Fostering Learners' Oral Production Through the Use of Role Play in Seventh Course at a Public School in Ocaña.

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Practicum stage

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Chapter I: General overview of the Project

The project includes four chapters that are focused on the pre-service teacher practicum stage which main objective is to put into practice in a real scenario the linguistic skills and the pedagogical and didactic strategies learned throughout the educational process in the Bachelor of Arts in Foreign Languages at the Universidad de Pamplona. Additionally, this last cycle seeks the opportunity to possess and experience the learning-teaching procedure as a form of increasing a comprehensive professional profile.

Moreover, the research consists of four fundamental elements in which that provides a reference framework into the pre-service teacher. The first is regarding the observation that has as a main goal to get to know the important aspects such as the administrative, pedagogical, technological factors and population in order to obtain a focal point to carry out the administrative and pedagogical organization to benefit all the community involved.

On the other hand, the second component is the pedagogical research that has the purpose of implementing a project focused on learners' needs at Institución Educativa Agustina Ferro in Ocaña, Norte de Santander, which tries to enhance the lexical competence through role plays with the aid of didactic strategies as that will help them to understand and create phrases where the vocabulary is needed in their English classes at the school.

The community outreach is the third element that aims to an academic reinforcement in primary education with the second and third grades students to improve their vocabulary and Pronunciation has a good basis that helps learners to develop a better understanding from a very young age. That is why didactic classes are offered in order to facilitate the learning process, drawing their attention and interest in the foreign language.

As the last stage, the intra-institutional component is presented which concentrates directly on the pre-service teacher in education, extracurricular and cultural activities that seek after the enrichment of the knowledge related to the organization system and the educational procedures. Besides, that allows the teachers to have a sense of belonging in the institution and all the activities proposed by them.

Introduction

Oral production is an important and integral part of the communication process because being part of society requires us to express our perspectives, preferences, thoughts, feelings, beliefs, etc., depending on the context in which we are. Today, learners face many requirements to succeed in any field and must demonstrate a good level of communication skills in order to increase their chances and opportunities to get scholarships, better jobs etc. The purpose of this is to encourage students to use the language in a more meaningful way, of course, within the social- cultural and economic constraints of our context.

The achievement of this research is to improve the students' oral production through interaction which was developed with role-plays as a pedagogical tool to practice students' communicative competences following the standards from Guía No. 22 for MEN (Ministerio de Educación Nacional, 2016)

Justification

After two years of emergency remote education, the students were presenting a low performance in English classes due to the lack of knowledge and practice regarding vocabulary and grammar, reason why, the institution tried to seek different strategies for them to use the foreign language such as writing sentences and doing oral presentations to practice the pronunciation and confidence in the FL. However, through the

preliminary, it was evidenced a students' lack of oral production in learning a foreign language in seventh grade without saying simple English phrases which can be explained as they do have a great variety of words learnt, they refuse to speak, read or write in English having an impact on their communication skills.

As a general summary, the purpose of this project is to foster students' speaking skill through role plays that allow the students from eleventh grades to improve their communication skills as a way to enhance their English oral production. Likewise, those activities will allow learners to grow their oral fluency in an enjoyable space where they can memorize the new words and apply them in the oral performance.

General Objective

To foster oral production through role-plays using the task-based learning approach in seventh grade in EFL classes at Institución Educativa Colegio Agustina Ferro School.

Specific objectives

- To foster learners' oral production through the implementation of role-plays in eleventh courses.
- To extend the English vocabulary knowledge in students from forth and five grades through child's songs at Institución Educativa Agustina Ferro
- To participate actively in the Intra-institutional responsibilities established by the institution and the administrators.

General conclusions

During the practical stage, the practical stage states four important conclusions throughout the implementation of the four components: Pedagogical-research project, community extension project, intra-institutional activities project and reflection of the general practice, each of them having a deeper knowledge to the pre-service teacher.

Regarding the pedagogical project, incorporating role play in the lesson plan facilitated students in communicating better and enhanced their verbal abilities. The process of acquiring new vocabulary and communicating effectively became simpler. Also, it was observed that incorporating different elements was essential for establishing a welcoming classroom that promotes productivity. Thus, they were able to improve their speaking skills in English by using fun teaching methods.

Furthermore, with regard to the community outreach component, the learners from primary school enjoyed attending classes that allowed them to both play and learn simultaneously. Learning English like this did not make them feel bored. Children's acquisition of new vocabulary and correct pronunciation heavily relied on the implementation of strategies such as games, worksheets or songs. They learned a lot of new words and spoke more in English class because of fun teaching methods and the Childs 'song performed in class.

Finally, it is important to highlight that the intra- institutional component allows the pre-service teacher to learn more about the academic role in the institution. The cultural events had a big effect on the learners due to the fact that they were able to express their thoughts and feelings. Moreover, those activities are open to students currently pursuing their education, providing them with an opportunity to cultivate responsibility and discipline in both academic and extracurricular pursuits.

Chapter II: Institutional Observation

With the objective of doing an exploration of the institution regarding the administrative field in order to be fully involved in the educational practicum, a deep observation was made taking into consideration some aspects such as the administrative, pedagogical, technological and population level for having a better comprehension of the real context of the school. The information is provided by the document named Proyecto Educativo Institucional (PEI) and in English Institutional Educational Project in which it is evidenced the community, handbook, syllabus, academic activities chronograms, teaching methodology, guidelines and health emergency regulations by the school during the pandemic time, among others. All these aforementioned aspects will allow us to understand and identify the population to be more involved during the practicum stage.

Knowledge of the setting

It is important to highlight the need to have a large knowledge of the Educational Institution, reason why, it was necessary to attend to the establishment which enables to visualize and obtain the real context of the central campus at Institución Educativa Colegio Agustina Ferro, a public school that is functional in an urban area in the city of Ocaña in Norte de Santander.

Characterization of the setting

Institución Educativa Agustina Ferro is the main campus of the public school, where primary, secondary and technical education are linked to the SENA. There are four different schedules: One from 6:10 am to 12:10 pm for secondary education, 6:10 am to 2:20 pm for the technical education level, and finally, 2 schedules for the primary shift, in the morning is from 6:30am to 11:40, and for the afternoon shift is from

12:30pm to 5:40pm. It is noted that the school has a good infrastructure, adapted to students who have a physical disability, also some signals in braille language for the students who have visual disability. Moreover, each classroom has a video beam and a sound system to reach the learners' needs.

Knowledge of the different types of activities that take place in the educational Community

It was noticed that the classes are being developed in a face-to-face educational modality respecting the biosecurity measures proposed by the government to prevent the COVID-19. It is essential to point out that these courses implement a methodology based on worksheets and workshops with different activities, mostly considering vocabulary learning. The classes are based on tasks, assignments, and evaluations to test their knowledge. It was also experienced that English teachers have implemented a Minidictionary to make the learning more useful for the learners.

Perceptions of the educational community regarding the measure established by the Ministry of Education through Resolution 2157 of 2021 that emphasizes the return to class

It is necessary to mention that, in accordance with the recommendations of the Epidemiological Advisory Committee, all of the service centers of the Colombian Institute of Family Welfare (ICBF) and public and private universities were required to return on-site classes. However, the pandemic resulted in significant changes to the educational system, needing the adoption of new strategies by all institutions, including Institución Educativa Agustina Ferro. As a result, all administrative staff members switched to working from home, using technology to facilitate class delivery. The Ministry of Education stated the return to face-to-face classes. The school was forced to prioritize providing reinforcements in the classes to improve

their learning process due to shortcomings.

Use and distribution of the educative work

It can be pointed out that all the teachers perform their classes in the face-to face modality which allows learners to receive a better-quality education where they obtain more significant knowledge since, they need to pay attention to understand the class. There is no tutoring, the professors are willing to clarify doubts about any activity in the class hour.

Considering the aforementioned, it was possible to perceive the pedagogical resources and technological tools that are available to find and use other strategies to implement other kinds of activities that are helpful to develop a different educational space. This environment is offered to all the teachers from primary and secondary education for them to watch videos, make any presentation or play educational games as a way of reinforcement of the learning process.

Analysis of the Institution

Topographical location of the institution

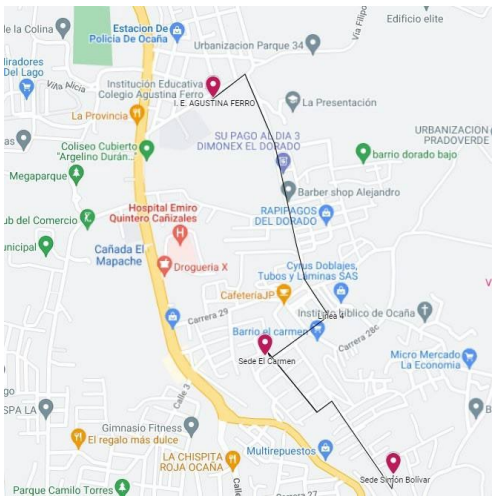




Figure 1, topographical location of the institution

Institución Educativa Colegio Agustina Ferro is an official institution of the Norte de Santander territorial entity, with DANE code: 154498000051 and NIT: 890503261-4, located in the urban area of the city of Ocaña in the department of Norte de Santander, Colombia. It currently offers preschool, elementary school, and formal high school education and technical training in accounting through an agreement with SENA. slaughter. It is also necessary to state that the educational school has two headquarters, one located at the neighborhood El Carmen and the other one located at the neighborhood Simón Bolivar, both with a preschool and elementary education.

Administrative level

PEI of the Institution

El Proyecto Educativo Institucional (PEI) or the Institutional Educational Project of Institución Educativa Colegio Agustina Ferro presents the foundations, the history, subjects, the activities of the year, the rulebook, mission, vision and the documentation related to the

organization of the education system applied in the school for having the good operation, accomplishing the diverse requirements, regulatory decrees and resolutions established by the Ministry of National Education for public schools in Colombia. Also, with the objective of achieving the goals of education in Colombia as expressed in the general and specific objectives set forth in the General Education Law for each educational level and cycle.

Additionally, with the review of the PEI, there were key factors considered when performing the activities inside the classroom to reach the community's overcoming and offer an excellent education.

On the other hand, the institution implements the pedagogical approach based on Agustiniano Pedagogical style in which a great importance is given to humanizing the teaching- learning process; the teacher's role is to help detect and develop the teaching and evaluation processes in accordance with the pedagogical model of meaningful learning; the teacher plans his activities to support his students taking into account the different types of learning and intelligences, and is an evaluator in the process; the student responds, is participative and active, is oriented to reflection and criticism to increase creativity and problem solving, which are the key to the development of knowledge and learning.

Institutional Philosophy

The Institución Educativa Agustina Ferro conceives education as one of the pillars used by society to form new generations; under ethical, intellectual, and labor principles. It is committed to providing high quality educational services at the preschool, elementary and technical high school levels, integrating students to prepare competent individuals who respond with leadership to the needs of the environment, supported by a qualified team and the necessary resources to meet the requirements of the educational community and the continuous improvement of its processes.

This institution has a quality policy that states that it is fundamental to educate in the humanization of society, preserving our values and moral principles, generating collective conscience that proposes ethics and freedom. But also, the followings are its institutional principles:

- Educate for work. It is to guide student apprentices in the acquisition of competencies for the performance of an occupation that allows them to fulfill themselves as persons.
- Educate in living together. It is to share life with others or other people, directing it through respect, to promote democratic ways of thinking and feeling in the educational community.
- To educate in respect and effective treatment. It is understanding, tolerance, sincerity, respect in all moments of life, avoiding friction and roughness.
- Educate in sharing. It is winning the battle against selfishness, learning to work as a team, succeeding in life, thinking of others.
- Educate in dialogue. It consists of speaking clearly and precisely, respecting

the other in the use of the word and the expression of their feelings.

- Educate in responsibility. It is to form a person committed to his or herself and to others in the fulfillment of his or her duties and school commitments.
- Educate in learning to take care of the environment. Fundamental to survival means learning to perceive the planet earth as a living being of which we are a part.

Mission

The Institución Educativa Agustina Ferro, is a public service entity of official character in preschool, elementary and secondary technical education in the accounting area, committed to continuous improvement in the integral formation of young entrepreneurs, competent and transformers of their local, regional, and national environment.

Vision

The Institución Educativa Agustina Ferro will be recognized in 2025 for its excellence and educational quality in the training of technical bachelors in the accounting area, committed to social and environmental issues.

Institutional Objectives

General Objectives

- La Institución Educativa Agustina Ferro conceives education as one of the pillars used by society to mold the new generations in its image, under the ethical, intellectual, and labor principles.

- Physical and Technological Development. Strengthen infrastructure and technology through the management of projects before governmental and non-governmental entities that allow obtaining resources for the adequacy of physical and technological spaces that promote student learning, the development of functions and institutional growth.
- Social projection. To project pedagogical action principles through strategies such as creating alliances with other institutions that allow students to acquire knowledge, abilities, skills and competencies to be linked to society's development.
- Compliance with regulations. Design a curriculum adjusted to the requirements of the Ministry of National Education (MEN), complying with the General Education Law and its regulatory decrees, to meet the needs of the Institutional Educational Project, in accordance with the SENA agreement, seeking continuous improvement of the administrative and educational processes of the different sites.
- Institutional welfare. Design and strengthen programs that generate welfare in the educational community and contribute to improve human development in all its dimensions.
- Administrative and financial action. Design and implement efficient and effective processes in planning, compliance, and administrative and financial evaluation, with high quality standards and continuous improvement in all departments of the institution, creating opportunities for participation and control.

Institutional symbols

white; color associated with light and goodness of the higher soul. It means purity and health. It has the coat of arms of our institution in its center.



Figure 2, Institution's flag

It consists of the following elements: At the top, a book and a lamp always lit to knowledge and science. Below: A ribbon on which are inscribed the words " CONOCIMIENTO, INTEGRIDAD Y VALORES ". A shield symbolizing: "An integral education based on the light of knowledge and values".

