Implementation of a Pictorial Portfolio as a Creative Tool to Enrich 6th-grade Students'

Vocabulary Acquisition at Institución Educativa Pablo Correa León in Colombia: An Action

Research

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Foreign Languages Degree English and French

Integral Practicum

Cúcuta

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Nota de Aceptación

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Firma responsable práctica integral docente

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Firma Supervisor

ACKNOWLEDGEMENTS

"My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style".

Maya Angelou

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General Presentation

This project aimed at contributing with the improvement of English as a Foreign Language (EFL) at a public educational institute in Norte de Santander, Colombia. This research project was conceived as a social and pedagogical aid provided by the Universidad de Pamplona through a 10th-semester pre-service teacher undertaking her stage of practicum. In the Foreign Languages Degree offered by the Universidad de Pamplona, students who are interested in learning languages as French or English are pleasantly welcome.

Nowadays, Colombian Ministry of Education (MEN) is engaged to improve foreign languages overview, above all English, and in this objective, it has developed and proposed the National Bilingualism Program as a policy to alphabetize the country into culture of a Foreign Language (FL) and mainly impact Colombian public educational contexts. Furthermore, teacher trainees are committed to put into practice their skills and capabilities to guide English to the learners. Likewise, they are asked to reflect on teaching task while implementing teaching methodologies that may enhance instruction of English as a Foreign Language.

This document was developed in four main chapters concerning interventions that encompass educational spheres. The first chapter was dedicated to a pedagogical proposal dealing with high school necessities for courses in sixth grade where a pictorial portfolio is intended to enrich students' vocabulary acquisition and mastery. The second chapter was pertaining to a research component based on the reflective spirit a teacher must assume to self-judge, self-analyze and self-assess attempting to the improvement of his/her endeavor. Then, the third chapter was concerning to analyze primary school's situation and academic conditions in

Colombia and the proposition of an aid to enhance children's English learning in first ages.

Finally, the administrative component focused on understanding the significance of participating

in intrinsic activities subjacent to teacher role.

Introduction

The present proposal comprised the implementation of strategies to contribute to the construction of a pedagogical and methodological identity of the teacher-practitioner. The fact that she observed and identified some weaknesses in 6th-grade English courses at a public school awakened in her the concern and subsequently the wish of proposing and designing a plan based on a strategy to improve those deficiencies.

The importance of a Foreign Language in educational settings previously defined was in this way exemplified and it was imperative the attempt for the achievement of government's policy. In doing so, an overall vision about English teaching in Colombia, explanation of lexical component and vocabulary acquisition, the use of portfolio and reflection in practicum were addressed. Therefore, Bilingualism Program in Colombian Educational Policy has been defined taking into account quality cycle axes namely: standards, evaluation and improvement.

As aforementioned, the implementation of a pictorial portfolio was formulated to enhance students' vocabulary acquisition in first courses in a high public school. Hence, Agra, Gewerc & Montero (2003) exposed that portfolios are genuine and authentic reflections of a learning process, reason why more than a new strategy to assess students, it is considered as a way to understand teaching/learning process.

Justification

Currently, serious problems of socialization and learning in colleges are observed. They are problems which impede that teachers correctly perform tasks with their students to whom the process of assimilation of content is difficult. This problematic directly relates to hard social context of the country and lack of awareness about an integral education, supposing general weaknesses in the system.

In this case, this project was mainly designed with the purpose of attending primary school and high school deficiencies and to add improvement to the way English is taught and learners are retaining and assimilating knowledge through actions so that they generated impact in educational field. Simultaneously, administrative actions in the institution where this project was put into practice were committed (English area meetings, teacher-parent meetings, among others). Importantly, reflection element of teacher endeavor took place since it is an essential aspect to contribute to the transformation of the pedagogical processes innate to development of integral practicum and critical spirit.

General Objective

- To enrich 6th-grade students' vocabulary acquisition implementing a pictorial portfolio as a creative tool at a public educational institute in Colombia.

Specific Objectives

- To implement reflection as a transforming tool of the pedagogical processes of the integral practicum.

- To promote in students-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

- To meet the English Teaching demands of child population in primary school in Cúcuta city.

- To integrate the foreign languages education of the students belonging to the Bachelor Degree Program in Foreign Languages English-French to the educational reality in primary school in Cúcuta city.

- To be actively involved in the management system at Institución Educativa Pablo Correa León.

Institutional Observation

It was important to begin the process with the observational step to identify proper aspects of the educational establishment and the rhythm and development of the sessions evidenced in the classrooms. This part defined the tone to carry out a research that served to build the trainee teacher's identity and experience. Therefore, in this section, historical and topographic elements of the institution, the recognition of the authorities, fundamental aspects of the P.E.I. and the school manual, a brief description of the physical plant and organizational and administrative characteristics of the school will be enlightened.

Topographical location of the institution

The Institución Educativa Pablo Correa León is located in Cúcuta, Norte de Santander, Colombia in Comuna 3, specifically in Avenida 16 # 11 – 10, La Libertad neighborhood. Nowadays, this institution offers to community grades from kindergarten, primary school, high school until technical education in the last two grades (10th and 11th grades) with an emphasis in socio-business development. In its functioning, the school counts with one hundred and thirty teachers and deals with 4290 students in total encompassed between strata one and two coming, above all, from the area and near smaller schools.

Identification of authorities

The group of authorities at the Institución Educativa Pablo Correa León is composed of three people displayed in the following table:

CHARGE	NAME
Principal	Julio Cesar Delgado Hernández
Coordinator	Lucy Yaneth Díaz Amaya
Supervisor	Anayibe Caicedo Quintero

Table 1
School authorities

Additionally, according to amounts provided by the P.E.I., there is a specific list of the people working in the institution:

- Management team: 8 people.

- Teachers: 130 people.

- Administrative team in property: 2 people.

- Administrative team by contract: 35 people.

Total number of students in the institution

- Kindergarten: 321 students.

- Primary school: 1859 students.

- High school and technical education: 2110 students.

Fundamental aspects about the Proyecto Educativo Institucional (PEI)

This document contains the main statements that leads the institution to correctly work. It is the guide of schools in Colombia where principles and aims of the institution, available and necessary teaching and methodological resources, rules for students and professors and management system, among others, are specified. Specifically, the document of the Institución Educativa Pablo Correa León includes the functions of each one of the entities involved in the establishment (principal, managing board, academic board), the procedures like meetings and voting period, curriculum design and syllabus.

School flag

Figure 1. School flag. This figure illustrates the flag of the Institución Educativa Pablo Correa León.

School shield

Figure 2. School shield. This figure illustrates the shield of the Institución Educativa Pablo Correa León**.**

Institutional anthem

CORO

De pie la juventud, marchad

y empresa construid

¡Honores al trabajo

Y la superación!

Cantad, cantad, cantad

Con amor y alegría

A nuestra institución.

I

Surtidor de valores y ciencia

Roca inmóvil de amor y de fe

Manantial de esperanza y anhelos

Bajo el cielo del oriente se ve

II

En honor al apóstol y obrero

Monseñor Pablo Corea León

Es tu nombre emblema y orgullo

Que llevamos en el corazón.

III

"Construyendo y generando empresa"

Es el lema de la institución

Forjadora de nobles empeños

En procura de vida mejor.

IV

Con orgullo en la diestra llevamos

La bandera mostrando valor

Seamos dignos ejemplos de dicha

De trabajo esfuerzo y honor.

Mission

The INSTITUCIÓN EDUCATIVA PABLO CORREA LEÓN engaged with the

development of the citadel La Libertad and the municipality San José de Cúcuta, it attends the

complete education of its students in excellence and quality in order for them to be people with

leadership, citizen excellence, responsible of their own education and capable of socio-business

development domain, in articulation with SENA, which allows them to be able to generate and create enterprises and enter to the labor and/or professional market.

Vision

By 2018, the INSTITUCIÓN EDUCATIVA PABLO CORREA LEÓN projects itself as a modern, dynamic, and innovative institution, which attempts to educate integral women and men, who are leaders of the progress and development of the citadel La Libertad, through an education with an own identity in the constitution of its students' life project related to the generation and creation of enterprises, offering a high-quality educative service that encompasses preschool, basic education, technical education by means of agreements of cooperation and articulation with technical, technological and higher education entities which permit a task and humanistic education with the aim of successfully enter to the job market or continuing further studies being excellent citizens.

Objectives

- SOCIAL. To educate integrally the student, developing harmonic and equally his/her physical, intellectual and moral potentialities in order to assume with decision, success and personality the solution for his/her interests, necessities and problems that as people, individual or student executes his/her role belonging to the institution, to the community in general and as a future bachelor of the school Pablo Correa León.
- GENERAL. To educate students in knowledge, capacities, habits and skills, inducing in moral and ethical principles that permit them to perform in society and the environment which they develop in.

- To train students and school internal and external resources in order for them to acquire knowledge, abilities and skills which will serve for their personal and social development.

- SPECIFIC. To stimulate permanently student's actions, attitudes, abilities and skills in the educative process with dynamic and updated criteria, so that correctly guiding and advising the use or development of the student's physic-intellectual faculties.

General principles and foundations

In this regard, there is a series of values: educative, anthropological, sociocultural, epistemological, axiological, sociopedagogical, administrative and institutional principles such as productivity, flexibility, participation and integrality. Also, legal fundamentals are considered in this section.

Methodological approach

The institution follows the ideas of the activist model and meaningful learning, through the implementation of three knowledge, KNOW HOW TO BE, KNOW and KNOW HOW, for learning doing, prepare students for life and adapt them to the social environment where they live in.

Assessment and promotion plan

The school adopts an assessment based on working competences and this is based on four components: attitude and axiological component (know how to be), knowledge and concepts component (know), abilities and skills component (know how) and component of socio-

emotional and communicative aspects (to be and share). Besides this, it uses a numerical scale from one to ten to assess students' learning and proficiency. According to the P.E.I., the assessment is permanent, integral, type ICFES, in dialogue with the student, self-assessment, peer assessment, assessment by others, systematic, flexible, interpretative, participatory and educational.

Summary about relevant aspects of the school manual

This rules book comprises various important sections whose composition is divided into: general part; about student admission, educative costs, about cohabitation and its exercise; rights and duties of the education community; prohibitions, procedures; about incentives; about the functions of the education community. Moreover, through this document, the institution contemplates some notions necessary for the cohabitation, namely community, conflict, mediation, integral individual, rules, authority, autonomy, moral, knowledge.

Distribution about the physical plant

Currently, the institution counts with one main location for high and technical education and three locations for primary school; in the main place there are thirty three schoolrooms occupied for classrooms, computation rooms, audiovisual rooms and offices; it also exists a block with three floors and the rest is a one-floor edification; one cafeteria and one stationary shop and two courts for basketball and one for volleyball.

Organizational chart of the institution
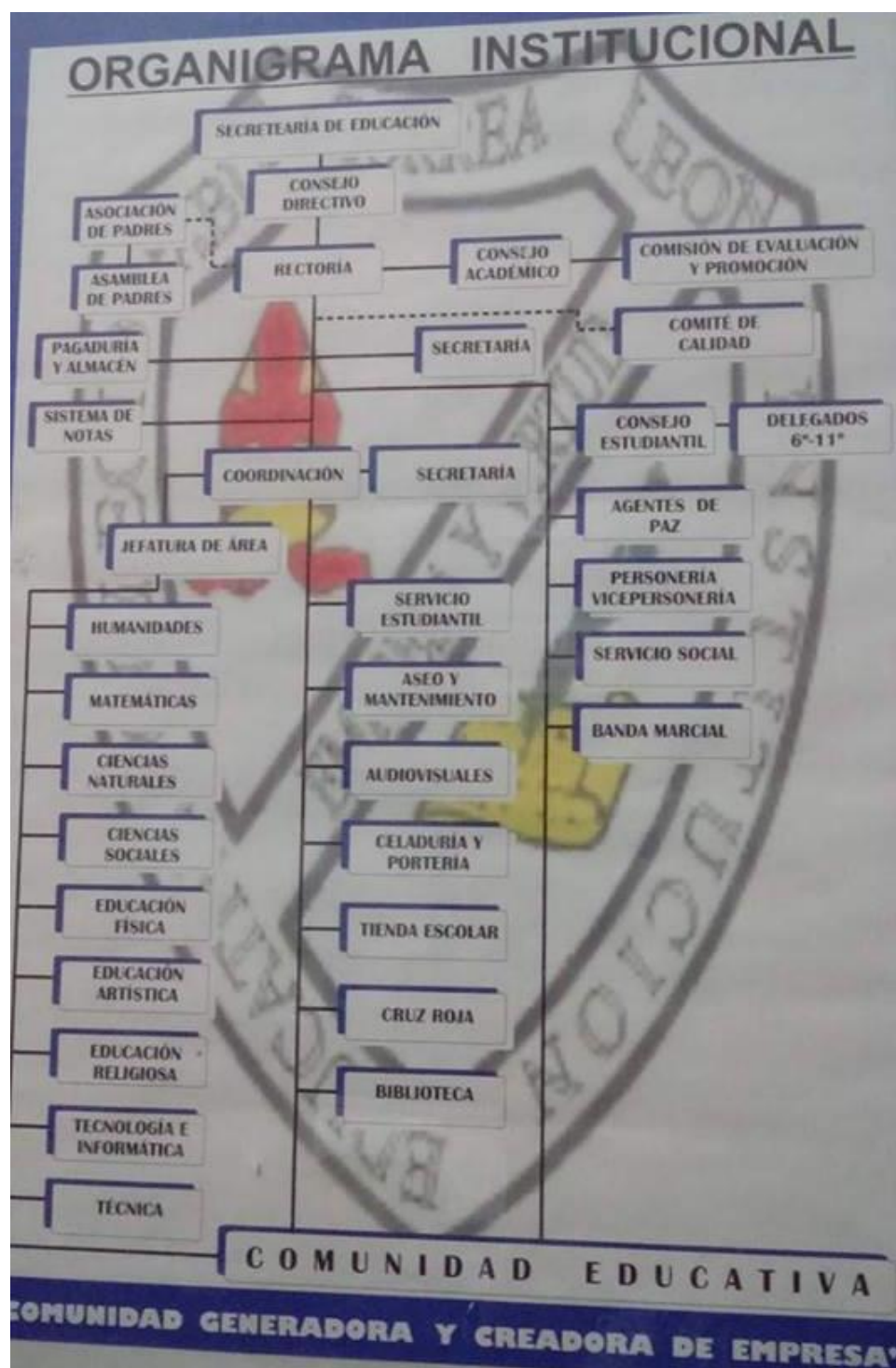
Figure 3. Organizational chart. This figure illustrates the organizational chart of the Institución Educativa Pablo Correa León

Academic calendar of the institution

Institución Educativa Pablo Correa León Cronograma de Actividades Año Escolar 2017	
ACTIVIDADES	**FECHA**
COMISIONES DE EVALUACIÓN ACADÉMICA Y COMPORTAMENTAL SEGUNDO PERIODO	AGOSTO 01 AL 04
INGRESO DE NOTAS DEL SEGUNDO PERIODO AL SISTEMA	AGOSTO 08 -09
TERCER PERIODO	AGOST 08 - OCTUB 21
IZADA DE BANDERA AREA DE MATEMATICAS	AGOSTO 09
ENTREGA DE INFORMES DEL SEGUNDO PERIODO A PADRES DE FAMILIA	AGOSTO 11
DIA DE LA FAMILIA	AGOSTO 18
EUCARISTIA AGOSTO	AGOSTO 24
JORNADA PEDAGOGICA PTA	AGOSTO 31
IZADA DE BANDERA DÍA DEL AMOR Y LA AMISTAD	SEPTIEMBRE 15
FERIA MICROEMPRESARIAL	SEPTIEMBRE 21 - 22
EUCARISTIA SEPTIEMBRE	SEPTIEMBRE 27
JORNADA PEDAGOGICA PTA	SEPTIEMBRE 29
PRUEBA TIPO ICFES POR AREAS	OCTUBRE 02 AL 06
VACACIONES DE LOS ESTUDIANTES - SEMANA DE DESARROLLO INSTITUCIONAL	OCTUBRE 09 - 13

