Painting as a didactic tool to incentive English oral expression through a Task-Based Learning approach among eighth-grade students at the San Francisco de Asis Institution

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Chapter 1. General presentation of the project

Painting as a didactic tool to incentive English oral expression through Task-Based Learning approach among eighth-grade students at the San Francisco de Asis Institution

Introduction

Through its 55 years of existence, the English-French Foreign Language Degree program has contributed to the training of the human talent needed to teach and disseminate the foreign language in the region and the country. According to Agreement No. 032 of July 19, 2004, the University of Pamplona's Foreign Languages Program's pre-service teachers completes their professional practicum in a high school in the city, developing and fostering their competencies, abilities, skills, and visions in other to enable them to be actively linked to the Institution where their practicum is carried out throughout curricular, administrative, and research activities.

Three essential elements are incorporated into the teaching of the Bachelor of Foreign Languages at the University of Pamplona: the teaching and research component, the community component, and the component of intra-institutional activities, which was developed in a public institution in Colombia. Hence, in this document the reader will get a full explanation of each component, the first one refers to education and research provided at the "Technical Institute Arquidiocesano San Francisco de Asís".

The guidelines requested by the Ministry of National Education (MEN) are summarized in this chapter. They include the Institutional Educational Project (PEI) and the Coexistence Norms, which establish standards, objectives, principles, and the pedagogical model in addition to directing the work of the school.

The second chapter describes the proposal to be implemented in the field of pedagogical interaction, on which is based, a problem or needs to be detected during the weeks of observation in this case, based on the low participation in speaking that students present in learning English.

The third chapter discusses a project that uses the art of painting to encourage the development of speaking abilities in Colombian primary school pupils, namely eighth graders and is focused on their attention and English training demands.

The intra-institutional component, which is crucial and necessary for the practitioner to comprehend their position as a teacher in an educational context, presents everything linked to the curricular and extracurricular activities of the educational institution.

Without a thorough understanding of this component, a teacher may struggle to provide effective instruction and guidance to their students. This component includes knowledge of the school's policies, procedures, and culture, as well as collaboration with colleagues and participation in professional development opportunities. Therefore, it is essential for teachers to invest time and effort in learning about their institution's intra-institutional component to ensure student success.

To start this journey, it is suitable for students to develop their understanding of the target language through the implementation of a methodology known as tasked-based learning that can allow them to recognize general and specific information in written texts on familiar topics. In this regard, This practicum proposal intends to implement task-based learning in order to improve oral expression using art in the Eighth grade attending the public school "Instituto Técnico Arquidiocesano San Francisco de Ass (ITASFA)" in this respect.

Justification

English has a big influence on the country today. As a result, the teaching of the language has gained prominence in the educational system.

Although there have been significant improvements in the teaching and learning of the language, there are still many difficulties in its development. This is how the challenges that students at the San Francisco De Asis Educational Institution present while expressing themselves orally were recognized. However, it also highlights how important it is for practitioners to be intimately involved in the educational setting and how they can contribute to the advancement of high-quality education through their social work, involved in the educational environment and that he may support the development of high-quality education through their social work, educational initiatives, and research.

Although the San Francisco De Asis secondary school did not receive sufficient instruction in English, it was found that eighth-grade pupils had an acceptable level of language competency, primarily in oral expression. Nevertheless, these students had different performances when facing oral activities, whose expression was facilitated thanks to the individual effort each student showed.

This exercise not only kept students engaged in class, but it also encouraged interaction, inventiveness, and imagination while encouraging student speech.

According to the different components that guide this teaching experience, the teacher in training supported at the educational institution San Francisco De Asís, realized the work of raising awareness with eighth-grade students through the implementation of painting as a didactic tool for incentivizing oral expression in English and likewise, with the incorporation of drawing activities to develop vocabulary learning in English in third and fourth-grade students.

Objectives

General Objective

To develop the teaching practices at the San Francisco De Asís Institute.

Specific Objectives

- To incentivize students' oral expression through the implementation of painting activities,

using the Task-Based learning approach

- To strengthen vocabulary through the implementation of images using a task-based learning approach.
- To participate in intra-institutional activities offered by the“ Instituto Técnico Arquidiocesano San Francisco de Asís” throughout the teaching internship.

Conclusions

This project was created during the months of practice in the educational institution in San Francisco De Asis, where the practitioner was able to combine a variety of pedagogical elements that allowed the integration of a trainee teacher in the educational environment and that also benefited the students and the educational institution.

As for the pedagogical component, an interesting project related to the use of painting as a didactic tool to encourage the oral expression of English in eighth-grade students of a school in Colombia was implemented, using a task-based learning approach. The project allowed students to develop their skills in the use of English while also expressing themselves creatively. The results of the project showed that painting can be used as an effective tool for developing the oral expression of English in this age group. The project clearly demonstrated the effectiveness of using painting to enrich students’ English language skills and showed the importance of creative activities in the teaching and learning process. After carrying out the fourth implementation, the teacher in training confirmed that the implementation of these activities brought benefits at the

linguistic level, motivational, and, finally, benefits proper to the student focused on self-confidence.

For the community outreach component, the pre-service teacher designed a pedagogical proposal focused on using drawings to teach English vocabulary to fourth-grade children. After three implementations, it was possible to confirm that drawing activities are an educational tool that makes vocabulary teaching dynamic and attractive to students. Mainly because it is based on a variety of activities that allow the student to stay active and receptive through drawing activities and also promote creativity, critical thinking, and problem-solving skills. Furthermore, it can be used to assess the student's understanding of the material. Drawing activities also foster collaboration and socialization among students. Moreover, they can be adapted to any language level and are easily accessible to students of any age.

Regarding the component of intra-institutional activities, the pre-service teacher immersed himself in the educational reality, participating in extracurricular activities that allowed him to know and get closer to his role as a teacher, to the philosophy of school and student life of the institution.

In addition, thanks to this component, the pre-service teacher can participate in and lead cultural, educational, or English-speaking activities, thus promoting their responsibility and leadership. Additionally, he was able to gain valuable experience in the practice of teaching and creating meaningful relationships with other students. This provided him with the opportunity to apply the knowledge and skills he had acquired in his studies to real-world situations. He was

able to practice his teaching skills in a safe environment while still being able to make a positive impact on the students he interacted with. This experience was invaluable in helping him to develop into a professional teacher.

Chapter 2.

Institutional Observation

Topographic Location

The Instituto Técnico Arquidiocesano San Francisco de Asís (ITASFA), Jose Antonio Galán headquarter, is one of the most representative public schools in Pamplona available for students with special educational needs or under vulnerable conditions receive the basic human right to education, including them in its facilities.

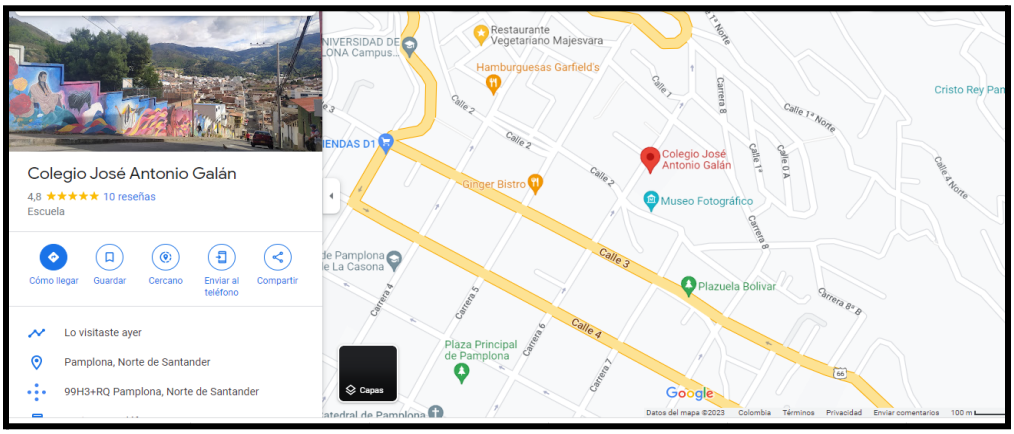


Figure No° 1

Topographic Location.

This headquarter is exactly located at Carrera 6 No. 1b-61 in the Humilladero neighborhood in Pamplona. This high school is known for offering education in kindergarten, a primary and secondary school with a class schedule from 7:00 am until 1:00 pm. Tenth and eleventh graders receive technical formation during the afternoon in areas such as accounting and financial management; and multimedia design.

Proyecto Educativo Institucional (PEI)

An overview of the ITASFA high school's objective is as follows: "To give spaces of educational formation that ensure students have life lessons and experiences as trustworthy work alternatives to the solution of their financial difficulties. In order to do this, the institution will support initiatives designed to improve human potential, community participation, and inclusion of all of its participants without any kind of prejudice. At the end of 2025, the ITASFA vision anticipates developing opportunities for recognition at the local, regional, and national levels by showcasing competitiveness in social, cultural, athletic, and academic elements. San Francisco Institute plan to implement a comprehensive program that will promote the development of human abilities and skills, in order to create a more equitable and just society. starving the creation of an environment that supports and encourages the participation of all members of the community with the goal of empowering people and fostering greater inclusion and social cohesion.

However, the school is always developing cohabitation concepts and curricula that ensure possibilities to compete with excellence. Because of this, the institution is forced to compromise in order to design its proposal for an educational project known by the abbreviation PEI (Proyecto Educativo Institucional), in which each member of the ITASFA family participates in its debate, approval, and implementation. The PEI is an essential document for the school, as it is a reference for the decision-making process and the development of policies and long-term strategies. It is also a tool for evaluating the performance of the institution in terms of its teaching and research goals.

In addition, the Institution is represented by two colors in its flag (Appendix 2). White, a representation of peace, and brown a symbol of humbleness and spirit of service alike Francisco de Asís was in his time, a vivid example to ITASFA students who are called to develop values such as solidarity, creativity, inclusion, and leadership.

In this sense and regarding the increasing number of students in vulnerable conditions and with Educational Needs (cognitive, physical, or sensorial), the ITASFA institution has the obligation of guaranteeing adequate spaces to include students with the right of being respected and receiving attention without distinction of any kind, such as race, color, sex, language, religion, national or social origin, economical condition or another status. Besides the inclusion of students with limitations or special conditions, the institution seeks to contribute to student's educational formation to help them become transforming agents in their environment relying on organizational and community criteria, with a sense of estimation, conservation, and love for nature.

Institutional Objectives

- To provide the spaces and environments necessary for the educational community to build, adapt and enliven values and commitments to improve their individual and social quality of life.
- To adopt strategies and actions that will enable the institutional education project proposal to be put into practice, at the same time as that the spaces of enrichment of the same be dynamized.

- To Consolidate a curriculum plan that is in line with progress as a tool for improving the quality of education the pedagogical and technological aspects of the time, and that serves to train people who are fit for work and production.
- Developing State education policies in terms of coverage, efficiency, and quality Monitoring, controlling, evaluating, and enrichment of all institutional bodies and processes.

