt the importance of raising awareness among students because they are the new generation and they can teach other people how to reuse, reduce or recycle.

They presented good performances and examples of how we can take care of the environment.

**Conclusions**

All in all, the role and the interaction with the school teachers- students and members of the administrative staff both have been developed in a respectful way; it is important to highlight the support, empathy and friendship that all the members have demonstrated to the pre-service teacher throughout the development of these kind of events. The pre-service teacher has always been available for her supervisor when activities are needed to carry out. Finally, the organization of events or any other administrative procedures has allowed pre-service teacher to witness the teacher's role when being a member of the educational institution.

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Annexes

Appendix 1 journals

GENERAL CATEGORY	SUBCATEGORY	THEORETICAL DESCRIPTION	LITERAL PHRASES
Listening comprehension	Pre-listening	Steps to follow when carrying out a listening activity theory proposed by (Houston, 2016)	<p>First of all, teacher explained to the students that they will watch a video but the first time without the sound. So, she played a video about how to make a fish with recyclable materials.</p> <p>To continue, teacher stopped the video and she asked students:</p> <p>How many characters did you identify?</p> <p>They answered: just one person was talking</p> <p>What was the video about?</p> <p>-They answered, it is an example of how we can use plastic bottles, paint and other materials to create a fish.</p> <p>What kind of images did you use?</p> <p>They answered: A plastic bottle, markers, scissors, paint, cardboard and a glue gun.</p> <p>While students answered, teacher drew a brainstorming on the board with the answers given by their students.</p> <p>In this part, I had to translate the questions because they did not understand what I was asking them. I realized that they like to participate when they are asked to do so.</p>

While-listening		<p>While-listening</p> <p>To continue, teacher gave them a worksheet with images from the video and she asked students to write numbers from 1 to 7 in order they appear on the video.</p> <p>Teacher asked students to count how many words were missing in the worksheet, then she asked students to complete those spaces with the words mentioned on the video. Teacher played the video with the sound and she asked students to write down the words they heard.</p>
Post-listening		<p>Here, once again I had to explain to the students in the mother tongue because some of them did not know what they had to do. But they were able to write down the correct order in which those images appeared on the video. However, most of them did not know how to write down some words (scissors, brush, empty cereal box and acrylic paints)</p> <p>To continue, teacher asked students to write down on the board the words they heard. After, teacher asked students to pronounce those words and she wrote some missing</p>

Appendix 2 Interviews



UNIVERSITY OF PAMPLONA
FACULTY OF EDUCATION
FOREIGN LANGUAGES- ENGLISH-FRENCH PROGRAM

Art as a means to develop speaking skills among ninth-graders at "Bethlemitas Brighton Highschool"

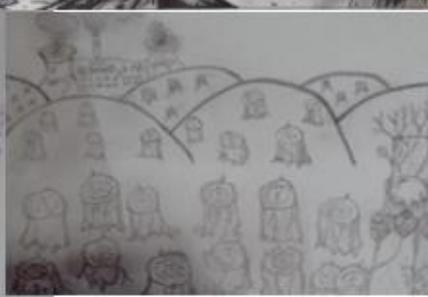
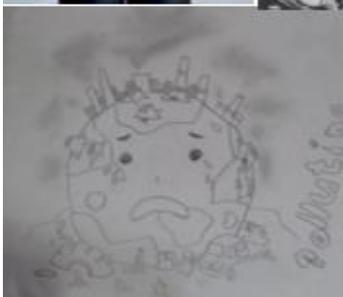
La siguiente entrevista, tiene como objetivo, conocer las opiniones de los estudiantes respecto a la implementación del arte como una forma de desarrollar las habilidades comunicativas cuando se está aprendiendo una lengua extranjera.

1. ¿Qué piensa de la implementación del arte en las clases de inglés?
2. ¿Qué piensa de la implementación de este proyecto?
3. ¿Considera que los ejercicios de escucha le ayudaron para llegar a realizar una producción oral?
4. ¿Considera que desarrolló su creatividad al realizar los talleres?
5. ¿Considera que, durante la implementación de estos talleres, aprendió más vocabulario? Si o no ¿por qué?
6. ¿Cree que mediante la implementación de estos talleres ha mejorado su pronunciación?

Appendix 3 first oral production

- To analyze the impact of implementing art inside the classroom.