ENTREGA DE INFORMES POR AREAS DEL TERCER PERIODO A TITULARES	OCTUBRE 17
ACTIVIDADES	**FECHA**
IZADA DE BANDERA AREA DE TECNOLOGIA Y ARTISTICA DE SEXTO A NOVENO	OCTUBRE 18
COMISIONES DE EVALUACIÒN ACADÈMICA Y COMPORTAMENTAL TERCER PERIODO	OCTUBRE 18 AL 20
CUARTO PERIODO	OCTUB 23 - DICIEM 29
INGRESO DE NOTAS DEL TERCER PERIODO AL SISTEMA	OCTUBRE 23 - 24
EUCARISTIA OCTUBRE	OCTUBRE 24
ENTREGA DE INFORMES POR AREAS DEL TERCER PERIODO A PADRES DE FAMILIA	OCTUBRE 26 - 27
DIA DEL ALUMNO	OCTUBRE 31
EUCARISTIA DE NOVIEMBRE	NOVIEMBRE 17
PRUEBAS TIPO ICFES POR AREAS	DICIEMBRE 11 AL 15
ENTREGA DE INFORMES POR AREAS DEL CUARTO PERIODO A TITULARES	DICIEMBRE 18
COMISIONES DE EVALUACIÒN ACADÈMICA Y COMPORTAMENTAL	DICIEMBRE 19 AL 21
IZADA DE BANDERA ENTREGA DE SIMBOLOS	DICIEMBRE 22
INGRESO DE NOTAS DEL CUARTO PERIODO AL SISTEMA	DICIEMBRE 22 - 26
ENTREGA DE INFORMES FINALES A PADRES DE FAMILIA Y MATRICULAS 2018	DICIMEBRE 28 - 29
GRADOS DE PREESCOLAR Y NOVENO	DICIEMBRE 28
PROCLAMACIÒN DE BACHILLERES	DICIEMBRE 29

CAPACITACIÒN DE DIRECTIVOS DOCENTES Y DOCENTES EN LOS ASPECTOS QUE LA SECRETARIA DE EDUCACIÓN LO REQUIERA	SEGÙN CRONOGRAMA

NOTA: ESTE CRONOGRAMA ESTA SUJETO A CAMBIOS AUTORIZADOS POR LA SEM SEGÚN LOS ACUERDOS

INTERNOS CON ASINORT

_____
RECTOR

Table 2
Calendar of the academic activities 2017-2

Supervisor's schedule

The following table shows the whole schedule of the supervisor's academic courses.

	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
INSTITUCIÓN EDUCATIVA PABLO CORREA LEÓN ACADEMIC SCHEDULE 2017						
1	6:00 - 6:55 am		**6° 03**	7° 01	**6° 02**	**6° 04**
2	6:55 - 7:50 am		**6° 04**	**6° 05**	**6° 02**	**6° 04**
3	7:50 - 8:45 am	**6° 05**	7° 03		7° 03	
BREAK 8:45 – 9:15 AM						
4	9:15 - 10:10 am	**6° 05**	7° 04	7° 02	7° 03	7° 02
5	10:10 - 11:05 am	7° 01		7° 02	7° 04	**6° 03**
6	11:05 - 12:00 pm	7° 01	**6° 02**		7° 04	**6° 03**

Table 3
Teacher supervisor's schedule

Pedagogical aspects observed

Some general details emerged from the observation process in classrooms. Firstly, there

was an average of forty two students in sixth grades and they were usually ordered in ranks.

Secondly, physical resources were basically composed of board, fans, lamps, school desks and

training modules sent by the Ministry of Education (MEN); in this last regard, the supervisor

ensured those training modules were too advanced for students' level and knowledge. As well, it

was clearly expressed by her that it was difficult to teach through a communicative approach, it

was not even easy to deal with grammar due to factors such as no or bare teaching of a Foreign

Language in primary school or some students came from different schools where English was not a subject. Thus, English department decided to implement only the teaching of vocabulary in the first two grades in high school (6th and 7th grades) in order for students to get familiar with the language and learn basic lexical fields that would serve in further courses.

Chapter I: Pedagogical Component

Implementation of a Pictorial Portfolio as a Creative Tool to Enrich 6th-grade Students'

Vocabulary Acquisition at Institución Educativa Pablo Correa León in Colombia: An

Action Research

Introduction

Nowadays, learning a foreign language is an important feature of human beings' lives; it offers marvelous opportunities to discover more than what eyes can see. Furthermore, it is an unavoidable necessity for people because globalization demands a high qualification in mastering English since this permits an economic and cultural integration. Ministry of Education in Colombia has created policies to achieve great standards in Foreign Languages literacy.

Teaching a Foreign Language is a complex process since it supposes the definition of an appropriate methodology, a conception of language, and applying a didactic strategy which provides the learner the development of linguistic skills according to his/her communicative needs. Thus, with regards to English as a Foreign Language in higher education, the programs related to Degree in FL are encouraged to learn about the national policy founded in the National Bilingualism Program (NBP) initiated in 2007 which attempts to the promotion of the methodological development in creating a formation program of English language based on the diagnosis of the teachers' communicative competence level in order to achieve an efficient teaching and learning process to benefit Colombian population.

This action research focused its attention on implementing and putting into practice strategies to motivate students and broaden and improve their knowledge in vocabulary in first high school grade. Subsequently for this project, a pictorial portfolio, developed collectively, was an instrument used as a strategy to enhance vocabulary in students and promote in them the willingness to learn.

Problem

After carrying out the observational step in courses of 6th grades at Institución Educativa Pablo Correa León, some pedagogical characteristics were identified; the supervisor mainly employed grammar/translation method to teach English in classrooms, focusing on vocabulary learning and the repetition of isolated words avoiding communicative approach of any kind. Also, it was detectable that conditions in public institutions are precarious in terms of physical structure, materials and resources for all departments in general. It is possibly one of the reasons why principles established in the NBP are not being successfully reached. Sometimes, these policies are far from students' real needs and interest and content does not take into account students' background and deficiencies in learning.

Meanwhile, teacher in charge in the school mentioned that for 6th and 7th grades, the teaching of vocabulary was the predominant component because students had null or basic knowledge in English; as a result, some grammar features were complicated to be explained. For example: the supervisor stated that in first term she attempted to teach simple present and students did not accomplish indicators of achievement, they were not even able to tell their daily routine and third singular person endings was too difficult for them. Otherwise, she also

indicated that students sometimes did not study or did not completely internalize the information given in classes.

Accordingly, strategies or techniques to support vocabulary learning had to be put into practice in order for students to well assimilate vocabulary, through a different, non-monotonous and dynamic way. In this regard, one question was postulated: *How the use of a pictorial portfolio may enrich 6th-grade students' vocabulary acquisition?*

Justification

Colombian public education's situation relates to a bigger problem referring as overcrowded classrooms; in other words, the large amount of students that a classroom holds. This project encountered a strategy to contribute in the amelioration of the described condition; moreover, this plan intended to improve students' low proficiency level and tried to vary the current traditional methodology based on grammar/translation method and repetition of words. In such a way, this project proposed to aid students in reinforcing lexical knowledge they were learning in classes through a new procedure in order for them to revise and master all vocabulary taught. In doing so, it was designed a pictorial portfolio as a tool to enhance students' academic process with the expectation of the accomplishment of the present proposal objectives. Without forcing a curriculum different from the one already established in the educational institution, this portfolio searched to encourage creativity, imagination and curiosity of students.

Last but not least, students benefited from a dynamic implementation of this proposal.

General Objective

- To enrich 6th-grade students' vocabulary acquisition implementing a pictorial portfolio as a creative tool at a public educational institute in Colombia.

Specific Objectives

- To boost in students an active and innovative way to reinforce what they are studying.

- To sensitize students about the importance of English and generate liking towards its learning.

- To attempt to articulate lexical development with other skills such as creativity, imagination and curiosity.

Theoretical Framework

English as a FL in Colombian context

Colombia educational policy promotes the learning of foreign languages and is focused on the correct learners' competences in the component of FL "having English the feature as a foreign language to be mastered. Due to its importance as universal language, the Ministry of Education has established into its policy the improvement of the teaching quality of English, allowing better levels of performance in this language." (Ministerio de Educación Nacional, 2006). With the purpose of implementing an effective plan that aims at improving the development of the communicative competences throughout the educational system, this governmental institution has adopted the standard classification of the language proficiency level

given by the Common European Framework of References for Languages (CEFR, 2011)

adapting it into the own levels, in this manner: beginner, basic, pre-intermediate, intermediate,

pre-advanced and advanced, being the last three ones assigned to Higher Education, as shown in

Figure 4.

Niveles según el Marco Común Europeo	Nombre común del nivel en Colombia	Nivel educativo en el que se espera desarrollar cada nivel de lengua	Metas para el sector educativo a 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	•Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	•Nivel mínimo para docentes de inglés. •Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		•Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Figure 4
Levels of English in Colombian educational system

Lexical competence

Lexical competence is a linguistic skill implicitly concerned into the linguistic

competence when learning FL, being one of the three main competences a students must master.

Therefore, lexicon refers to an ensemble of words or lexical units of a language. It is usually

called vocabulary and it is part of human linguistic system. According to the Common European

Framework of Reference for Languages (CEFR, 2011), lexical competence includes: "fixed

expression, sentential formulae, phrasal idioms, fixed frame, phrasal verbs, fixed collocations

and single word forms". Correspondingly, Moeller, Ketsman & Masmaliyeva (2009) asseverated

that "vocabulary is central to the learning and teaching of a second language as it affords learners

access to all forms of oral and written communication that includes literature, music, and content

knowledge. Word knowledge is power as words serve as building blocks to learning" (p. 1)

showing that, subsequently, vocabulary knowledge supposes an excellent communicative performance of the learner.

Aditionally, Seyed Hossein Fazeli (2012) claimed that "mastering of vocabulary is an essential component of second/foreign language learning" (p. 178), since it is not possible to be accurate without words when communication is taking place. It means that isolated phrases are put together to make sense when constructing correct ideas and without their knowledge nothing can be expressed: "vocabulary knowledge enables language use" (Nation & Waring, 1997, as cited in Seyed Hossein Fazeli, 2012, p. 178). Further, there is a conception about lexicon as a structured, dynamic an active component and lexical units establishes formal and semantic relations each other which represent essential part of the knowledge a speaker has of structure of his language, that is to say, of his grammatical competence (de Miguel, 2009).

Vocabulary acquisition

The process of vocabulary acquisition has been lengthy studied. It is stated that it is difficult to manage with a broad lexical elements because there is a lot of information, the acquisition step "is conceived by most language learners as their key problem" (Broeder, Extra & van Hout, 1989, p. 87). This study clearly showed that "language acquisition cannot take place without grasping the lexicon of a particular target language and […] the acquisition of this lexicon is conceived as a major communicative problem by both native speakers and language learners".

Moreover, it is crucial to research on how vocabulary is acquired and learnt and which strategies are suitable in doing so, as proclaimed by Seyed Hossein Fazeli (2012) "there is need

that the importance of vocabulary learning strategies be considered, studied and discussed as it is repeatedly acknowledged theoretically and empirically in many studies" (p. 186).

Portfolio in English language teaching

Portfolio in educational context alludes to an instrument a teacher implements employing pedagogical approaches with the aim of collecting multiple evidences of students' learning process through different means (audio, videos, graphics, physical artifacts and texts). Hence, Moeller, Ketsman & Masmaliyeva (2009) affirmed, regarding the importance of initiating strategies to help students, "it is unlikely that students will acquire the essential vocabulary needed to comprehend the content and information they encounter in many texts. One of the major roles of the teacher then becomes to assist students to learn vocabulary as well as to equip them with strategies for learning words" (p. 2). Similarly, Aksit (2016) developed a plan based on portfolios attesting that their nature is "determined by the content and goals of the course" (p. 99). Besides, it was found an important impact on listening, writing, reading, vocabulary, and grammar features of language concluding that it generally has positive effects on four basic skills (Demirel & Duman, 2015). Technically, according to the Council of Europe (2000), portfolio is a tool to record evidences concerning language learning and cultural experiences. It has three main characteristic or components:

- Language Passport which "provides an overview of the individual's proficiency" (Council of Europe, 2000). It has the necessity of regular update to verify progress and has been conceived as a self-assessment (self-assessment grid).

- Language Biography aims at encouraging "learners to state what she/he can do and include linguistic, cultural and learning experiences" (Council of Europe, 2000) through the use of a self-assessment checklist.

- Dossier is a selection of materials "to document and illustrate learning" (Council of Europe, 2000).

Pictorial portfolio

As explained before, it was difficult to follow entirely the approach contemplated by the Council of Europe in order to develop a portfolio, due to precarious knowledge and skills of the target population. Therefore, this project proposed a variation of the aforementioned portfolio aiding English learners to enhance their internalization of the vocabulary studied during classes, modified the templates to adequate them to the target population and their necessities and knowledge, and had as a core feature the use of images to represent the vocabulary learnt during classes: its content varied from the common content portfolios adopt.

In doing so, what remained completely equal was the intrinsic objective of the portfolio which is to be an artifact to record language learning. There were some other similarities but also some variations to create appropriate and understandable documents: the template for the Language Passport just maintained the charts of the first two pages (with few changes in terms of design and number of charts) dedicated to a profile of language skills and a summary of language learning because other items were conceived for intercultural experiences that target population clearly did not have, so they were suppressed. As well, in the Language Biography template, only two sections were considered in the design but the second one which primarily intended to explore on how learners used the target language was changed to explore on where or from

which sources students usually used English, As a conclusion, pertinent sections were chosen and modified to obtain useful information and for students to be easier when filling the sheets.

Finally, abstract and simultaneous abilities such as creativity, imagination and curiosity were taken into account in the development of these pedagogical project.

Creativity, imagination and curiosity in education

This is the ability to generate or create new ideas or concepts; creativity is highly related to innovation. Since children are naturally curious, it is possible to challenge them to boost their creativity; for instance, "creative pupils think laterally and make associations between things that are not usually connected" (Morris, 2006, p. 4). In these order of ideas, teaching through creativity supposes "high motivation, high expectations, the ability to communicate and listen and the ability to interest, engage and inspire" and students "need techniques that stimulate curiosity and raise self-esteem and confidence" (Morris, 2006, p. 5), so, for this particular project, a portfolio.

Furthermore, Morris (2006) added to imagination a critical role to foster child's emotional intelligence highlighting the importance of this component when learning. Lately, he claimed that it is always beneficial to stimulate curiosity in young learners since this is an innate feature of human being and must be promoted throughout years.

Literature Review

This section displayed an analysis of previous studies which contributed with the implementation of the portfolio as a strategy to foster vocabulary acquisition. Characteristics of four studies were reported with their relevant aspects for this project.

Firstly, Demirel & Duman (2015), clearly conducted an inquiry with an experimental group and a control group to compare the achievements and attitudes of 16 and 15 students, respectively, using a portfolio as an evaluation technique and the researchers found that "The achievement scores of the students in the group in which evaluation based on portfolio is used are higher" (Demirel and Duman, 2015, p. 2638) related to grammar-vocabulary, reading skill, writing skill, listening skill scores in contrast with speaking skill whose significance was meaningless. Regarding attitude which was tested with open-ended questions interview, students stated that portfolio had a positive outcome and "they believed they benefited from that practice" (Demirel and Duman, 2015, p. 2639).

Secondly, another comparative studied whose aim was to support "learner autonomy by using vocabulary notebooks" (Vela & Rushidi, 2016, p. 201) was undertaken. In this inquiry, there were two control groups which did not use a vocabulary notebook and one treatment group that kept the vocabulary notebook during a 10-week period in a private center to assess their performance in courses. It was discovered that this instrument was successful and motivated students to learn and "can be implemented in an EFL classroom" (Vela & Rushidi, 2016, p. 201). Most importantly, it was found "more learning and retention of previously unknown words" through the use of this tool (Vela & Rushidi, 2016, p. 204).