Pedagogical Model

This essential component of the Institutional Education Project is the most crucial since it emphasizes education, the teacher's role, the pedagogical method, and its application as the

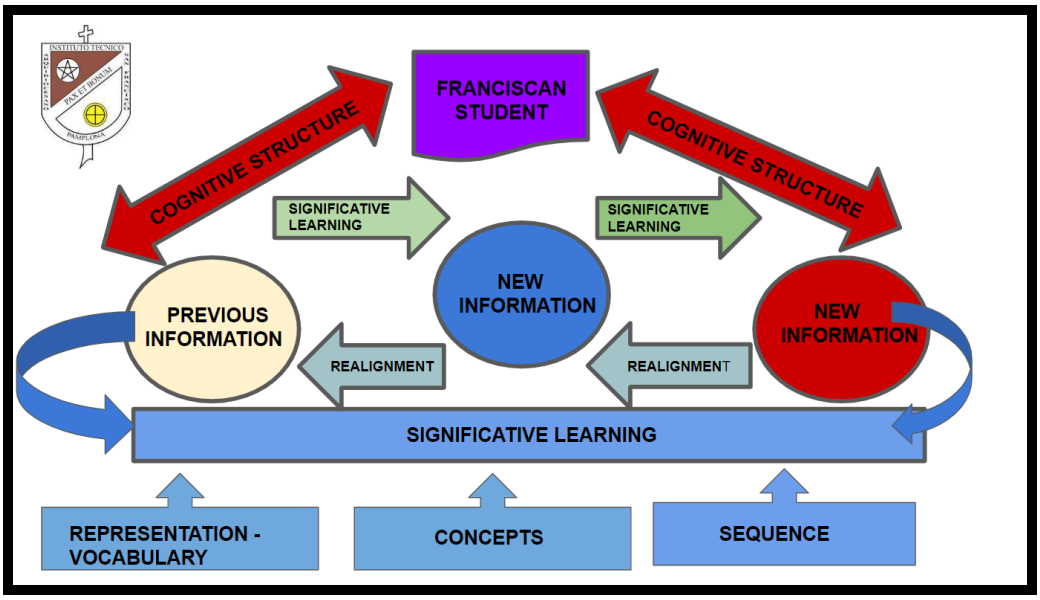


Figure N° 2

Structure for the Jose Antonio Galan Institute of the Archdiocese's use of the pedagogical methodology of meaningful learning.(zapata 2023)

cornerstones of the educational institution. By developing all processes that contribute to the individual's holistic formation, the person will be fully empowered. This theory is one of the foundations of constructivism and was developed by Paul Ausubel. The type of learning in which a student relates the new information to which it already possesses, readjusting and reconstructing both information in this process. For instance, a student may encounter new information in an English class but can make sense of it by relating it to something they already know, such as a current event.

In other words, the structure of prior knowledge conditions new knowledge and experience, which in turn modifies and restructures those. Significant learning occurs when new information is connected to a pre-existing relevant concept in the structure cognitive, this implies that new ideas, concepts, and propositions can be learned meaningfully to the extent that other relevant ideas, concepts, or propositions are adequately clear and available in the cognitive structure of the individual; and that function as an anchor point to the first. This process of connecting new information to existing knowledge is known as elaboration and is essential for effective learning helps to create meaningful connections and to link concepts to each other, allowing the learner to better understand and remember the material.

According to this theory, students are considered to be the center of the teaching-learning process, and the teachers are facilitators. Meaningful learning occurs when the new information is related to prior knowledge. Significant learning is relational and permanent and these are its main features since students continuously associate new knowledge with those they already possess. This theory emphasizes the importance of students being actively involved in their own learning processes and that teachers should be seen as supportive resources. With this approach, students are more likely to retain the information they learn and develop a deeper understanding.

Organization Chart

In addition to the provisions of Law 734 of 2002 by which the single disciplinary code is issued, Decree 2277 of 1979 or teaching statute, the administrative career, the rectorate of the school,

in the exercise of its functions consigned in Article 10 of Law 715 of 2001, he submitted to the Board of Directors a proposal for a manual of functions for the next level of office.

This public institution is under the direction of Bernardo Wilches Gelves graduated from the University of Pamplona, and has been its main head for over 20 years. Additionally, there are two main school coordinators in the academic and disciplinary field, the first one is Mario Armando Castellanos Davila who is in charge of coordinating from sixth to eighth grade and the second one is Olga Barajas who coordinates from ninth to eleventh grade. Both coordinators take their role seriously contributing to keeping order at school by emphasizing proper discipline, good behavior, and a better organization of students.

NIVEL	CARGO
Nivel de Dirección y Administración	• Rector
Organos de Gobierno Escolar	• Consejo Directivo. • Consejo Académico
Nivel Directivo Docente	• Coordinadores
Nivel Operativo docente	• Educadores: de área o grados • Titulares de grupo. • Turnos de disciplina, • Apoyo especializado, • Servicio de orientación.
Nivel Operativo Administrativo	• Secretaria General Pagadora • Secretarias auxiliares de secretaría. • Secretaria auxiliar de rectoría • Contador@ • Auxiliares de servicios generales: gendarmes, mantenimiento y aseadores. • Celadores • Administrador@ del Punto Vive Digital Plus

Figure No° 3

ITASFA Organization Chart

ITASFA Rule Book

According to article 87 of 115 law of 1994 and registered under institutional code A2M1V6, the rulebook of the "Instituto Técnico Arquidiocesano San Francisco de Asís" is defined as a collective agreement in which the rights, compromises, and responsibilities of each member of the school community are expressed. This implies it is specified the role of coordinators, administrative staff, teachers, students, and parents in the institution. The main objective of the rulebook in the ITASFA context is to create favorable environments to promote the full development of students' personalities based on the principles of reciprocal respect, freedom, democracy, equality, and fairness. As well, the educational Institution is open to the entire community of the city without distinction of any kind, such as race, color, sex, language, religion, national or social origin, economic condition, vulnerable situations, or educational needs; and expresses its institutional compromise of continuing working under a frame of inclusion.

According to the provisions of Law 001620 of 15 March 2013 the educational community will adopt the Manual of Institutional Coexistence. The rights and responsibilities of students are detailed in the School Coexistence Manual. The following is a list of the most notable ones.

- It establishes the basic general criteria on which institutional coexistence is based.
- It establishes the rights, commitments, and prohibitions of the entire educational community.
- Establishes the regular channels, procedures, and mechanisms for solving academic and behavioral.

- It establishes the rules for teachers within the framework of the educational institution.

School Journey

The Technical Institute Arquidiocesano San Francisco de Asís in its headquarters José Antonio Galán hosts the continuous day with the following schedule. Applies a full or single day the educational community expresses its commitment to the implementation of all levels as a strategy for institutional improvement and the quality of life students.

School Journey	Schedule
Continuos Day class	**7: 00 to 01:00**
2° Second time Class.	**8,00 to 900**
3°Third time Class	**9.00 to 10.00**
BREAK	**10.00 to10.30**
5°Fifith time Class	**11.30 to 12.30**
6° sixth time class	**Primary Education exit 12.30 a 1.30 Secondary Education exit**
Technician area	**Technician area**
Time class	**2:30 to 3.15**
Time class	**3.:15 to 4.00**
Time class	**4:00 to 4.45**

Time class °Fourth time Class	**4:45 to 5.30**

Table No° 1

Academic Schedule The archdiocese's Jose Antonio Galan Institute

Applies a full or single day the educational community expresses its commitment to the implementation of all levels as a strategy for institutional improvement and the quality of life students.

Physical Distribution

The educational institution has a range of physical places where students can go to attend classes without any inconvenience that may be generated in adverse inclement weather conditions. Three blocks make up the majority of its structure (Appendix 1). Primary school students attend classes in one block, while secondary school students attend courses in the other two blocks. In all, there are thirty classrooms spread across three levels. Specially constructed spaces include a chemical lab and two computer labs where students may use computers for the first time and benefit from the latest technology. (Appendix A)

The institution is separated into two main sections to distinguish between primary and secondary school. There is a two-story building that is just for elementary school-aged pupils. For those secondary pupils, the whole of the school is open. The school has two multipurpose courts for sporting activities; one is indoor for elementary students and the other is outside for secondary students. Additionally, there are some open areas where students may play and interact with others. Not to mention, the institution's administrative division is placed in five offices. There are two for each coordinator, one for the principal, one for the secretary, and one for the main office, where significant meetings are held. (Appendix B).

Institutional Chronogram.

Under the scope of the institutional operational plan of the teaching managers and educational quality management team, an outline of institutional actions for the 2023 election year was put out. Under the guidance of DR. BERNARDO WILCHES GELVES and in collaboration with the professors, the institutional operating plan for 2023 was set up starting in January and ending in November 2023. The educational staff unanimously recommended and modified all institutional activities for 2023.

Figure N ° 4

Chronogram "Instituto Técnico Arquidiocesano San Francisco de Asís" -Institution.

Plan Operativo Institucional Cronograma De Actividades del mes de Abril 2023.

MARZO 2023

FECHA	ACTIVIDADES
1 - 3	Desarrollo Académico Inicio del Desarrollo Programa Transversal Integral Senderos de Paz y Bien Fortalezas Equilibradas a desarrollar en el mes de marzo: UNIVERSALISMO
6 AL 10	Desarrollo académico UNIVERSALISMO
13 AL 17	Desarrollo académico UNIVERSALISMO
20 AL 24	Desarrollo Académico UNIVERSALISMO
27 - 31	Desarrollo Académico UNIVERSALISMO
31	SOCIALIZACIÓN DE EVIDENCIAS PROGRAMA TRANSVERSAL SENDEROS DE PAZ Y BIEN – FOTALEZA EQUILIBRADA UNIVERSALISMO

Figure N ° 5

ABRIL 2023

FECHA	ACTIVIDADES
1	Desarrollo Académico
3 - 7	Desarrollo institucional - Receso escolar Participación eventos religiosos y culturales de semana santa todos los docentes, directivos y administrativos y estudiantes de 101° y 11° FERIA FRANCISCANA. CONSEJO DE PADRES
10 al 14	Desarrollo Académico Programa transversal integral senderos de Paz y Bien. fortaleza equilibrada: SENTIDO DEL HUMOR
14	NIVELACION A ESTUDIANTES CON ÁREAS PENDIENTES O SITUACIONES ACADÉMICAS DE GRADOS ANTERIORES.
14	Celebración día de la mujer
15	Preparación saber 11 – Aplicación segundo simulacro
17 - 21	Desarrollo Académico -- SENTIDO DEL HUMOR
20	Escuela de padres Organizan Servicio de orientación escolar y equipo interdisciplinario con PPFF de estudiantes con bajo rendimiento Sesión de servicio de orientación y equipo interdisciplinario con estudiantes de 10° y 11° sobre proyecto de vida
24 al 28	Desarrollo Académico FORTALEZA EQUILIBRADA SENTIDO DEL HUMOR

ITASFA - Plan Operativo – Cronograma de Actividades 7 de 15

Chronogram "Instituto Técnico Arquidiocesano San Francisco de Asís" -Institution.

Plan Operativo Institucional Cronograma De Actividades del mes de Abril 2023.

Figure N ° 6

MAYO 2023

FECHA	ACTIVIDADES
2 - 5	Desarrollo Académico PROGRAMA TRANSVERSAL INTEGRAL SENDEROS DE PAZ Y BIEN – FORTALEZAS EQUILIBRADAS GRATITUD Y HONESTIDAD ACTIVIDADES ACADÉMICAS DE REFUERSO DE LAS ÁREAS EVALUADAS POR SABER 11º
8 - 12	Desarrollo académico FORTALEZA EQUILIBRADA GRATITUD Y HONESTIDAD INICIO DE EVALUACIONES DE CALIDAD DEL 1º PERIODO ACADÉMICO
12	Celebración institucional día del educador y del personal administrativo franciscano
15 - 19	Desarrollo académico FORTALEZAS EQUILIBRDAS HONESTIDAD Y GRATITUD - EVALUACIONES DE CALIDAD 1º PERIODO ACADÉMICO
22 - 26	Desarrollo académico - FORTALEZAS EQUILIBRADAS HONESTIDAD Y GRATITUD
22	TERMINACIÓN 1º PERIODO ACADÉMICO
23	INICIACIÓN 2º PERIODO ACADÉMICO
29 AL 31	DESARROLLO ACADÉMICO - FORTALEZAS EQUILIBRADAS HONESTIDAD Y GRATITUD
30	ASAMBLEAS ACADÉMICAS Y CONVIVENCIALES POR SEDES
31	SOCIALIZACIÓN EVIDENCIAS SENDEROS DE PAZ Y BIEN – FORTALEZAS EQUILIBRADAS HONESTIDAD Y GRATITUD

ITASFA - Plan Operativo – Cronograma de Actividades 9 de 15

Chronogram "Instituto Técnico Arquidiocesano San Francisco de Asís" -Institution.