General category	subcategories	Theoretical description	comments
Oral production	Overall oral production	<p>According to the Common European Framework of Reference for Languages (CEFR, 2001):</p> <p>Overall oral production: the student gives basic descriptions about past activities, personal experiences and compare objects and possessions. Can explain what he/she likes or dislikes about something.</p>	<p>STUDENT A: The presentation was well organized and the student answered the required questions during the presentation. She could give a basic description about her creation, a sunflower, and she talked about her personal experiences while creating her craft.</p> <p>STUDENT B The student was able to describe what he had created that was a flower lamp, he talked about his experience while working with this, he could explain what he liked about his craft, but he did not answer the following question: what was your inspiration?</p> <p>STUDENT C The student was able to describe her craft and she talked about her experiences, what she liked and she was able to compare objects. Moreover, she presented the description well organized and she answered the required questions during the presentation.</p> <p>STUDENT D The student presented the information well organized, describing the object created, comparing objects and expressing likes when creating the craft. However, the student did not answer the following question: what was your inspiration?</p>



Appendix 4 third oral production

STUDENT B

The student has a really good pronunciation, He pronounced very clear because I could understand what he was talking about Tony Stark.

Some mispronounced words or errors:

[chus] (chose): phonological error
 [airport] (airport): phonological error
 [gave] (gave): phonological error
 [plased] (played): phonological error

STUDENT C

The student has a really good pronunciation, He pronounced very clear because I could understand what he was talking about James Rodriguez.

Some mispronounced words or errors:

[et] (here): phonological error
 [your] (his): lexical error

STUDENT D

The student has a really good pronunciation, He pronounced very clear because I could understand what he was talking about Freddy Mercury.

Some mispronounced words or errors:

[communi] (community): phonological error
 [especiali] (especially): phonological error



Appendix 6 self-observation card

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.*

1 2 3 4 5 6 7 8 9

Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.*

1 2 3 4

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.*

1 2 3 4

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación.*

1 2 3 4

Planifico mi actividad educativa de forma coordinada con el resto del profesorado.*

1 2 3 4 5 6 7 8 9

Observaciones y propuestas de mejora:*

siempre se muestra una planificación

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.*

1 2 3 4

Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.*

1 2 3 4

Doy información de los progresos conseguidos así como de las dificultades encontradas.*

1 2 3 4

Appendix 7 Narratives

Mi primera semana de clases

El primer día de clase fue el día lunes 13 de mayo de 08:00 am- 9:20 am, con el grado 9-01. Esta clase inició con la oración del padre nuestro y el ave María, luego me presenté a los estudiantes y ellos también se presentaron diciendo su nombre y su edad. Sin embargo, esto llevó más tiempo de lo planeado ya que son 35 estudiantes y al decir su nombre y su edad hablaban muy bajo y tenían que repetir. Enseguida, llevé a cabo una actividad propuesta por el libro, en la que los estudiantes debían encontrar una serie de palabras relacionadas con el tema del reciclaje, cuando ellos terminaron, les propuse pasar al tablero a escribir las palabras que encontraron y pronunciarla en voz alta para que los compañeros repitieran la pronunciación. Para continuar, realicé una actividad de escucha, en un primer momento ellos solo debían escuchar y les preguntaba qué habían entendido, luego ellos solo tenían que repetir la pronunciación, se pausaba el audio para que ellos pudieran repetir. Luego, mostré unas imágenes sobre el vocabulario para que ellos relacionaran la imagen con la palabra y de esta manera ellos ya tenían una idea más clara acerca del vocabulario. Enseguida ellos debían seguir una lectura con audio acerca del reciclaje y colocar el orden en el que se mencionaban una serie de palabras. En este

Mi segunda semana de clase

El día lunes, 20 de mayo no pude desarrollar la clase planeada con 9-01 debido a una capacitación que tenían los estudiantes de este curso. Sin embargo, este tiempo lo aproveché para calificar y subir notas a la plataforma. Durante el tiempo que estuve calificando, me di cuenta que algunos estudiantes no realizan los trabajos asignados, pues generalmente solo dos personas realizan la tarea y los demás la copian. También me di cuenta que, aunque hicimos algunas correcciones de las actividades en el tablero, muy pocos estudiantes tomaron notas de lo que se corrigió. Entonces creo que ahora debo asegurarme de que todos los estudiantes tomen notas de lo que se acaba de explicar.

El día martes 21 de mayo tuve solo una hora de clase con el grado 6-03 y los estudiantes

Mi tercera semana de clase

Durante la tercera semana de clase estuve menos nerviosa y me sentí con más confianza en el momento de dictar las clases. Pude manejar mejor el tiempo respecto a las semanas anteriores y pude manejar mejor la disciplina. Sin embargo, tuve que realizar actividades no planeadas como, por ejemplo; recuperación de evaluaciones perdidas y de diálogos.