Similarly to the previous research project, Kömür & Özdemir (2015) attempted to explore the effects of the use of vocabulary notebooks related to productive academic growth in order to define participants' current level of academic vocabulary knowledge applying pre-tests and post-tests to groups that kept and did not use the instrument. Significantly, using a vocabulary notebook "can contribute to activating learners' productive vocabulary in the long term" (Kömür & Özdemir 2015. p. 673).

Continuing, it is worth to differentiate intentional and incidental vocabulary acquisition. The first one refers to memorizing term after term with their translations and second one alludes to spontaneous learning of vocabulary when learners are involved in four-skilled tasks (Maghsoudi, Talebi & Mirkamali, 2014). The objective of this study was to know and understand the effect of comprehension and production tasks on incidental vocabulary acquisition using either monolingual or bilingual dictionaries. The results of this study showed that the use of a lexical content presented in the two types of dictionaries led to a high vocabulary learning.

Pedagogical Methodology

Principles of planning

As a reference for what was taught in classrooms, planning served as an instrument of research. Undoubtedly, El-Tigi (1999) established the criteria to be taken into account and general steps to develop for the formulation of the planning such as "introduction, main activity and closure/conclusion" (p. 3-4). Thanks to the objectives of this project, it was important to have a guide to carry out classes where portfolio was intended to be applied. Thus, the way how planning was often done was useful for the structure of the steps to be followed when analyzing,

what meant a correct process of the project. Similarly, concerning the specific development of classes, Milkova (2016) defined three key components for a lesson plan:

- "Objectives for student learning

- Teaching/learning activities

- Strategies to check student understanding"

Classes

The development of classes simultaneously with the pictorial portfolio was carried out following the guidelines designed by the Ministry of Education, written and organized into a planning by each academic term. Thus, not all the competences and activities proposed in the workbooks were taken into account to be implemented because it was early considered students' language proficiency, even in concomitance with their mother tongue knowledge. To this effect, it was mainly taught the vocabulary component presented in each module and unit through the use of the board, posters, flashcards and learning worksheets with exercises taken from the books (teacher and student's books by the Ministry of Education); also, through the use of worksheets chosen by the teacher to be developed with their entire translation and repetition of words, evidenced as the activities students positively responded to the most.

According to the beforehand mentioned steps, class sequences were mainly planned each term for all the topics by putting the Basic Learning Rights, the standards from the MEN, the objectives for each topic with the warm up, the explanation, practice (learning activities), a closure with a strategy to assess students and a part as a diary to tell what was achieved in each class with the aim of maintain a sequence (Appendix A and B). The aforementioned paces were

followed to prepare lesson plans for classes introducing a special part at the end to explain the use and development of the pictorial portfolio.

Methodology adopted for the implementation of the pictorial portfolio

Portfolio was defined as a compilation of evidences (diverse documents, images , articles, advertisement, bullets, printing press, websites, fieldnotes, diaries, tellings, etc.), considered interesting to be saved for their meaning (Agra, Gewerc & Montero, 2003). In this regard, pictorial portfolio was considered to be an innovative and different way for children to learn English; hence, pictorial portfolios were elaborated simultaneously with the normal evolution of classes. For this project, three pictorial portfolios (one in each course of sixth grade that accepted to participate, Appendix C) were collectively created as follows:

For the development of the Language Passport and Language Biography:

- Each student was given the templates for the Language Passport and the Language Biography.
- The course filled in the document with the aid of the teacher-practitioner who explained each part and its purpose.
- The Language Passport was completed and the beginning, in the middle and at the end of the process to verify students' progress.

For the products:

- Each student worked on his/her own sheet fortnightly during class while teacher monitors learners' work.

- Sheets had to contain: images (drawn or taken for the student from several sources of his/her choice) and the vocabulary studied represented in pictures as creative as possible.

- The teacher trainee had to add each sheet to the collective portfolio of each course, which had to have labels to separate topics.

- The supervisor was asked to revise students' work.

- At the end, after achieving final portfolios, they were given to the supervisor for her to keep them because she requested the portfolios in order to use them in further courses.

Implementation of the Portfolio

Implementation of first two documents

When starting the Language Biography and Passport (Appendices D and E), it was clearly identified the lack of attention and accuracy by students to follow instructions when endeavoring an activity or workshop. In spite of, students agreed to participate and the process of filling out those documents did not take a lot of time. Fortunately, when practicum stage began, a new term in the school did it too, so new vocabulary topics were expected to start as well. In this regard, students frequently asked for more instructions or the repetition of commands to the point of explanations using the board to recreate what was in the documents in order to guide students in developing them. Sometimes, they rendered receptive, above all in first hours of classes, contrary if classes or activities were done in last hours of the morning session; when they were willing to actively participate, sessions were fruitful and profitable. Revising the documents, it was realized that the documents were understandable by 80% of students approximately. In the Language Passport missed to complete the last chart to verify advance but this did not suppose a

hindrance since revising statistics it was easy to deduce similar results by filling the last chart that was blank at the end of the process.

Products of the dossier

Two of the three implementations were fully carried out in all groups. For the first implementation, conceived to revise and study adjectives of any classification, it was intended that students brought cuttings of images representing adjectives already taught during the previous weeks and glue. Teacher provided the blank sheet for them to paste and write down on it. As students were not used to the project, many instructions before and during the first activity had to be done; however, they succeeded in the development of this product. For example, to do the activity orderly, the teacher-practitioner indicated how to label and name the sheet through the use of the board, some students did it correctly and some others did not. Then, the teacher asked students for pasting their images and to name each one of them with the word representing the picture. When retaking the products done by the learners, there were few students who did not successfully endeavor the activity in terms of adding information in Spanish or labeling the sheet using their own criteria. Nonetheless, this did not suppose a disadvantage since they used the foreign language as expected. In one of the three courses situation changed; the supervisor of the classes suggested that students who had not brought anything to develop the product had to draw and this, certainly, worked. With her permission, the portfolio meant a grade in the grade sheet of each course during the fourth term of the institution.

For the second product, all groups have attempted to develop it. The first time carrying out this outcome, when the teacher in charge was about to start the instruction in the first group to develop this product similarly to the aforementioned description, a student brought a sheet (Appendix F) with the images of the topic, which was body parts, suggesting that he was willing

to lend his images and each partner agreed to photocopy the paper for them to create their own sheet for the portfolio related to this product; this fact was not found as a difficulty or hindrance since each learner had the possibility to have the pictures and everybody could participate learning by creating his/her own result (it is worth to say that many students, as occurred during the first product, did not search the images at home) so the teacher resolved the activity was done as students proposed.

After that, many classes were missed because of events and activities in the institution, and topics and classes in two groups did not advance too much, so it was necessary to firstly complete the Language Passport before continuing, reason why only in one group was possible to develop the third product. The methodology was similar to the first product; the topic for this time was present continuous. Two situations were present here: first, 15% of the students in the class brought the images but not all of them participated, and second, in the products the creation of sentences of present continuous was minimum even if instructions were repeated and examples were given on the board.

Research Methodology

Methodological aspects to be taken into account were defined in this section for the process of the project. The type of research and the design were exposed, as well as instruments used for data collection. Finally, sampling criteria and the schedule for the activities will be explained.

Type of research and design

This project was conducted following the principles of qualitative research. According to Creswell (2011), qualitative type attempts to explore, explain or describe a problem in order to address a deep and detailed understanding of such a phenomenon. Furthermore, Creswell (2011) mentioned that qualitative research is "more inductive" (p. 128), so that the conduction of the project goes "from the particular or the detailed data to the general codes and themes" (p. 128) emerging from the analysis to produce broad categories from diverse data. In addition, according to Creswell (2011), action research, as the design for this project, comprises an action-reflection cycle through the use of strategies attempting to produce an improvement in the process, specifically "A spiral of looking, thinking, and action best reflects the action research process" (Stringer, 2007, as cited in Creswell, 2011, p. 584).

Finally, the reflective quality, fundamental in this type of research, which gave to the trainee teacher, concretely, the opportunity to reflect on the way the project was carried out taking into consideration all the aspects and objectives so that having the possibility of making changes during the development of the project in order to eschew traps and that way stimulate participants as far as possible.

Instruments

Firstly, it is worth to say that the collection of data of this component was carried out in accordance with research component (see chapter II), since both share principles of qualitative research and using some of those instruments permitted to collect sufficient, necessary and relevant information.

Journal

Journal is a collection of notes and writings, made by the pre-service teacher: here, descriptions, explanations, and little hypothesis throughout of the project are presented; also, the student-practitioner set down in writing his/her feelings, emotions and reflections from his/her teacher spirit. Russell (1988) served as a reference concerning the analysis of the input and notes made. This journal counted with one weekly digital narrative (Appendix G) during a ten-week period with the aim of reflecting on teacher's endeavor, and particularly the utility of portfolios in students' learning process. Specifically, some of the subjects resulting from the reflective narratives were: situation of the educational system in Colombia, academic and disciplinary concerns in school, process into the classes, material employed in classes and development of the portfolio, among others.

Self-observation

Observations are often used in qualitative research and in educational settings. One reason why observations were chosen to be employed is because they provided real information as the events occurred "to study actual behavior, and to study individuals who have difficulty verbalizing their ideas" (Creswell, 2011, p. 13-14). To this end, the self-observation sheet (https://docs.google.com/forms/d/1CeYhZquxhuVPdWFby5L52YTuOMHDi_F-VEIgAqlldFg/viewform?edit_requested=true) had as main objective to guide the student-teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which she belonged. The major aspects this instrument took into account were: planning, class execution, students' motivation, activities, resources, instructions and climate in classes and assessment.

Interview

According to Russell (1988), interview is a communicative act between two people with regards to a subject, reason why it is important for data collection in inquiry. The type of interviews chosen for this study was one-on-one interviews with open-ended questions since "one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time" (Creswell, 2011, p. 218). Using this type of interview facilitated the interaction between the teacher trainee and the participant in order to better gather information from him/her. One interview (Appendix H) at the end of the stage was recorded with a device under participants' permission with the objective of knowing opinions, utility and difficulties faced when working with a pictorial portfolio. In addition, the questions for the interviews were open-ended since they "permit you to explore reasons for the closed-ended responses and identify any comments people might have that are beyond the responses to the closed-ended questions" (Creswell, 2011, p. 220).

Population and sampling

This action research design was adopted involving, for the journal, the self-observations, the implementation of the portfolios and classes, 166 6th-grade students in total in A1 proficiency level, divided as follows: 43 students in 6°02, 45 students in 6°03, 42 students in 6°04 and 36 in 6°05. Classes were mainly developed using repetition of vocabulary as a technique for students to memorize what they studied; besides, students showed precarious grammatical knowledge of the language and difficulty when teacher asked them to pronounce several words. In addition, a sample of 3 students were I interviewed in order to know their perspective about the process using the pictorial portfolio and its effectiveness; learners were randomly selected by choosing

every tenth student on the classroom list from each one of the 6th-grade courses, three courses in

sixth grade participated in the creation and development of the portfolios.

Data analysis

Interpretative analysis was used because it served to acknowledge what was inferred and

subsequently make interpretive judgments (Hatch, 2002).

Content analysis.

According to Wanlin (2007), content analysis is the ensemble of instruments which

attempt to interpret information, analyzing not only the objectiveness of the phenomenon but

also its subjectivity. This process has three main steps: pre-analysis, exploitation or data

processing and interpretation. For this project, content analysis was distinctly useful when

analyzing the information presented in the portfolios. Another benefit of this tool was the

interpretation of the journal for which digital analysis was necessary by making comments in

each narrative. For the portfolio, analysis was manual because they were physically made and it

was carried out by means of sticky notes each time a similar characteristic of the three portfolios

was found. Beforehand, each portfolio was individually analyzed to determine the understanding

of the products when they were developed through the instructions teacher-practitioner gave, to

identify creative traits students showed and to verify how many products each students made and

delivered; this last step had as a purpose to check improvement in vocabulary acquisition by

carrying out a comparison between second and third term grades and the times and work quality

each student had presented evidenced in the products.

Schedule of Activities

	ACTIVITIES AND INSTRUMENT APPLICATION	AUGUST				SEPTEMBER				OCTOBER			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Drafting of the project	■	■										
2	Socialization			■									
3	Planning and classes				■	■	■	■	■	■	■	■	■
4	Journal				■	■	■	■	■	■	■	■	■
5	Pictorial portfolio[1]				■	■	■	■	■	■	■	■	■
6	Self-observations					■		■		■		■	
7	Interview												■

	ACTIVITIES AND INSTRUMENT APPLICATION	NOVEMBER				DECEMBER							
		I	II	III	IV	I	II	III	IV				
1	Planning and classes	■											
2	Journal	■											
3	Pictorial portfolio[1]	■											
4	Self-observations	■											
5	Interview	■											
6	Data analysis and results		■	■									
7	Socialization of results				■	■							

Table 4
Schedule of pedagogical project

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[1] The week of implementation varied from one group to another and the development of the portfolio depended on the availability of time during classes in accordance with school schedule.

Results

Effectiveness related to enrichment of vocabulary acquisition and students' interest

Dealing with the first two documents for the portfolio, Language Passport and Language Biography whose aims was to obtained information about students' background in learning and using English, it was supposed that all the students were in B1 level in their mother tongue for the receptive and productive competences, but they revealed constant failures in Spanish during classes (above all in parts of speech, Appendix G, Narrative #6). Otherwise, all students' English proficiency level was located in A1 varying the mastery from one competence to another. According to what they stated in the checklists it was found some statistics:
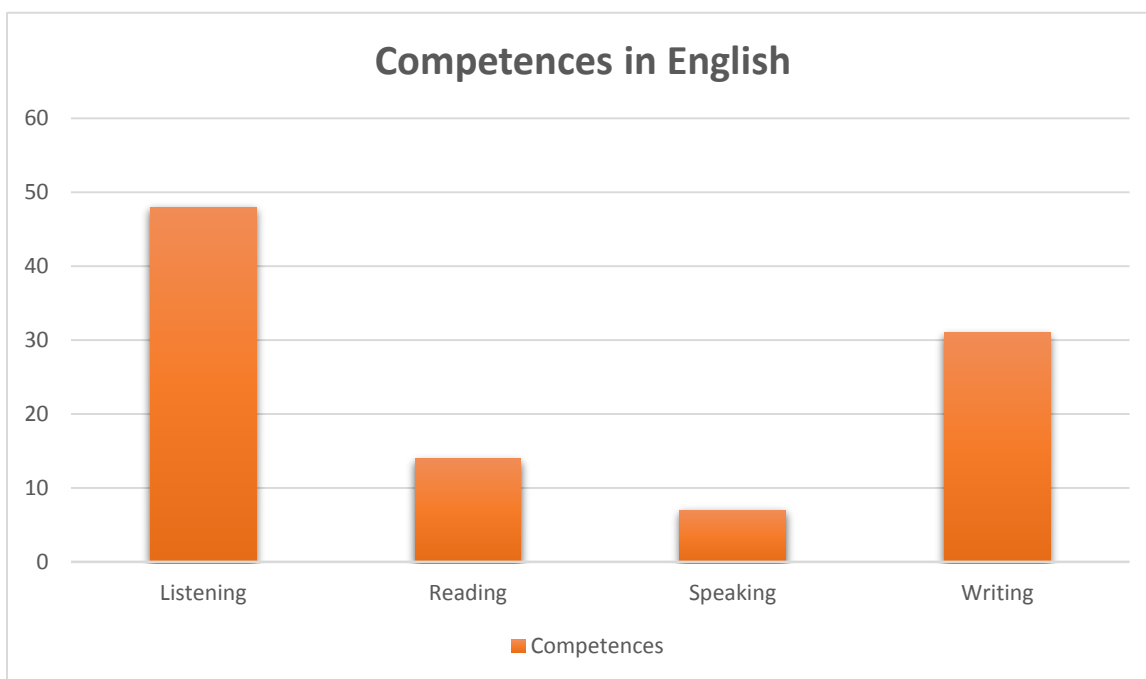
Figure 5. Competences in English. The previous statistics were taken from Language Passport document.