Pedagogical Level

The pedagogical level enables analysis of the educational institution's pedagogical environment in relation to the teaching-learning of English as a foreign language. The planning of the language area, the pedagogical and physical resources at the disposal of the school, and the educational intervention program are thus the key factors to be considered in this part.

The planning of the language area

The planning of the English courses at the San Francisco De Asís Educational Institute is in charge of the teachers who guide this subject according to the course they are responsible for.

This planning is done at the beginning of the year to add or modify the aspects that are required.In this way, the teacher of the English area in charge of 7°, 8°, and 9° grades , organizes different themes according to the learning needs of the students, which are carried out through activities created by the teacher that students can print to developed the respective activities.

the teacher did not utilize a book to administer the classes; it was also observed that the teacher follows a planner recommended by the educational establishment to develop herself. Furthermore, the teacher in charge demonstrated good student control, resulting in a friendly and warm environment in which students feel free to voice their views and opinions without feeling

pressured or singled out by their teacher. Furthermore, the teacher clearly employed general preparation to run her lesson, which included the following aspects:

Pedagogical Resources

Taking into account the environment that the institution is been working in, the resources available for each class are as follows:

SEDE	EQUIPOS ÁREA ADMIMISTRATIVA	EQUIPOS AULA DE INFORMÁT	TABLET'S	VIDEO BEAM	PVDPLS
GALÁN	**RECTORÍA:** 1 computador de mesa marca LG con monitor Samsung. 1 impresora Epson TX430W **COORDINACIÓN:** **Computador portátil HP impresora** **ORIENTACIÓN:** **SECRETARÍA GENERAL** Computador LG Computador COMPUMAX Computador ARGON		Almacén: 109 Primaria: 311 Secundaria 73 Marca APRIX	Tableros digitales: 2 Video Beam 4	**CUARTO TÉCNICO DE ALMACENAMIENTO:** Rack 17: 1 3 UPS FENTONTECHNOLOGIE Un aire acondicionado PANASONIC 9000 BTU Switch de 24 puertor **RECEPCIÓN Y REGISTRO**: Impresora multifuncional SANSUMG PC de escritorio HP Botiquín metálico tipo A Camilla plástica

Figure N ° 7

Pedagogical Resources Image extracted from the "Instituto Técnico Arquidiocesano San Francisco de Asís" -Institution.

The Sanfrancisco De Asís Educational Institution has the following educational resources available for use by students:

Library:

In this space students can study and plAy in silence it is a spacious, comfortable and illuminated room, equipped with ludical and pedagogical material, print machine, for students to use when is need it, Book that contains the themes with multiple activities respectively organized

according to each academic period, this book is prepared by the teacher in charge

Informatics Room:

In this space students took classes relating informatic classes and topics about computerizing .

Bilingual Room:

This place is is a spacious, comfortable and illuminated room, well equipped with 32 personal computer for each student and a big tv screen for teacher use to give classes share videos , slides to complement the class. (Appendix C)

Teaching Metodology In The Language Class

The teaching of the foreign language in class is based on the assertive orientation carried out by the teacher through the use of pedagogical tools which allow the student to explore and develop their language skills, carrying out a pleasant learning process. In this way, the implemented methodology presents stages of student development that favor the construction of knowledge from interaction with the environment, society and the world, allowing the development of their potential through interactive and fun processes that allow students to strengthen autonomy and group work.

ITASFA Teacher English Class Development

Beginning of class

1. Welcoming to students (Pray)
2. Class Commands (stand-up, turn around sit down). Date: (on board)
3. Reflection Phrase(On board) teachers demands students to talk about it.
4. Topic.
5. Grammatical explanation
6. Examples
7. Comprehension activity (writing speaking oral).
8. Fill in activities

Modalities of Accompaniment to Learning

As an accompaniment modality, the English teacher presents complementary reinforcement and/or improvement activities, these activities are focused on those students who have learning difficulties and have not been able to overcome the performance indicators of the subject during an academic period. These complementary reinforcement activities are carried out at the end of each school period in which the student must develop once they have not managed to exceed at least the basic level of the skills established in the study plans.

The workshops, written pieces, and other activities that the ITASFA Institute carried out were those that the student had not delivered throughout the time. The student will fail this academic session if they do not complete the complementing tasks or do not present them in accordance with the calendar period, the student will be expelt from the institution.

Design of Guides and Materials

For the design of the guides and material of work in class, the teacher of the English area based the contents agreed in the curriculum, taking into account the objectives stipulated for this Eighth grade students with a linguistic level of A2, therefore, activities and exercises are prepared for the school year calendar, which, in addition the classes are very explaining dynamic the teacher applies workshops, readings, open and closed questions along with fill-in activities and exercises as a practice for the period exam.

“Derechos Básicos de Aprendizaje (DBA)”

The outline of the English course of the San Francisco De Asís Institute presents the topics that are related from the basic rights of learning, which allow students to achieve the objectives in a more attractive and real context. On the other hand, for the implementation of the DBA in the English language, the DBA shown in the scheme distributed in periods, containing the pertinents DBA Students Rights , It deals with the Thematic Contents, focused on the listening skill , Reading skill, writing skill,and speaking skills. (Oral production, written production,listening comprehension, written comprehension)

DBA #	8th Grade Basic Learning Rights
DBA 1	Request and provide information on experiences and plans in a clear and brief manner. For this, the student uses his/her own information or situations that are familiar, using the known vocabulary and relying on his peers and the teacher.
DBA 2	Students explain in writing, in a coherent and simple way, situations and facts that are familiar to them.
DBA 3	The student Recognizes specific information in oral and written short texts on topics of general interest.
DBA 4	Exchange information on academic topics of the school environment and general interest, through simple conversations, dialogues and role play. In

	these conversations, you can express opinions easily from previously studied models
DBA 7	Express emotions and feelings about a specific situation or topic in your family or school environment, presenting your reasons clearly and simply.
DBA 8	Briefly narrates current events, everyday situations or his own experiences, in oral or written form.

Table No° 2

Derechos Básicos de Aprendizaje (DBA)

Courses and schedule

The teaching practice includes intensity at the level of 12 hours of teaching in secondary and 4 hours in the primary. The following table shows the weekly schedule.

GRADE	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
3°				9:00-10:00	10:00 11:00
4°			7:00- 7:55		8:50 9:50
8A		8:50 -11:10	8:50-11:10		
8B	7: 755			7:00- 8:55	7:00-7:55
8C		7:00- 8:50		11:10-12:50	

Table No°3 *Academic Schedule.*

Connectivity Level

The institution has acquired technological aid, which is It is essential for academic development. We have suffering laptops, tablets, and academic community services as support for pedagogical help for all areas that make up the school. The following spaces can be named.

- The Library - Ludoteca
- Chemical and Physical Laboratories
- Vive Digital Plus
- Multidisciplinary class

Platforms and Access Use.

The educational institution San Francisco de Asís will use, among others, the following media:Compulsory interactive platform for managers, teachers, family parents, students and administrative staff.

Website: www."Instituto Técnico Arquidiocesano San Francisco de Asís".edu.co

Website www. web colegios.com

Email address: institutosanfrancisco@hotmail.com

Population Level and Subject Information

The population included for this project is divided into two school years that represent the highest level of the educational system in Colombia, which are: 8 A, 8B AND 8C being a who average between 15 and 17 years old, with an intermediate English A2 level for those in grade 8° In this way, it should be noted that the selected participants where two students from each group.

Population Inform	Data
Students Quantity	147
Gender:	mix
English Language Level **Grade:**	A2 3°.4°, primary/ Secondary 8°A, B and C.

Table No° 4

Population, level and subject information

Parents Community

The community of parents is made up of a minimum of one and a maximum of 2 parents for each of the grades offered by the educational establishment, the election of the parents' representatives for each school year will be held in a meeting by grades and by majority.

The Family Fathers' Association is a private entity. Their work is governed by their own statutes and the recognition of their legal personality. It should be clarified that this entity is of a private nature, and its institutional action propels:

1. To Compliance with the cohabitation manuals, functions, and procedures.
2. To ensure the participation of this staff in institutional.
3. To take -make decision-making.

The channeling of Funding for the strengthening of educational institutions. Members of the Council of Parents or representatives of groups a representative is elected to the Management Board. In the event that there is no election of this representative, the Rector shall appoint him from them.

Chapter 3.

Pedagogical and research Component

Painting as a didactic tool to incentive English oral expression through a Task-Based Learning approach among eighth-grade students at the San Francisco de Asis Institution

Introduction

Since language is a vital tool for communication and allows people to connect and engage with one another in everyday affairs, learning English is now absolutely necessary because it is used in every facet of modern life. As a result, English teachers employ a variety of strategies to assist students master the four language skills of listening , reading, speaking, and writing.

This project immerses itself in the investigation of educational processes in the classroom, as well as in the awareness work of practitioners that is focused on addressing the deficiencies of training in English in primary schools in Colombia. Teaching practices are conceived in the Bachelor of Foreign Languages at the University of Pamplona as a process in which learners are given the chance to have a more direct connection with the teaching work.

In this way, the importance of executing each one of the aspects already mentioned in the teaching practice arises, since it is necessary not only to be a participant in a teaching real context but also to know everything that the teaching role encompasses.

This project is mainly based on the use of painting as an artistic manifestation and didactic resource for the teaching of English as a foreign language to eighth-grade students of the San Francisco De Asis Educational Institution located in Pamplona Colombia .Although it was observed that students of "Instituto Técnico Arquidiocesano San Francisco de Asís" secondary school presented a moderate level of proficiency in the foreign language, mostly in oral expression. Students' oral skill is very often set aside. Regular classes tend to develop cognitive processes mostly through reading and writing activities. Based on a personal reflection on how to incentivize learners' potential in regard to their communicative competence.

Jensen (2001) states that "teaching through painting stimulates other types of learning painting enhances visual-spatial skills, helps children develop an appreciation for the arts, and improves problem-solving skills. Furthermore, it allows children to express themselves creatively and develop their imagination." (p.52). According to this reflection, the main motivation to carry out this project is to incentivize student to learn English as a foreign language in a meaningful way, using painting not only as an artistic manifestation but also as a didactic English teaching tool. One of the purposes of this research project is to make the learning of English as a foreign language understandable to students, since it has been observed that the lack of previous knowledge of this language causes some difficulty of assimilation in higher education, and therefore, in the labor field. The institution's concern is to have learners

provided with tools to do well on future standardized tests. where numbers are more important than oral skills; it was observed how important and motivating it was for learners to get involved in communicative situations which allow them to express their own ideas and feelings about familiar topics. For this reason, the main purpose of this research was to design and implement tasks based learning activities that encouraged students' oral output. This project attempted to incentivize English oral expression abilities through arts as a didactic tool; activating students' creativity to learn and express themself in the classroom.(Suryani, Ina & Yasin, Yuziana 2016). Using Painting Activities to Promote Speaking Skills.

Expressing that "the use of art for the different teaching subjects provided better learning for students; and better concentration and development of cognitive skills allowed the student to take advantage of and be interested in what they are learning, increasing their self-esteem in the experiences of each moment. For instance It is suitable for students to develop their understanding of the target language through the implementation of a methodology known as tasked-based learning that can allow them to use their skills at their current level, developing language through its use. where oral expression is essential for doing a specific task.(Peña, Mireya, & Onatra, Amparo 2009) states that Task-based learning has the advantage of getting students to use their skills at their current level, developing language through its use. It has the advantage of placing the focus of students toward achieving a goal where language becomes a tool, making the use of language a necessity.

In this regard, this practicum proposal aims to adopt tasked based learning approach to enhance oral expression by using the art of painting of eighth graders belonging to the public school “Instituto Técnico Arquidiocesano San Francisco de Asís ("Instituto Técnico

Arquidiocesano San Francisco de Asís")". Thus painting has innumerable advantages for ESL learners when taught appropriately by ESL teachers. In this regard, the use of painting as a didactic tool to incentivize students' oral expression seems to be an effective strategy when teaching English as a second foreign language.