Figure 3, Institutional shield

Organization Chart of the Institution

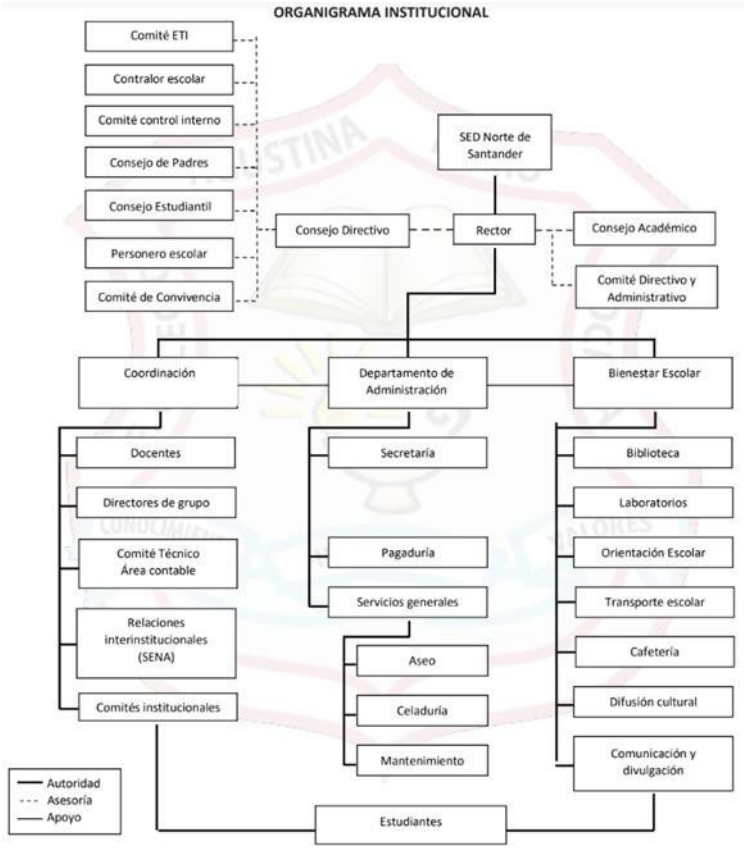


Figure 4, Institutional organization chart

Community Handbook

The handbook applied by the school adopts a rigid structure in order to accomplish with all the criteria in order to evaluate the behavior and accomplishment of the rules of all the community as a purpose to strengthen all the rights and duties of the human beings, belonging to the institution as it is worth highlighting the importance to create a coexistence of all the members of the educational staff, also adopting an inclusive education and educational attention to people with disabilities.

Students' rights at school

It is essential to state that the Institución Educativa Colegio Agustina Ferro gives the security to cover all the rights, including the moral, spiritual, and physical the physical as it is pointed out as follows:

- To receive and know the Educational Institution's Coexistence Manual Educational Institution.
- To receive an integral, ethical, intellectual, affective, physical, cultural, and scientific education, based on values and with a projection to the common good.
- To receive classes on the schedule established by the institution.
- To be respected, listened to, and treated with dignity regardless of their conditions, abilities, age, grade and gender, abilities, age, grade and gender.
- To participate in the various social, cultural, sports and recreational activities scheduled at the institution.
- To express their concerns and problems freely and respectfully through the student council, the student representative, and the group representative.
- To complain justifiably and in writing in a respectful and timely manner, complying with due process: area teacher, group director, coordination, Rectory, Board of Directors, Secretary of Education.
- To be personally attended to at the rectory, coordination office and by area teachers and/or group counselors, as the case may be.

- To receive information each period and/or year about the programs, objectives, methods, achievements, and ways to evaluate each of the areas or subjects.
- To know the curricula.
- To present concerns and suggestions in writing, tending to the improvement of the campus.
- To present evaluations, work and workshops done during excused absences with the proper excuse and/or medical form.
- To carry out support, self-evaluation, leveling and deepening activities, as agreed upon by the and deepening, as agreed in the Academic Council and the SIEE (Sistema Institucional de Evaluación de los Estudiantes).
- To participate in school governance as stipulated in the General Education Law.
- To be evaluated in a constant, permanent and timely manner according to the objectives and purposes planned in each of the areas and subjects, taking into account the Decree (1290 of 2009) and the SIEE. Decree (1290 of 2009) and the SIEE.
- To receive timely academic reports by periods.
- To enjoy a healthy, pleasant environment and an aesthetically presented campus.
- To be respected for their religious beliefs, race, social or economic status, and sexual orientation.
- To receive courteous and respectful treatment from classmates, teachers, the board and other members of the educational community.
- To request and obtain permission in accordance with the rules of the school whenever it

is warranted.

- To receive encouragement and recognition for positive leadership, outstanding participation in the academic, sociocultural, sports, civic, artistic, scientific and research fields.
- To due process, to give free version and to the possibility of making commitments and pedagogical agreements.
- To participate in the processes of institutional improvement and quality.
- To use the different spaces, implements and materials of the institution with due authorization.
- Receive information in advance about the dates of support strategies and evaluations by competences.
- In case of illness or accident, call the parent and/or guardian and provide first aid. provide first aid.
- To be reviewed and graded their work and homework by the teacher of the respective area (as long as they are submitted in a timely manner).
- To enjoy rest, recreation and sports in the spaces and time provided for this purpose.
- To receive information from responsible teachers, with sufficient training and academic and moral suitability.
- To represent the school with dignity, responsibility and good behavior in cultural, sporting and other events.
- To know their reports before being registered in the respective spreadsheet, in order to

make the necessary observations.

- To have changes, achievements, and improvements made during the school year written in the observer book and on the student's resume.
- To know the records that are made on their behavior and school performance, as well as to have access to the observer's book, resume and grades in order to know their academic situation and school coexistence.
- To request review and correction in writing in case of disagreement about an evaluation, work or period grade, in turn, will have the right to appeal, in writing, before the Evaluation and Promotion Committee.
- To request and be assigned a second rater if necessary.
- To request, with due anticipation, certificates, certificates of completion, grades and other documents issued by the institution's secretary's office.
- To participate in the planning, execution and evaluation of the Institutional Educational Project (P.E.I.), in accordance with the mechanisms stipulated for this purpose.
- To receive evaluations and duly evaluated and corrected work in a timely manner, within a maximum of 10 days.
- To request early promotion in accordance with the law and the regulations established in the SIEE.
- The punctuality of the teaching staff in classes and other events scheduled by the Institution. the Institution.
- To collaborate in the development of programs and projects that ensure the good

academic and behavioral level of all school processes.

- To file appeals for reconsideration and appeals when not in agreement with dispositions issued by any body of the institution, empowered to do so.
- To the respect for differences: social position, sexual identity, opinions, politics, race or religion, and to the freedom of conscience, worship, information, opinion, research, with no limitations other than those established by the rules and rights of others.
- To participate in the planning and execution of projects that benefit the integral and social formation such as sexuality and citizenship building, use of free time, environment, democracy and others programmed by the institution.
- To revoke the mandate of the student community representative, to the student council representative, to the academic council representative and the school comptroller in case the elected persons do not have a worthy representation, according to the profiles contemplated in the PEI and the School Democracy project, and the commitments made to the student electorate.
- To receive protection and prevention of drug use, sexual abuse, all forms of violence and to receive help to overcome crises, difficulties or conflicts, by their parents and/or the School Counseling service provided by the Institution at that time.
- To receive a gradual, age-appropriate sex education that favors the formation of responsible behavior before oneself and others, and a permanent, timely and scheduled group orientation.
- To have access and timely attention in the laboratory and systems rooms of the

institution, at the established schedules.

- To receive good treatment and example from parents, students, teachers, employees, directors and other members of the educational community.
- To promote dialogue as a fundamental tool in the solution of any conflict.
- To receive and express religious education according to their beliefs, with equal opportunities and freedom of worship.
- To request a coexistence, academic and behavioral report to be attended in a timely manner by the required entity or professional.
- To respect their fundamental rights enshrined in the Colombian constitution.
- To attend the School Guidance, psychology and pedagogical support programs offered by the educational institution or by the Municipal Secretary of Education; if they are in conditions of disability, at risk for sexual abuse, child abuse, alcoholism or drug addiction.
- To make appropriate use of new technologies such as MP3, MP4, cell phones, among others, under their responsibility outside the classroom.
- To receive support when they have a special educational need or highlighted when they have exceptional talent.
- To enjoy the services of the school store, restrooms and school meals at the designated times.
- To grant permission in case you need to be absent from the institution for any justified reason. To do so, you must fill out the excuse form.

- To provide the SSEO (Servicio Social Estudiantil Obligatorio) within the institution.
- All students are equal before the law and have, without distinction, the right to equal protection of the law. All are entitled to equal protection against any discrimination that violates the Declaration of Human Rights and against any provocation to such discrimination.

Students' duties at school

The learners need also to follow a duty map in order to know how the process is performed.

- To know, respect, abide by and comply with the values, principles, philosophy, patriotic symbols and the rules of democratic and participatory coexistence, contained in the Agustina Ferro School Coexistence Manual.
- To respect the rights of other members of the educational community.
- To attend daily and punctually to school and participate in the same way in classes and community events.
- To adjust their behavior inside and outside the Institution, according to the rules of respect, healthy coexistence, tolerance and social courtesy; in school and after school hours, pedagogical outings, other trips and in transportation vehicles.
- To respect in word and deed the members of the educational community, without offensive expressions, nicknames, defamatory nicknames and foul language, mockery that threatens their honor and good name, inducing classmates to perform improper acts of any kind.

- To comply in a timely manner with academic obligations such as homework, reference work, workshops, evaluations, reinforcement and remedial or leveling processes.
- Do not receive lunch boxes or implements left or forgotten after the start of the school day.
- To present the day after missing class the written excuse, signed by the parent or guardian to the coordination of the day or in the institutional format. This excuse will be presented to the respective teacher within a maximum period of 3 working days from the moment the student returns to class and must be signed by the coordination office, students are reminded that they must arrive with their activities up to date, except in cases of hospitalization or justified domestic calamity.
- To remain within the school premises during the school day.
- The student may only be absent with written permission by filling out the institutional form, signed by the parents and the coordination. Submit in a timely manner and duly filled out the form for authorization of institutional pedagogical outings.
- To respect their own and others' property, being responsible for them, refraining from taking or appropriating things that do not belong to them.
- To deliver in coordination or to the teaching staff, objects and money found on campus.
- To deliver and communicate in a timely manner the summons to parents, mothers and/or guardians when required by the institution and requested in the institutional format.
- To remain only during recess and play activities in the playground and surrounding areas.
- To do not move through restricted areas such as: the teachers' lounge, classrooms,

corridors and access roads on the second floor during break time,

- To sign the monitoring form, the student's observer and the pedagogical commitment to overcome academic and/or coexistence difficulties.
- In case of withdrawing from the institution for any reason or circumstance, he/she must make academic commitments that were previously assigned for that day.
- To comply with the pedagogical and/or behavioral agreements or school coexistence.
- To immediately acknowledge any annotation made in the observer, leaving in writing his or her signature and disclaimer.
- To respect the work of classmates, avoiding untimely comments, shouting, whistling, loud laughter, games in the classroom with study materials, chairs or with peers, as well as bringing items that cause noise such as whistles, horns and others of the same nature.
- To make proper use of waste containers, prepare them according to the guidelines of the environmental project and current regulations.
- To enjoy breaks and avoid participating in rough games (kicking, hand games, tripping, tripping, bumping), whistling and shouting.
- To use the restroom during break times, using it according to the rules of personal and collective respect, privacy and hygiene (do not scratch or dirty the walls).
- In case of needing the restroom during class hours, to request permission from the teacher with whom he/she is at that moment.
- To follow due process in the search for solutions to difficulties of any kind.
- To wear the uniform correctly in accordance with the General Norms for the use of the

uniform.

- To attend and participate in an orderly and disciplined manner in the different activities scheduled by the institution.
- To not use accessories, dyes, makeup or polish that affect the unique and institutional character of the uniform.
- DISCLAIMER: The use of coats will only be allowed in special cases or when the weather warrants it, in white with the Institutional Logo.
- To respect, listen and abide by the observations made by teaching and management staff.
- In case of coming to school on the opposite day, the student must do so with the uniform and the proper authorization or accompaniment of a teacher or manager.
- To avoid negative comments or the use of elements that may threaten the physical integrity and good name of other members of the educational community.
- To act with integrity, honesty and order in all acts, especially academic and disciplinary ones.
- To make the best use of time and adopt habits that contribute to intellectual enrichment inside and outside the institution.
- To use an appropriate vocabulary, without rude gestures and verbal expressions.
- To refrain from promoting and/or making sales of any kind.
- To be responsible in the expression of their own sexuality.
- To practice the rules of civility, cleanliness and personal hygiene for social coexistence and group life.

- To take care of the order and cleanliness of the classroom in the school.
- To treat all members of the educational community, directors, teachers, secretaries, custodians, custodians, various trades personnel, parents, visitors, among others, with respect.
- To make timely use of the resources and facilities of the campus and respond to any damage caused to them.
- To not smoke, ingesting, carrying, or distributing alcoholic beverages or hallucinogenic substances that cause physical or psychological dependence in the individual, inside the educational institution or outside of it wearing the uniform.
- To refrain from consuming or chewing gum.
- To not to bring or wear clothing or accessories alluding to football teams, except for participation in interclass games.
- Do not carry distracting devices such as music and/or video players, cell phones, tablets, laptops, speakers, headphones, among others.
- To fulfill their institutional commitments acquired by freely signing the registration and coexistence manual.
- To contribute to the good presentation and decoration of the school.
- The group representative must be a leader and set a good example for his/her peers.

- In addition, he/she must support the functions established by the school government. Otherwise, he/she may be removed from his/her position at the end of an academic period



or immediately incurred in a type 2 and/or 3 situations.

- To take complaints and claims in writing to the appropriate department.
- To stand in line and respect your turn in the school store during breaks, providing respectful treatment to the people in charge.
- To perform social service in compliance with the regulations established in this project.
- To respect the physical integrity of any member of the educational community and for no reason to reach the point of physical aggression.

Colegio Agustina Ferro protocols

The behavioral or coexistence situations are done by action or omission in the abuse of rights, failure to comply with the duties and obligations of their status as students and other Coexistence Manual rules. According to Article 40 of Decree 1965, situations that affect school coexistence and the exercise of human, sexual and reproductive rights are classified into three types: Type I, Type II and Type III situations.

Protocols for the attention of type I situations

Correspond to this type of conflicts handled inappropriately and those sporadic situations that negatively affect the school climate, and that in no case generate damage to the body or health.

- Immediately bring together the parties involved in the conflict and mediate in a pedagogical manner so that they can present their points of view and seek reparation of the damages caused, the reestablishment of rights and reconciliation within a climate of

constructive relations in the educational establishment.

- Establish the form of solution in an impartial, equitable and fair manner, aimed at seeking the reparation of damages caused, the reestablishment of rights and reconciliation within a climate of constructive relations in the group involved or in the educational establishment. A record shall be made of this action (student observer).
- Follow up on the case and the commitments to verify whether the solution was effective or whether it is necessary to resort to the protocols set forth in Articles 43 and 44 of Decree 1965.
- Type I situations can be dealt with by the coordinators who must immediately bring together the parties involved in the conflict and mediate in a pedagogical manner so that they can present their points of view and seek to repair the damage caused, the reestablishment of rights and reconciliation within a climate of constructive relations in the educational establishment.

Protocols for the attention of type II situations

Protocols for the attention of type II situations (When they affect Coexistence) Correspond to this type of the situations of school aggression, school harassment (bullying) and cyberbullying (Cyberbullying), which do not have the characteristics of the commission of a crime and that comply with any of the following characteristics:

a. That they occur repeatedly or systematically.

b. That they cause damage to the body or health without generating any disability for any of the parties involved.