Students attested that listening is the competence mostly put into practice when using English, and speaking is the most relegated because they frequently admitted that is the most

difficult to be mastered. Even in the posterior checklist when continuing filling the charts in the documents some weeks after having begun, the results were quite similar, all students remained in the same level (A1) and most of them indicated that they understood English through the same competences.

Moreover, analyzing the Language Biography, the next data was determined in regards with the sources where students mostly used English in common and daily settings:
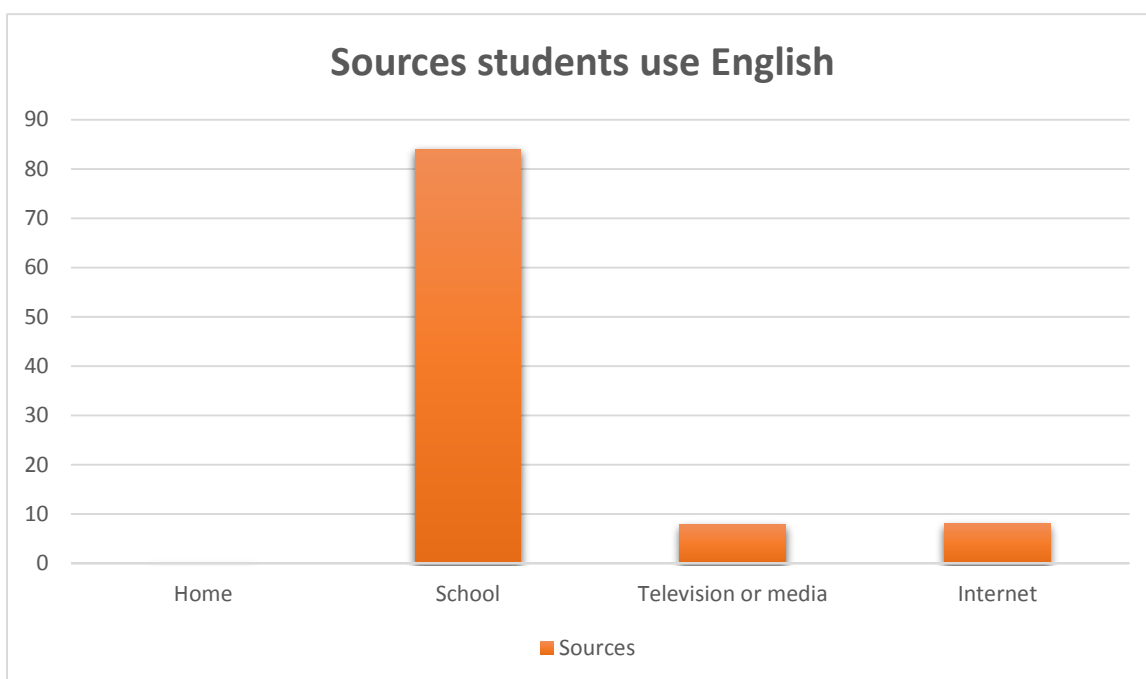
Figure 6. Sources students use English. The previous statistics were taken from Language Biography document.

Students mostly used English in school, specifically in English subject, not in other subjects or contexts. Also, few students used it at home because they reported a significant affinity with the language and only one students was learning French and tried to use it with their parents. Other sources are internet where they spent most of their time after school playing games and the ones who did not have access to internet watched movies and series in international channels which provided programs in English with captions. In contrast, students

avoided the use of English with their friends, when meeting other people even if those people were foreigners, while leisure activities and they never used English when reading documents or book they chose.

On the other hand, dealing with the products for the dossier, at the very beginning, students' failures in grammar, low language proficiency even in their mother tongue and insufficient lexicon were really evident which revealed that this project related to vocabulary acquisition was beneficial in being put into practice. Since the specific competence the project sought to promote was the improvement of vocabulary acquisition, every product attempted to review and extent topics learners had been studying during classes. In doing so, the teacher-practitioner manually compared resulting grades of the periodical exams using the complete grade templates with the products for the dossier to verify progress of the students; it was found that firstly, those students who had failed the second academic term in the school showed a notorious improvement in the achievement of the subject goals in the next term when the use of the portfolio started. Secondly, those students who reached the goals with a bare grade presented great results in the third term with regard to the previous one. Third, those students who had obtained outstanding grades maintained their academic excellence. And last but not least, those students who did not participate actively in the project and did not complete all the products failed the subject in the third term of the academic year. Finally, as a remarkable pattern, students brought images representing vocabulary apart from the ones taught in classes, evincing the efficacy of the portfolio arriving to the point where learners learn more and forge a responsible and autonomous spirit.

In addition, it was noticeable the students' worry about the continuation and progress of the products for the portfolio throughout the weeks, which exhibit that they were active and

receptive towards the project. As well, an improvement appeared in being guided and following instructions when students started to get familiar with the instrument and its procedure; additionally, during interviews, students enunciated that this tool was eye-catching, enjoyable and different from what they usually did during English and other classes.

The antecedent outcomes demonstrated the accuracy of the project achieving its main objective which was to enrich students' vocabulary acquisition.

Creativity and correlated skills

Some learners were really creative when presenting their products for the dossier; their imagination has led them to be too recursive as well. For instance: students decorated their sheets which shows their willingness and affinity with the project and, surely, with their own learning process; other learners brought a great quantity of images; also, as students had to bring cuttings but some of them brought the impressed images on a sheet and did not have scissors, they used rulers, among others). In this regard, imagination was assumed with a critical role since it permitted that the students were curious and discovered new and dynamic ways to make learning more interesting, engaging, exciting and effective (Morris, 2006). Likewise, students' fine motor was always promoting while endeavoring the products and some of them demonstrated their compatibility with drawing because in one course one of the products were developed without cutting but self-made pictures.

Difficulties

As in all proposals, some difficulties had to be faced. First of all, the lack of responsibility and sometimes few students were not willing to present the products in spite of accepting to participate in the project. Furthermore, frequent interruption of the normal

development of classes because of intra-curricular activities inside the institution was existent. To manage those difficulties, some corrective actions provided by the institution were implemented, such as plan "Sombra", notes in the disciplinary notebook, parents' citation, among others. Plus, one specific student presented a hindrance when listening to instructions anytime for he is deaf in one ear, but with customized explanation by the part of the teacher-practitioner and the supervisor teacher, he learnt and was able to develop the exercises for the portfolio and classes themselves. The actions endeavored certainly worked to maintain order and to develop classes most of the time.

Pedagogical Considerations

Education is an important process of constantly transforming knowledge taking into account learning and teaching paces. Specially, learning is one of the most interesting and complex proceedings human being endeavors: in this stage, diverse elements are involved, such as sensorial, cognitive and emotional aspects. For this project, linguistic competence of lexicon was taken into account as the prior feature to be taught in classes and put into practice during the development of the portfolio, but it is worth to say that other components of the human interaction through the use of the language are extremely important when learning a new language to communicate and combine with people, for example communicative, pragmatic and sociolinguistic skills. It is the reason why it would have been excellent to have could add and integrate eventually another fundamentals as the aforementioned traits in order to achieve a complete and integral education. In this regard, primary and high school should overcome difficulties and reticence to dare changing the approaches followed when teaching to children and teenagers and should eliminate the belief that students are nothing able to receive different input from what they are used to and to be modeled by different methodologies.

Conclusion

Students became familiar with the project, they were actively involved in it. Collectively, it was noted the meaningful learning carried out through the implementation of the portfolio inasmuch as it was clear that the use of this tool provided activities suitable for students and which alleviated monotony during classes. Some schoolchildren recognized the importance of English as a universal language. When disseminating and sharing ideas, pupils advised and participated in the construction of an appropriate methodology for their own learning, this was always beneficial to undertake the project and classes and for them to feel motivated and integrated into a specific school and social group.

Chapter II: Research Component

The Formation of the Reflective Spirit in PLEX Practitioners, a Tool of Formation to Qualify the Pedagogical Practicum

Introduction

In the Foreign Languages Program training context, training teachers' pedagogical practicum is one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

Even though, there was a clear interest in light of the evident necessity to understand and transform the pedagogical practicum. Hence, it was beneficial that local studies specially focused on the learning problem than in matters of teaching.

It was relevantly considered to design a project that involved a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helped to guide teachers' labor. Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity, by means of the wording questions and searching of information to seek a solution for any problem and for the self-recognition.

Justification

The design of this project in the Foreign Languages Integral Practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes

in rollout centers where PRADO[2] is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it was justified the necessity of this study in order to give analytic tools and self-observation to the students that allowed them to distinguish among a daily action and reflective action. It was considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

Problem

At school, core aspects in the constitution of individuals, of institutional life without questioning are assumed and seen as marks, which are stable and invariable features that are part of the school identity and culture.

When the events unfold without major alteration, the teacher runs the risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking in reflection does not lead to the emergence of problematic situations; these realities are ignored, invisible. In this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction

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[2] PRADO: teaching practice.

becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge to respond to social needs.

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

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection was conceived as a fundamental exercise so that students who carried out their integral practice, self-evaluated, installed a critical and constructive look at their work in the teaching role. To start this study the following guiding questions were formulated:

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

General Objectives

- To implement reflection as a transforming tool of the pedagogical processes of the integral practicum.
- To promote in students-practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.

- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.

- To implement workshops for reflection and development of didactic units that guide the reflection of students-practitioners.

- To analyze own beliefs that one has about the teaching work and about students.

Theoretical Framework

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

Teaching profession

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

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

Reflection

Dealing with reflection implied to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be considered to delve into the definition of reflection (Correa, Molina et al, 2010).

Reflection as a process

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies "a kind of reflective dialogue with the situation, where language would promote access to the experiences of the individual, which would extract a new structuring situation."[3]

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

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[3] Free translation from the document: Concept de réflexion: un regard critique. Correa Molina et al. (2010).
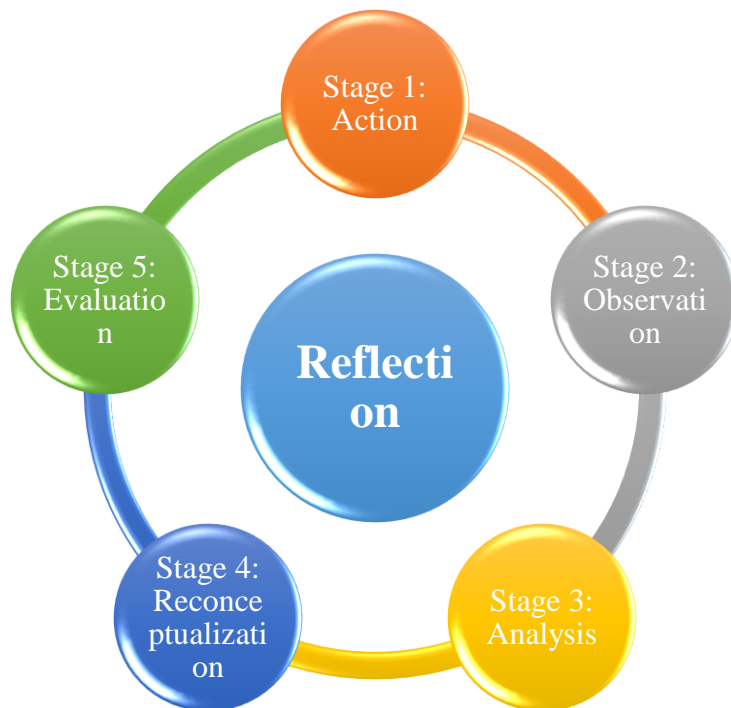
Figure 7. Reflection as a process. This figure illustrates the stages involved in the process of reflecting.

Reflection as a theme

The conception of reflection was based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection was based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction. For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

Reflective practicum

Update and qualify the University academic proposals and guide the students to new ways of relating to the world, it was necessary that teachers were questioned on their own practice and the impact it has generated; that was able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; it acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession required that "teachers develop their professional knowledge in relation to changing circumstances‖ (Ebutt and Elliot, 1986). In this context the issue of practice, class spaces require special treatment aimed at understanding and social interaction.

The necessity of articulating the changeable social reality to our pedagogical endeavor is evidenced in the existence of numerous attempts to try an explanation of the school phenomena and in the search of ways to deal with those phenomena in order to find effectiveness in school job.

This study served participant teachers to reflect on their methodological processes in the light of reflection as a unique rational and ethic method of intervention (Sacristán, 1999).

According to Van Manen (1997), it exists different levels of reflexivity, firstly, in classroom where effective application of abilities and technical knowledge take place: reflects applies for the selection and adequate use of didactic strategies that teachers is going to employ.

On a second level, reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices

are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

In a third level, Van Manen (1997) established an exercise of critical reflection; at this level it is presented the most elaborate reflection, a questioning of ethical, normative and moral criteria related directly or indirectly with the classroom.

Pedagogical practicum

For the analysis and reflection on the practicum, it is considered appropriate to refer methodologically to a conceptual operation of practicum classification; for that purpose, it is assumed the Zeichner's proposal who has established several modalities of practicum as follows:

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

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

    This is the way of proceeding from technical rationality.

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

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

- **Generic.** The programs allude to reflection in a generic way, but without specifying the ambitions of the programs or the contents on what to reflect nor the strategies to foster reflective learning.

- **Reflection triggers.** According to Schulman (1987), these triggers are the teacher's cognitive basis for classroom life; they are essential because they constitute the element of reflective thinking that contributes in the process of own knowledge that a good teacher needs to make decisions in the classroom.

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

These authors established classification categories of knowledge:

1. Knowledge of content.

2. General pedagogical knowledge.

3. Curricular knowledge (programs, materials, etc.).

4. Teacher knowledge and professional configuration.

5. Students' knowledge and their characteristics.

6. Knowledge of educational contexts.

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

According to Georgea Spark-Langer and Amy Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

Methodology

The methodological strategy proposed had as central axis the continuous reflection that, additionally, considered the arrangement of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organizational principles were autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it was carried out a process of socialization and systematization of itself.

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

Instruments

For data collection in this project, it was proposed to implement the following instruments:

Reflective workshops

Workshops had a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allowed them to transform their pedagogical practicum.

Objectives.

- To consolidate an ensemble of teachers-practitioners with critical spirit who reflects and presents solutions proposals and options against the educational problem of his/her pedagogical practicum.
- To socialize criteria, share ideas and guidelines to assume his/her pedagogical practicum.
- To qualify, facilitate and join effectively to the educational center.

Self-observation sheet

The self-observation sheet had as main objective to guide the student teacher towards an own perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belonged.

Narrative

The reflection exercise allowed students to express about their endeavor based on the narratives of their experience as a way to provide meaning to teacher's everyday life.

Class recording

To have evidence of what teacher and students did in the classroom, class recordings permitted reflecting upon different aspects in Foreign Language teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings allowed to have an external and constructive view of their pedagogical performance.

Context

Pamplona city was founded in 1549, is the oldest city in all Norte de Santander department. It is located in the Espiritu Santo valley in the Colombian Andes. Founder of cities in colonial times, it has been throughout history a place of religious influences; Pamplona received a large number of religious communities such as- Saint Franciscan community; Clare sisters; the Brothers of Saint John of God ; the Company of Jesus; Sallista community, furthermore, women religious communities such as- Presentation sisters; Bethlemitas sisters among others. Because of the presence of all these communities, they were created educational institutions based on their religious values and beliefs. This study is carried out in this geographical context in which school is the environment where actors of school systems: PLEX practitioners perform.

School refers to a specific education community in charge of institutionalized education, it means school is the place where education is organized, ordered and developed. Currently, the school is considered as the way of living of the community. School transmits all knowledge and

values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own.

At school, a series of fundamental factors accounts were found. This was the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school took its organization.

The school is a dependent body of the society, it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

Particularly, this project encompassed other places in Colombia such as public school where practitioners had the opportunity to carry out their practicum, namely the Institución Educativa Pablo Correa León in Cúcuta city.

School as educational institution accomplishes specific functions such as:

- **Socialization function.** This is the youth learning of values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political an economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

- **Instructive function.** The instructive role uses two functions, the improvement of spontaneous process of socialization to ensure training of human capital that requires the labor market. This implies higher level of culture; knowledge; values etc. There is a greatest chance of adaptation.