According to class observations carried out at the San Francisco institution, the 8th-grade students present deficiencies at the time of speech since they do not have spaces that allow them to have a pleasant learning process, in addition, students show a lack of interest in this area. Similarly, the linguistic level is not adjusted to the grade they are currently studying, since there is evidence of a lack of vocabulary and its practice when participating in class and students do not recall or have no knowledge of essential words that are taught in elementary school. therefore, this project seeks to incentivize students' oral expression through the use of painting activities as a didactic tool in the teaching-learning of English as a foreign language.

Statement of the problem

This is how based on the observational phase at the institution; briefly regarding the general aspects affecting Eigthgraders Students it was noticeable the low participation in expressing orally that students present in learning English. English classes have been carried out in a traditional way, such as through repetition, the use of guides with extensive exercises that tire and demotivate the student, or with activities where there is no creativity or dynamism. Thus,

the students do not feel interested when doing the activities because of the monotony, making it difficult to learn the language due to the lack of enthusiasm, which generates certain distaste for the subject; In this regard, the lack of innovative methodologies and the use of traditional learning strategies cause students to become demotivated in English classes,

As Murado (2010) stated "The curricula, syllabus and learning content created for the teaching of English as a second language may be the cause of the demotivation of the students who attend these classes". ITASFA teacher in charge stated the moderate development of students Oral expression raised in the moderade vocabulary student level Therefore, it is essential to implement brand new pedagogical tools for proficient communicative speaking skills. On the other hand, it reflects the importance of the practitioner being directly involved in the educational environment and that, through practitioner social work and educational and research projects, the practitioner can contribute to building quality education.

The Common European Framework of Reference for Languages: Learning, Teaching, Evaluation is a European standard, also used in other regions, which serves to measure the level of competence in a given language competence in foreign languages: English They are grouped into groups of degrees, such as:

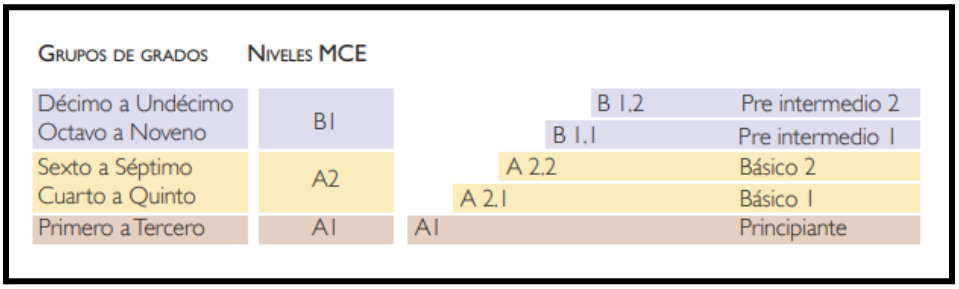


Figure N °

Common European Framework of Reference for Language Levels.

Thus, Eighth-graders at the institution are at the English level A2 English (Pre Intermediate) ..according to the Common European Framework of References for the Languages (CEFR) where students Exchange information on academic topics of the school environment and of general interest, through Simple conversations, dialogue, and role-playing. In these conversations, students can express their opinions in a simple way based on previously studied methods. In this regard, this project can be used as a dynamic solution for the students. Learning the English language through painting is a kind of inductive learning that fosters students' motivation when learning the language.

This project explores the concept of using art as a way to incentivaze oral students' expression; painting is an important source of emotional, sensory and cultural stimulation and

development for students, and it is important to investigate the value of this artistic expression as a tool for learning English as a foreign language and its interdisciplinary potential.

For Sousa (2000) "Painting activities help in school learning by motivating mental development, because new concepts are learned, as well as attention, concentration, imagination, memory, observation, initiative, will and self-confidence are incentivized. When the child realizes what he/she is capable of doing by realizing. Therefore, from the general framework of this project, a didactic strategy mediated by painting is proposed, since, in addition to generating a significant assimilation of the language, it will also develop communicative competence, taking into account that this artistic manifestation also handles its own language. Hence the question arises: How does the use of painting as a didactic tool based on tasks incentive students' oral English expression?.

Justification

The goal of the Bilingualism National Program, which is supported by the Colombian Education Ministry offers Colombians opportunities to become more competitive and competent in their professional fields, is to help people improve their quality of life by having access to better job offers, contributing to the development of the country, and being able to communicate in English under international standards.

The study sought to understand the low levels of English in bachelor's; in Pamplona -Colombia; it was concluded that the lower level of learning English of a bachelor exists a greater influence on socio-cultural and educational factors and individual factors. "The Instituto Técnico Arquidiocesano San Francisco de Asís (ITASFA), Jose Antonio Galán headquarter, is one of the most representative public schools in Pamplona which students face socio-cultural, special educational needs or under vulnerable conditions.To reach this goal proposed by the Ministry of Education, it is mandatory to start from education, the central axis of development. the secondary school presented a moderate level of proficiency in the foreign language, mostly in oral expression.

This project attempted to encourage English oral expression abilities through arts as a didactic tool; inactivating students' creativity to express themself in the classroom. Painting as a didactic tool creates a relaxed environment where the student can lower anxiety and stress levels and counteracts the context where they live and move, which is the opposite of a calm environment. Similarly, they are gaining self-confidence, allowing them to acquire confidence with the class topic, which generates ease in the acquisition of any subject, including oral production in English in a calmer way, achieving significant learning of it.

It is suitable for students to develop their understanding of the target language through the implementation of a methodology known as tasked-based learning that can allow them to use their skills at their current level, developing language through its use. where oral communication is essential for doing a specific task.

Task-based learning has the advantage of getting students to use their skills at their current level, developing language through its use. It has the advantage of placing the focus of students toward achieving a goal where language becomes a tool, making the use of language a necessity.

In this regard, this practicum proposal aims to adopt tasked based learning approach to enhance oral expression by using the art of painting of eighth graders belonging to the public "Instituto Técnico Arquidiocesano San Francisco de Asís”.

Objectives

General Objective

To enhance students‟s oral skills through the implementation of painting, using task-based learning approach.

Specific Objectives

- To foster students' vocabulary describing pictures.
- To incentive students' interest when learning English in implementing the Task-Based learning technique in the English classroom.
- To Design workshops using task based learning approach to enhance student‟s speaking production.
- To implement the workshops using painting techniques to enhance student‟s speaking skill
- To analyze the improvement of speaking skills in eight grade studentsin a institution of de Pamplona”

Research questions

General question

- How does the use of task base learning activities incentivize oral expression using painting as a didactic tool ?

Sub questions

- In which way does the use of painting encourage students' Oral expression to promote their motivation?
- the use of painting encourage oral Expression in English language learners?

Theoretical Framework

To have a better understanding of this pedagogical component, it is mandatory to specify theories and definitions considered as key concepts in an intended to work through this practicum proposal.

What is art ?

Art is directly related to the senses and emotions. It is the arrangement of elements in a way that appeals to the senses and emotions. It covers various ranges of human activities, cas ways of expression, including culture , literature, film, sculpture, and paintings. The meaning of art is explored in a branch of philosophy known as aesthetics. Painting is an important form of the visual arts. It brings elements such as drawing, gesture, composition, narration (as in narrative art), or abstraction (as in abstract art). Aesthetics is a branch of philosophy that is concerned with two general domains: the philosophy of art and what may be considered the philosophy of aesthetic experiences, especially the experience of beauty and ugliness.

So, painting occupies a very strong place in the field of Art. Senses and emotions are mostly vibrated through paintings. Not only that, we can find out the discourse of a particular society through painting. As supported by (M. Rahmatullah 2020) painting can be a source of inspiration, imagination, and motivation for learners.

Most importantly, the arts can provide students with a voice in a world where they have limited English proficiency. in the same way Sousa (2000) state art improves academic achievement by motivating mental enhancement, attention, concentration, imagination, memory and self-confidence.

Art in Education

The word art is very broad and therefore, it is somewhat difficult to define due to its subjectivity, since there are different opinions from different disciplines such as social, cultural, scientific, and educational. According to Read (1995), in this regard art is a group of artistic expressions characterized by the use of moldable elements to express feelings. From this perspective, there are many disciplines that can be included in this area, but there are three that historically have been considered the most representative. The arts are related to three main disciplines: architecture, painting and sculpture.Sousa (2000) states that "learning from the arts gives a high quality of human experience throughout people's lives" p.261.

Art as a mediator in the learning of English.

The painting represents a transforming way to learn English, so it can contribute improving the perception that the student has towards this language, since it is about bringing the student closer to the teacher and learning the foreign language in a different and creative way.

According to Sousa (2000), art is the bridge that students need to reach an adequate level of learning, which they do not achieve through traditional methods, since they focus only on the

constant repetition of grammatical rules and not on the development of communicative language skills. This is the starting point for this project, in addition to the gradual incorporation of artistic manifestations into the teaching of English with the production of new educational materials, the exploration and development of fields such as painting, are just a sample of the contribution that art makes in the teaching and learning of the English language.

Oral Expression

The ability to develop and generate words and sentences with the right vocabulary, grammar, and application of conversational rules is referred to as oral expression. The ability of children to communicate verbally is crucial to their learning and academic performance. Literacy issues in students who have oral expression issues (ASHA, 1980). Also, because of their difficulties with reading, interpreting, and expressing language, and the possibility that they misinterpret social signs, these kids might not function at grade level. The ability of the student to articulate ideas, justify reasoning (essential in arithmetic), recount stories, and contrast and compare concepts or ideas is referred to as oral expression.

Stages of Teaching Speaking

The techniques implemented for carrying out this study consist of three stages, namely: Teaching speaking activities involves three stages: After Brown (1993) pre-speaking activities, while-speaking activities, and post-speaking activities.

Pre-speaking activities help students recall relevant world knowledge, using questions, pictures, and text. They also serve as brainstorming activities, generating ideas in small groups before the main speaking activity.

The speaking task itself is included in the while-speaking activities. It helps students practice speaking. As a result of the role-play, problem-solving, socialization, or communication game, the students actually resolve the communicative problem

Post-speaking activities can allow learners to revisit the language and thoughts they used and come up with new methods to improve communication. The post-speaking activities provide learners with feedback on their performance and the conclusion of the lesson.

Pre-speaking	purpose; interest; topic; context; language input; assigning tasks
While-speaking	description; role-play; exchanging info.; discussion; speech; debate…
Post-speaking	making a report; evaluation; writing…

Figure N°

Stages of Teaching Speaking

Assessing oral expression

Listening comprehension, verbal expression, and vocabulary growth are all parts of oral language expression , which happens at the same time as literacy development. When children have numerous chances to use language in interactions with adults and other children, as well as when they listen to and respond to tales, oral language development is enhanced. When young children participate in mentally and linguistically engaging activities, their vocabulary grows. This is achieved by encouraging them to explain events and provide background information.knowledge.

Mulker G. (2014) stated oral language proficiency in early childhood is critical for both monolingual and bilingual literacy development. Research shows that English-language leamers (ELS) trail their monolingual peers in English-language competencies both at kindergarten entry and throughout schooling. Mireya peña (2010) expressing oraly is something students do when they drill particular language patterns, but the oral skill is much more than this. It involves speaking and listening as a two-way process where responding is expected. According to Byrne (1991), oral tasks involve the productive skill of speaking and the receptive skill of understanding.

To improve oral skill, students must practice speaking activities, but also pay attention to the context, the communicative goals, and the other person's responses. Practicing with a partner or in small groups is a great way to improve speaking and listening.Many ELS come from low-income families, adding an additional risk factor for early English language and vocabulary development. To facilitate the transition of ELS to English-speaking classrooms, teachers need explicit research-based instructional strategies.