- When there is damage to the body or physical and mental health, the student will be referred to the Emiro Quintero Cañizares Hospital or to the nearest Medical Unit with the student's insurance or personal identification. In case it is a vital emergency or that for some reason the parent or guardian cannot get there, a teacher of the educational institution will be responsible for transferring the affected student(s) to the appropriate instance. The record of the care must be attached to the minutes.
- When measures to restore rights are required, the Rector or his delegate as president of the CEC refers the situation to the administrative authorities, within the framework of Law 1098 of 2006, an action that will be recorded.
- Adopt measures to protect those involved in the situation from actions against them, which will be recorded.
- Immediately inform the fathers, mothers or guardians of all students involved, an action that will be recorded.
- Generate spaces in which the parties involved, and the parents or guardians of the students can expose and clarify what happened, preserving, in any case, the right to privacy, confidentiality and other rights.
- Determine the restorative actions that seek to repair the damages caused, the reestablishment of rights and reconciliation within a climate of constructive relations in the educational establishment; as well as the consequences applicable to those who have promoted, contributed or participated in the reported situation.
- The chairperson of the school coexistence committee will inform the other members of this committee about the situation and the measures taken. The committee will analyze and

follow up, to verify if the solution was

effective or if it is necessary to resort to the protocol established in article 43 of the Regulatory Decree 1965 of the Coexistence Law.

- The school coexistence committee shall record in the minutes all that has occurred, and the decisions adopted, which shall be signed by all the members and participants.
- The president of the school coexistence committee will report the information of the case in the Unified Information System of School Coexistence.

Protocols for the attention of type III situations

Situations of school aggression that constitute alleged crimes against freedom, integrity, and sexual education, referred to in Title IV of Book 11 of Law 599 of 2000, or when they constitute any other crime established in the Colombian criminal law in force, correspond to this type. The protocols considered to address type III situations (When they affect Coexistence) are:

- In cases of damage to the body or health, the Educational Institution will guarantee immediate physical and mental health care for those involved, through referral to the competent entities, which will be recorded.
- The president of the School Coexistence Committee will immediately inform the fathers, mothers or guardians of the students and the persons of the educational community involved, which action will be recorded.
- The president of the School Coexistence Committee, Rector of the Agustina Ferro School, will immediately and by the most expeditious means, bring the situation to the attention of the Childhood and Adolescence Police, an action that will be recorded. The



members of the School Coexistence Committee will be summoned according to the terms established in the coexistence manual.

- Although a situation has been brought to the attention of the competent authorities, the school coexistence committee shall immediately adopt the measures of the educational establishment, within the scope of its competencies, to protect the victim, the person to whom the aggression is attributed and the persons who have reported or are part of the situation presented, which action shall be recorded.
- Nevertheless, the provisions of the previous numeral, the members of the school coexistence committee will be summoned according to the terms established in the coexistence manual. A record shall be made of the summons.
- The chairperson of the school coexistence committee shall summon and inform the participants of the committee of the facts that gave rise to the summons, keeping confidential any information that may violate the right to privacy and confidentiality of the parties involved, as well as the report made to the competent authority. A record shall be made of the summons.
- The president of the school coexistence committee will report the information of the case in the Unified Information System of School Coexistence.
- The referred cases will be followed up by the school coexistence committee, the authority that assumes the knowledge and the municipal, district or departmental committee of school coexistence that exercises jurisdiction over the educational establishment in which the event occurred.

National Education Ministry (N.E.M) Guidelines and Regulations regarding the Health Emergency based on the Resolution 777 of June 2, 2021

The institution is committed to give the right measures of biosecurity due the pandemic in order to carry out a quality education as well as accomplishing the guidelines and resolutions given by the Ministry of National Education which arose in the confinement of COVID-19 to prevent the spread of the virus. Thus, they gave some healthy recommendations to save all the community around them such as physical distancing, hand washing, appropriate ventilation, self-care and co-responsibility at school and home environment.

School shift

The school offers two different schedules: One in the morning from 6:10 am to 12:10 pm and the another from 12:30 pm to 5:40 p.m. Both provide high school grades and primary education in order to accept as many learners as possible to expand free education to every person. It is essential to remark that the teachers correctly adopt the biosecurity measures suggested by the Ministry of Health, having a healthy, controlled, and safe place to teach the classes with the purpose of guiding the learners through the topics during the whole educational year.

Schedule of the institutional program

At Institución Educativa Agustina Ferro established several activities planned in the school calendar 2023. The following image represents the events performed from March to July.

MARZO	Actividades	Sede	Responsables
8	Dirección de grupo – Izada de Bandera (Valor Respeto y Dignidad de la Mujer). Día Internacional de Mujer.	Todas	Encargados Docentes ética y valores y directores de grupo.
22	Dirección de grupo (Taller Hábitos y Estilos de Vida Saludable). Día del hombre.	Todas	Encargados del Proyecto HEVS Coordinadores y directores de grupo
23	Realización de Carteleras. Día mundial del agua – Proyecto Medio Ambiente	Todas	Proyecto medio ambiente y directores de grupo
23	Reunión del Consejo Académico	Todas	Rector
24	Reunión del Consejo Directivo	Todas	Rector
27 al 31	Evaluaciones finales del primer periodo - Autoevaluación y coevaluación del Comportamiento	Todas	Docentes

SEGUNDO PERIODO: 10 ABRIL – 16 JUNIO

ABRIL	Actividad	Todas	Nombre del Responsable
3 al 9	Tercera semana de desarrollo institucional	Todas	Directivos y Docentes
3, 4 y 5	Registro de competencias y desempeños	Todas	Docentes
3, 4 y 5	Reunión de Comisiones de Evaluación y Promoción y Comités de Convivencia por sede.	Todas	Coordinadores y Docentes
5	Reunión de Comité central de convivencia	Todas	Directivos e integrantes del comité
10	Iniciación Segundo Periodo	Todas	Directivos y Docentes
12	Dirección de grupo (Valor: Compromiso y revisión del rendimiento académico)	Todas	Orientadora escolar y Directores de Grupo
19	Reunión de padres de Familia - Entrega de informe académico Primer Periodo	Simón Bolívar	Directivos y Docentes
20	Reunión de padres de Familia - Entrega de informe académico Primer Periodo	El Carmen	Directivos y Docentes
20	Reunión de padres de Familia - Entrega de informe académico Primer Periodo	Agustina Primaria	Directivos y Docentes
21	Reunión de padres de Familia - Entrega de informe académico Primer Periodo	Agustina Secundaria y Media Técnica	Directivos y Docentes
26	Día del Idioma (Programación Cultural) – Proyecto a leer leyendo	Primaria	Docentes de Humanidades
26	Día del Idioma (Programación Cultural) - Proyecto a leer leyendo	Agustina 6° A 11°	Docentes de Humanidades
28	Día de la secretaria	Principal	Comité Directivo
27	Reunión del Consejo Académico	Todas	Rector
28	Reunión del Consejo Directivo	Todas	Rector
MAYO	**Actividad**	**Sede**	**Nombre del Responsable**
03	Dirección de grupo (Tolerancia)	Todas	Orientadora Escolar y Directores de Grupo
12	Celebración (Día de la Virgen de Fátima, Madre y Educador) – Proyecto cátedra de la paz.	Todas	Docentes Área de Religión
17	Dirección de grupo (Valor Gratitud – Reconocimiento al maestro)	Todas	Orientadora Escolar y Directores de Grupo
25	Reunión del Consejo Académico	Todas	Rector
26	Reunión del Consejo Directivo	Todas	Rector
JUNIO	**Actividad**	**Sede**	**Nombre del Responsable**
05	Izada de Bandera, Celebración jornada ambiental y reinado de del reciclaje.	Todas	Docentes Área de Ciencias Naturales
16	Autoevaluación y Coevaluación de estudiantes	Todas	Directores de grupo y estudiantes
13 al 16	Evaluaciones generales de periodo y Registro de competencias y desempeños de segundo periodo	Todas	Docentes
19 junio al 02 Julio	Receso estudiantil.	Todas	Secretaria Departamental de Educación
19 de junio al 02 Julio	Vacaciones de Directivos y Docentes	Todas	Secretaria Departamental de Educación

Figure 5, Institutional schedule

Pedagogical level

Planning of the English area

The format of the English foreign language planning at Institución Educativa Colegio Agustina Ferro is based on the English Language Curriculum in which it is focused on the Basic Learning Rights as it includes the basic standards in FL, having a distribution as follows:



PLAN DE ASIGNATURA									
ÁREA	Inglés		ASIGNATURA	Inglés				GRADO	Séptimo
DOCENTE	Claudia Lorena Rincón Rincón			PERÍODO	I	IHS	4 hours	AÑO	2022
Estándares	DBA	Competencia/Componente		Aprendizaje		Evidencia de aprendizaje		Ejes temáticos	

Figure 6, English planning format

Methodology of work of the English staff

The English staff at the Institución Educativa Colegio Agustina Ferro normally meets at the beginning of the school year during the institutional weeks to work mainly on the creation of the English Pedagogical Plan where they discuss about the strategies, content, resources considering the English basic learning standards and the English curriculum as well as the evaluation criteria as it seeks to evaluate the development of the language knowledge through the learning procedure.

Knowledge of the available pedagogical resources

Regarding the pedagogical resources available at the school for English teachers, the school does not offer a variety of tools to develop the classes, they actually do not use a book for reference to help the learners. On the contrary, it is necessary to mention that the classroom is supplied with technological resources; for example: a projector that can be used to show presentations, online activities, or videos to reinforce the knowledge, obtaining better outcomes, and some speakers. These technological materials can be used at any time in the class due to each learning area having its own classroom adaptable to any students and teacher's needs.

Ministry of education's guidance text

The assessment of the products presented by the students in oral communication should consider the ability to produce fluid, coherent and understandable messages for the interlocutor rather than the insistence on phonetic patterns that they require, for further training, a longer time of contact with the other language.

Syllabus

Regarding the English syllabus, the teachers select the topics autonomously to reach all the learners' needs. Besides, the professors discuss what their weaknesses and strengths are, which is to improve their learning process and accomplish the proposed outcomes given by the government.

Methodology

The methodology implemented by Institución Educativa Colegio Agustina Ferro is based

currently on face-to-face modality where all the contents and areas are taught through on-site class. The pedagogical guidelines are designed to be developed inside the class with some activities that learners can make on their own to enhance the topics. At the beginning of the class, the teacher starts the lesson by saying the commands and greetings, which have to be done in every English class. Then, there is a review and learning of new vocabulary every week, through the Minidictionary which is a notebook for the students to keep practicing vocabulary. It is important to mention the constant communication and feedback on the professor's activities and the assessing in several ways, written, oral, group workshop, individual, dialogues. By the end of the class, the professors answer and clarify all the doubts regarding the subjects, most of the activities are worked on in class, there is a minimum of tasks to do at home, only there is a revision to verify if the learners acquired the knowledge and understood the topic in order to examine if the educator could continue to the next subject or if he/she needs to do a reinforcement for having high-quality learning.

Learning support methodologies

It was observed that there is no tutoring out of the English class schedule, due to the teacher solving any doubt or need in the class, giving feedback in each activity and always asking if there was a good learning of topics. However, there is just a communication through a WhatsApp group for an eighth-grade student in charge of the teacher, in which students can ask and resolve doubts about activities and others, respecting the teacher’s work schedule.

Design of workshops and material

For the design of materials and workshops, the English teachers create the materials by

themselves, given to the fact, they would rather work on the grammar, oral, writing, listening, and reading components to help the learners applying some didactic activities to put into practice the communicational skills such as presentations, songs or the creation of a Mini Dictionary. The professors follow the subjects depending on the English Area Plan to have an appropriate sequence of the topics and the level of difficulty in which all the workshops have activities to test the knowledge provided by the educators.

MEN's guidelines (standards)

La Institución Educativa Agustina Ferro considers the criteria and requirements established in the basic standards of competence, which gives a knowledge of the skill the learners must work on as well as the abilities they need to perform in the English contexts at the diverse levels.



Escritura	Monólogos	Conversación
• Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. 1,2 • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. 1,2 • Completo información personal básica en formatos y documentos sencillos. 1,2 • Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. 1,2 • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. 1,2 • Utilizo vocabulario adecuado para darle coherencia a mis escritos. 1,2	• Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. 1,2 • Doy instrucciones orales sencillas en situaciones escolares, familiares y de mi entorno cercano. 2 • Establezco comparaciones entre personajes, lugares y objetos. 1,2 • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. 1,2 • Narro o describo de forma sencilla hechos y actividades que me son familiares. 1,2 • Hago exposiciones muy breves, de contenido predecible y aprendido. 2 • Describo con oraciones simples mi rutina diaria y la de otras personas. 1,2	• Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. 1, 2, 3 • Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y mi entorno cercano. 1, 2, 3 • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. 2, 3 • Utilizo códigos no verbales como gestos y entonación, entre otros. 3 • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. 1, 3 • Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo. 1, 2 • Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido. 1, 2, 3

Figure 7, MEN's guideline A2 level

Courses

The supervising teacher guides five grades at the school: seventh and one eighth grade. Seventh have 5 groups named by numbers, this means "7°1, 7°2, 7°3, 7°4, 7°5", and

The group from Eighth grade has equal "8°1", each group attends fourth English hours per week and has an approximate of 40 students, belonging to the morning shift.

Schedule

Table 1, Supervisor's schedule

Teacher: CLAUDIA LORENA RINCÓN RINCÓN						
	1	**2**	**3**	**4**	**5**	**6**
MONDAY	**8°1 6:10 - 8:00**		**7°2 8:20 – 10:10**		**7°1 10:20 – 12:10**	
TUESDAY	**7°5 6:10 - 8:00**		**7°3 8:20 – 10:10**		**7°4 10:20 – 12:10**	
WEDNESDAY	**7°2 6:10 – 8:00**				**7°1 10:20 – 12:10**	
THURSDAY	**7°5 6:10 - 8:00**				**8°1 10:20 – 12:10**	
FRIDAY	**7°3 6:10 - 8:00**		**7°4 8:20 – 10:10**			

Table 2, Trainee teacher's schedule on secondary school

Pre-service teacher: CATALINA ARENIZ ROJAS						
	1	2	3	4	5	6
MONDAY						
TUESDAY	7°5 6:10 - 8:00		7°3 8:20 – 10:10		7°4 10:20 – 12:10	
WEDNESDAY						
THURSDAY	7°5 6:10 - 8:00					
FRIDAY	7°3 6:10 - 8:00		7°4 8:20 – 10:10			

Table 3, Trainee teacher's schedule on primary school

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FOURTH GRADE					4°1 10:55 – 11:50
FIFTH GRADE				5°3 9:05 – 10:00 5°2 10:55 – 11:50	5°2 10:00 – 10:55

Technological level

Connectivity

It was evidenced that the school has one computer room with connection to the internet to offer the courses based on information and systems. The institution does not have a complete

technological staff for the freedom of use of the students for the other subjects.