- **Educational function.** The educational role requires a community that includes life, democratic participation, intellectual searching, dialog and learning. An educational community that breaks down barriers between school and society and a cultural environment is a place where they learn concepts, technical tools and codes of the culture of humankind. As consequence of this active participation is an exchange of meanings, wishes and behaviors with their classmates and adults (Vizcaino, 2010).

Population

The total population of this study was constituted by seventeen students from tenth semester, practitioners of the Program of Foreign Languages English –French of the Universidad de Pamplona.

Direct benefitted population

Teachers in formation, teacher supervisors, and student community in the centers of implementation of the Integral Practicum.

Indirect benefitted population

It was composed of the teaching community of the Program and Foreign Languages, the results re-fed the program agents' vision of their practices and the collective of Integral Practice.

- **Institutional units articulated to the project:** Foreign Languages Program, Languages and Communication Department, faculty of Education.

- **External institutions associated to the project:** Colegio José Antonio Galán, Colegio Brighton, Colegio La Presentación, Normal Superior de Pamplona, Colegio José Rafael

Faría, Institución Educativa Cristo Rey, Institución Educativa Pablo Correa León, José Horacio Betancur.

Places and Settings proposed to Carry Out the Activities of the Project II Semester 2017

Official educational institutions in Pamplona and one institution in Cúcuta city in which the proposals of the Integral Practicum were implemented.

General Schedule of the Project

		AUGUST				SEPTEMBER				OCTOBER			
	STAGES AND ACTIVITIES	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**
1	Drafting of the project	███	███										
2	Socialization			███									
3	Implementation				███	███	███	███	███	███	███	███	███
4	Application of instruments				███	███	███	███	███	███	███	███	███
		NOVEMBER				DECEMBER							
	STAGES AND ACTIVITIES	**I**	**II**	**III**	**IV**	**I**	**II**	**III**	**IV**				
1	Implementation	███											
2	Application of instruments	███											
3	Data analysis		███	███									
4	Socialization of results				███	███							

Table 5

Schedule of the research project

Expected Results

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

- The formation of the reflective spirit in PLEX practitioners as a training tool to qualify the pedagogical practice.

- Analyze the environment and the realities and social representations of the teachers in formation, the notions and the concepts about the school world.

Results

The process of reflection was implemented since the very beginning. Constantly around many situations, it came up the necessity to analyze deeply those cases with their advantages and consequences. Sometimes, the activity of reflection rose the idea of implementing strategies to ameliorate Colombian educative system and the pedagogical practicum itself.

Weekly narratives allowed to develop an analytical and critical spirit in the student-practitioner to self-observe and constructively criticize her methods and procedures. In addition, five fortnightly self-observations were completed and they were found useful for all the items proposed which guided a correct observation and conjointly the narratives as well. Moreover, three videos were recorded to have a subjective insight of classes' sequences.

When analyzing data resulting from the instruments conceived for this part, some common traits emerged.

Situation in the educative system in Colombia

Generally, institutions have serious problems above all in disciplinary questions and academic deficiencies surely due to the lack of important values in students, their null willingness to learn and attend to classes and their limited sense of belonging to the institution they are part of; with these failures it is unlikely the action of successful processes into the educative system in the nation. Sometimes, school has rendered permissive in many aspects just to assure that child population has the opportunity to receive training and education (Appendix G, Narratives #2, #4 and #6). According to the Ministry of Education (2016), "The main priority of the effort in the educative reform in Colombia must guarantee that every child has the opportunity to reach his/her full learning capabilities" (p. 204).

Planning and development of classes

Planning of classes were always carried out following the parameters of the PEI, the program of the English area and the guidelines of the Ministry of Education, using a template already designed by the teacher in charge of the courses. Into it, there were the Basic Learning Rights, the standards, the didactic objectives, many materials and activities for each topic were proposed for each group worked and learnt following different rhythms, being flexible and dynamic, and a little diary of what was made in each class each day. Consequently, most of the time the sequence of class was entirely completed as it had been planned. As a main feature, English was used in alternation with Spanish, being the mother language mostly used because students are never provided with a continuous exposure of the FL and for them it is tedious and ineffective to pay attention to classes that way and to be always attentive, but this definitively means that all the goals and objectives of the educative policies are not successfully accomplished. Also, warm up stage was difficult to be accomplished since students

misunderstood the activity and were totally unwilling and disorganized, this part was usually planned but not executed as teacher in charge disposed, so that keeping students motivated and interested in the subject was troublesome. Besides, group work was barely existing given the great group of students and the difficulty to manage them being reunited and to monitor their progress.

Material employed in class

Didactic resources were used for students to work during English classes. Learning worksheets were the main material employed because students were really used to the development of them, they basically consisted on exercises of practice with simple instructions, they had to fill them in and repeat and study vocabulary contained into the sheets which were designed and selected by the supervisor teacher in accordance with the teacher-practitioner. Each student was given with the worksheet or group of worksheets for them to work just after explanation of the topics; sometimes, the papers had a guide sheet with instructions for students to develop correctly the activities and exercises and to add some tasks so that learners reinforce knowledge and learning (certainly, instructions were deepen to make clear what they had to do). Posters, flashcards, vocabulary on the board and rarely videos were also employed to explain lexicon and its pronunciation. Dealing with the evaluation, quizzes and evaluative workshops were created to assess learning each time a topic was finished and before moving on to another one.

Monitoring and relationships into classrooms

As a recurring mark, the teacher-practitioner always monitored students work in any activity. Importantly, she checked students' learning and progress by revising their work and

applying quizzes when finishing each topic. On the other hand, relationships at the beginning of the practicum stage were somehow hostile, unfriendly and rude, there were students extremely aggressive and disrespectful but the practitioner tried to be kind and to manage all challenging situations by stating collectively some rules to cohabitation in case of conflictive climates and when disorder and noise reigned; in this item, Gablinske (2014) found that "this collaborative process of creating group norms together allows the students to feel ownership of the classroom and feel cared for by the teacher to keep them safe" (p. 94).

As well, she attempted to integrate all students and to take into account their diversity in terms of learning ability and differences of ages. Some behaviors of the teacher practitioner were accurate and worked to the maintenance of harmonic interactions between her and her students: good humor, willingness to explain and give instructions constantly, praise and friendly tone voice (Gablinske, 2014).

Conclusion

Educational policies must be led to find the causes provoking gaps in the system. The educative system must update since the population it meets is not the same as ten years ago. Therefore, the Ministry of Education has to activate many resounding and effective strategies, programs and projects in order to correct and pursue an education of great quality and to create a positive impact in Colombian students' academic performance.

Nowadays, in each classrooms, there are a significant number of students with corrupted emotional and psychological states: depressed, aggressive, tired of living despising life, deficient

schemes, sensible to be criticized, being the aforementioned elements results of a chaotic social and familiar structure.

Perhaps, training a worthy and decent human being is the manner to fight school mortality, academic repetition and school dropout, considerable obstacles for the Ministry and the system.

Chapter III: Outreach Component

**Awareness of the Foreign Language in Primary School Institutions in Pamplona and
Cúcuta Cities**

Introduction

Participation in world trade, academic, cultural and economic policies has motivated the

Colombian National Government to foster the learning of Foreign Languages in the different

education sectors of the country. So that, all citizens have the opportunity to participate in

cultural exchanges that will allow them to gain access to equitable conditions concerning the

social development of the country.

With a view to sensitize the learning of English language in Colombia as well as creating

competitive citizens, the National Ministry of Education created its Bilingualism policy in 2004

whose objective is "To have citizens that can be able to communicate in English, with

international comparable standards that insert the country in the global communication

processes, in the global economy and in the cultural openness". Thus, the Ministry has been

implementing a wide range of strategies in the different levels of education with regards to the

accomplishment of this goal. A clear example of that was the creation of English high standards

for primary and secondary education, the definition of a solid and coherence evaluation system

as well as the development of training plans.

This program has been developed all over the country in which the work of the Ministry

of Education, public and private universities and English institutions work has been integrated.

However, the results obtained so far have not been very encouraging since many educational institutions have not been impacted by the project.

In regards to primary school, National Government tended to expand the English teaching coverage to children, since many educational institutions do not often count with an English teacher that guides the teaching and learning processes and consequently evaluations nationally applied have not been very promising.

The Universidad de Pamplona in Colombia as an institution considered trainer of trainers and more specifically the Foreign Languages Degree English and French, has further approached to the reality that faces primary schools in Pamplona and Cúcuta cities regarding to the National Bilingualism policy, many educational institutions of the cities do not count with an English teacher to meet the educational needs of this sector.

In recognition of this reality and the consequences it generates, this social projection proposal aimed at meeting both, English teaching needs of childhood population from Pamplona and Cúcuta cities and the integration of the Foreign Languages training of the pre-service teachers from the Foreign Languages Degree English and French to this reality in order to decrease irregularities between the public and private area in EFL.

The governmental policies have identified the problem. Nevertheless, these needs are not normatively fulfilling. It is missing monetary support, concretely, Foreign Languages trainers in order to achieve a balance between the students' results and tests with the Colombian educational purposes.

Justification

Acquisition and learning of a Foreign Language allow to be at the forefront of the own needs that the current world demands. It was therefore this process was necessary to implement and work since the beginnings of children's schooling to the completion of their basic education cycle, they had foundations that allowed them to continue that learning in secondary, vocational and higher education, to achieve more people be trained in this area.

The aim of this project was to raise awareness towards English teaching in primary schools in Pamplona city and some other cities around the country, such as Cúcuta, contributing to the basic formation in Foreign Language that it is essential and prior in these levels. For that reason, it got under way as part of outreach component in practicum carried out by students in their last semester of bachelor in Teaching Foreign Languages at the Universidad de Pamplona, as a manner of contributing to the reinforcement of English teaching in primary level.

The accomplishment of this project highly and mutually favored from the institutions and the student population of Pamplona and Cúcuta cities, until the Program of Foreign Languages and the students carrying out their practicum. This benefit redounded to the possibility that children in primary school had to be in contact with the Foreign Language and in turn, to the students who finished their university education process knowing the realities and educational needs of the environment, and in this way, they could help in intervening in processes that impacted on the improvement of such needs.

General Objectives

The implementation of this outreach project by the Program of Foreign Languages English-French Degree of the Universidad de Pamplona worked towards the following objectives:

- To meet the English Teaching demands of child population in primary school in Cúcuta city.

- To integrate foreign languages education of students belonging to the Degree Program in Foreign Languages English-French to the educational reality in primary school in Cúcuta city.

Specific Objectives

In pursuit of a better comprehension of the aspects previously considered, this proposal sought:

- To familiarize school's children in Cúcuta with the fundamentals of English.

- To involve students of the Bachelor Degree Program in Foreign Languages English-French in English teaching processes in primary school in Cúcuta city.

- To articulate the education of students belonging to the Bachelor Degree Program in Foreign Languages English-French with outreach programs that the Social Interaction office of the Universidad de Pamplona offers.

Typology of the Project

This is an educational disciplinary project in the curriculum area, open to all the institutions in which was developed the practicum that offered primary education and schools where practicum stage took place, for instance, Cúcuta city in Norte de Santander. This project was part of the training project of the Foreign Languages Program at the Universidad de Pamplona.

This study coordinated with social projection and went beyond institutional environment allowing PLEX the articulation to the community of Pamplona and Cúcuta.

The main objective in a pedagogical and communicative level was framed into the institutional lines of the community projection and outreach of the Universidad de Pamplona.

Contribution Lines

- Academic training in foreign languages.

- Citizen training (treatment of educative problems in order to decrease inequality in the educational system).

- Scholar community outreach in the Universidad de Pamplona and foreign languages program.

Theoretical Framework

 Teaching languages

 Linguistic international policies

 "The UNESCO has been worried since many years ago about the role of languages in worldwide context. In its general conference in 1999, it adopted the term 'multilingual education' to refer to the use of at least three languages: mother tongue, a regional or national language and one international. This resolution started in the idea that requirements of national and global participation, and the attention of particular needs of distinct cultural and linguistic communities only can be responded through multilingual education. Cruz, M., Loyo G., & Mendez E., (2011).

 The UNESCO (2003) considers that languages are not only means of communication, but also they represent the truly factory of cultural expressions: they are identity, values and word visions carriers. Thus, it proposes as a principle for cultural diversity to keep and strengthen languages diversity (including those with nomadic or isolated populations), and, at the same time, to support international languages learning which offer access to global communication and information exchange. For the aforementioned idea, the UNESCO suggests to promote multilingualism and intercultural dialogue, as well as developing policies for translation, in all means available, of written and visual materials with the aim of fostering the circulation of ideas and artistic works.

 According to Lima, M., (2006), "Foreign languages learning is currently an unavoidable need, but it is also an unavoidable trait the learning of cultures languages represent. Languages

constitute towns' spirits and conscience, they point the poet: they are the instrument for access to other cultures, other stories, other ways world is viewed and understood: they delete distances and take us towards science and technology".

All kind of learning is important in the sociability of the human being because it allows him/her to act adequately in different contexts. Learning a second language or other languages focuses personal and professional life of an individual to be successful at doing and know-how.

National Bilingualism Program (NBP)

Colombia, as other countries in Latin America and in the world, has adopted academic policies led to spread English as a foreign language, through the bilingualism national program released in 2004 with three specific working lines: primary school institutions, high school, higher education, programs for education in work and human development, ethno-education and flexible models of education. This program seeks to the education of the competitive and productive human talent in a global context in different action areas. (MEN, 2006, p.6).

The following table shows the expected levels by the bilingualism national program by the year 2019:

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

Figure 8.
Language proficiency expected by the NBP

Bilingualism

Bilingualism makes reference to the different proficiency level which an individual communicates by using more than one language and culture. This proficiency level, mainly, depends on the context in which the person is. Therefore, in accordance with the use of other language, different from the native one, these languages are considered second or foreign languages (MEN, 2006).

Teaching English in primary school

Yesser A, & Chacon C, (2011) have asserted that "The acquisition of a foreign language is a complex process in which multiple variables of cognitive and affective nature intrinsic to an individual are involved as well as factors proper of the sociocultural and educational context such as the curriculum, the methodology employed and the education and update of the foreign

language teacher, among others". In such a way, the importance of understanding how the child learns and incorporates a foreign language, it is necessary to analyze the theoretical foundations that explain the process of learning or acquisition of a second language (L2) or a FL and how this process is linked with the mother tongue. From this statements, Krashen (1991) cited by Yesser A & Chacon C, (2011), he makes a difference between the terms learning and acquisitions in relation with FL, "The acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language".

"This distinction has been questioned due to the fact that it is complex to disaggregate both terms which are part of a continuous process between the unconsciousness and the consciousness (Richard-Amato, 1996)". Authors show their point of view regarding the topic and they differ "that for purposes of this lecture, the terms learn and acquire indistinctly due to FL being inductively and naturally acquired through ludic activities where learning process are involved as well". "It is important to highlight that the inputs made by de Krashen and Terrel (1983) in terms of the language natural approach are relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child acquires the language in three stages:

Preproduction. It is the stage in which the child develop the ability of listening and comprehending the language through gestures and actions, it is featured by the silence. Ttherefore in this stage, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production. The child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

Extended speech. In this stage, the child is already capable of producing complete sentences and participating in conversations. The teacher should help the child to improve the fluidity in the foreign language.

To support the aforementioned about the process of foreign language acquisition, it is possible to affirm that according to Berko and Bernstein (1999), cited by Yesser, A. & Chacon C. (2011) "The capacity children have to learn, comprehend, discover and formulate communicative ways in a foreign language especially underlies in the necessity of establishing new social approaches" (p. 467). Consequently, "children build, with the aid of language, meanings of the world that surrounds them and establish their own criteria of semiotic interpretation to each concept they discover. Because of this, FL learning must start with previous knowledge and the mother tongue schemes since the representations developed en former learnings and experiences comprise the scaffold to build new mental schemes or broaden the existing ones through the FL.