Task-Based Learning

After Willis (1996), the main purpose of this approach is to co-construct sense emphasizing the interaction of all members of a group. It makes an essential part of the action-oriented approach thanks to its utility when doing a foreign language class and developing students' abilities. In other words, this TBL approach allows foreign language learners to have an active role in their own construction of knowledge through peer interaction in the completion of

a proposed task. Based on the book “A Framework for Task-Based” by Willis (1996), learners use a foreign language to accomplish altogether a task that has a specific objective within it. The principal objective of this approach is to create in students the need of using the target language in the classroom in the same way as their native language is used in their daily routine.

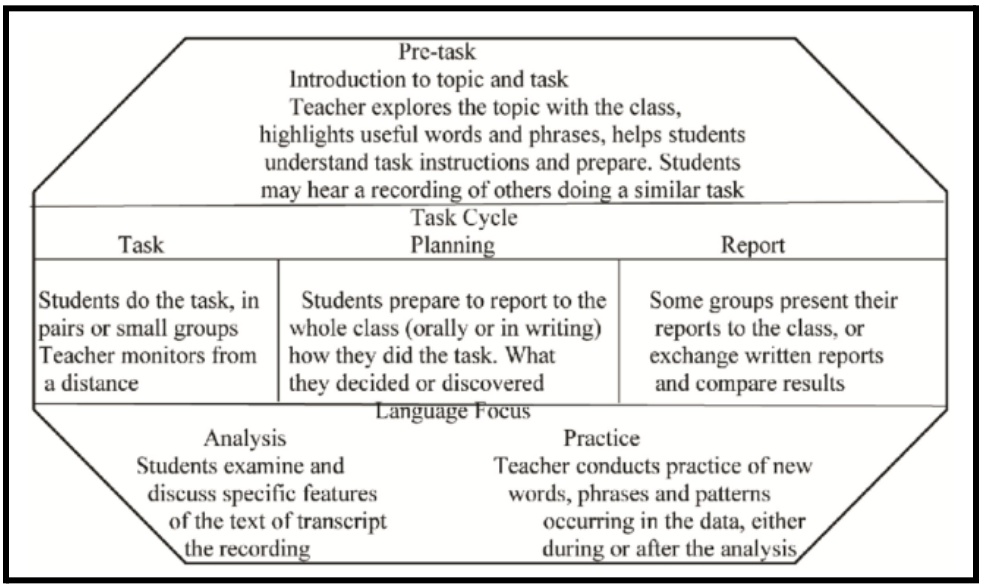


Figure N°

Stages of task-based language learning. Adapted from Willis (1996: 132)

TBL Class Stages

In this approach the basic and initial point of organization is the task. Class work following the Task-Based Learning structure proposed by Willis and Willis (1996)

were workshops, tasks are arranged as a sequence of activities generating the language through the used. Thus, in TBL teachers ask learners to carry out a series of tasks for which they will need to learn and recycle some specific items of language. The focus is on the tasks to be done, and language is seen as the instrument necessary to carry them out.

TBL highlights the instrumental value of language. Under this approach, activities have a perceived purpose and a clear outcome. That helps students to keep in mind what they will be doing at the end of the task. Students are initially accompanied by the teacher on activities which are similar to the ones they are supposed to work on autonomously, and thus can see the logic involved in the final task. Afterward, the Task Cycle takes place and is divided into three parts:

Preliminary organization, task execution, and report. Thus, learners are organized to execute the task in groups or individually, then, they are asked to remember their performance through an oral report. Finally, in the language focus stage, the teacher gives feedback based on students' performance highlighting specific linguistic traits while they were developing the task.

Literature Review

At this stage, it is critical to study prior research studies on Impact of students on the use of the use paintings activities into the English classroom, incentivizing oral expression through task based language teaching.

The use of Painting Activities to Incentivize Oral Expression

The influence of painting tasks to incentivize oral expression into the English classroom is a subject that is highlighted in several research articles such as “Painting as a didactic strategy for the development of oral expression in teaching and learning English as a foreign language.”, by cantillo, (2017) and “Using Painting Activities to Promote Speaking Skills Suryani (2017)

In the first article, the author's strategy was to create favorable conditions for an approach to the foreign language through oral expression. By means of this study, the researchers focused on an experimental design, with a descriptive approach, and as instruments, they provided students with questionnaires, surveys, observation, and measurement lists to understand the use of painting activities to encourage oral expression and the benefits and difficulties they face when expressing orally. Based on the gathered data, researchers conclude that the students’ monologue speaking tasks have improved greatly. This project enabled students to recognize that the proposed strategy, with its different artistic activities and techniques, established a different and functional educational alternative, achieving positive results in learning English.

The students were able to develop their speaking skills while also engaging in creative expression.The findings show that positively impacts learners' oracy abilities, vocabulary development, and formulaic assimilation.

In the second research article, the authors main purpose was to give vocabulary inputs and to encourage oral expression by implementing painting activities in a non-threatening manner. By means of this study, they provided students when teaching and learning speaking skills, a series of six lessons has been devised. In this study, 32 school students attended six lessons of conversational English whereby the lessons included acrylic painting activities. conclunding that the students' monologue speaking tasks have improved greatly. The students were able to describe the object in focus using appropriate words stringed in grammatical sentences. In describing their pictures, the students also utilized the vocabulary taught during the lessons. This study concludes that while having a rich vocabulary improves individual speech, the act of conversation is more complex and more than increasing the vocabulary bank. In the same way thulasivanthana (2020) " Incorporating Visual Arts into English Language Teaching " conducted an experimental study on "participants randomly assigned to control and experimental groups, each consisting of eleven students in order to examine the usefulness of integrating painting into -English language teaching.

The students in the experimental group outperformed students in the control group in the four ‑English skills (listening, reading, writing, and speaking). The students in the experimental group reported that incorporating visual arts into ‑English learning helped them recall the lessons they learned and increased their motivation to learn the ‑English language. The results of this study "assert that the employment of visual arts in English language classrooms engages learners' interests, provides learners with a relevant context, and inspires learners to become more enthusiastically involved in the language learning process.

Therefore, it is essential that students have and build their knowledge of English in a social context, through their interaction with the environment, which in this case, would be the production of oral expressions in English through artistic productions, motivating identification and participation; consequently, contributing to real and meaningful learning of English

The use of task- Based learning incentivaizing English oral expression

The use of task- Based learning to incentivize oral expression into the English classroom is a subject that is highlighted in several research articles such as “The Effect of Task-Based Language Teaching on Students’ Oral Communication Skills in EFL Classroom.”, by mussa , (2020) and “ The effects of Task- Based -learning in students’ oral performance.” by Aguirre (2018).

the first article, the author's strategy was to investigate the effect of context specific

task-based language teaching approach on students' oral communication skills. The study was conducted on grade 9 students of Addisalem Secondary school which is found in northern Ethiopia. For this purpose, quasi-experimental research design was employed. Two sections which contained 92 grade 9 students were selected using purposive sampling technique based on similarity of group identification test score. Based on the findings, the following conclusions were drawn task-based language teaching helped the students to talk using correct and grammatical sentences having a great role to improve the students speaking skills.

The study revealed that students who were exposed to task-based language teaching demonstrated higher levels of confidence and motivation in speaking English compared to those who received traditional language instruction. This shows that task-based language teaching is more effective than traditional language instruction in terms of improving students' speaking skills and confidence. It also highlights the importance of providing students with meaningful and engaging tasks in order to foster their interest in learning the language.

Pedagogical Methodology

Pre-Task

During the first stage, **Pre-task**, it has been adopted that an introduction to the topic and task is given through the implementation of a **warm-up activity** based on a vocabulary game. In the same stage, it is mandatory to give a brief **grammar explanation** that is practiced by the

students through exercises. students are asked to answer a questionnaire according to what they read, this questionnaire may be in different presentations such as false or true, missing words, open questions, matching vocabulary, and filling the gaps. In this step, students were introduced to unfamiliar vocabulary where they will first be introduced to words that may be difficult for their language level. For this reason, the vocabulary will be shown on the screen, in order to introduce the student to the context. In this way, the student will be able to have a better assessment . the fallowing link describes the stages proposed by Willis (1996) (AnnexA)

Task

Subsequently, the **Task Cycle** starts with a short summary of the Monalisa theft to work on pronunciation and prosecute with the task which is executed in the form of a reading in which students were asked to do an oral presentation describing what happened with the Monalisa at 1511.? After students are asked to report how their performance is and how they feel about it look for students' own ideas to improve as a group.

Post-task

After students have read and comprehended the text, it is time to use the text to express orally by doing an exposition in front of the class for incentive oral language skills. For example, using grammatical structures to describe the Monalisa theft, will help students practice the topics that are being covered in their English classes according to their curriculum in this case irregular verbs.

In the final stage, the teacher gives an overall correction of random mistakes observed during the lesson. Besides, the teacher provides his students with feedback based on their performance and encourages them to do their best in the next class.

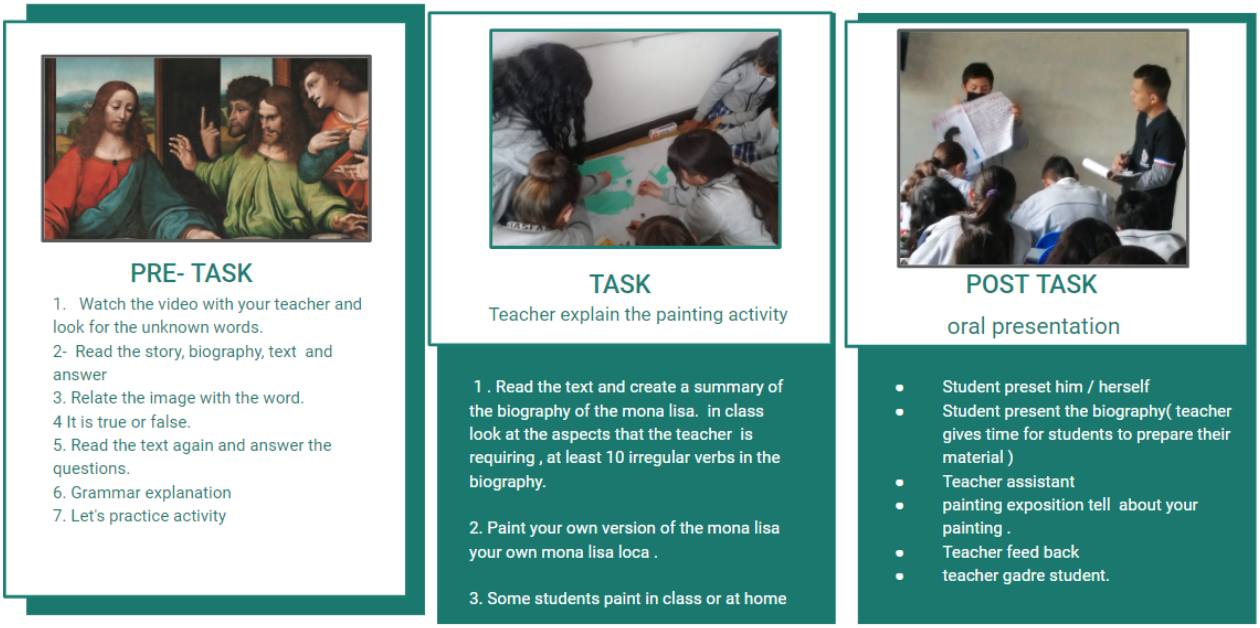


Figure N° *Task based learning painting activities (zapata 2023).*

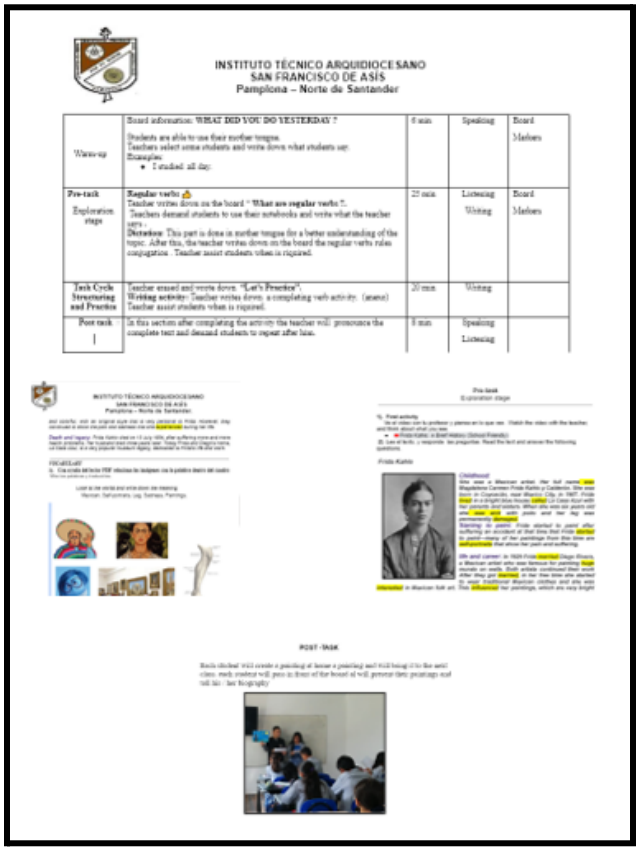
Research Methodology

This pedagogical project focuses on the use of painting activities to incentivize students' oral expression. Moreover, in all classes, the teacher followed the task-based learning approach and the communicative approach to plan oral workshops in order for the students to express ideas, thoughts, and real-life situations using the target language.to express ideas, thoughts, and real situations using the target language. At the end of this process, the students made an oral presentation exposing their painting using the class topic learned. In order to have more time to work on oral expression and overcome speaking tasks.