El día lunes, con los estudiantes de noveno 9-01, se realizó una evaluación acerca del presente perfecto y luego mi supervisora les pidió a los estudiantes que tenían mala nota en un diálogo, que recuperaran esta nota. Luego, corregimos la evaluación y se hizo una retroalimentación, se resolvieron dudas acerca del tema, y de una vez se realizó la recuperación para aquellos

Cuarta semana de clase

Durante esta semana de clase se diseñaron las pruebas de calidad para los grados de noveno y sexto 01. La prueba de calidad constaba de 50 preguntas; 25 preguntas de completar y el resto de selección múltiple. Para el diseño de esta prueba se tuvieron en cuenta los temas vistos durante el segundo periodo académico y se tuvieron en cuenta lecturas cortas para chequear la comprensión lectora, así como imágenes cuando se trataba de algún tema de gramática. Al momento de diseñar la prueba, realmente reflexioné sobre las dificultades que los estudiantes podrían presentar para entender lo que tenían que desarrollar, por esta razón, coloqué un ejemplo para que ellos tuvieran idea de lo que debían realizar. El día jueves, los estudiantes realizaron la evaluación, se hizo acompañamiento, y se explicó a

Mi quinta semana de clase

Durante esta semana de clase tuve que hacer acompañamiento a los estudiantes con las pruebas de calidad de otras áreas. Por ejemplo, el día lunes, los estudiantes presentaron la prueba de matemáticas, entonces durante las dos primeras horas, tenía que cuidar al grupo de 9-01. El día martes se realizó la prueba de calidad de sociales durante las dos primeras horas y tuve que acompañar los niños de sexto 03. Luego, con los estudiantes de 9-02 se realizó la retroalimentación de la prueba de calidad y se explicó cada punto, mientras que los estudiantes tomaban notas. El día miércoles, con los niños de primaria, también hice acompañamiento cuando ellos presentaron la prueba de calidad de ciencias naturales y en ese momento le ayudé a la profesora a pasar unas notas a la planilla

¶Sexta semana de clase

Con los estudiantes de noveno grado se realizó un quiz de verbos en los tiempos presente, pasado simple, pasado participio y gerundio. Para la presentación del quiz, los estudiantes tuvieron 30 minutos. Al momento de calificar las evaluaciones me pude dar cuenta que de los 67 estudiantes solo pasaron 12. Sin embargo, el día jueves se realizó la recuperación y para esto, tuvieron 40 minutos, y pasaron solo mitad de los estudiantes. Pude darme cuenta que hay estudiantes que no tienen un método de estudio efectivo ya que se les preguntó que, si habían estudiado y respondían que sí, pero esto no se reflejó en los resultados, tampoco saben identificar estos tiempos verbales ni las reglas que se siguen. Al ver que los estudiantes no se preocupan por estudiar, les dije que para a próxima semana debían preparar una exposición de algunos verbos que les asiené y debían

Séptima semana de clase

Con el grado noveno 01 se trabajó en el libro sobre el tema del calentamiento global. Para esto se usaron lecturas con audio y se mostró un video, así como imágenes para que los estudiantes pudieran relacionar algunas palabras con las imágenes, también se les hizo repetir la pronunciación. Creo que el uso de imágenes es muy importante al enseñar vocabulario porque es necesario hacer una traducción de la palabra, sino que los estudiantes pueden relacionar el significado con la imagen y es más fácil para ellos. El día jueves se realizó una actividad para que los estudiantes recordaran los verbos, la actividad consistía en dividir la clase en dos y sacar un integrante de cada grupo, el estudiante

Octava semana de clase

Durante esta semana, con el grado 9-01 y 9-02 se llevaron a cabo actividades del libro de inglés como lecturas, audios y ejercicios de gramática. Para desarrollar este tipo de actividades se hizo que los estudiantes hicieran las lecturas y dieran su opinión respecto a esto, sin embargo, los mismos estudiantes de siempre son los que participan y aunque se escogen estudiantes para que también hablen acerca del tema, les da pena dar su opinión.

Por otro lado, se realizó un juego para animar a los estudiantes a participar de la clase. El juego consistía en dividir la clase en dos y elegir un estudiante para que sacara papelitos donde se encontraban algunos verbos en presente y pasado. El participante elegido solo podía hacer la mímica de tal manera que los compañeros de su grupo logran adivinar el verbo, si el participante

Appendix 8 Class recording