Yesser, A. & Chacon C. (2011), cite Ausubel (1986) who declares "since the viewpoint of cognitive psychology, he explains that there are differences between the cognitive capacities of the child and the adult in relation to cognition and affectivity, which are evidenced in child's motivation, creativity, spontaneity and flexibility and also are different in the adult who, generally, is more prone to affective blockade when conveying in other language". "From the aforementioned idea, it is detached that age is a factor contributing to the learning of English as

FL, particularly in the acquisition of the pronunciation, that is to say, the smaller age the major probability the child have to develop a native's pronunciation".

Why to learn a Foreign Language in primary school?

Frandiño, Y., Bermudez, J. & Vasquez, V. (2012) cite Madrid y McLaren (1981) who claimed that "there are different types of reasons that justify the learning of a FL at primary school. Pointing that the true reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

- Children who start to study a FL at school are used to get a better performance that those who do not.

- Children show not only a special capability to imitate sounds and colloquial expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers and adults.

- Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.

- Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, the process of learning of the human being is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes

direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

Context

The place in which this project was developed is the primary location Escuela Urbana No. 72 María Auxiliadora from the Institución Educativa Pablo Correa León located at Cll 10b No 12b-42 Torcoroma neighborhood.

General Schedule of the Project

	ACTIVITY	AUGUST				SEPTEMBER				OCTOBER			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional observation	■	■										
2	Drafting of the subproject	■	■										
3	Socialization of the subproject			■									
4	Implementation of the subproject in the institution				■	■	■	■	■	■	■	■	■

	ACTIVITY	NOVEMBER				DECEMBER							
		I	II	III	IV	I	II	III	IV				
1	Implementation	■											
2	Consolidation of the report		■										
3	Evaluation of results and impact of the proposal			■									
4	Socialization, interaction with the				■	■							

benefited community				█	█					

Table 6
General activities schedule

Institutional Schedule

Once observation stage finished, courses and their schedules were given and were organized in the table below. To carry the outreach component, two courses from 4th grade and two courses from 5th grades were assigned and the overall time to implement this project was four hours per week being divided into one hour per week in each course (table 7) during a 10-week period from August 28th to November 3rd 2017. The teacher in charge of those courses was Teresa Villamizar.

ESCUELA URBANA NO. 72 MARÍA AXILIADORA ACADEMIC SCHEDULE 2017				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	4° 01 (8:05 - 9:00 am)	Break: 9:00 - 9:40 am		
	Break: 9:00 - 9:40 am	5° 02 (9:40 - 10:35 am)		
	4° 02 (9:40 - 10:35 am)	5° 01 (10:35 - 11:30)		

Table 7
Outreach component schedule

Methodology

For this project, it was considered the implementation of the strategies contemplated in the book "How to Teach Vocabulary like a Pro" by Elegant E-Learning, Inc., through the diversity of materials and activities that it proposed into the courses showed in the previous schedule. Since many activities were ludic, they were carried out through the principles of Total

Physical Response (TPR), which is a method for language teaching developed by James Asher and it consist of coordination of words and phrases with movements. Using this method, classes were expected to be more meaningful, funny and pleasant and it was also expected a great and active participation from students when learning grammar and new vocabulary and its pronunciation.

Some of the activities nominated into the book to be undertaken in classes were, among others:

- **Educational cards or flashcards.** Educational cards are a series of cards which contain visual information such as vocabulary, culture, images that can be learnt through question-answer. They are generally used for learning by memorization.

- **Realia.** Real material is employed in classrooms to ameliorate the comprehension in students when learning new cultures. Generally speaking, in teaching a foreign language realia is used to associate basic objects and words.

- **Games and songs.** Games have a meaningful influence in memory development, processes of attention, verbal and numerical fluency, rationalism and creative aptitudes (Fernandez, 2013; Palacios, 2009).

Population

Direct benefited population

The direct benefited population of this project was students from 4th and 5th grade Escuela Urbana No. 72 María Auxiliadora. The population for this project was an average of 30 students per group (around 120 students in total).

- Basic primary school students.

- Teachers of the English area courses in basic primary school.

- Foreign Languages Students-Practitioners.

Indirect benefited population

- Community of the Foreign Languages Program.

- Education community of Pamplona.

Institutional units articulated to the project

- Foreign Languages Degrees.

- Languages and Communication Department.

- Faculty of Education.

- Social Interaction Division.

External institutions associated to the project

- Colegio José Antonio Galán.

- Normal Superior Pamplona.

- Colegio Técnico La Presentación.

- Colegio José Rafael Faría.

- Institución Educativa Cristo Rey.

- Institución Educativa Brighton Bethlemitas.

- Institución Educativa Pablo Correa León

- José Horacio Betancur.

Planning

For this step, the same principles for planning a lesson proposed in the pedagogical methodology of the pedagogical component were implemented. Additionally, the following schedule with the topic was designed:

COURSE	TOPIC	STRATEGY/RESOURCES
4° 01	Descriptive and Possessive Adjectives	Pictorial posters, didactic videos, game Symon says", flashcards, emoticons, game "Tingo Tango", images to teach opposite adjectives, worksheets, realia, a riddle.
4° 02		
5° 01		
5° 02		
4° 01	Expressions of apology	Flashcards
4° 02		
5° 01	Comparatives and Superlatives	Flashcards, posters, videos, real food.
5° 02		
4° 01	Environment: expressions to care environment/ Reuse, reduce and recycle	Posters, flashcards, oral presentations, decoration around the school, environmental campaign.
4° 02		
5° 01	Simple past: Verbs to be, to do, to have	Worksheets, lottery, memory game.
5° 02		

Table 8
Outreach component topics schedule

Results

Accuracy of strategies from the book

In primary school, the planning stage was done by the primary school teacher because she had already designed the plan for all the classes during the whole academic year putting into practice the new guidelines of the Ministry. Here, necessities of school's students were encountered with the aim of pursuing an amelioration on learners' English proficiency. Only three topics were explained in all courses because of the lack of many classes caused by Saber Pro tests. Therefore, it was decided to use many strategies for the same topic in order for students

to well master knowledge. None of the sequences of the class could be skipped since the Ministry of Education established the guidelines to be followed.

Therefore, the teacher explained to the student-practitioner what to do and she (practitioner) proposed what strategy served for the topic to alternate what was in the modules designed by the government and the strategies into the book contemplated for this project. Strategies resulted completely useful and beneficial for primary students besides the fact that students were highly respectful and responsible during classes and with their assignments, being games the favorite strategy of the students as they expressed during classes and they demonstrated a completely receptive response. Indeed, students showed to be motivated, always interested, engaged with the language and their learning and frequently asked for advises, more input and sources to improve English knowledge.

Conclusion

The teacher supervising the classes and primary courses was really thankful because she asserted that teaching of English is really poor in first ages but it is completely necessary, it is useful that the aid and service of practitioners extents other settings, enriching the process of the students and the teachers in the country. As a recommendation, it would be more meaningful and helpful to teach teachers charged of English area in primary school given the fact that most of them are not licentiate in English and has basic knowledge about the language so that the reach in the community is larger and everlasting because they will stay in the schools and not the practitioner who carries out his/her endeavor during few weeks.

Chapter IV: Administrative Component

Introduction

The role of teacher implies many abilities regarding several action areas not only teaching but being part when constructing identity in society. For the correct functioning of an institution, it is necessary some extracurricular activities to complement the educational process. Consequently, this component gave the opportunity to visualize and reflect around the administrative strategy to be applied in order to achieve the coherent coordination and harmonization of the processes of an entity's management. Equally important, it supposed to be aware of how administrative actions, activities and tools were operated with the goal of the following a logic sequence what was intended to be reached and the educational policies, philosophy, objectives, mission and vision of the institution.

It is the reason why this component aimed at allowing the pre-service teacher to acquire knowledge about the institution in which he/she was doing the practicum process so that beginner teacher accomplished the inclusion into the context of the educational center; these two elements guaranteed an excellent performance in the exercise of being a trainee teacher.

This component attempted to precise the subjacent importance of the management system and the administrative principles in order to determine institutional policies, goals and purposes in connection with human values, techniques, physical resources according to the qualification of the education community.

General Objective

- To be actively involved in the management system at Institución Educativa Pablo Correa León.

Specific Objectives

- To comprehend the administrative system of an educational institution in order to acquire expertise in management procedures.

- To assist in the planning and development of activities adjacent to the evolution of the academic year.

- To know the operation of the educational center to aid in the construction of identity in society.

Methodology

One of the reasons of carrying out the practicum stage was to be aware of duties when exercising as teachers in real educational contexts. Hence, the pre-service teacher mainly undertook activities of planning, organization, execution, monitoring, evaluation and control, led to reach the objectives, that is to say, to the capabilities of management that educative entities have to define and achieve their purposes within the framework of an integral attention and using adequately available means. The activities in primary and high school which the students-practitioner was participating in were arranged by the supervisor and the authorities of the school, receiving advice in the development of task to be correctly done.

Activity Schedule

Activities were predisposed by the academic calendar. In agreement with the coordinator and the supervisor, the teacher trainee was allowed to take part of most of the activities for the entire education community contemplated during the length of the practicum stage. Activities were listed above (see Table 2).

Results

Activities assuming teachers' role

The practitioner got familiar with administrative processes conducted into the institution. Else, she was allowed to stay at teachers' room where she could distribute her time developing other correlated activities as a teacher: grading, planning and checking classes' sequence, and besides, communicating and socializing with other teachers. Also, many extra activities were carried out during this period. For instance: ceremonial flag raisings (Appendix I and Appendix J), unexpected meetings into teachers' room, a Eucharist celebration (where it was no possible to take evidences) and a ceremony held by the Police (Appendix K). Moreover, throughout this 10-week process, the disciplinary system was clearly known as well as academic procedures which have taken place during this term, because institution developed the exams week and was conducting various strategies related to leveling and intentions of change done by students with serious academic shortcomings. Generally, the student-practitioner was attendant next to the supervisor in most activities and events and has aided with the surveillance of students from sixth grade. Another activities consisted of attending to meeting with the academic and

disciplinary coordinator of the school, a business fair with an academic approach (Appendix L) and the Student's day held around Halloween date (Appendix M).

Conclusion

Managing an educative institution supposes a great responsibility and being part of administrative processes a great engagement and willingness, this aims at controlling not only budget but also academic, material and human resources to achieve successfully the defined educative objectives. Knowing and endeavoring the direction of an institution is utterly important to planning, administration, monitoring and evaluation processes visualized as measurers and indicators which allow to have a current and constant vision of the situations happening into the institution. For a student-practitioner who is about to graduate is imperative to know and be involved into management procedures and the functioning of an educational center beyond the classrooms.

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Appendices

Appendices A and B. Lesson plans second and third terms (example)

INSTITUCION EDUCATIVA PABLO CORREA LEON

SECUENCIA DE AULA - DIARIO DE CAMPO

NOMBRE DEL DOCENTE: ___ANAYIBE CAICEDO QUINTERO___ SEDE: _____CENTRAL___ JORNADA: _MAÑANA_
GRADO: _SEXTO___ AREA:_HUMANIDADES___ ASIGNATURA: ___INGLÉS___ PERIODO: TERCERO

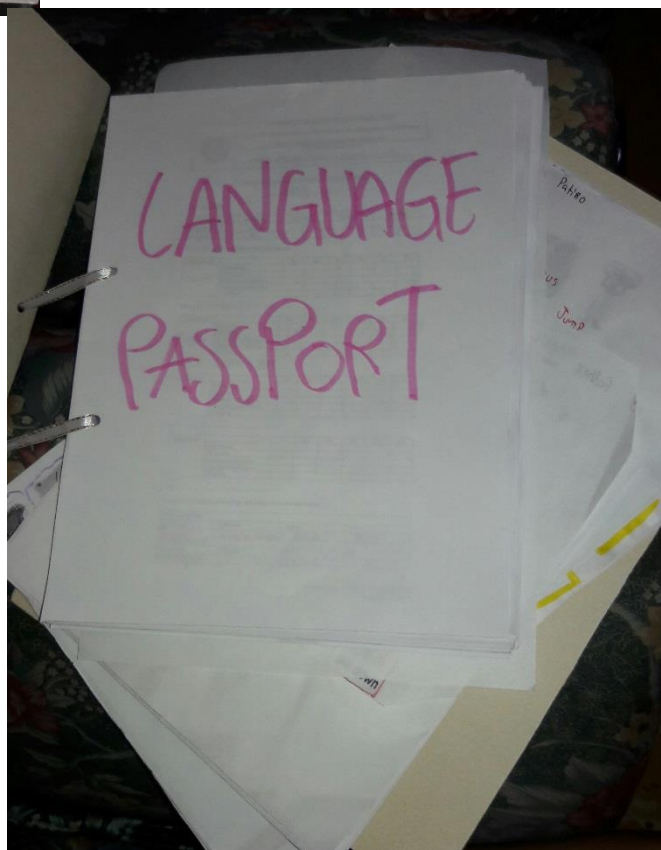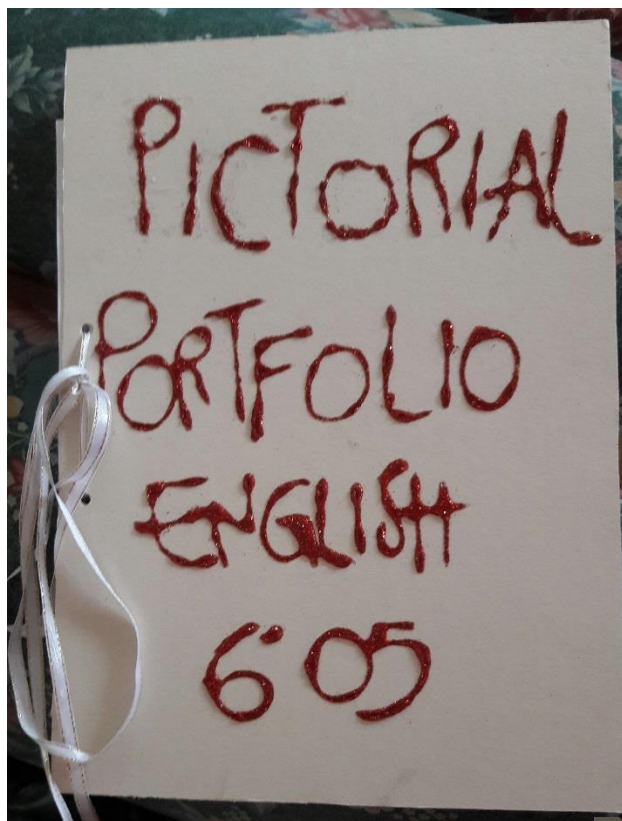| 0FECHA	COMPETENCIA RELACIONADA AL ESTANDAR	DBA	SECUENCIA PEDAGOGICA (en función de la competencia asociada y momentos pedagógicos, estrategias y recursos)	OBSERVACIONES (FECHA DE DESARROLLO) Y FIRMA
Del 28 de agosto al	• Identifico frases y expresiones relacionadas a mi familia y la familia de otras personas. • Produzco oraciones simples sobre los sentimientos de las personas. • Intercambio información sobre la descripción física de las personas a través de preguntas y oraciones.	• Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas. • Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.	**INICIO** » I can ask and answer questions about families. » I can talk about people's feelings. » I can understand information about people's physical appearance. • **Warm up:** Saludar y preguntar a los estudiantes cómo están, hacer la oración. Después decirles que les dará una lista de palabras y tienen que adivinar que son o qué representan: soleado, triste, bonito, corto, amistoso, generoso, largo, rubio, moreno. Luego, realizar juego "Tingo Tango" para que ellos adivinen el tema (adjetivos). **EXPLICACIÒN (FAMILIARIZACIÓN)** Hacer un repaso del verbo "to be" en las formas afirmativa, negativa e interrogativa haciendo uso del tablero donde se darán ejemplos para que el estudiante recuerde y aprenda. Luego enseñar adjetivos y adjetivos posesivos usando posters pegadas al tablero. Apariencia: Beautiful – pretty- handsome- ugly- tall- short- medium-height - thin – fat- big – small- white skin – dark skin. Cabello: long – short – curly- wavy- straight- brown- black- blond – bald. Ojos: blue – green- grey- brown- black. Personalidad: Intelligent- smart- responsible- kind- cheerful- creative- brave- curious- friendly- confident.	28/08 Se desarrolló explicación de los adjetivos y adjetivos posesivos. Se inició la guía de aprendizaje. 6-05 29/08 No se realizó clase, entrega de informe de nivelación del segundo período en la primera hora. 6-03 La segunda hora se empezó tarde. Se inició la clase con una lluvia de ideas y luego sólo se realizó explicación de adjetivos. 6-04 Se empezó la última guía de aprendizaje sobre la familia. 6-02 30/08 Se continuó con la guía de