First Task 27 DE MARZO - 14 DE ABRIL (REGULAR VERBS)

First workshop: "**Frida Kahlo Biography**"

It was the first task planned for the firs task during the first period at the ITASFA institute. The main purpose of this task is that students could recognize regular verbs, and the rules for the correct conjugations of the past simple tense by using short text where students have to write, and speak specific information such as name, age, nationality, home city, profession and hobbies that are in the text. after that students dido created an invented a biography of any artist based on the example of Frida Kahlo, students have to present orally the life of their own character by using 6 regular verbs within the speech. an oral presentation , estudrents were told to create a pating that reflect the life charactert. (PLANNER) (FICHA)



INSTITUTO TÉCNICO ARQUIDIOCESANO
SAN FRANCISCO DE ASÍS
Pamplona – Norte de Santander

Warm-up	Board information: WHAT DID YOU DO YESTERDAY ? Students are able to use their mother tongue. Teachers select some students and write down what students say. Examples: • I studied all day.	8 min	Speaking	Board Markers
Pre-task Exploration stage	Regular verbs Teacher writes down on the board " What are regular verbs ?. Teachers demand students to use their notebooks and write what the teacher says . Duration: This part is done in mother tongue for a better understanding of the topic. After this, the teacher writes down on the board the regular verbs rules conjugation . Teacher assist students when is required.	25 min	Listening Writing	Board Markers
Task Cycle Structuring and Practice	Teacher erased and wrote down. "Let's Practice". Writing activity: Teacher writes down a completing verb activity. (assess) Teacher assist students when is required.	20 min	Writing	
Post-task |	In this section after completing the activity the teacher will pronounce the complete text and demand students to repeat after him.	8 min	Speaking Listening	

Second Task weeks 17 april & 28 (IREGULAR VERBS)

"**Las Monas De Leonardo**" is the second task planned during the first period at the ITASFA institute. The main purpose of this task consisted in to recognize iregular verbs, and the rules for the correct conjugations of the past simple tense by using a short text created by the teacher where students wrote a summary relating cultural aspect of the monalisa specific information such as name, period ,painter, cultural aspects , profession and hobbies that are in the text. (PLANNER)

TBL Stages	Planning	Development in class
Pre-task	During the first stage, **Pre-task**, it has been adopted that an introduction to the topic and task is given through the implementation of a **warm-up activity** based on a vocabulary game. In the same stage, it is mandatory to give a brief **grammar explanation** that is practiced by the students through exercises. In this section, the teacher uses two paper bags that he will paste on the board. The teacher demands students to select a group of verbs that will be given by the teacher where students have to classify the regular from the irregular verbs.	
Task Cycle	. Subsequently, the **Task Cycle** starts with a short summary of the Monalisa theft to work on pronunciation and prosecute with the task which is executed in the form of a reading in which students were asked to do an oral presentation describing what happened with the Monalisa at 1511 After students are asked to report how their performance is	

	and how they feel about it look for students' own ideas to improve as a group.	
Post-Task	After students have read and comprehended the text, it is time to use the text to express orally by doing an exposition in front of the class for incentive oral language skills. For example, using grammatical structures to describe the Monalisa theft, will help students practice the topics that are being covered in their English classes according to their curriculum in this case irregular verbs. In the final stage, the teacher gives an overall correction of random mistakes observed during the lesson. Besides, the teacher provides his students with feedback based on their performance and encourages them to do their best in the next class.	

Third Task 1 May- 13 May (simple Past Afirmative way)

"**Lady glenloven**" was the third task planned during the first period at the ITASFA institute. The main purpose of this task is that students will be able to reinforce regular verbs, and the learn about past simple tense rules for the correct conjugations of the past simple tense by using a scary short story that teacher created where students have to read , present and adwere some questions usint past simple tense relating the story; specific information such as character names , places, actions, ect . After doing that students have to paint their own version of the lady en red and respond the question front of the clas, students had to present orally the

life of their own character by using 10 regular and irregular verbs within the speech. an oral presentation , students were told to create a pating that reflect the charactert. (PLANNER)

TBL Stages	Planning	Development in class
Pre-task	Teacher says that he will talk about a scary story that he created teacher wrote. givining some clues relating the word scary doing allusion to the movie “scary Movie” for them to have an idea, some students translate the word “scary “- Miedo.During this section of the class the teacher put on the wall the document he brought the story od lady glenloven where they have to read the story and solve some task : look for question , vocabulary part, and correct the mistakes. after this grammar time where teacher explain the class topic by implementing some question relating the tpic and th story.	Students listen to the teacher while they pay attention to the teacher's speech. students listen to the teacher instructions and solve peacefully the task.
Task Cycle	Lady glenlovendurin this section of the class teacher asked students to solve the previous question in class with his help. next class they had to pass in front of the class and answered the questions , fallowed by their painting of the “ Descabezada”	Students wrote down the story, after solving them ,they select the verbs in the past simple and read the text in front of the class orally and present the “Descabezada drawing”.
Post-Task	Students have to do an oral presentation in front of the class with the answers os the ghos story the teacher’s help practice pronunciation.	Students go in front of the board and read out loud the text and practice pronunciation with the help of the teacher.

Fourth Task 15 may - 9 june (past simple negative way)

"**The Rainnesance "**" was the fourth task planned during the first period at the ITASFA institute. The main purpose of this task weas to continue with this period of the arts students will watch some videos relatin cultural aspects about the renaissance time , then teacher showed on the screen the biography of donatello one of the artist studied in the previous class that students were able to recognize past simple negative interrgative tense , and the rules for the correct conjugations of the past simple tense by doing a presentation relating this artistic period (ANNEX)

TBL Stages	Planning	Development in class
Pre-task	During this section of the class the teacher showed a series of cultural videos relating the renaissance period for giving an idea of this time; after watching the video the teacher projects a slide containing the biography of Donatello fallowed by a series of task that estduent solve with the help of teacher while projecting the document on the screen at the bilingual room	Students listen to the teacher while they pay attention to the teacher's speech. students participated actively on the tasks.
Task Cycle	Last class students were told to bring paints and create in groups the last supper whiele reproducing soft music creating an interactive ambience with friends , paint, learning and music.	Students paint, in class and at homeafter doing that they select the verbs in the past simple and read the text in front of the class orally.
Post-Task	Students have to do an oral presentation in front of the class with the aspect mention before the teacher's help practice pronunciation.	Students go in front of the board and read out loud the text and

		practice pronunciation with the help of the teacher.

The type of investigation

Taking into account the purpose of this study, a qualitative approach was adopted, Creswell (2009), points out that qualitative research "explores and understands the meaning of individuals or groups ascribe to a social or human problem. For this project, a qualitative research design is utilized since In keeping with this idea, the research presents details regarding the individuals, their assets and liabilities, and their environment including "their quality, different manifestations, the context in which they appear or the perspectives from which they can be perceived.

The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data" (p. 22). That is why qualitative research focuses on the nuances between individuals and aims to gain in-depth information about a specific topic from the perspective of the individual. Thus, it was decided to use this approach as it allowed the understanding of the development of the use of painting to incentivize oral expression.

Design

In accordance with the design, action research was chosen. According to Restrepo (2006), this creates significant knowledge in the pedagogical field. This is possible when researchers can reflect on daily practices; the main objective is for the teacher-researcher to understand their pedagogical practice and transform it, thus becoming both the subject and object of the research.

Population

The study involved the participation of students between 12 and 16 years of age from the eighth grade of the San Francisco De Asís Institute in the city of Pamplona. The students have a weekly intensity of 4 hours. In this way, six students from the three 8° groups were selected as a sample for this research project, which will help in providing relevant information, this selection was made through the aleatory sampling technique in which all the students had the same probability of being chosen.

Data collection techniques

As the purpose of this qualitative project is to contribute to knowledge development, the data collection instruments are relevant to obtain alternative viewpoints on the same issue to find precise information involving this study. Furthermore, it is designed as critical when enabling researchers to collect essential data using specific instruments that respond to the type of project. To collect qualitative and descriptive information, it is relevant for the aims of this study to apply the following data collection instruments. The implementation of three non-participatory observations, one journal, and one online survey.

Non- Participatory observation

Non-participatory observations are defined as the ability of the researchers to watch diligently and listen without interrupting the natural flow of activity. As researchers, this type of observation allows for a close objective evaluation. According to Sampieri, Collado & Lucio (2014), this is an observation made by external agents who are not involved in the activities; so, there is no interaction with the participants on stage; one is merely a spectator of what is going on, and the researcher simply takes notes. Following Sampieri's lines, non-participatory observation implies reflecting on what is happening and documenting observable actions and events. (Annex J)

In the first week from week 1 27 - 31 March it was implemented the first Non - participatory observation which was based on Student participation, student vocabulary range,

oral accuracy, and morphology and syntax based on observing relevant information that will be occurring in the environment, in this case, the students, their behavior, and development of the activity, focused on the attitude of the students, participation, the facility or difficulty in understanding the activity, as well as the motivation and interest on it.

Interview

Morgan and Cogger (1989), establish that "an interview is a conversation with purpose. It is an interactive process that involves many aspects of communication than simply speaking or listening, such as gestures, posture, facial expressions, and other communicative behaviors". In 47 this research, the open interview was used where the researcher held conversations with the participants for the purpose of collecting data on the research study. Thanks this instrument, the pre-service teacher had different perspectives about the Implementation of painting tasks activities . For this, participants were interviewed at the end of the implementation to verify their perceptions, over the course of the research process. Fallowing the interview model implemented with 8° ITASFA students model (MODEL) (RECORDINGS)

Timeline

The following is the timetable to establish the activities to be carried out over the next 3 months. These activities include the application of all data collection instruments: three Non. participatory observations, one teacher journal and and one online survey.

Table No° 1

Schedule of Activities

ACTIVITIES	MARZO				ABRIL				MAYO			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
1				X								
2					X							
3							X					
4									X			
5										X		
6											X	

Note. Table with the schedule of activities of the research component.

Table No° 2

Description of activities

ACTIVITY	DATE	DESCRIPTION OF THE ACTIVITY
ACTIVITY # 1	MARCH 27- APRIL 14	**FRIDA KHALO** (REGULAR VERBS)
SEMANA SANTA	SEMANA SANTA	SEMANA SANTA
ACTIVITY # 2	17 APRIL-28 APRIL	MONA LISA IREGULAR VERBS
ACTIVITY # 3	1 MAY -13 MAY	LADY GLENLOVEN **AFIRMATIVE PAST SIMPLE FORM**
PERIOD EXAM	**PERIOD EXAM**	**PERIOD EXAM**
ACTIVITY # 4	5 MAY – 9 JUNE	THE LAST SUPPER **PAST SIMPLE AND PAST PROGRESSIVE WHEN AND WHILE** THE SECOND NON-PARTICIPATION OBSERVATION

Note. Table N¬3 with the description of each of the activities of the research component.