Access and use of platforms

The usage of the platforms is limited at school since not all the students can access to the virtual world, implementing some apps; for instance, Google Classroom, Microsoft teams, Edmodo, Zoom, among others due to different personal situations; therefore, to make the learning process equal, the teachers prefer to use the same classroom space where they are willing to answer any question.

Development and interaction duration

The duration of the English classes at the Institución Educativa Agustina Ferro is two hours per day. It is important to point out that every course has four hours per week where the educator has time to explain and perform activities with the main objective of verifying the learning process and giving feedback for them to comprehend their mistakes and learn from them.

Description of the used digital resources

The digital resource used for having constant communication with the students at the institution is face-to-face, only at the institutional place. On the other hand, the teachers make the classes under the traditional methods, in other words, the normal physical space found in a classroom and the materials such as the board and books offered by the school. However, the classroom is equipped with a projector, sound system that can be used to carry out the English classes.

Population level and target population information

Number of students

The number of students enrolled in seventh and eighth grades are based on the following groups (7°1, 7°2, 7°3, 7°4, 7°5, 8°1). Therefore, it can be inferred that there are approximately 240 students in total distributed in each of the groups presented above.

Gender

The different student groups at the Institución Educativa Agustina Ferro include a mixed student community.

Age

The learners' ages range from 12 to 15 years. Nevertheless, it is worth mentioning that there could be older students in the latest grades.

Language level

Taking into consideration the standards the students from seventh grade is supposed to has

A.2.2 level; nevertheless, due to the COVID-19 and all the educational difficulties found, most of the students have A1 proficiency level in which the teachers need to work constantly with them to help them to obtain a higher English level.

English teaching staff

The English teaching staff at Institución Educativa Agustina Ferro is made up of three English educators who oversee teaching the secondary classes. The professors graduated with a Bachelor of Arts in Foreign Language. On the other hand, the students from primary education have two English teachers for all the grades that are in the primary school, one for morning schedule and the other one for the afternoon.

Administrative staff

The administration is organized by the head of the educational institution, the principal Oscar Pallares León, who is on the main power of the administrative element and is in charge of authorizing the organization both logistically and academically. The principal named Carlos Arturo Claro Rizo oversees the coordination from eighth to eleventh grades, and the other one named Carlos Sanchez, both, must be committed to the fulfillment of the administrative aspects, cooperating with the learning procedures, and helping the educational community.

Parent's community

The institution also offers the opportunity to integrate the parents in the administrative issues where they can participate actively and help with the educational processes; therefore, they have positions in the board of directors and parents' council in which the purpose is to allow all the community takes part to build a society full of social rights and equity.

Chapter III: Pedagogical and Research Component

The implementation of role plays using a task-based learning approach to foster Learners' Oral Production in Seventh Course at a Public School in Ocaña.

Introduction

When learning a second language, learners must transition from theory to practice at some point. As a result, if English teachers want their high school students to improve their speaking skills, they must provide opportunities for them to speak in English. Speaking is one of the most difficult aspects of learning a second language because it requires the development of complex aspects such as pronunciation, fluency, and accuracy, all of which must be addressed through direct practice.

Children formed close bonds during the preparation because they trusted one another. In this way, role-playing strengthens relationships and encourages communication, allowing for oral interaction because they understood each other when talking about topics that were easy and familiar to them, and they communicated their experiences without insecurity or fear while enjoying the activities.

Moreover, task-based learning can enhance their educational process since the vocabulary is guided through reading tasks in which the focus is to learn the vocabulary and obtain better comprehension. Celik (2017) pointed out that "task-based learning provides learners a chance to use the target language to improve language proficiency under teacher guidance. In task-based learning the learner places himself/herself in a real situation where oral communication is needed to perform a task." (p. 105). Therefore, the tasks foster their oral



production with the help of improving their oral skill with the objective to endeavor to express themselves and comprehend a message.

Statement of the problem

The Institución Educativa Colegio Agustina Ferro gave the researcher the opportunity to work with students from seventh grade. It was possible to observe role-playing technique has not been widely used by secondary school teachers as a strategy in the classroom since they do not know the concrete guidelines that allow its application concretely and effectively.

On the other hand, it is possible to mention that learners are needed to create and make sentences in order to test their knowledge orally; however, the students fall into the error to make the same prototype of sentences as they do not have the ability to think about other situations due to the deficiencies of the lexical competence since that is key of a FL.

Apprehension and lack of self-confidence are some of the causes which hinder the learners from speaking in the target language (Fung & Min, 2016; as is cited by Abdul et al., 2018). In addition, students participate actively in the English classes exercises and activities, but at the moment to express themselves, they do not have a good fluency and pronunciation of words, having problems giving clear ideas. Hence, throughout the learning process, students are encouraged to attempt as many skills as possible, which includes reading, writing, speaking, and listening. Therefore, they do not know a lot of words and that impacts negatively on their grades and their educational results, and the students suffer from that education problem because they do not know the different strategies to practice conversations or simple interactions.

Learners, according to the CEFRL and Basic standards, must acquire an A.2 level. Thus,

it is relevant to this project to consider the features of spoken interactions framed in the A2 level due the seventh grade of, according to CEFRL (Common European Framework of Reference for Languages), the next chart shows features related to the oral production that each student must develop in the level A2:

Table 4, CEFRL for A2 level- oral production

A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord

However, in this institution, seventh grade students have a A.1 English level in which they just interact in an effortless way, but communication is dependent on repetition at a slower rate of speech, rephrasing and repair, also, by asking and answering simple questions with simple statements in an immediate need or familiar topics.

One of the most essential aspects of this project is encouraging students to interact with one another and share their ideas. Each interaction enhanced learners in improving their oral

production. Thus, encouraging interaction and productive activities plays an essential part in acquiring an understanding of a specific topic.

Justification

Savan et al. (2022) argued that English plays an essential role in communication, and it is without a doubt the most important communication tool on the planet. Individually, everyone should work hard to improve their communication skills, which are the most important prerequisites for dream jobs. Communication skills can be achieved directly through education by regularly practicing and assessing them.

It is more beneficial to engage in role-playing activities to learn and experience language skills development. In addition, role-playing as a tool improves interaction by encouraging people to listen, speak, share, and respect one another. Every student in the class can practice and master interactive skills like adhering to rules, perseverance, tolerance, solidarity, and collaboration through role-playing, as well as science process skills like perception, communication, application, appreciation, foreseeing, deducing, etc.

With proper motivation and constant encouragement, the learners try to perform the given task well and try to speak grammatical sentences. The English classrooms will be the best platforms for the ELLs to improve their speaking skills through role-plays as the learners play the roles related to their daily life situations that take place in contemporary society (srinivas rao, 2019). Learners need to be comfortable and have encouragement to do oral performance to enhance communicative skill in the English learning process.

Objectives

General Objective

• To foster oral production through role-plays in seventh grade in EFL classes at Institución Educativa Colegio Agustina Ferro School during first semester 2023.

Specific Objectives

- To implement role-plays as a tool for increasing interaction in the classroom.
- To analyze the interaction's elements initiation, response, and evaluation in student's oral activities during role-plays.
- To know the students' perspective on the use of role play in class.

Grand-Tour question

- How does the use of role plays enhance the oral skill in the 7th grade students?

Specific questions

- How can role play enhance the students 'oral production?
- How can Task-Based Learning contribute to the learning of oral production?
- What are the students' perspectives about the use of role play to enhance oral production?

Theoretical Framework

For communicating ideas, thought, or feeling, it is necessary to give the communicative

activities into an English classroom with the objective to complement their learning. Kumaran (2017) states in her research that learners are more productive when they participate in a dynamic educational environment that encourages them to practice vivid activities with their peers.

Oral production

Oral production is the way a person can express what he thinks, what he feels, and it is given through a series of strategies with certain guidelines to follow so that communication is effective (Ferro Quintanilla, Del Pozo Gamarra, & Saboya Ríos, 2017). It is important to be able to convey a clear message to the recipient and even more so if it is in a foreign language.

Therefore, it is essential to use all the resources that help to have an adequate and relevant oral expression. Oral production is a competition and therefore requires certain communication strategies to be carried out (Rico Yate, Ramirez Montoya, & Montiel Bautista , 2016).

According to Hernández & Arturo (2019, p.24):

"...the communicative competence demands to handle the language in the right way and at the same time to contextualize it in a specific community. Consequently, the oral production is as relevant as reading and writing skills because there must be grammatical competence, but linguistic competence must be demonstrated when learning a language and communicating with others. Furthermore, the CEFR shows the acts of communication with one or more speakers as the backbone of the language. Consequently, speakers ought to carry out communicative tasks to improve this process, putting in practice strategies to create a



successful communication."

Communicative Language Teaching

In class sessions in a foreign language, the approach is communicative, as the aim is to get learners to communicate and/or express their ideas in the target language. The Communicative Language Teaching approach allowed teachers and students to express the knowledge they had and gained during the learning process; Berns (1990) affirmed that this communicative approach sees language to communicate and connect with others by expressing our feelings and thoughts.

Teachers who use the communicative language teaching approach in English as a Second Language (ESL) classrooms encourage students to use English. To promote meaningful language use, ESL teachers can utilize activities that encourage students to speak in the performance of meaningful tasks. Interaction is both the method and the goal of ESL education. (The University of Louisiana Monroe, 2021)

Role play

It is important to improve the teaching and learning environment, gives students the opportunity to practice communicating in different social contexts and roles, arouses the interest of the students and makes language acquisition more motivating. Hence, Piedrahita (2017) stated:

"Role-playing provides the students the opportunity to rehearse the typical activities they face daily; to practice in a wide range of opportunities to be immersed with the language function in oral and written context and the opportunity for students to feel comfortable and confident."

(p.17)

Therefore, Role play activities are one of the most helpful communicative strategies to help English language learners accomplish their objective to develop proper oral skills.

Task based learning

Celik (2017) stated that task-based learning is meaningful as the learner uses the language to learn, and English teaching through tasks is considered as a useful tool to be implemented in the classroom since students learn the FL when they use tasks to reinforce the knowledge. In other words, task-based learning is a vehicle to learn languages effectively as it helps to enhance the learning procedures. In this sense, the tasks enhance the educational process since the students are eased when they are in an agreeable environment full of successful learning in which they feel they are learning the language.

On the other hand, according to Peña & Onatra (2009), the figure represents the basic steps of TBL and highlights the learners' role in the process. In the first phase, the pre-task, they get acquainted with rich input about elements they will need later. Then in the phase called task cycle, learners start their first trials by observing the way the elements previously presented work in contextualized tasks. In the final task they will have the teacher's support, but it will be their own decisions and efforts that will make it possible to move forward.

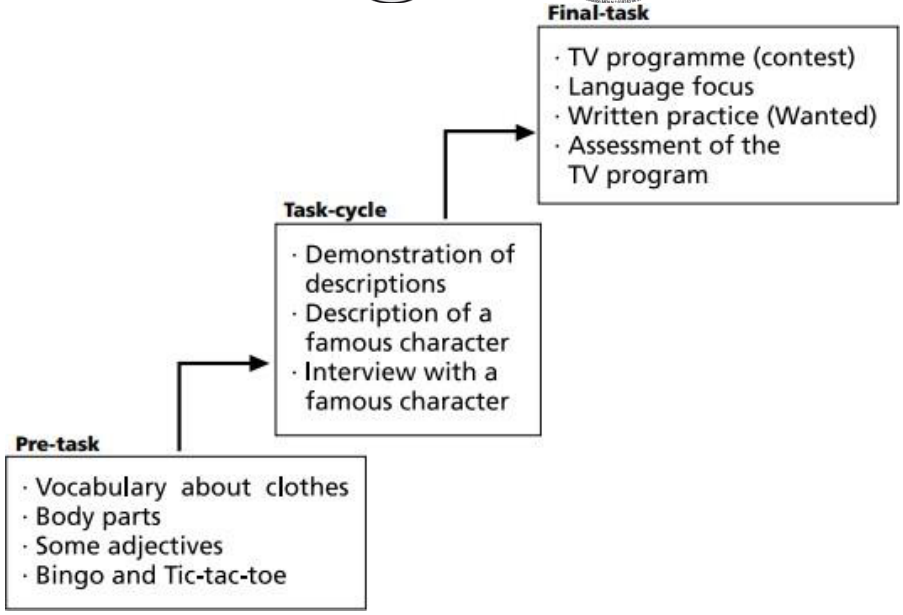


Figure 8, Pedagogical design based on TBL principles (p.14)

This teaching model can make students learn and practice English in the procedure of fulfilling tasks, which can not only cause learners to experience the feeling of successes, arouse their study interests, create a relax, natural and authentic language environment, enhance their language knowledge and abilities of language use, but also train learners' abilities of thinking in English and cultivate their such good virtues as activeness, cooperation, instructiveness. (Renxiong, 2014, p. 514).

Literature Review

In this section, significant studies related to the research project were explored to support the stated objectives. Therefore, the approaches that can support the research were divided into five categories: 1) Role Play as A Tool for Developing the Language Skills, 2) The Influence of

Implementing Role-play as an Educational Technique in oral production, 3) The Role Of Task-Based Learning in Teaching English, 4) Improving students' vocabulary by using role plays and 5) Promoting Oral Production through the Task-Based Learning in EFL students.

Role Play as A Tool for Developing the Language Skills

For this study, Villacís & Fajard (2022) stated in their study that the main objective was present role-playing techniques to promote oral expression in eighth, ninth and tenth grade students in a public school in Cañar-Ecuador. This research shows the advantages of using role-playing techniques to improve oral expression skills and the student's perceptions about its use. Both quantitative and qualitative instruments were applied. The researcher employed pre- and post-tests, surveys, classroom observations, and a teacher diary to collect data. The pre- and post-tests were scored using a speech assessment rubric, which assessed students' grammar, vocabulary, fluency, pronunciation, and comprehension. The authors obtained as a conclusion that these active experiences not only improved their learning but also their attitudes toward peers and Teachers. They also found that most of the learners who were apprehensive about doing the activity changed their attitude, so they were able to adjust to the situation, and feel more relaxed, and self-confident with their performance.

Moreover, González (2020) aimed to identify the main characteristics and guidelines of role playing in the development of English-speaking skills in high school students. His monograph recognized the characteristics of role playing as a teaching-learning strategy and to analyze its relationship with the development of English-speaking skills. Therefore, this paper aims to collect some samples of role-playing activities for the development of English oral skills

that serve as a reference for the secondary school teachers who want to implement this technique in a concrete and effective way in their language classroom. As a conclusion, role playing is an activity very much in line with these demands, since it proposes using language to interpret a role, simulating or recreating imaginary or real worlds, which in one way or another are significant for the student. In addition, through role playing, teachers and students can evaluate aspects related to the ability to speak such as fluency, accuracy, and vocabulary.