INSTITUCION EDUCATIVA PABLO CORREA LEON

SECUENCIA DE AULA - DIARIO DE CAMPO

NOMBRE DEL DOCENTE: ANAYIBE CAICEDO QUINTERO   SEDE: CENTRAL   JORNADA: MAÑANA
GRADO: SEXTO   AREA: HUMANIDADES   ASIGNATURA: INGLÉS   PERIODO: CUARTO

0FECHA	COMPETENCIA RELACIONADA AL ESTANDAR	DBA	SECUENCIA PEDAGÓGICA (en función de la competencia asociada y momentos pedagógicos, estrategias y recursos)	OBSERVACIONES (FECHA DE DESARROLLO) Y FIRMA
Octubre 9 al	• Intercambio información sobre los diferentes trabajos. • Construyo oraciones orales y escritas simples sobre acciones en progreso.	• Responde a preguntas relacionadas con el "qué, quién y cuándo" después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares. • Escribe información personal básica en formatos preestablecidos.	**INICIO** » I can use vocabulary related to jobs. » I can talk about actions in progress. » I can describe actions in a simple and logical sequence. • **Warm up:** Saludar y preguntar a los estudiantes cómo están, hacer la oración. Se le pedirá a los estudiantes cerrar los ojos y que piensen en una persona que es importante para ellos (mamá, papá, hermano, hermana, mascota, etc.). Luego se les dirá que piensen en lo que está haciendo ahora mismo (ella está cocinando, él está durmiendo). Por último, expresará que dichas oraciones que acaban de decir en lengua materna y también pueden ser expresadas en inglés usando el tiempo verbal llamado "Present Continuous". **EXPLICACIÓN (FAMILIARIZACIÓN) (PRESENTE CONTINUO)** Mediante un cuadro en el tablero (por su extensión) se explicarán las tres estructuras de que se compone un tiempo verbal usando ejemplos con cada pronombre. **PRESENT CONTINUOUS** | Estructura afirmativa	Estructura negativa	Estructura interrogativa
---	---	---
Subj. + Verb To Be (am, is, are) + Main verb with –ing + Complem.	Subj. + Verb To Be (am, is, are) + not + Main verb	Verb To Be (Am, Is, Are) + Subj. + Main Verb with –ing + Complem. ?		25/09 Se realizó segundo producto para el expediente del portafolio (las partes del cuerpo). Se realizó guía de refuerzo sobre las partes del cuerpo (tercer periodo). Se inició nuevo tema, presente continuo con su estructura afirmativa (cuarto periodo). 6-05 26/09 La dos primeras horas no se hicieron por izada de bandera sobre la amistad. 6-03/6-04 Se realizó evaluación de las partes del cuerpo. 6-02 27/09 Se explicó estructura negativa e interrogativa del presente continuo y se trabajaron ejercicios. 6-05 28/09

Appendix C. Pictorial portfolio

Appendix D. Language Biography

	INSTITUCIÓN EDUCATIVA PABLO CORREA LEÓN **"COMUNIDAD EDUCATIVA CREADORA Y GENERADORA DE EMPRESA"** **"YO ME QUIERO, ME CUIDO Y ME RESPETO"**
	LANGUAGE BIOGRAPHY
	STUDENT: _____

Presentation of the Learner

My name is …………………………………………………………

I was born on …………………………………………………..

I use the following language(s) actively or passively

- at home: ……………………………

                      ……………………………

 - with friends: ……………………………

                      ……………………………

I have learned or have started to learn the following other languages outside school (travel, visits, exchanges, meetings, etc):

            ………………………….

            ………………………….

            ………………………….

Where I Use my Languages

Language	Places
	In other classes
	In my school
	In my home
	Regular meetings with other people
	During my leisure activities
	Television or media
	When reading
	Internet

Appendix E. Language Passport

	INSTITUCIÓN EDUCATIVA PABLO CORREA LEÓN **"COMUNIDAD EDUCATIVA CREADORA Y GENERADORA DE EMPRESA"** **"YO ME QUIERO, ME CUIDO Y ME RESPETO"** **LANGUAGE PASSPORT** STUDENT: _____

I began working with my European Language Portfolio in

_____
Year

My Languages

Languages	Listening	Speaking	Reading	Writing

Profile of Language Skills (Self-assessment)

Language		A1	A2	B1	B2	C1	C2
	Listening						
	Reading						
	Spoken interaction						
	Spoken production						
	Writing						

Date: …………………………………………..

Language		A1	A2	B1	B2	C1	C2
	Listening						
	Reading						
	Spoken interaction						
	Spoken production						
	Writing						

Date: …………………………………………..

Language		A1	A2	B1	B2	C1	C2
	Listening						
	Reading						
	Spoken interaction						
	Spoken production						
	Writing						

Date: …………………………………………..

Language		A1	A2	B1	B2	C1	C2
	Listening						
	Reading						
	Spoken interaction						
	Spoken production						
	Writing						

Date: …………………………………………..

Summary of language learning and intercultural experiences

Primary school			
Language	**Details**	**From**	**To**
Secondary school			
Language	**Details**	**From**	**To**

Appendix F. Body parts worksheet
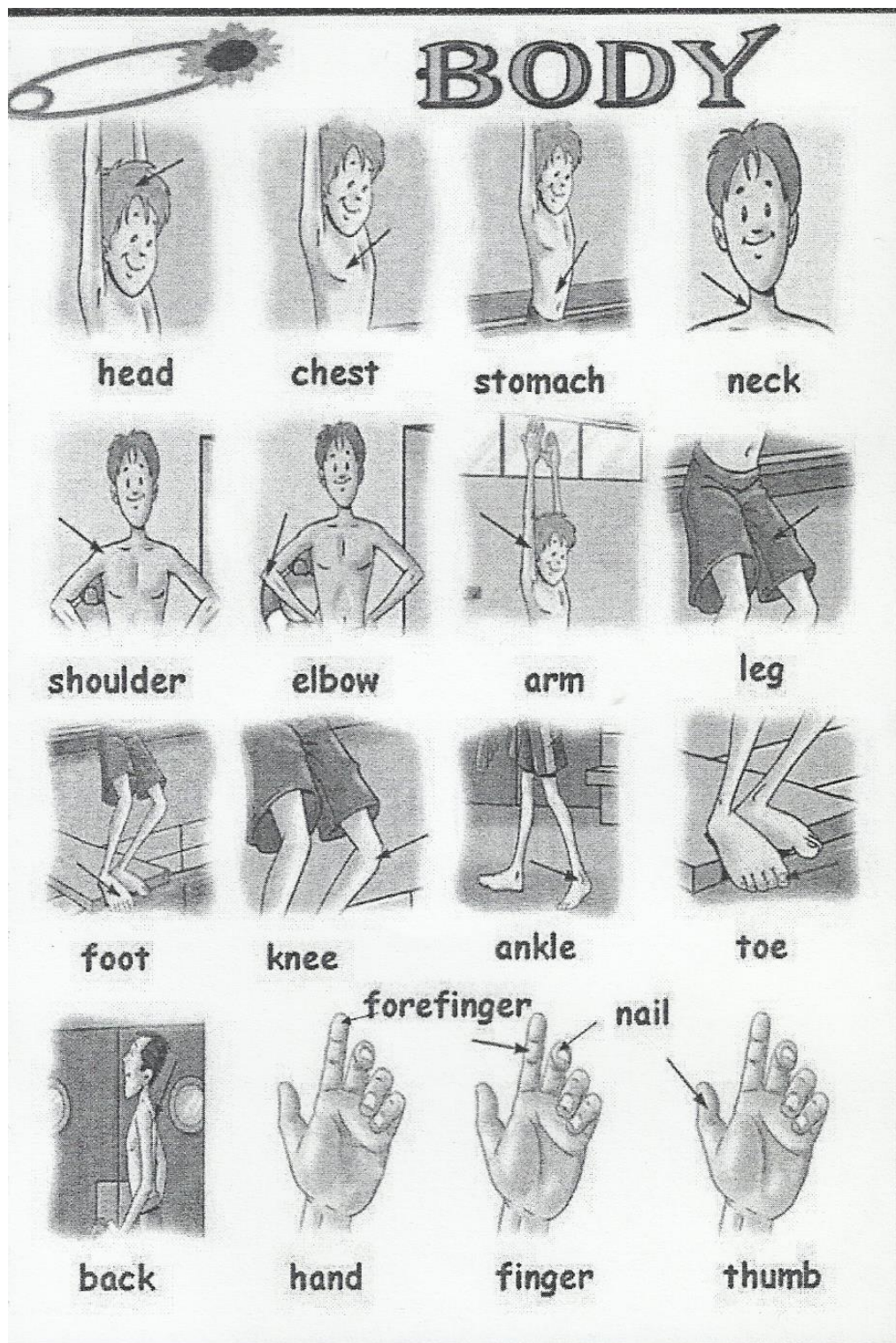
Appendix G. Narratives

<div align="center">

Narrativa #1

</div>

General

El rol de estudiante-maestro es difícil en términos de lidiar con algunos aspectos como la profesora supervisora y la adaptación a su metodología y ritmo así como a los del colegio. Además, toma tiempo conocer la dinámica de desarrollo de actividades propias del calendario académico, sobre todo si no hay una guía que realmente apoye. Por otro lado, son bastantes notorias las falencias en el sistema educativo en las instituciones públicas, debido principalmente a la carencia de recursos y la cantidad de estudiantes que sobrepasan los límites de lo normal; esto último hace que el desarrollo de clases se torne realmente improductivo o difícil de llevar a cabo satisfactoriamente.

Proceso en las Clases

Esta primera semana ha tenido buenos aspectos y algunos altibajos. Como es natural, algunos grupos son más calmados, más manejables y por ende el trabajo es más ameno y más productivo. En cambio, en los otros donde la disciplina es más conflictiva es más complicado llevar a cabo todo lo planeado para la clase y he notado que esto hace que algunos estudiantes que desean aprender (expresado por ellos mismos) no avancen y no puedan comprender el tema completamente. En este respecto, traté de usar un tipo de amonestaciones verbales, además del uso del observador por la profesora supervisora y anotaciones en la planilla de cada curso, pero esto no funciona muy bien, los estudiantes no muestran mucho respeto por las autoridades en el medio inmediato que es el salón. También, hay estudiantes que son realmente agresivo tanto

verbal como físicamente y esto es preocupante. Por último, en primaria se completaron todas las clases y los estudiantes son realmente trabajadores, también expresaron su alegría de tener una nueva profesora de inglés y dos estudiantes me propusieron preparar una canción en inglés con ellos, lo que me motiva y me da voluntad de seguir alegremente con las clases.

Material usado en el curso

Esta semana utilicé posters con la explicación del tema; aplicando esto se ahorra mucho tiempo que se invierte en copiar en el tablero y en el cual los estudiantes pueden generar desorden. Asimismo, se pueden alternar los posters con el uso del tablero para dar ejemplos y hacer ejercicios. Respecto a los estudiantes, para la toma de notas, ellos son juiciosos y organizados. Por otro lado, según la profesora, a los estudiantes hay que ponerlos a trabajar para que no hagan indisciplina, mediante guías de aprendizaje, así que diseñé varias para la dinámica de los diferentes cursos, puesto que unos van más atrasados que otros. Finalmente, concerniente a seguir instrucciones, percibí en repetidas ocasiones que no escuchan atentamente y por lo tanto se les dificulta seguir correctamente las pautas dadas, también desarrollar las actividades porque no son atentos al leer lo enunciados aun cuando están en lengua extranjera y lengua materna.

Desarrollo del portafolio

Empezar con los documentos de las dos primeras partes del portafolio no se pudo llevar a cabo en todas las clases en esta primera semana, tan sólo inicié en un curso de sexto, ya que en un curso no hubo una clase y se debía ocupar las horas restantes en comenzar el nuevo tema. Determiné que debo modificar el calendario del desarrollo del portafolio entonces mayormente

habrá cuatro productos al final en vez de cinco (cada dos semanas). Infortunadamente, la mayoría de estudiantes de un curso de sexto manifestó su rechazo de participar en la realización de este instrumento, de manera tal que desistí de llevarlo a cabo en este salón de clase. Personalmente, espero que esto no suponga un obstáculo en el cumplimiento de los objetivos del componente pedagógico.

Narrativa #2

General

Esta semana he pensado en varias ocasiones sobre el sistema educativo en Colombia y son notables las deficiencias, además de preocupante la decadencia de la calidad de la educación en general. Grosso modo, la dinámica de funcionamiento académico de las instituciones las ha convertido en entidades permisivas en distintos aspectos, lo cual afecta y continuará afectando el proceso del estudiantado.

Proceso en las Clases

Ocasionalmente me he sentido frustrada. Trato de llevar diferentes materiales para motivar a los estudiantes, también les hablo sobre la importancia de aprender inglés y les cuento anécdotas para ilustrarles y hacerlos dar cuenta de ello, pero son reticentes y muestran total desinterés por aprender. De esta forma, muchos expresan verbalmente su pereza por estudiar, por hacer ejercicios y actividades de aplicación, por realizar y entregar trabajos, siquiera por estar presentes en las clases. Por otro lado, a veces me desanima el hecho de que sea tan complicado

manejar cursos tan numerosos, siendo laborioso el tan sólo lograr que pongan algo de atención, aun con ayuda de la profesora; esta semana implementé como incentivo el dar una buena nota por comportamiento, tres estudiantes manifestaron que eso no les servía para pasar su año escolar y no funcionó. Algo que hay que resaltar es que la profesora menciona que mi material está bien y que los estudiantes usualmente se comportan de estas maneras y que comprende cuán difícil es controlarlos.

Material Usado en el Curso

Esta semana básicamente llevé unas guías de aprendizaje para que los estudiantes practicaran el tema que estamos trabajando. Igualmente, les llevé ejercicios de refuerzo porque los resultados de los quices realizados no son muy alentadores. Determiné que todos los trabajos y tareas se hagan en hojas para entregar y así tener un control de lo que se haga, además de ser más práctico para calificar, de lo contario no realizan actividades por cuenta propia.

Desarrollo del portafolio

A partir de esta semana fueron reducidas las horas de clase para poder implementar una de lectura siendo que se acercan las Pruebas Saber, así que he tenido que reorganizar nuevamente el calendario. Me preocupa no llegar a tener cuatro productos, previstos con la modificación de la semana pasada, porque en el curso donde no he podido empezar con los documentos iniciales, sólo hubo una clase corta esta semana. Afortunadamente, la siguiente semana empezaré el expediente con dos de los tres cursos.

Narrativa #3

General

Esta semana hice acompañamiento a la profesora en la disciplina durante el recreo y las

horas de llegada y salida percibiendo así que a los estudiantes les hace mucha falta el sentido de

pertenencia lo cual considero lamentable para la institución y para su propia formación. Por otro

lado, en contraste con los anteriores sucesos y sentimientos, esta semana me sentí más animada y

tranquila durante las clases y la estadía en general (alrededores, sala de profesores) en el colegio.

Proceso en las Clases

Siendo que los estudiantes han demostrado participar más en clase, mi frustración y

ansiedad han disminuido; esto se puede deber a que los estudiantes empiezan a aceptarme como

profesora y a acostumbrarse a mí y a mi manera de trabajar. Aunque debo admitir que no ha

desaparecido mi miedo ante una situación violenta que pueda presentarse, ya que algunos

estudiantes son realmente agresivos. Generalmente, sigue siendo muy evidente la falta de

comprensión de los estudiantes frente a las instrucciones. Primero, algunos no prestan atención y

están hablando al momento en que estás son dadas y a veces no dejan escuchar a los demás;

segundo, los que están atendiendo a las indicaciones no lo hacen para entender y se identifica

una falta de análisis, lo que desencadena en que el profesor debe explicar en repetidas ocasiones

lo que ya se ha dicho, y aun así hay aprendices que hasta el final de la clase o actividad

preguntan constantemente qué se está haciendo y cómo. Siguiendo con la idea anterior, me

genera inquietud dicha situación suponiendo una afectación para su aprendizaje presente y

futuro.