Method of data analysis and interpretation

Data must be coded and evaluated because it is meaningful and readable, for this reason, this study will be using the inductive analysis method. The inductive analysis involves working exclusively from the participant's perceptions or experiences that guide the analysis entirely.

According to Thomas (2006, p.238), inductive analysis refers to “comprehending the raw data in other to set concepts or themes at the analysis of the gathered information of this study the creations of domains was the primary strategy for teacher to organize the data; in this way, the data analysis process started with organizing qualitative information in which a set of domains where create codified by the characteristics of the responses by using capital letters; a set of domains that were identified using study questions as the lenses deriving codes from the raw data using the inductive analysis approach. Hatch (2002). This means that the overall data set will be divided into groups based on predetermined domains. Hatch refers to domains as a classification generated from patterns based on the semantic data relationship portrait. Additionally, highlights that the initial data processing happens within the domain classification.

In order to accomplish this process, the researchers will be following the steps below.

Steps in Inductive Analysis	**Description analysis**
Read the data and identify frames of analysis	Once you have become familiar with the dimensions of your data set, you will have to make an important decision about how you will break your data into analyzable parts.
Create domains based on semantic relationships discovered within frames of analysis	The object of this step is to develop a set of categories of meaning or domains that reflects relationships represented in the data.
Identify salient domains, and assign them a code	Once salient domains are identified, it will save time if you create some kind of code to help you keep track of your domains.

Define domains with the relationships found in the data	Once salient domains have been selected, the process is to pick one or two and read all of the data, searching for examples of where the relationships that make up the domain are found in the data.
Complete an analysis within domains.	Completing an analysis within domains means revisiting included terms, and semantic relationships, and covering terms in a search for other possible ways to organize what's there.
Express relationships among domains.	Search for patterns that repeat in the data and for patterns that show linkages among different parts of the data.
Select data excerpts to support the elements of your outline	Create a comprehensive representation of how the overall analysis fits together.

Table N° . Inductive steps and description analysis domains (Hatch, 2002).

The teacher had worked on the data analysis process which permits the information to be organized, meaningful, and readable. To do so, the previous important steps were implemented by applying the inductive analysis method (Hatch, 2002). First, an immersive the listening and obbservational process was adapted as a way to frame portrayed data around particular words to look at patterns on ITASFA students reponses . Secondly, the creation of domains based on semantic relationships was discovered within frames of the previous analysis with which it was focused on creating domains as the key for qualitative data inductive within this model; the data was read searching for their relationship between domains a systematic way when developing domains by exploring relationships among particulars within frames of analysis. Finally, once the data was read, some codes or categories were established to assign values to responses from the instruments. Once salient domains were selected, the process is to pick one or two and read all of

the data, searching for examples of where the relationships that make up the domain are found in the data.

After the data-gathering process, three main domains emerged from the founding questions of this study: (***T****ask-* ***B****ased* ***L****earning ,* ***P****ainting* ***A****ctivities for incentivize* ***O****ral expression****,*** *and finally* ***New v****ocabulary.* The fundamental inductive component of this model is the creation of domains; the data is read in search of details that can be categorized due to their relationship to other details. The method offers researchers a systematic method for creating domains by investigating correlations between specifics inside frames of study. Based on Spradley (1979), domains are a set of categories that are part of other categories that share a relationship that can be expressed in a semantic way where the elements are related to the others.

To follow this process, the information was classified into the previous analysis domains. The information composing these domains will be focusing on qualitative responses concerning all the opinions a relating the implementation of painting activities to incentive oral expression, (as expressed by Hatch, 2002) once domains are identified, the creation of codes will help to keep track of the domains. Where capital letters and Roman numeral allows researchers to have a handy record of the domains sharing the same characteristics and terms as they are discovered.

As is shown in the following figure, each of the domains is represented by a capital letter in which the domain named "***T****ask- Based Learning* ***P****ainting* ***A****ctivities for incentivize oral expression***,** will be represented by the fallowing letters *(T.B L)* T represents task, B means Based and L Refering learning . This domain was codified by using painting activities to incentivize oral English expression.

The domain named "***P****ainting* ***A****ctivities for incentivize* ***O****ral expression*", will be represented by the fallowing letters (P. A.O) where P refers paintings , A means Activities and O refers Oral expression This domain was codified by the use of culture to taught vocabulary.

The domain named "New Vocabulary." will be represented by the fallowing letters (N V Y) where it refers new vocabulary . This domain was codified by of using images when learning new vocabulary teaching English.

Figure N °

Circular Domains Categories analysis results on TBL painting activities to incentivize oral expression (Zapata 2023)

for academic purposes, enriching the pertinence of this study it was essential to codify the gathered data into the fallowing domains The codified data was then compared to the pre-established criteria and analyzed in order to identify different trends and patterns. The results were then used to draw conclusions and inform the research findings.

TBL

TASK BASED LEARNING

Task-Based learning painting activities also helped students understand complex concepts quickly and easily, such as grammar rules and sentence structure. (Willis 1996) Based on the responses obtained by the implementation of six personal interviews it was observed that the implementation of painting activities in English class was a fun and interactive way to engage students in the language learning process. subject one *“ A mi me gusto la forma en la que el profesor daba las clases, atravez de varias actividades donde jugábamos, cantábamos, usabamos imagenes aprendimos con videos , textos , y presentaciones orales “* . On this regard this approach was especially effective for visual and kinesthetic learners. It also helped students retain new vocabulary words more easily by associating them with a visual painting representation. Overall, incorporating visual aids into language learning could greatly enhance the learning experience and improve the retention of new information. This is especially true for visual learners who benefit from seeing information presented in a variety of formats.

Additionally, painting activities made language learning more engaging and enjoyable for all 8th-grade students. Task-Based learning painting activities also helped students understand complex concepts quickly and easily, such as grammar rules and sentence structure. Ultimately, this made it easier for students to become proficient in the English language. The painting activities also enabled students to express their creativity, which increased their motivation to learn. Increasing motivation, it opened the door to a more successful language learning experience.

PAO

Painting Activities for incentivize Oral expression

The ability of children to communicate verbally is crucial to their learning and academic performance. Literacy issues in students who have oral expression issues (ASHA, 1980).By focusing on culture in syntax, teacher could foster the understanding of the complexities of the language using real cultural aspects such as the Monalisa robbery, and the most important painter from the XV and XVI centuries with it the Renaissance period to finally get to cubism in the XX century with Picasso . Participant 2 " *Las actividades de pintura me ayudaron mucho , porque me hicieron investigar aprender nuevas culturas y mejorar mi pronunciación y perder el miedo al hablar en ingles, porque son cosas y temas interesantes y me ayudan a que mi*

aprendisaje sea mejor". Base on this was concluded that students could get a better understanding of the language while also learning about the art and history of different periods. by connecting the language to culture, teachers could create a more engaging and meaningful learning experience.

These results also showed that students thought critically about language structure and use it while learning cultural activities Additionally, students could develop a deeper understanding of the nuances of the language and its use in different contexts. This, in turn, improved their ability to communicate in the target language more effectively, expressing orally helping them to develop a better appreciation for the culture associated with it.

Furthermore, students were able to develop a better understanding of the language's grammar and syntax.

PAO

New Vocabulary.

When learning a foreign language the importance of vocabulary goes beyond knowing the meaning of words. It is the starting point for the learner to understand messages and therefore to have the chance to produce them naturally. As Schmitt (2000, p. 55) emphasizes, "lexical

knowledge is 10 central to communicative competence and to the acquisition of a second language" .Based on the results from the interviews, it could be concluded that the use of images fosters students' memory and helps them to easily retain verbs and vocabulary. Participant 3

" *Gracias a todas las cactividades que uso el profesor con las pinturas y las imagenes que me ayudaran a crear una imagen mental del verbo o pálabra y asi pude aprender nuevo vocabulario que pude utilizar durante mis exposiciones orales "*

Furthermore, students found it easy to remember words and verbs when they were associated with images. In addition, images helped them to develop their writing skills and to be more creative.This finding is particularly relevant for language teachers seeking to enhance their students' language learning experiences. They could incorporate visual aids into their teaching methods to improve the effectiveness of their instruction.

Incorporating visual aids can also make the learning experience more engaging and enjoyable for students. Moreover, the study also revealed that students who were exposed to visual aids showed higher levels of motivation and interest in the language learning process. Therefore, language teachers should consider using images as a tool to not only improve memory retention but also increase students' engagement and motivation.

By incorporating images into my teaching practices, language teachers could create a more dynamic and engaging learning environment.

Conclusions

The purpose of this research project was to incentivize the students‟ oral expression through the use of task based learning.

Taking into account the first category Task- Based Learning it is important to mention that the interests of this research project arose from the observation where I could see that ITASFA 8° graders had a low participation when expression orally in class . Regular classes did not develop oral activities. However, thanks to the implementation of this project, it was possible to show that the students were able to express in an easy way based on the implementations of Task Based Learning workshops. These activities had a large repertoire with a wide range of activities such as. videos tasks, relate the images, true or false, etc. On the other hand, as an aspect to improve is that some students found challenging the activities due to the misbehavior, however the great majority showed enthusiasm and joy when doing the TBL activities.

In relation to the second category, Painting Activities for incentivize Oral expression, the students, through different painting activities, were able to enrich them with vocabulary and for instance the improvement of oral accuracy which doing oral exposition relating cultural aspects helped them to create conversation with other and shared ideas and feelings relating the class topic.

In order to incentivize oral expression some topics where threated: Frida Kahlo biography, Monalisa activity, lady Glenolden activity, last supper and Picasso periods. Another important aspect of this category is the fact that the students showed a great and a fantastic commitment with the painting's activities, it was concluded that the incorporation of painting activities in the ITASFA curriculum not only improved students' academic performance but also enhanced their creativity and critical thinking skills. This study provided a unique opportunity for students to express themselves freely and explore their artistic abilities.

The use of painting activities for incentivizing English oral expression among eighth graders has led to the following conclusions: Painting activities were a didactic, effective, and simple way of incentivizing English oral expression because students find this method attractive. This is mainly because students stay active and responsive in both play and learning, knowing that these are tasks that reinforce the addition. Research afirms that the incorporation of images and culture to incentivize oral English student expression allows them to develop their communication skills, which are essential in the real world. Therefore, incorporating painting activities required speaking assessments in the English language Furthermore, these activities could also enhance the creativity and imagination of students, making their learning experience more enjoyable and engaging.

During the implementation of this pedagogical project, it was observed that the students were able to transfer the acquired vocabulary to activities that involve other linguistic skills, such

as oral expression. This was due to the fact that in some of the activities, the students had an image, text, or video as an example of the class topic, which gave them the opportunity to practice and participate. Therefore, the students were able to improve their communication abilities in a comprehensive manner. This approach allowed them to develop critical thinking and analytical skills as well. In addition, it enhanced their confidence and self-esteem.

In the final category, **New v**ocabulary provides a number of advantages for students. This study revealed that students who were exposed to visual aids showed higher levels of motivation and interest in the language learning process. Therefore, language teachers should consider using images as a tool to not only improve memory retention but also increase students' engagement and motivation.

Community Outreach Component

Using drawing to Teach Vocabulary through Task-Based Learning approach at the San Francisco de Asis Institutionin among 3rd and 4th-grade students

Introduction

The goal of the bachelor's degree in foreign languages is to prepare reflective instructors who can respond to issues or needs that arise in the educational setting
As a result, the Community Extend Component appears to be a service that informs children in Primary Education about English picture is used by the teacher to stimulate student memory and it is one of strategy to attract students' attention in learning vocabulary. Vocabulary can be taught via drawing. Drawing objects on the board is very exciting for the learners in that it allows students to easily acquaint themselves with new vocabulary and quick memorization.