The Influence of Implementing Role-play as an Educational Technique in oral production

Rojas & Villafuerte (2018) explored the importance of role playing as a complementary technique to improve English speaking abilities in EFL learners. This study discusses the significance of Role-play as a positive complement to the English-speaking development of EFL learners to function appropriately in real-life situations. To gain a better understanding of the advantages of this strategy for improving speaking abilities, the origins, definitions, contributions, and supporting methods of role playing were investigated. The results showed that one characteristic of role playing is dramatic techniques. Furthermore, by providing students with opportunities to practice a foreign language with their classmates in a social setting, role playing helps to develop communication skills. In addition, students can practice their English in a more supportive setting through role playing, which provides appropriate learning environments. Furthermore, even if it increases chaos among pupils, role playing enhances learners' speaking abilities.

On the other hand, Mohammed (2014) aimed at investigating the impact of using roleplay on improving students' speaking ability for primary school. The study was restricted to sixth grade female pupils in the primary schools in Babylon City during the second term of the academic year 2011–

2012.TTo achieve the aim of the study, two tests were constructed. The author concluded that the mean of post- scores of the experimental group is (57.7333), which is higher than the mean scores of the control group that is found to be (48.1000). This indicates that students' achievement in the experimental group is better than that of the control group, which shows that role –play technique is more useful for them in teaching speaking skill than the lecture method teaching.

The Role of Task-Based Learning in Teaching English

Rana & Urooj (2022) explored the outcomes of task-based learning in the English language and how the basic language skills can be learned through this methodology effectively. One main research question and six sub questions guided this study. A case study methodology was employed for the research design, and a survey questionnaire was chosen for data collection. Data analysis from students revealed that their schools in the city of Lahore are following the task-based methodology as these selected schools are renowned in the city for their learning outcomes and these schools think it quite appropriate for language learning and communicative competence. Role of students and teachers is integral for TBL to be successful since listening, speaking, reading, and writing are prominent parts of the English language. The students like task-based activities and they like to be involved in different tasks but there is a need to initiate and introduce different techniques to enhance their motivation and interest.

Boraie et al. (2019) described the processes, experience and evaluation of a curriculum innovation that was designed and implemented in the continuing education English language program at the American University in Cairo. A task-based learning (TBL) and teaching approach was introduced, eliminating textbooks, and replacing them with digital learning materials, and

moving away from tests to performance assessment tools. The evaluation study analyzed the views of instructors and learners obtained from quantitative and qualitative data collected a year after implementation of the TBL approach. The findings showed that while there are positive attitudes towards TBL, it will take time for learners to overcome their preferred language-learning approach of a traditional book-driven curriculum with a focus on grammar. The results also highlighted the successful components of the system and strategies used to implement and sustain the innovation.

Improving students' vocabulary by using role plays

Hidayah (2019) aimed to find out the improving students‟ vocabulary mastery by using Role Play. The subject of this research was seventh grade of smp 12 muhammdiyah binjai 2019/2020 Academic Year. It consisted of one class and 21 students as respondents. This study was conducted using classroom action research. The technique of analyzing this research data was applied by qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from the test and two cycles conducted in four meetings. The result of analyzing the data showed that there was an improvement in the students‟‟ vocabulary mastery from each cycle. It showed that students‟ vocabulary mastery was improved. And based on interviews, observation sheets, and photographs, it showed that the expression and excitement of the students were also improved.

Moreover, in another study, vocabulary role play strategy was conducted with 11th grade students studying at a public music school in Eskisehir, Turkey. The pre- and post-test results of students were compared to see if a meaningful change in retention occurred. The results of pre-test and

post-test indicated that vocabulary role play strategy helped students store unfamiliar words. In addition, students expressed that vocabulary role play strategy contributed to their creativity and vocabulary retention. They also said that they had a lot of fun during the activity and found a great opportunity to practice speaking English. Overall, by using this active learning strategy, a better learning environment was provided to the students in an English class (Yavaşlar & Demirci, 2018).

Promoting Oral Production through the Task-Based Learning in EFL students

Peña & Onatra (2009) described an action research experience carried out at Francisco de Paula Santander, a public school in Bogotá, in 2004. The study was developed with a sample of learners belonging to four groups of seven graders for nine months. Data was collected by means of audio recordings, field notes and proformas. The study concluded that getting learners to speak in the EFL classroom should consider students' awareness of their learning as a process, rather than a last-stage product. It means they must learn how to cope with mistakes and drawbacks in a task's development. Not doing well in a task is just one of the options they may be faced with, and if it is the case, they should still consider it an opportunity to improve individual weaknesses.

On the other hand, another study aimed at investigating the effect of a task-based learning program in teaching English on the secondary school students' oral English performance. To achieve this objective, a task-based program was constructed to teach two units from the second-year secondary school textbook. An oral performance test accompanied by an assessment rubric was administered. Two groups of second-year secondary students were selected for experimentation. Twenty-three students representing the experimental group studied two units utilizing the task-based program while twenty-one students representing the control group studied

the same units following the Teacher's Guide. The results showed Task based learning helped students to practice English in an anxiety free classroom. Errors, while practicing the language, were considered natural as the focus was on fluency and message conveying. Therefore, students felt free to express their ideas without fear of being reprimanded for making mistakes (Hasan, 2014).

Methodology of the implementation of the proposal (pedagogical and research)

It is important to emphasize that the project has been implemented according to the activity schedule. Besides, it was focused on the role-playing method to foster their oral production. Therefore, this section aimed to describe each activity implemented throughout the pedagogical project's development.

This section was focused on presenting the methodology considered to develop the practicum stage. The procedure followed in this study was:

Pre-task

The goal of the pre-stage is to introduce the main patterns: idiomatic, expressions and conversation models. Before doing role-play, students went through two steps:

- Students received instructions about the task they must do and general information about the topics. They learned idiomatic expressions and conversation models.
- Students planned their participation, considering the timing, the topic and the aspects to be evaluated. In this process, they rehearsed using the idiomatic expressions and models learned in class. Even though they had a model, they had to write a script,

rehearse it, and get ready for their roles.

While task

- By using creativity, students created all the implements and dialogue that were necessary for the role play. The teacher gave them an example to follow and an evaluation rubric for their performance.
- Students had a space of practice with the teacher's help in which they improved their pronunciation and fluency for the oral play but also corrected the dialogue's writing part.

Post task

- Students carried out role-plays, they used the conversation models, the formulaic expressions and the related vocabulary learned in class, and original implements to create the context needed for the performance.
- In the role- play, they performed a conversation (role-play), using as many of the expressions learned in class as possible.
- General feedback and assessment.

However, the following figure shows the lesson planning methodology applied in each activity's creation. This grid is composed of the date, level, group, and different objectives met in each workshop. Also, it consists of the distinct stages followed in each role play workshop, the duration, the skills that were worked and the description of each activity, the linguistic content, and the support for each application's development. It is important to mention that each activity was developed with the steps of task-based learning in oral production.

Figure 9, Oral production's model format

DIDACTIQUE SEQUENCE

GROUP:	**LEVEL:**	**CLASS N:** **DATE:**
TEACHERS:	**OBSERVERS:**	**FINAL TASK:**
COMMUNICATIVE OBJECTIVE:	**LINGUISTIC OBJECTIVE:**	**SOCIO-CULTURAL OBJECTIVE:**
GENERAL COMPETENCES:	**LAST SEQUENCE**	**TOTAL DURATION:**

STAGES	DESCRIPTION OF THE ACTIVITY	DURATION (min)	SKILLS	LINGUISTIC CONTENT	SUPPORTS (APPENDIX)
Warmer					
Pre-task	• **Pre-listening:** • **While listening:** • **Post listening:**. **REFLECTION:**				
While task	• **Topic presentation:** • **Practice or accuracy:** • **Production:**				

	REFLECTION:				
Post task					

EVALUATION GRILL:

Nombre del estudiante:			Grado:		Fecha:	
Indicadores	**Puntaje ideal**	**Totalmente logrado**	**Medianamente logrado**	**Parcialmente logrado**	**No logrado**	**Puntaje obtenido**
Puntualidad	5	Cumple con la fecha asignada.			No cumple con la fecha asignada.	
Dominio del tema	10	Domina más del 80% de su trabajo oral. (**10**)	Domina más del 60% de su trabajo oral. (**6**)	Domina más del 40% de su trabajo oral. (**4**)	Domina menos del 40% de su trabajo oral. (**2**)	
Expresión oral	8	Pronuncia adecuadamente, se expresa con fluidez y utiliza oraciones completas. (**8**)	Comete escasos errores de pronunciación, pero su discurso es todavía comprensible. Su discurso no es suficientemente fluido. La mayoría de sus oraciones están completas (**6**)	Comete errores de pronunciación, pero su discurso todavía es comprensible. Su discurso tiene pausas prolongadas y sus oraciones tienen errores importantes como falta de sujeto. (**4**)	Sus errores de pronunciación hacen su trabajo casi incomprensible. Las pausas son constantes y prolongadas. Una gran parte de las oraciones usadas están incompletas. (**2**)	
Contenido y originalidad	8	Incluye todos los contenidos solicitados y aporta elementos originales en su presentación. (**8**)	Incluye al menos el 80% de los contenidos solicitados y aporta algunos elementos originales. (**6**)	Incluye al menos el 60% de los contenidos solicitados. El aporte de elementos originales es escaso. (**4**)	Incluye menos del 60% de los contenidos solicitados. No incluye elementos originales a su presentación. (**2**)	
Vestuario y accesorios.	5	Utiliza vestuario y accesorios acorde al tema y al papel que está representando. (**5**)	Utiliza vestuario acorde al tema y presenta algunos accesorios. (**4**)	Utiliza vestuario que no tiene relación directa con el tema. Hay escaza presencia de otros tipos de accesorios que ayuden a la presentación. (**3**)	No utiliza vestuario ni accesorios para su presentación. (**2**)	
Observaciones					**Puntaje total:**	____ / 36

Implementation of the proposal

It is essential to highlight that the project was implemented following the chronogram of the activities; besides, it was focused on the use of role plays to foster oral production. Therefore, this section aims to describe each activity implemented throughout the pedagogical project's development.

Activity n°1: At the restaurant

Ordering food in a restaurant is one of the most common functions students need to learn to put into practice several topics into a real context. This activity was common and effortless way for students to play roles of customers, waiter/waitress and see how it is going to be the reaction in certain situations. Creation of the elements needed, the help of a pre-designed menu, seemed the classroom situation as a real one. Learners were

able to describe their likes and dislikes about food and drinks, they learned how to use countable and uncountable nouns to describe food and drinks and finally, learners were able to make an order in a common Colombian restaurant. (Appendix D)

DIDACTIQUE SEQUENCE

ORDERING AT A RESTAURANT - ROLE-PLAY

GROUP:	**LEVEL:**	**CLASS N: 4**
7°3, 7°4, 7°5	A1	3**DATE:** April 24th-28th, 2023
TEACHERS:	**OBSERVERS:**	**FINAL TASK:**
Catalina Areniz	Claudia Lorena Rincon Rincon	Perform a role play at the restaurant
COMMUNICATIVE OBJECTIVE:	**LINGUISTIC OBJECTIVE:**	**SOCIO-CULTURAL OBJECTIVE:**
Learners will be able to describe their likes and dislikes about food and drinks by doing a role-play.	Learners will be able to use countable and uncountable nouns to describe food and drinks.	Learners will be able to make an order in a common Colombian restaurant.
GENERAL COMPETENCES:	**LAST SEQUENCE**	**TOTAL DURATION:**
Linguistic, sociocultural, communicative	Physical description	2 hours

STAGES	**DESCRIPTION OF THE ACTIVITY**	**DURATION (min)**	**SKILLS**	**LINGUISTIC CONTENT**	**SUPPORTS (APPENDIX)**
Warmer	To introduce the ordering in a restaurant- rol play. The teacher will ask students for their favorite foods and restaurants in Colombia. For this, the teacher will throw a little ball for make the students mention any food or drink.	5 min	speaking	Food vocabulary	Ball
Pre-task	**Pre-listening:** • After having talked about the topic, the teacher will show a video called "At the restaurant English conversation." This video shows a small background of the context for ordering at a restaurant. • Next, in order to work on this video, the teacher will write on the board some different questions which will allow the students to know in a general way the topic proposed in this video: **What is the title of the video** _____**?**	5 min 10min	Oral comprehension	Restaurant expressions and dialogue Food and drinks vocabulary	https://youtu.be/vZ-Bgf1md4g video beam

Figure 10, At the restaurant- roleplay

Activity n°2: My favorite movie

Among young people, going to the movies is one of the most common activities to interact with others in a real context. It represented a simple way to keep working with offers and request, but also a simple way to solve problems the knowledge about seventh art makes them feel a little bit confident to talk about movies and recreate some real facts like to tell the other what happen in the movie because it was seen before. Learners were able to describe their favorite movie, to use the past continuous to describe past actions and to make a description of their favorite American movie. (Appendix E)

DIDACTIQUE SEQUENCE

My favorite movie

GROUP: 7°3, 7°4, 7°5	**LEVEL:** A1	**CLASS N:** 7 **DATE:** May 15th-19th, 2023
TEACHERS: Catalina Areniz	**OBSERVERS:** Claudia Lorena Rincon Rincon	**FINAL TASK:**
COMMUNICATIVE OBJECTIVE: Learners will be able to describe their favorite movie.	**LINGUISTIC OBJECTIVE:** Learners will be able to use the past continuous to describe past actions.	**SOCIO-CULTURAL OBJECTIVE:** Learners will be able to make a description of their Colombian movie.
GENERAL COMPETENCES: Linguistic, sociocultural, communicative	**LAST SEQUENCE** Past continuous	**TOTAL DURATION:**

STAGES	DESCRIPTION OF THE ACTIVITY	DURATION (min)	SKILLS	LINGUISTIC CONTENT	SUPPORTS (APPENDIX)
Warmer	To introduce 'My favorite movie'- role play. The teacher will ask students for their favorite Colombian movie. For this, the teacher will throw to any student a little ball to make the students mention any food or drink.	5 min	speaking	Movies categories	Ball

Pre-task	**Pre-listening:** • After having talked about the topic, the teacher will show a video called "Going to the Movies." This video shows a small background of the context of a conversation about movies between two friends. • Next, in order to work on this video, the teacher will write on the board some different questions which will allow the students to know in a general way the topic proposed in this video: **What is the title of the video** _____? - What type of relationship do two people have? a) Brothers b) A couple **c)** Friends - **True or false. (if it is false, justify your answer)** **- There are more people in the place?** TRUE **They were standing in the line?** TRUE - **Where do you think the conversation is taking?** At the cinema	5 min 10min	Oral comprehension	Going to the movies dialogue Expressions at the cinema	https://youtu.be/dxwHcbd1J3Y