For instance, let us say the teacher is teaching the body parts. It would be most appropriate if the words were to be nouns, as it would allow demonstrating or drawing on the board. For example "What is this? It is an arm". These questions or answers need to be illustrated on the board by the teachers and this can effectively be done to improve students' motivation. It also provides a stimulus that may upgrade students' memory and attention.

Justification

The importance of this project lies in the opportunity to guide students towards a learning process that favors the use of images as a didactic resource that favors vocabulary learning; thus, author Hussain (2022) expresses that the use of pictures can bring the real world inside the

classrooms. Furthermore, incorporating images into the teaching process can enhance students' cognitive development and improve their comprehension of complex concepts.

According to Freeman (2019), visual communication can communicate information faster and better through its visual elements because it helps process visual information more effectively than text alone. This is especially important for kindergarten students . who are still developing their reading skills. Using visual aids can help them understand concepts and information more easily. It can also make learning more engaging and enjoyable for them.

This project aims to promote a more engaging and effective learning experience for students by leveraging the power of visual aids. When the pictures are related to the text, the classroom environment becomes lively, and effective learning takes place. getting students involved, motivated, concentrated, and making an effort to participate in activities that could previously be classified as boring, which can become creative and innovative, allowing the acquisition of vocabulary in English, since being children positively favors the interest of their learning, taking into account their level of schooling and language.

Furthermore, incorporating visual aids such as pictures can also aid in memory retention and recall. This is because the brain processes images faster and more efficiently than text alone, leading to better comprehension and retention of information. Bearing in mind that the

University of Pamplona, specifically the Bachelor of Foreign Languages, is interested in strengthening and supporting those public schools in the country through the comprehensive practices of their future teachers, this pedagogical proposal sought to satisfy the educational needs of the fourth-grade students of the San Francisco De Asis Educational Institute through the implementation of images as a creative technique for teaching and reinforcing vocabulary in English

Objectives

General objective

To strengthen vocabulary through the implementation of Images using a task-based learning approach.

Specific Objectives

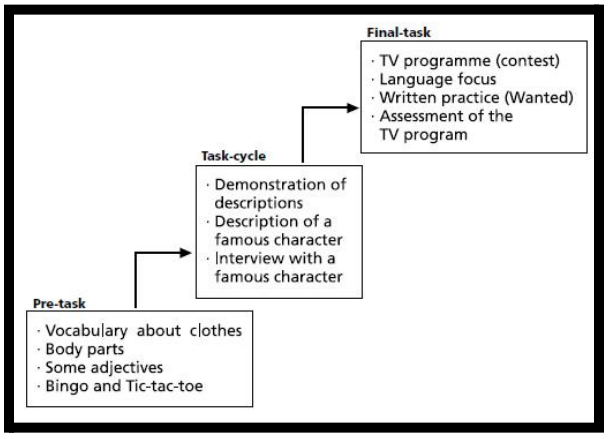
- To develop imagination and criteria vocabulary.
- To foster students' vocabulary using pictures to improve students' speaking skills.
- To incentive students' interest in implementing the TBL technique in the English classroom.

Methodology

Task-Based Learning After Willis (1996), the primary purpose of this approach is to co-construct sense emphasizing the interaction of all members of a group. Thanks to its utility when doing a foreign language class and developing students' abilities, it makes an essential part of the action-oriented approach. In other words, this TBL approach allows foreign language learners to have an active role in their construction of knowledge through peer interaction in the completion of a proposed task. It is for this reason that this project will follow some steps that are essential to work with reading in an academic context. With activities that will be done pre-stage, while stage, and post-stage.

During the first stage, Pre-task, an introduction to the topic and task is given through the implementation of a warm-up activity. Afterward, the Task Cycle is divided into three parts: preliminary organization, task execution, and report. Thus, learners are organized to execute the task in groups or individually, then, they are asked to remember their performance through an oral report. Finally, in the language focus stage, the teacher gives feedback based on students' performance highlighting specific linguistic traits while they were developing the task.

Figure N° 1 *Task-Based Learning After Willis (1996)*



Teaching Speaking Stages

- The pre-stages allow us time to prepare learners for the final speaking task. The pre-stages often include some kind of reading or listening.
- The while stage is the speaking task itself. It allows learners to practice speaking (or a specific feature of speaking/writing).
- The post-stages allow learners to get feedback on their performance and conclusion to the task. This often includes some reading or writing as well.

Description of activities

For the development of the first activity, a lesson planner was designed taking into account the objectives of this project, which is based on using drawing activities for vocabulary learning. Thus, the first activity aimed to teach adjectives vocabulary dynamically through a monster activity since the students had been working with the body parts. teacher draws the image of a monster, students have to draw their monster in their way using the vocabulary that the teacher thought. To start the activity, the teacher introduced adjectives vocabulary of numbers on the board, where the students had to mention the adjectives they learned. The pedagogical approach consisted of the following steps: the teacher pronounced each adjective and the students repeated it to practice the pronunciation. The teacher then asked them what the meaning

of each one was in Spanish. After this explanation, the teacher started the drawing activity in which they had to do a description of the monster. (Annex N). Planeador (Annex O)



Figure N°2

Draw your monster

For the second part of the class, Horrorland this activity consisted of the creation of a series of a monster created by each student using ecological material; after creating the monster with the teacher, all the participants share their monster by doing an oral presentation in front of the class this activity was implemented as an option to catch students attention into the topic.



Figure N° 3 *Hororland*

allowed the students to focus on the topic in a fun and artistic way, the teacher had them choose their favorite monster and put it on horror land after that teacher implemented some complementary activity, the teacher gave them a small workshop where they had to draw and describe the characters (Annex).



Fi gure N° 4

Complementary Activiy

Timeline

The following chart established the subjects for the first period in fourth grade at the "Instituto Técnico Arquidiocesano San Francisco de Asís" Institute.

Conceptual standards to improve learning in the 4° English area.	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
Connectors (and, But, because)									
Adjectives (physical appearance/ personality)									
simple questions description and giving a personal opinion)									
Expressions to recommend and suggest.									
Expression to give personal opinions (short text)									
expressions to give and apologize									

Greetings and courtesy expressions									
Review									

Table N° 2

Schedule of activities in third and fourth grade

Note. Schedule of activities for fourth grade divided by weeks.

Progression towards achieving goals

Taking into account the activities implemented, it was possible to demonstrate that the use of images as a teaching-learning method, to teach vocabulary in primary school children has a positive impact, since mixing learning with play and artistic activities, children tend to be motivated and more interested in learning and this has been reflected in the results of the games where children feel a sense of competition and they are committed to memorize and reinforce each word.

In the same way, these games have allowed the students to work on their listening comprehension, written and oral skills, which has been beneficial for them. In addition to this, the use of gamification in the classroom has allowed the children to explore another way of learning in a more dynamic and creative way, going beyond the traditional methodology.

Conclusions

The following findings have been gathered from the use of activities containing pictures for teaching vocabulary to fourth graders: picture activities are a didactic, efficient, and convenient approach to teach vocabulary since they engage pupils. Because they are aware that it is a game that allows them to interpret how they perceive each word, learners are active and responsive while playing and learning, which encourages them to memorize vocabulary more effectively.

Additionally, when describing the monster, drawing exercises help students develop other abilities including reading, listening, and oral expression. When this educational project was being implemented, it was seen that students were able to use the new vocabulary in tasks requiring other linguistic abilities, like speech output. The learners got the chance to practice throughout some of the activities by looking at the word's example on the board, which offered them the chance to participate and express their choice.

Finally, it's important to note that using creative exercises and eco-friendly materials along with drawing activities while teaching English vocabulary is a fun, engaging, and original approach for teachers. It turns out to be an attention-grabbing strategy when used on kids. To

prevent it from becoming boring or repetitive, it's crucial to use alternative methodological approaches.

Intra-institutional Activities Component

Objectives

General Objective

To participate in intra-institutional activities offered by the“ Instituto Técnico Arquidiocesano San Francisco de Asís” throughout the teaching internship.

Specific Objective

- To assist with intra-institutional events planned by the academic establishment.
- To interact with other students and academic staff at the "Instituto Técnico Arquidiocesano San Francisco de Ass" educational institution.
- To become part of the family at the San Francisco De Ass Institute's social within a cultural setting.

Description of activities

Since teaching is more than just imparting knowledge, pre-service teachers can actively participate in school life by participating in various activities. In other words, the pre-service teacher must also take part in school-sponsored events designed to foster communication between teachers, parents, and children, as well as to advance social cohesion. At this point in the teaching internship, a variety of extracurricular and educational communication activities have been conducted at the Educational Institution. (Annex P).

Extracurricular activities

The different extracurricular activities in which there has been participation since the beginning of the integral practice, according to the calendar of activities proposed by the educational institution were oriented in the first place to the celebration of Women's Day, held on March 8 where there was a homage to all the women of the institution

Another activity that took place in the institution before the Holy Week and in which I have participated was focused on the creation of the Stations of the Cross which is performed annually by the institution since it is a Catholic institution. In the same way, I had to create a huge Cross part of this celebration (Annex Q).

The following activity was the celebration of the day of the language that was celebrated on Tuesday, April 25 of this year, where some students were honored with a medal it was possible to appreciate some dynamics activities such as songs, and dances. (Annex R)

Conclusions

It has been very beneficial for me to participate in this aspect of intra-institutional activities since it has increased my knowledge of how schools operate, school life, and my job as a teacher. I actually had the chance to participate in several settings outside of the classroom, which gave me the chance to engage with my peers, kids, and parents. I was able to have a better

understanding of the institution's working methods and style by participating in this context. I was also able to learn from the teachers' expertise and face some external obstacles while creating approaches to teaching a foreign language by being responsible.

I was able to put into practice qualities like responsibility, commitment, leadership, and respect while taking part in this educational experience, and I also learned a little bit more about my profession as a teacher. I believe that this element has been crucial in enabling a direct approach to this actual situation, where it was feasible to apply the knowledge I had learned while completing my bachelor's degree in teaching.

Reflective Approach to Comprehensive Practice

Some reflections arose from this unique experience. It is important to stress that the teaching process must be supplemented with in-depth reflection on the incidents, successes, difficulties, and problems that may develop along the journey. To help the practitioner to overcome unexpected circumstances, where the practitioner expresses freely, expressing what he feels, what troubles, and what fears, may have.

This allowed the pre-service teacher to view situations from a different point of view. By reading what was being written, it was possible to show the uncomfortable situations more objectively, and in this way, be able to assume a professional position. During these internships, it has been possible to reflect on the experiences that have had the greatest impact by putting into words the feelings, thoughts, and emotions that may have arisen during the process.

Conclusions

The execution of the various elements of this educational practice allowed me to put into practice the knowledge I have gained all along my career. Through journals, it was possible to observe and comprehend the educational setting with regard to institutional observation. This made it possible to identify the requirements of the school and the students, from which a

number of projects to enhance English learning and raise the institution's English proficiency could be developed.

As for the second pedagogical and research component, it was possible to carry out some interventions in class with 8th-grade students, who had difficulties expressing orally their ideas because they did not have a wide vocabulary in their dialect. Thus, thanks to the project designed and executed, it was possible to put into practice the different dynamic activities, allowing the students to learn and be creative in a more dynamic and different way than they were used to.

As for the project in primary school, it was very valuable and intriguing for me as a future teacher, because each of the interventions made with fourth-grade students was pleasant and full of love, teachers also showed me different perspectives on how to teach children. Consequently, obtaining a meaningful understanding of teaching English vocabulary through drawing exercises.

Having the chance to engage with the various scenarios that compose school life, It was crucial for me the connection to the intra-institutional activities component. I've had the opportunity to participate in these extracurricular activities thus far, which has helped me gain a better understanding of the institution's ideas, its ideals, its students, and the San Francisco community. I was able to fully immerse myself in the realities of teaching and learning and its various viewpoints thanks to this experience.

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