Figure 11, My favorite movie-roleplay

Activity n°3: Interviewing a famous character

In this activity, as is known, students will probably have some job interviews in their future. Therefore, learners in this role play were able to use all the previous topics learned to interview someone, they learned and use **wh, to** make questions and interview a famous American character, in a dynamic way. It was a free choice for students about the famous person they wanted to talk about and to bring different elements to perform the role play. (Appendix F)

DIDACTIQUE SEQUENCE

GROUP:	**LEVEL:**	**CLASS N:** 8
7°3, 7°4, 7°5	A1	**DATE:** May 22th-26th, 2023
TEACHERS:	**OBSERVERS:**	**FINAL TASK:**
Catalina Areniz	Claudia Lorena Rincon Rincon	Interviewing an american famous character-role play
COMMUNICATIVE OBJECTIVE:	**LINGUISTIC OBJECTIVE:**	**SOCIO-CULTURAL OBJECTIVE:**
Learners will be able to use all the previous topics learned to interview someone.	Learners will be able to use **wh** questions to interview a person	Learners will be able to interview a famous character
GENERAL COMPETENCES:	**LAST SEQUENCE**	**TOTAL DURATION:**
Linguistic, sociocultural, communicative	My favorite movie	2 hours

STAGES	**DESCRIPTION OF THE ACTIVITY**	**DURATION (min)**	**SKILLS**	**LINGUISTIC CONTENT**	**SUPPORTS (APPENDIX)**
Warmer	To introduce the Role play 'Interviewing a famous character'. The teacher will play 'the famous Island', in which the teacher will start by saying "I will invite Celia cruz", the idea is that each student will repeat the sentence but they will have to invite someone whose name starts with the same letter of the student's name.	10 min	speaking	Famous character	
Pre-task	**Pre-listening:** • After having talked about those famous characters, the teacher will show a video called "Celebrity chef interview role play." This video shows a small background of the context for interviewing a person. • Next, in order to work on this video, the teacher will ask some different questions which will allow the students to know in a general way the topic proposed in this video: **-What is the occupation of the famous character?** **- True or false. (if it is false, justify your answer)** **- did he talk about his life as a chef? T** **What kind of food did he talk about?** **A) fast food B)Healthy food C)desserts** **- Where do you think the conversation is taking?** **A) Tv B) chef's restaurant C) at the park** To address the vocabulary, the teacher will ask the students to review the video in a general way and	5 min 10min	Oral comprehension	Restaurant expressions and dialogue Food and drinks vocabulary	https://youtu.be/GdAaa6h7_sE

Figure 12, Interiviewing a famous character-role play

Table 5, Timeable of pedagogical component

2nd week	3rd week	4th week	5th week	6th week	7th week	8th week	9th week	10th week
Planning the first workshop	introduction of the project implementation workshops	Implementation of the 1st workshop	Evaluation and feedback of the implementation of the 1st workshop Planning the second workshop	Implementation of the 2nd workshop Evaluation of the implementation of the 2nd workshop	Planning the third workshop	Implementation of the 3rd workshop	Evaluation of the implementation of the 3rd workshop	Final grades and feedback for all the workshops

Research Methodology

Regarding the research paradigm, the present research is considered qualitative research since according to Silverman (2016) qualitative research is defined as "the broadest sense to research that produces descriptive data-people's own written or spoken words and observable behavior".

This research addressed mixed research, which is a conception of combining both qualitative and quantitative methods with the purpose of obtaining a better understanding of the research problems and questions, being better than doing it separately (Creswell, 2012). Therefore, it incorporated both strategies in accordance with the researcher's requirements to carry out all suggested objectives and produce a better research project result. Also, this project had an action research focus that helped researchers address specific educational problems. This research project has been taking place at Institución Educativa Colegio Agustina Ferro in Ocaña-Norte de Santander. The population chosen to be examined in this research are the

students from seventh grades, six students were selected from each seventh courses that teacher was in charge of, and the selection of individuals was through a non-probabilistic sample as “the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study.” (Creswell, 2012, p. 145).

This research will be addressing mixed research, which is a conception of combining both qualitative and quantitative methods with the purpose of obtaining a better understanding of the research problems and questions, being better than doing it separately (Creswell, 2012). Therefore, it incorporates both strategies in accordance with the researcher's requirements to carry out all suggested objectives and produce a better research project result. The author …

This research proposal took a mixed approach as it includes a holistic view of the participants. As well as the discovery in the real context through the population sample's experiences. This approach sought a deeper understanding and meaning of the details found in human social problems, it also addressed phenomena that arise in the search for a better understanding of the object of study in its natural context.

Setting

This research project takes place at Institución Educativa Colegio Agustina Ferro in Ocaña-Norte de Santander. This school is characterized for having three different shifts, in the morning has primary and secondary education, for the afternoon has only primary education too, and at night or weekends, it has a flexible shift for the population overage who needs to access an education level. All of them are offered to the community with approximately 1416 students that can access the educational system.



Population

The population chosen to be examined in this research are the students from seventh grades from the Institución Educativa Colegio Agustina Ferro. The learners are taken from all the five grades, whose ages range from twelve to fifteen years old which are a total of 200 students, and their linguistic level is A1.1 linguistic proficiency.

Sample

Three students were selected from three of the seventh courses and the selection of individuals will be through a non-probabilistic sample as "the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study". (Creswell, 2012, p. 145). This will be done to avoid possible inconveniences in the disposition and participation of the individuals who will be part of the research sample.

Design

Coghlan and Brydon-Miller (2014, as is cited by Erro Garcés & Alfaro Tanco, 2020) referred to action research as a meta-methodology by which the researcher learns the way into the details and complexity of the situation of interest, it also signals some studies that utilize variants of AR in a meta methodological manner but in psychological, environmental, and educational domain. Therefore, this design helps researchers address specific educational problems due to the lack of lexical knowledge that exists in the institution that need to assess the difficulties encountered in this subject to find practical solutions that address the current inconveniences.

Instruments

In order to further advance the exploration and identification of the present research project, the researchers established three techniques and methods of data collection, which are observations with Johnson and Christensen (2014) and semi-structured interviews (2020). Through the non-participant observation, the participants were facing difficulties and how sensitive an EFL learner is to English oral production.

Non-participants observations

According to Broshenka and Castro, (1983) "in a non-participant observation, the observer remains separate from his study population's activities, and attempts to be unobtrusive. There may be a conscious structure of observation in the sense of 178 developing hypotheses to be tested or following up unclear relationships". Therefore, in this study non-participant observations were conducted in a classroom of A1 learners, and it was taking notes from these observations. Participants signed a letter of consent that explained the details of this project (Appendix A). It was developed one per workshop implementation. It used an observation protocol for organizing and writing what was observed - class activities, time, date, and reflections of each observation.

Therefore, by means of observation the researchers intend to inspect the process of oral production performance and the difficulties presented by the education procedures. For this, several observations were made during the semester in which the researcher can evidence the advancement in oral production. Below is one model of the three participant observations made by the trainee teacher based on the implementation of the three pedagogical activities in the eleventh course. (Appendix H)

Semi-structured Interview

Magaldi & Berler (2020) argued that the semi-structured interview, despite its topical trajectories provided prior to the interview, enables a researcher to go deep for a discovery. The literature in anthropology, for example, is one of the products derived from interviews. The interview is mostly used to explore the life story of a person or a group of people. With the help of the interview, the participants will be able to express their ideas and opinions in relation to the parameters previously established by the researcher, which is essential in the project, as it is important to show the learners' thoughts regarding the activities implemented.

This study conducted eight semi-structured interviews for each participant. Students could express their ideas and opinions in relation to the parameters established by the researcher, it was important to show the learner's thoughts regarding the activities implementing. (Appendix E)

Data analysis

For the development of the data analysis, the actual nature of the study being conducted must be considered, which is a qualitative approach being used since this provides a better comprehension of the problem. (Creswell J., 2011). Also, Patton (1999) stated that the researchers can achieve an achievement in the triangulation method within the qualitative approach by combining diverse methods, mixing purposeful samples and perspectives. Thus, as qualitative instruments are going to be implemented, it will allow the research to carry over the analysis of the whole phenomena.

Method of data analysis and validation

The research is addressed through the "triangulation" which allows researchers to analyze

the data that is collected by the different instruments (Appendix I). In other terms, it is a procedure with the main objective to combine the data to examine a social situation. Therefore, Johnson & Christensen (2014) pointed out that triangulation is a validation process that aims to intersect the outcomes gathered by the diverse researchers, methods, data sources, and/or theoretical perspectives. To this Abdala et al. (2018) stated that triangulation also helps to contribute not only by studying the phenomenon from different resources, but also, by broadening the comprehension of the issue among investigators, creating new and deeper scopes.

Denzin (1978), as is cited in Rugg, 2010) explained four types of triangulations which are:

1. Data triangulation: the core strength of data triangulation is the use of existing data for review and analysis. Rather than drawing conclusions from a single study, data triangulation uses multiple data sources to examine a situation.
2. Investigator triangulation: It is the use of more than one investigator, interviewer, observer, researcher, or data analyst in a study. Also, the ability to confirm findings across investigators, without prior discussion or collaboration between them, can significantly enhance the credibility of the findings.
3. Theory triangulation: it is conceived by looking deeper and more broadly at findings. Specifically, using only one theory, perspective or hypothesis can decrease the number of alternative explanations for a situation or phenomenon.
4. Methodological or method triangulation: it is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method, by exposing unique differences or meaningful information that may have remained undiscovered with the use of only one

approach or data collection technique in the study.

This research project used theory and methodological triangulation because numerous theories and methods are used to analyze the collected data. In addition, the inquiry can gain broader and better insights into the information thanks to the various authors' perspectives. As the approach is mixed research (Qualitative and quantitative methods), the triangulation is contemplated as the most indicated method to analyze and converge the gathered data to widen a whole perspective of the phenomenon.

Additionally, the study gains the following advantages from triangulation: By bringing together multiple and distinct sources of information to form themes or categories in a study, this method enables researchers to carry out proper verification. In this case, it is possible to compare the statements to those previously stipulated in the project Chronogram of the Pedagogical and Research Methodology.

Findings

Oral production

Learners enjoyed the classes when they were dynamic and that could be appreciated as they were participating in all of them. Piedrahita (2017) stated that oral production specifically works in aspects like pronunciation, intonation and hesitation. To be a fluent speaker of any language represents an important aim for most language learners. Likewise, they considered this sort of learning was active and a useful tool to learn the lexicon, receiving better outcomes when it comes to speaking in English as they could be prepared for a real conversation. The participant n°7 stated the following:

"It was easier to speak English because you learned what to say. When you feel sure about what to say, it gets easier, and then you do not need to improvise."

Finally, it was observed that students prepared, practiced and used creativity elements to improve their oral performances to expand their knowledge and fluency, which at the ends of the three role plays done, students showed how those activities enhance their pronunciation in oral productions. According to this, the participant n°6 affirmed the importance of implementing oral productions:

"Yes, because we talked in front of the whole room and that has helped a lot to not give me so much nerves. But also to memorize, I had very little pronunciation before, now I have been reading a lot and studying to have a pronunciation."

vocabulary

Hidayah (2019) Explained that one of the most important language items that should be taught to children is vocabulary. Recognizing enough vocabulary will make the students able to communicate and know English at least in a simple way because vocabulary is the core of English. Learning a language

deals with learning vocabulary. In this proposal it was found that students had the vocabulary and memorization as a deficiency when performing the role play since they could get confused with the words or when they did not recognize them that could affect their learning process. It could be analyzed that students think that role play is one of the best ways to improve accuracy, fluency, and assurance, but also working in cooperation with other people (pairs).

On the other hand, students described that they did not always find the right words. However, the participants discovered that role-play was beneficial because it gave some ideas of what to say, and it facilitated speaking through the given vocabulary, characters, and opinions. According to the above, the participant n°1 explained which of the three role plays strengthened her oral production and mentioned how this same one increased her vocabulary:

"The restaurant, because it talked about meals and it helped me to know how to say some phrases, how many years I am, the numbers, it reminded me of the verb To Be, to keep moving forward in learning English."

Hence, during the observation made, it was also found that students enjoyed learning vocabulary through games such as 'Guess who?', 'Simon says', and others. It was observed that students acquired new vocabulary, strategies to learn intonation to show their feelings and the interaction by using formulaic expressions was easy. The role-play technique gave them something strong, fast, and unalterable to learn. Participants were very disciplined, had a good method to self-study the expressions, analyzed the model and added a little of creativity when performing a role play.

Role play

According to Barros et al. (2015), through role play, students are involved in safe environment that allows them to learn the oral skills, because they participate by playing different imaginary roles without any tense and shyness while also providing equal opportunities for them to practice the target language.

In this study it was found that there should be more similar exercises in class, where students can play with the language without being afraid of making mistakes. The result has shown that key factors to make role- play successful for students' oral production is obtaining more confidence in group dynamics, level of the groups, provision of material and interesting topics. Participant n°3 mentioned the following:

"Yes, because it gives a better pronunciation to the subject, of words, since it helps the language to flow and then have more opportunities."

But also, this student explained the difficulties found performing a role play:

"Well, it's memorizing and controlling my nerves, for fear of being wrong. but that helped me to let go and be able to express myself well."

Moreover, based on the first observation made, role plays were essential in encouraging learners to increase their language competence as they had a strong need to learn and use vocabulary to express ideas and complete the tasks required in the projects. From the beginning of the experience, students started to change their negative perceptions on speaking English despite their basic English language level.

Task based learning

Task-based learning provides learners a chance to use the target language in order to improve

language proficiency under teacher guidance. In task-based learning the learner places himself/herself in a real situation where oral communication is needed to perform task. Task-based learning allows learners not only to acquire language but also practice it. By performing tasks with others in the classroom, learners try out communication strategies (Celik, 2016).

The Task-Based approach offered an alternative for the teacher interested in creating a more student-centered environment in their classroom. In the task-based learning classes, the lesson was based on the completion of a central task and its presentation, and students feel comfortable using original elements to create a real scenario for the oral productions. Considering the beforementioned, the participant n°5 stated:

"Using creative elements helped me a lot, because sometimes that can be real life cases and you do it through acting, they were very useful to feel confidence when talking."

Based on the third observation made, learners strived for accuracy while trying to organize oral production clearly and identify unknown words and patterns. It was also found that linguistic analysis activities also focused on form through an awareness-raising process. Learners recognized and reflected on language features, repeated the challenge language, reviewed the dialogues or unfamiliar words to explore new elements, and practice pronouncing useful phrases for the tasks.

Conclusions

Conducting this study enabled me to understand that role plays helped learners to enrich their oral skills, while performing everyday situations. Role plays were the most effective strategy, in which they used the language freely.

On the other hand, considering that role plays were performed in small groups, students worked cooperatively, sharing their experiences using not only grammatical structures and vocabulary, but also putting into play group work strategies. They also used different clothes, decoration, and environments according to each situation that they had to perform.

Having analyzed and worked through this research project, it is found that cooperative learning strategies helped students to improve oral production and interaction, but it was a gradual process. It was confirmed that speaking is a productive skill, and it involves many components. Role-play provided students with some prepared scenarios that help them to speak without further thinking, which also allows the acquisition to happen.

Recommendations

According to the pedagogical experience of the pre-service teacher at the Instituto Educativa Colegio Agustina Ferro and throughout the implementation of the pedagogical component, it is recommendable to use the role plays to enhance the learners' oral production as it was evidenced the major influence this kind of exercises can exert on them, helping with their learning process.

On the other hand, it is worth mentioning varying the activities with the main objective of catching the students' attention to avoid monotony. The students have fun while learning when the teacher brings something different. Likewise, they had some difficulties memorizing and having confidence in performing the role plays.

Regarding the research instruments they should be helpful not only to implement observations and interviews but also other sources to collect in-depth data. For example, teachers in charge of the group should be interviewed to understand their insights about the phenomenon. They may provide more information about the study.

Finally, it is important to use the creativity as teachers in order to create different workshops or show them videos that can facilitate the learning and teaching process, using a lot of images, videos and audios as it was experienced that students gain the knowledge effortlessly with the use of the listening strategies since they can relate the pronunciation with the word being that a useful aid in the memorization process.

Chapter IV:

Community Outreach Component Extending the English knowledge in students from fourth and fifth grades through children's songs at Institución Educativa Colegio Agustina Ferro.

Introduction

The Colombian government engages English in all the educational scenarios with the main objective of giving the opportunity to the whole community to express in a foreign language since the Ministerio de Educación Nacional (MEN) or in English Ministry of education wants to enhance the English learning standards in the whole educational system. Also, it is known the main purpose of teaching English in elementary schools' grades in accordance with state educational standards for foreign languages of the continuous education system and the English curriculum, is to ensure that it is taken at the initial A1 level.

According to Nafissi & Shafiee (2020), the authors conclude in their case study that:

> "...Although it has been noted that more attention should be given to exploring the beliefs of pre-primary teachers, how perceptions of their roles and students' learning affect their practice, as well as the impact educational courses have on reshaping those beliefs..."

Therefore, to address the learning needs of younger pupils, pre-primary EFL teachers must use different pedagogical approaches than those used with older students, and this study area should be given more attention.

Justification

The students' English learning process was essential in the MEN curriculum, which states that it is necessary to increase the intensity in primary and secondary schools to provide a better education. As a result, students are expected to regard this subject as important since they are in the first year of elementary school. Therefore, educators must have a basic understanding of the subject to assist students with their needs and questions; however, not all professors are well prepared to teach this subject. Thus, this initiative seeks to address those English educational requirements through didactic strategies in which they can learn new vocabulary, pronunciation, and reinforce knowledge through games or workshops. To this, UNICEF (UNICEF, 2018) pointed out that educators think about how to guide the teaching process for tapping their enormous learning potential in which the game is the most valuable tool for young children to gain knowledge and skills.

In fact, babies begin taking in sounds and rhythms around the same time they do with language itself. Toddlers love to move or sway when they hear a song and old kids will often sing or make up songs as they play. As parents, we may not even notice how often we use music to engage children, the benefits of music for kids are second nature (LingoKids, 2022). Also, listening to music helps us recognize the individual sounds that make up words and then associate them with written symbols, acquiring a great vocabulary. Therefore, this pre-service practicum stage has been focused as well on those children for primary education to give them the opportunity to learn a foreign language with an English that is qualified to bring activities to

address their needs through a friendly and agreeable environment to foster their learning procedure.

Objectives

General objective

• To extend the English knowledge in students from fourth and fifth grades through children's songs at Institución Educativa Colegio Agustina Ferro.

Specific objectives

• To offer educational workshops to reinforce the learning process.

• To apply didactic strategies through child's songs to foster oral production.

Methodology

The activities developed in fourth and fifth grades had the main objective to work on different topics. These classes have been performed in three distinct stages: The first one is that the teacher reviewed the knowledge, the second stage was the pronunciation and repetition, the third stage was related to the games, rounds with songs or worksheets. It is necessary to mention that this outreach component was applied from March 27th to July 9th. It has been taking place in accordance with the following schedules, on Thursday from 9:00 am to 10:00 am pm with 5°3, then from 10:55 am to 11:50 am with 5°2; On Friday from 10:00 am to 10:55 am with 5°2 and finally, from 10:55 to 11:50 with 4°1.

In addition, to implement this proposal, the pre-service teacher talked with the primary teachers to carry out these activities, helping the educational community.

Chronogram of activities

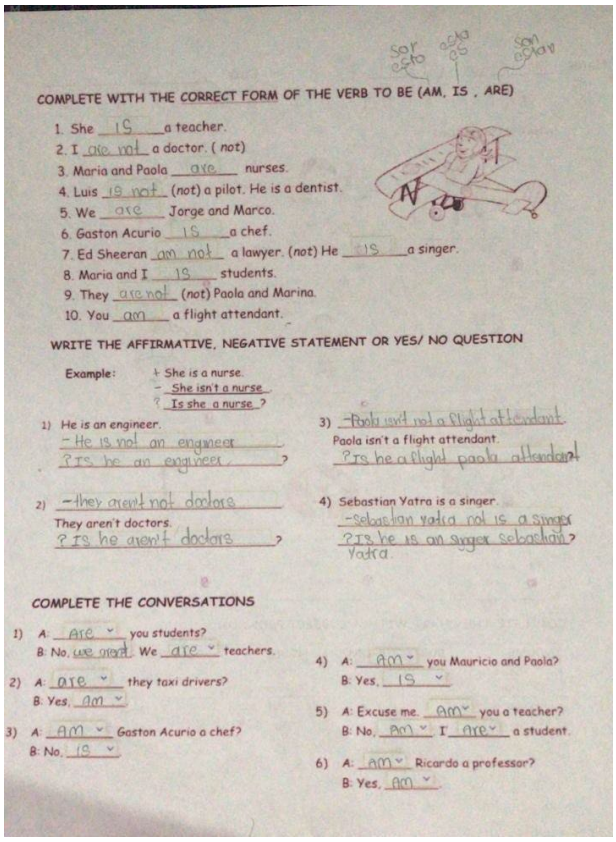
Table 6, CHRONOGRAM 4th GRADE

CHRONOGRAM 4th GRADE										
	TEACHING PRACTICUM WEEKS									
REINFORCEMENT ACTIVITIES	1	2	3	4	5	6	7	8	9	10
Body parts	X									
Verbs		X								
Reinforcement of body parts and verbs			X							
Reading: Importance of The Family.				X						
Reinforcement of previous topics					X					
Creation of posters and advises about current topics						X				
Fruits and Drinks							X			
Reinforcement of family members								X		
Numbers from 1 to 100.									X	
School elements										X

Table 7,CHRONOGRAM 5th GRADE

CHRONOGRAM 5th GRADE										
	TEACHING PRACTICUM WEEKS									
REINFORCEMENT ACTIVITIES	1	2	3	4	5	6	7	8	9	10
Occupations and verb To Be	X									
Reinforcement of occupations and verb To Be		X								
Body parts			X							
Reinforcement of body parts				X						
Creation of posters and advises about current topics					X					
Reinforcement of current topics vocabulary						X				
Reading: Importance of The Family.							X			
Reinforcement of family members								X		
Fruits and drinks									X	
Reinforcement of previous topics										X

- Occupation Worksheet



COMPLETE WITH THE CORRECT FORM OF THE VERB TO BE (AM, IS , ARE)

1. She IS a teacher.
2. I are not a doctor. (not)
3. Maria and Paola are nurses.
4. Luis is not (not) a pilot. He is a dentist.
5. We are Jorge and Marco.
6. Gaston Acurio IS a chef.
7. Ed Sheeran am not a lawyer. (not) He IS a singer.
8. Maria and I IS students.
9. They are not (not) Paola and Marina.
10. You am a flight attendant.

WRITE THE AFFIRMATIVE, NEGATIVE STATEMENT OR YES/ NO QUESTION

Example: + She is a nurse.
- She isn't a nurse.
? Is she a nurse ?

1) He is an engineer.
- He is not an engineer.
? Is he an engineer ?

2) - they aren't not doctors.
They aren't doctors.
? Is he aren't doctors ?

3) - Paola isn't not a flight attendant.
Paola isn't a flight attendant.
? Is he a flight paola attendant?

4) Sebastian Yatra is a singer.
- Sebastian yatra not is a singer.
? Is he is an singer sebastian Yatra ?

COMPLETE THE CONVERSATIONS

1) A: Are you students?
B: No, we aren't. We are teachers.

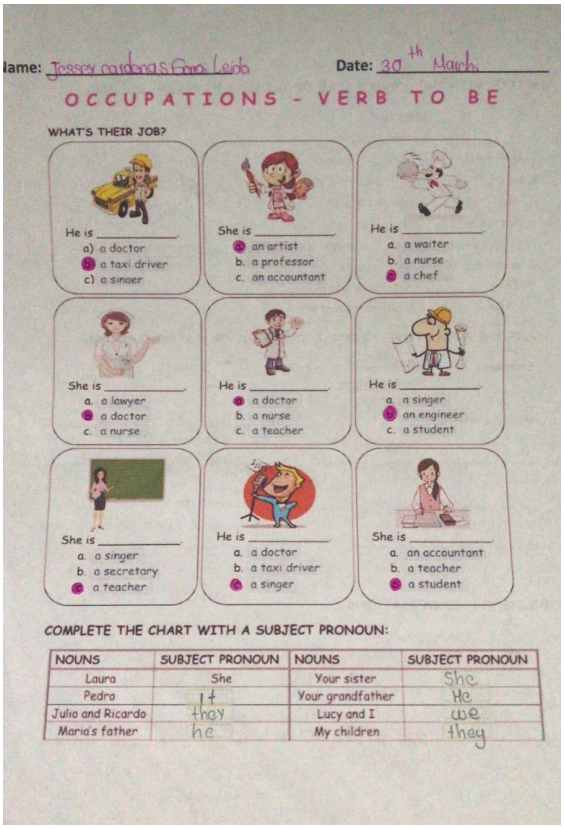
2) A: are they taxi drivers?
B: Yes, am

3) A: Am Gaston Acurio a chef?
B: No, is

4) A: Am you Mauricio and Paola?
B: Yes, is

5) A: Excuse me. Am you a teacher?
B: No, am I are a student.

6) A: am Ricardo a professor?
B: Yes, Am



Name: Jossey cardona s Fecha: Leida Date: 30th March

OCCUPATIONS - VERB TO BE

WHAT'S THEIR JOB?

He is ____
a) a doctor
b) a taxi driver
c) a singer

She is ____
a) an artist
b) a professor
c) an accountant

He is ____
a) a waiter
b) a nurse
c) a chef

She is ____
a) a lawyer
b) a doctor
c) a nurse

He is ____
a) a doctor
b) a nurse
c) a teacher

He is ____
a) a singer
b) an engineer
c) a student

She is ____
a) a singer
b) a secretary
c) a teacher

He is ____
a) a doctor
b) a taxi driver
c) a singer

She is ____
a) an accountant
b) a teacher
c) a student

COMPLETE THE CHART WITH A SUBJECT PRONOUN:

NOUNS	SUBJECT PRONOUN	NOUNS	SUBJECT PRONOUN
Laura	She	Your sister	She
Pedro	It	Your grandfather	He
Julio and Ricardo	they	Lucy and I	we
Maria's father	he	My children	they

Figure 13, Occupation worksheet

- Occupation Flashcard



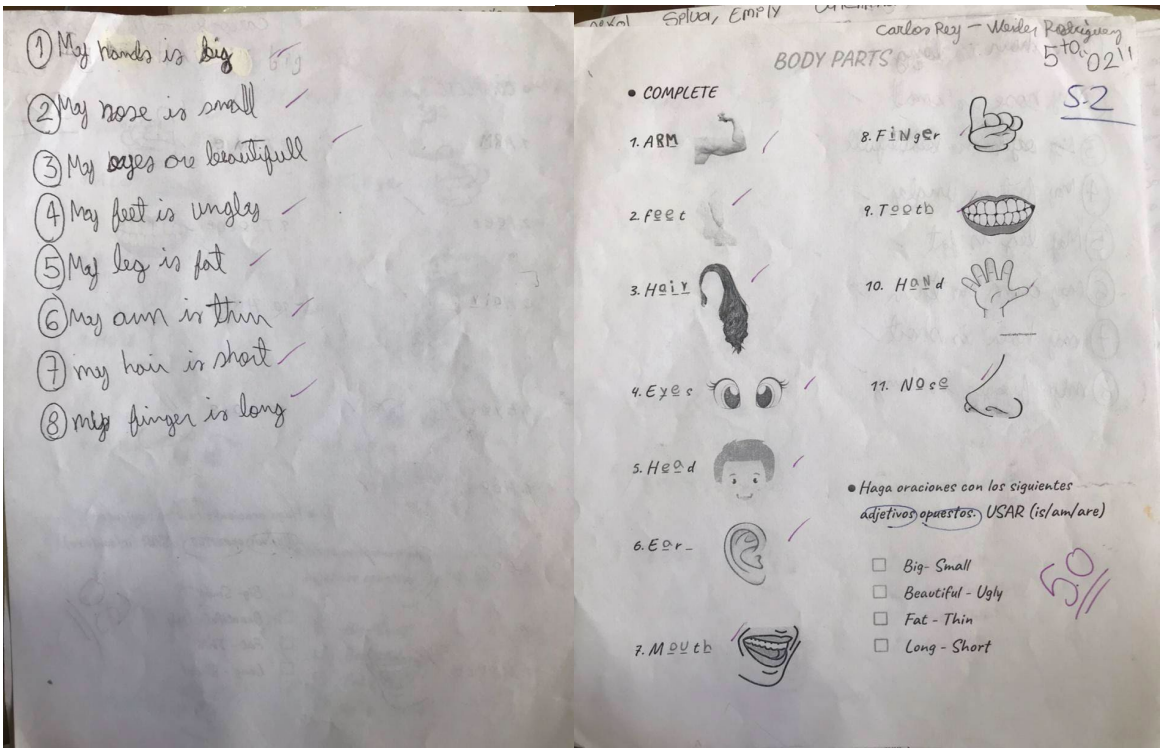
Figure 14, occupation flashcards

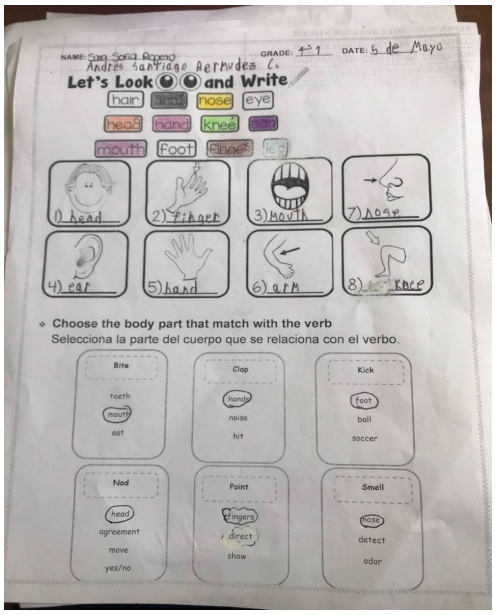


Figure 16, game 'Guess what is my profession'

- Body parts worksheet

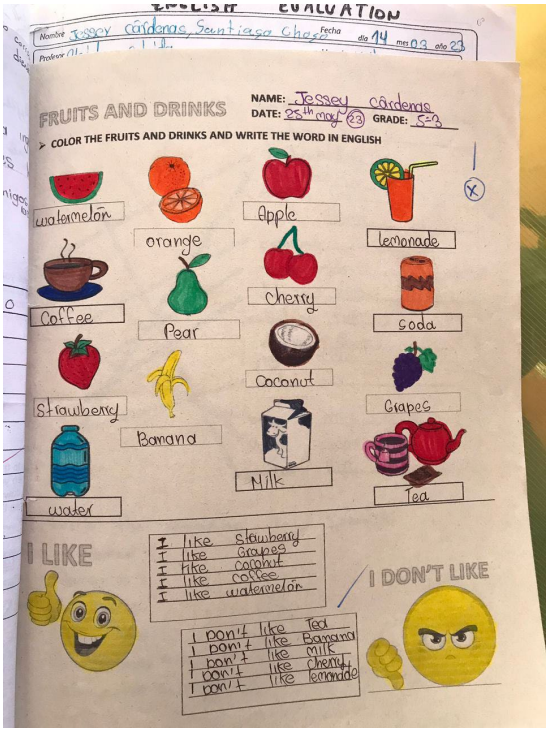
Figure 15, Body parts worksheet

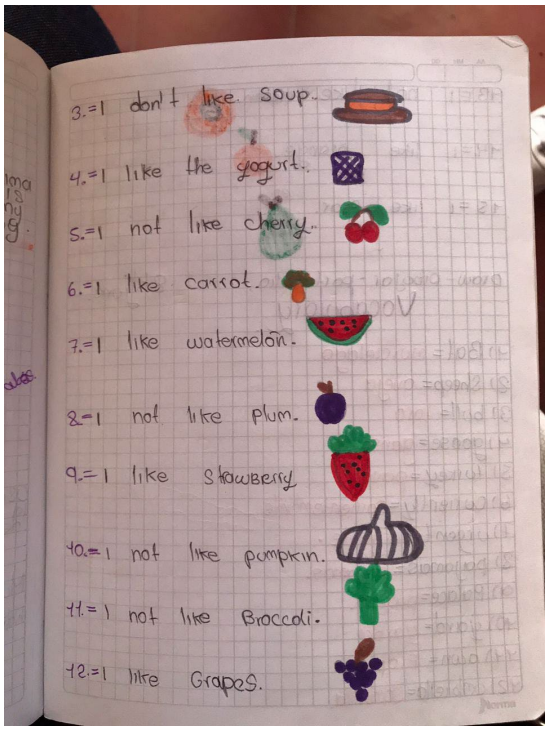




Fruits and Drinks

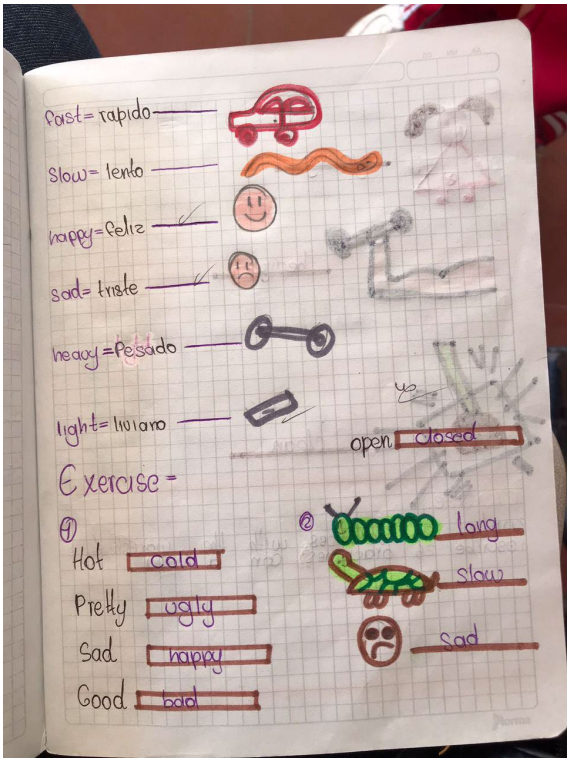
Figure 17, Fruits and drinks worksheet

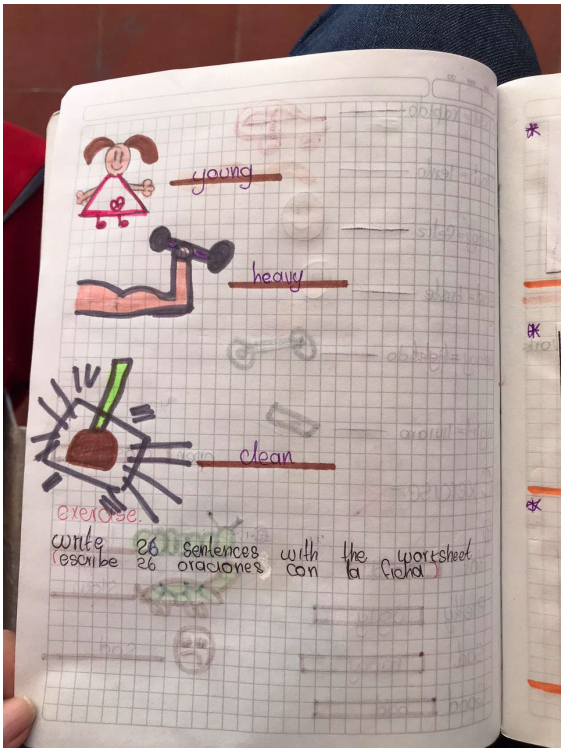




- Opposite adjectives

Figure 18, Activity with opposite adjectives





Conclusion

It is possible to incorporate certain elements from this component observed during the teaching procedure. Firstly, the use of didactic materials such as songs, worksheets, and games could enhance the learners' focus and generate motivation. Additionally, these strategies were well-received by the students, as they actively participated in all the classes with joy and enthusiasm. Furthermore, English was not perceived as a dull subject, as the students were able to

grasp the vocabulary effectively while engaging in academic topics through play.

On the other hand, the creation of interactive games and creative worksheets could positively influence the students' attitude towards English, as their previous classes were typically dynamic. This resulted in their high motivation and excitement to learn. It was crucial to incorporate pronunciation practice in all the classes in order to develop their speaking skills and create oral activities that fully nurtured their language proficiency.

Finally, it is important to note that the use of these pedagogical activities can serve as a valuable strategy for primary teachers in the future, as it promotes better comprehension and learning of a foreign language while preventing monotony in the classroom. The teaching process was beneficial for both the students and the trainee, as it allowed for a deeper understanding of the learners' needs and the effective use of worksheets and games to capture their attention.
Also, proper classroom management was essential to successfully carry out the proposed activities.

Intra-Institutional Activities Component

Introduction

The administrative aspects are crucial to enhancing and succeeding the academic year. As they participate in events that can increase their knowledge and willingness to participate, these activities help students develop their personalities and leadership skills. Additionally, the school holds events related to significant days so that students can learn in a pleasant environment. As a result, there was a feeling of inclusion and a willingness to participate in both scholastic and extracurricular activities.

In addition, the preservice teacher's learning and teaching process is influenced by the intra-institutional component because, in the real world, it is essential to immerse oneself constantly in the organization and activities proposed by the administrative staff. These activities can include staff meetings and documentation of students' performance, flag raising and cultural events, and other academic projects. In this way, this competence can provide the pre-service teacher in the practicum stage with the opportunity to gain experience and a broader perspective on the activities that involve more than just the academic component, which all of the preceding creates a complete and qualified professional.

Justification

The incorporation of pre-service teachers and administrative events becomes a principal factor in pedagogical formation since it allows for the development of academic and educational components, as the first is a complement to being fully engaged in educational scopes. According

to Hamilton & Margot (2019) conclude in their study that preservice teachers had opportunities to get to know adolescents over time and work directly with them to develop relationships and support their learning.

Another advantage is the self-awareness of these academic events in the institutional field, which has a positive impact on both teachers and learners. Furthermore, as a member of the institution, to become deeply involved with the main objective of learning for future scenarios how to develop and carry out these events with the institutions. Hence, to acquire knowledge and experience in both the academic and administrative domains, pre-service teachers must engage in the teaching-learning performance.

Objectives

General objective

• To participate in the Intra-institutional responsibilities established by the institution and the administrators.

Specific objectives

• To engage in different institutional activities with cultural and pedagogical purposes.

• To comprehend the importance of the institutional chronogram related to the learning procedure.

Methodology

As a member of the institution, it is essential to be integrated actively in the academic events that are designed by the school, in which the pre-service teacher offer the possibility to help in the implementation to carry out them successfully in which it is necessary to organize and participate to show a sense of belonging with the institution and the community itself.

It should be remarked that the Institución Educativa Colegio Agustina Ferro implemented numerous activities throughout the school year in which they point out the cultural, administrative, and academic events that are important for the institution, the learners, and the parent community. The activities proposed by the institution in which the pre-service teachers were encouraged to participate in some of them in the 2023-1 calendar.

Activity N°1: It was to celebrate the international children's day and the language's day too, in which the students had to prepare some performance with the value's poster which I was in charge of creating some posters for kids to present, but also, I was present in the same celebration at the secondary school watching the cultural event.



Figure 19, Children's day, institutional activity

Activity N°2: It was to celebrate the teacher's day in which there was an institutional event for the teacher, some gifts were given and cultural performances from the students were shown. In this activity, I did not have to be part of the organization, I was just invited to the event to celebrate.



Figure 20, institutional activity, teacher's day

Activity n°3: Intercollegiate games

The school opened the intercollegiate games in which each grade participated with its own soccer team. The institution awarded the best soccer uniform for primary and secondary. Also, it was awarded the best dressed godmother and godfather of each team.



Figure 21, institutional aactivity-Intercollegiate games

Conclusions

Regarding this component, all the institutional activities developed during the practicum stage have been rewarding in this teaching process as it allowed the trainee to obtain a better perspective of one aspect different from the academic field. Besides, those students but also the administrative staff.

On the other hand, those educational spaces were meaningful in the students' learning process as they developed their social skills in which they were participating in some major events where they needed to interact with people or perform different dances or performances. These activities allowed the trainee to expand the knowledge about the educational field which includes diverse components to develop the different students' skills. However, those events could limit the accomplishment of the academic topics that were planned, which is why it is suggested to be able to balance the academic and administrative activities to carry out all the chronograms.

Chapter VI: Reflexive Approach to Integral Practicum

Description of the reflection process

The pre-service teacher addressed weekly narratives that allowed a deeper analysis of every process through the different components involved in the practicum stage. Besides, it gave the opportunity to reflect about the teaching-learning procedure as it was important to know all the educational aspects and the approaches to improve the development of the classes.

Additionally, it has allowed us to understand all the challenges presented in the academic field such as the materials, teaching methods or technological resources as every teacher had to ask permission in advance to be able to carry out the classes with the use of the technology.

Likewise, this process has helped to develop and gain knowledge about control and management in a classroom as sometimes the students can be undisciplined; therefore, it is essential to know what strategies can be applied in those situations.

Finally, it is worth mentioning this thoughtful process has been essential to implement different teaching strategies to avoid the traditional method with the main objective of reaching the learners' needs and boosting their learning process as it was necessary to think about diverse pedagogical methods focused on teaching a foreign language. (Appendix G)

Conclusion

Class time

The time management was a challenge as students used much time for developing different activities they planned to carry out; nevertheless, it was not possible as the time was not enough to finish. That is why it was necessary to adjust the exercises to be more concise with the main purpose of executing all the activities proposed. Besides, there were some moments where there were other non-academic activities that changed all the planning which needed to be reformulated to teach the topics.

Topic management

At the beginning, it was difficult to teach grammar as the knowledge was not enough; thus, it was essential to study and review the topics to refresh the knowledge obtained at the college. Likewise, if any doubt was presented, the teacher had all the willingness to answer the concerns to carry out the classes successfully.

Teaching Methodology

The pre-service teacher implemented diverse pedagogical strategies to develop the classes adopting the technological resources to obtain better outcomes in their learning process. Moreover, it was evidenced that students enjoy learning while playing or using different methods as they participated actively in the classes.

Use of English in class

It is important to state that the use of English was limited in the classes as the learners did not try to make an effort to speak the foreign language and that did not allow to have an English environment since when the pre-service teacher spoke in the language, they did not understand and they asked to speak Spanish. Therefore, it was needed to translate everything, unfortunately affecting their learning process.

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Appendixes

Appendix A: letter of consent:

https://docs.google.com/document/d/1k0d0R_93p08ACvuxjt6V-xS9l3dRCBTugjdwYIIkS9g/edit?usp=sharing

Appendix B: Semi-structured interviews

https://docs.google.com/document/d/1YBEZz9jnTMOudKVhZUkFn_8THQP_Bj3H7b28ZVqeXj4/edit?usp=sharing

Appendix C: Semi-structured interviews-Answers from the participants

https://docs.google.com/document/d/1uhDvSbhp0YW2WSX7ctNdp5mk3AczysLH/edit?usp=sharing&ouid=102246171586814630844&rtpof=true&sd=true

Appendix D: Activity n°1-'At the restaurant'
https://docs.google.com/document/d/18t06Akds1Vx3Nd-hDpjinOnmymaeY-ux94gsbpMkLGA/edit?usp=sharing

Appendix E: Activity n°2 - 'My favorite movie' planner
https://docs.google.com/document/d/1qIp9iBN97kTH8ZI9nltt5SU0BvjVJdVGrrmOQ6LI-jg/edit?usp=sharing

Appendix F: Activity n°3 - 'Interviewing a famous character'

https://docs.google.com/document/d/1UxSl2GgH1e4odpF2-_FMCoh8RWoQE4GW/edit?usp=sharing&ouid=102246171586814630844&rtpof=true&sd=true

Appendix G: Weekly narratives

https://docs.google.com/document/d/1lpqZnGkJ66U6Vj_tlZpYYDXJmDCTtki1/edit?usp=sharing&ouid=102246171586814630844&rtpof=true&sd=true

Appendix H: Observations

https://docs.google.com/document/d/1F51g-qzsN8xWYZFKcc90-zD2KIEi88LYsCurp9P5rmE/edit?usp=sharing

Appendix I: Triangulation

https://docs.google.com/spreadsheets/d/1IOmZWwL1KljAuWxN4y8spA9dIGKG32Oqo8YO--O9FTc/edit?usp=sharing