Material Usado en el Curso

Esta semana para finalizar con el tema se trabajó una guía de aprendizaje y muchos ejercicios para que los estudiantes mecanizaran los adjetivos posesivos porque a través de los quices y del desarrollo de las guías se pueden detectar las falencias, son una herramienta muy útil. Asimismo, es notorio que los estudiantes están habituados a la dinámica de trabajo con estas guías, lo que resulta en que su desarrollo sea fácil y además los enseña a ser ordenados en sus cuadernos con los registros de las evidencias.

Desarrollo del portafolio

Esta semana hubo un progreso significativo porque ya tengo el primer producto de cada curso, además de los dos primeros documentos todos diligenciados. En algunos cursos algunos estudiantes fueron más responsables que en otros y tuvieron más voluntad de trabajar en el primer archivo para el expediente.

<center>**Narrativa #4**</center>

General

Esta semana pude asistir a una izada de bandera y también tuve acceso al proceso de organización lo cual me pareció muy útil para mi formación. A esto se suma la buena disposición de los estudiantes de primaria por aprender lo cual hace las clases muy productivas. En contraste, debido a actividades sobre la amistad y otras se redujeron las horas de clase observando que esto,

presentándose de manera frecuente, tiene un efecto bastante negativo en el desarrollo total de cada clase; puesto que las planeaciones tienen unos tiempos estipulados no se alcanzan a hacer todas las actividades y el tiempo se atrasa.

Proceso en las Clases

Al principio de este proceso me era difícil realizar el planeador de acuerdo al diseño establecido por la profesora de acuerdo a parámetros que se deben seguir según el Ministerio de Educación Nacional (MEN). Luego con la práctica y con la ayuda y guía de la profesora de primaria que se tomó su tiempo para explicarme el funcionamiento y puesta en marcha de las nuevas directrices del MEN dentro de las aulas de clase, aprobadas este año, se me ha facilitado planear de acuerdo a lo que exige esta entidad. Lo malo es que por cuestiones internas de la institución a veces se atrasan las fechas y los tiempos para llevar a cabo todas las explicaciones y actividades, hecho que también ha afectado el calendario de mi proyecto pedagógico, además a algunos temas hay que dedicarles más tiempo entonces no se puede avanzar tan rápido.

Material Usado en el Curso

Esta semana realicé un juego en cada clase y este gustó mucho a los estudiantes, aunque es difícil que escuchen y comprendan las instrucciones para llevarlos a cabo, así que entre ellos se explicaban y procedíamos al juego; como el juego tenía una finalidad didáctica pude identificar cuáles estudiantes aprendieron satisfactoriamente y cuáles debían reforzar y estudiar más, les sugerí unas páginas en internet donde encontrarían muchos ejercicios que les ayudarían a comprender totalmente el tema de los adjetivos y adjetivos posesivos.

Desarrollo del portafolio

Puesto que sólo en un curso se inició un nuevo tema, tan sólo he podido conseguir un producto en dos cursos, en el tercero se ha perdido mucha clase. Esto me ha permitido darme cuenta que los estudiantes han sido, positivamente, receptores del proyecto ya que varios me han preguntado cuándo haremos el siguiente documento del portafolio, se les ha notado el interés por desarrollar el expediente y participar activamente en la construcción del portafolio. En cuanto a mí, me satisface orientarlos con este proyecto porque es una manera, dinámica y diferente, de reforzar lo que han aprendido, mientras realizan los documentos del expediente ponen a trabajar la motricidad fina y esto hace que la clase sea más amena y menos tensa, también se genera poco desorden debido a que ellos tienen voluntad de hacer su trabajo lo mejor posible. Afortunadamente, la siguiente semana iniciaré un nuevo tema, y en un curso, donde ya inicié el tema, si no hay algo que surja de imprevisto, se realizará el segundo producto.

Narrativa #5

General

El colegio tiene serios problemas con respecto al control de la disciplina y a la deficiencia académica de acuerdo a las pequeñas reuniones que se han hecho en la sala de profesores y lo que se me ha informado por medio de la profesora para implementar correctivos que realmente soy muy poco efectivos. Esto debido principalmente a la falta de valores en general de los estudiantes, su nula voluntad por aprender y asistir a clases y su escaso sentido de pertenencia con la institución; con estas tres falencias es casi imposible que se lleven a cabo procesos satisfactorios en el sistema educativo.

Proceso en las Clases

Esta semana tuve temor de algunos estudiantes que ciertamente se muestran muy agresivos en todo momento, aun cuando trato de ser autoritaria y no demostrar flaqueza ante ellos. Por otro lado, no se realizaron algunas clases por labores intracurriculares de la institución como izadas de bandera tanto en primaria como en secundaria y una eucaristía, lo que supone, como lo he expresado anteriormente, el no cumplimiento de todos los productos para el expediente del portafolio, así que haré lo que esté en mi alcance para realizar las actividades posibles para mi proyecto pedagógico.

Material Usado en el Curso

La profesora diseñó un módulo que consiste en varias guías de aprendizaje con los siguientes temas a ser estudiados, me parece útil y productivo ya que los estudiantes están acostumbrados a realizarlas y con ellos dichas guías funcionan, son fáciles de desarrollar y son bastante voluntariosos a adquirirla a color para que de esta manera sean más didácticas. Además, diseñé la bimestral que será aplicada la semana entrante y la profesora aprobó su diseño, los temas y los respectivos ejercicios.

Desarrollo del portafolio

Pude avanzar en dos cursos un producto más para el portafolio, y de hecho no había podido empezar en uno de ellos porque algunas actividades académicas me impiden avanzar en

clases y en el proyecto, lo cual me tranquiliza un poco. Con suerte avanzaré la semana próxima

puesto que el desarrollo de bimestrales no interrumpe con las clases, estás se llevan a cabo sólo a

la primera hora de cada día de la semana.

Narrativa #6

Situación de la institución

En las últimas dos semanas se me fue permitido asistir a dos reuniones no planeadas en la

sala de profesores, ya que yo me encontraba allí. En ellas se trataron cuestiones académicas y

disciplinares. Sinceramente no sé cuál de los dos aspectos ha procedido peor en los últimos años.

Y digo años ya que me comentaba la profesora que han aumentado considerablemente los

problemas comportamentales al punto de que la policía asiste regularmente a realizar controles

haciendo requisas, charlas, y pidiendo documentos, e incluso esta semana dicho ente nacional

realizó una ceremonia. Ahora bien, el panorama académico no mejora, se han venido realizando

nivelaciones desde el momento en que llegué a la institución y ya han sido llevadas a cabo por

cuarta vez; esto supone dos principales influencias negativas: por un lado, afecta el desarrollo

normal de cada clase, siendo que se debe dedicar tiempo a estos estudiantes entonces hay que

velar por ellos y al mismo tiempo ejecutar la clase; segundo, los estudiantes se han acostumbrado

de muy mala manera a nivelar una infinidad de veces y sin tomar este proceso con seriedad,

convirtiéndolo en un acto repetitivo sin resultados beneficiosos ni para la institución ni para el

estudiante. Los profesores al respecto han manifestado desacuerdo, pero han sido tomados más

en cuenta los compromisos que hacen los padres de familia y sobre todo los estudiantes, los

cuales no han sido muy cumplidos, así que los docentes deben seguir las directrices para estos casos pese a su desánimo.

Material Usado en el Curso

Esta semana se empezó en algunos cursos y se continuó en otros con el módulo de guías diseñado por la profesora que contiene léxico. Como he expresado anteriormente, el desarrollo de guías de aprendizaje didácticas son el material o instrumento que mejor se adapta a los estudiantes ya que con su falta de atención e interés por aprender no les resulta tan difícil realizar, además de su familiaridad ya adquirida para con ellas.

Proceso en las Clases

En cada clase se debe realizar oración. Luego procedo a la organización y disposición del salón de clase; esto implica algo de tiempo por el desorden y la indisciplina que se genera en cada cambio de clase. Acto seguido, procedo a enunciar lo que se hará en la clase y en qué tiempos; los estudiantes usualmente no prestan atención a esto, así como la mayor parte del tiempo, porque hacen todo en el orden contrario a como he diseñado y dispuesto la clase, este tercer momento de la clase siempre me demanda un desgaste de la voz, también para la profesora supervisora. Después, empiezo la explicación del vocabulario, en este caso el que está consignado en las guías de aprendizaje con el fin de que puedan realizarlas posteriormente. Cuando llega el momento de la mecanización o práctica doy la instrucción, la cual debo repetir demasiadas veces a lo largo del resto de la clase porque o no me alcanzaron a escuchar algunos o no interpretaron bien mis palabras, que considero son simples y claras puesto que la realización de la guía lo es; he optado por copiar en el tablero las instrucciones de clase, y

los deberes para la próxima clase y la situación ha mejorado sólo un poco. A veces les he sugerido

páginas en la internet para realizar ejercicios de refuerzo, verifico si alguien ingresó y al menos hizo

algún ejercicio pero la respuesta siempre es negativa. Finalmente, antes de finalizar la clase, vuelvo

a organizar el salón. Cabe resaltar que se planea calentamiento de la clase pero no se lleva a cabo y la

suprimo de la ejecución de clase a causa de la no seriedad de los estudiantes para realizarlo, porque

usualmente es un juego y se convierte en algo desastroso. Los ejercicios de preguntar por presaberes y

realizar una lluvia de ideas en el tablero funcionan para empezar la clase de inglés. Específicamente esta

semana, decidí intentar crear consciencia a la importancia de una lengua extranjera en el mundo actual

dedicando cinco minutos en cada clase, expresé mi deseo de poder llevar a cabo al menos la mitad de

las clases en inglés y así ellos tendrían una mayor exposición al uso real del idioma acostumbrando el

sentido del oído a este proceso pero fueron reticentes y respondieron que no entenderían nada y que si

en español no hacen caso y ponen atención, en inglés sería todo peor, asimismo mencionaron su

"incapacidad" por comprender otro idioma, lo que concluyo es más bien una barrera mental y

psicológica creada por ellos con estas concepciones hacia sí mismos. En este apartado, es valioso decir

que los estudiantes presentan grandes fallas algunas veces en el léxico gramática de su lengua

materna lo que dificulta su aprendizaje en el componente de lengua extranjera.

Desarrollo del portafolio

Esta semana no me fue permitido realizar ninguna actividad del portafolio debido a: era

semana de exámenes del período académico, la hora dedicada al programa de lectura redujo la

hora de cada clase y hubo algunas actividades intracurriculares como reunión de padres de

familia, estudiantes y rector y ceremonia de la policía. Este desfase que ya es recurrente es

preocupante para el cumplimiento de todos los objetivos propuestos. Sin embargo, como son muchos estudiantes hay gran cantidad de información recolectada en los productos que he podido realizar y espero que esto sea algo positivo al final.

Proceso administrativo

Este aparte especial para la narrativa de esta semana he decidido crearlo porque estoy consternada con el desorden en el que se ha visto inmerso el horario diario de la jornada, preocupación que ha sido comentada por varios profesores. El programa de lectura, que no da muchos resultados positivos, resta tiempo importante al desarrollo completo de todas las clases. También, el aviso de cambio de hora está dañado generando sonido a deshoras e interrumpiendo clases. Además, tantas actividades intracurriculares y las reuniones también suprimen tiempo valioso. Para esto debería existir una política que establezca y regule cierta cantidad de actividades al mes y que sean repartidas durante todo el año escolar, algunas podrían evitarse y otras podrían ocupar menos tiempo, no habría atrasos en los temas por áreas y los estudiantes no eludirían las clases y sobre todo sus responsabilidades y deberes académicos.

Narrativa #7

Actividades dentro de la institución

Como ya he evidenciado antes mediante estos relatos, se realizan una serie de actividades en la institución en el marco del desarrollo del calendario académico estipulado y estas varían, de acuerdo a lo observado, al mes y las actividades típicas y religiosas representativas en el país o son concebidas de acuerdo a algún proyecto académico. Hago la acotación puesto que realmente han supuesto ocasionalmente un desarrollo obstruido o no satisfactorio de las clases de inglés y de las demás, a veces se presenta mucho desorden de horarios para cada jornada así que yo por ser practicante, creo, no soy informada de dichos cambios y sucede que preparo clases que no son llevadas a cabo a su debido tiempo creando desfases en todo (planeación, evaluaciones, ritmo respecto a otras clases en otros cursos, proyecto sobre el portafolio pictórico). De hecho, algunos profesores se dan cuenta de esto cuando otro profesor irrumpe en su clase explicando que hubo un cambio a causa de o por cierta razón.

Actividades Próxima Semana

Con respecto a las actividades próximas a desarrollarse me siento optimista ya que me han traído remembranzas sobre mi estancia en la secundaria; se realizará la feria empresarial, aunque pensé que sería un día, en realidad serán dos y ha sido muy promocionada porque es abierta a toda la comunidad del barrio y de la ciudad en general; se podría decir que es a gran escala. Por otro lado, hay una maratón de bicicleta durante la noche del martes donde participarán estudiantes y profesores y a la cual fui invitada a participar, y que además de ser beneficiosa para la salud siendo esto una actividad deportiva, ayuda a mejorar lazos sociales y sobre todo a romper la monotonía. Lo más positivo de esta actividad es que no ocupará un horario de la jornada y no interrumpirá ninguna clase.

Material Usado en el Curso

Se ha venido trabajando durante dos semanas con un módulo compuesto de 9 guías de

aprendizaje. Como pronto se finiquitará su desarrollo entonces pienso proponer a la profesora

que para el siguiente tema (que aún no se ha definido de acuerdo a los parámetros del Ministerio

de Educación) se pueda hacer un trabajo en grupo de manera que pueda observar cómo se

desenvuelven los estudiantes en estas situaciones y cuál es su comportamiento; esto debido a dos

aspectos: primero, como todas las actividades se han desarrollado individuales y asimismo la

nota obtenida, los aprendices se levantan constantemente y circulan por el salón o deciden copiar

del trabajo de su compañero, implicando un desgaste para mí y para la profesora por tratar de

conservar el orden, y observando dicho patrón deduzco que sería provechoso implementar un

trabajo grupal; segundo, deseo conocer sus reacciones y conducta en este ambiente dado que

frecuentemente se muestran groseros, intolerantes e irrespetuosos entre ellos.

Proceso en las Clases

El desarrollo de los módulos ha inferido un ambiente más o menos disciplinado donde se

pueden desarrollar las actividades planeadas a un 80%, aunque en ocasiones se genere caos. Esta

semana realicé una evaluación en 6-05 pero como la profesora estaba ausente debido a una

capacitación a la que debió asistir, hubo mucho desorden y demasiada falta de respeto hacia mi

persona, deduzco que los estudiantes no me ven aún como una gran autoridad que deben respetar

además de seguir mis instrucciones para un correcto proceso de enseñanza-aprendizaje; en este

respecto los estudiantes se muestran muy faltos de la toma de consciencia de la importancia del estudio y la instrucción para sus vidas, también se muestran muy inmaduros. Por otro lado, el panorama es más alentador. Finalizando el módulo en 6-02 había una actividad de traer una decoración muy creativa representando Halloween para adornar el salón de clase (exceptuando a los estudiantes cuyo culto o religión les guarda de ciertas acciones sin suponer un perjuicio académico), todos nos divertimos porque hubo mucha participación y colaboración de la parte de los estudiantes a quien este mes y estas fechas les son muy gratas. Por último, en 6-04 una estudiante se acercó para expresarme su agrado hacia la única clase que se dio esta semana con ese curso, me hizo saber que había comprendido todo lo cual me motiva y me genera calma y gratitud, y hasta cierta esperanza de que he venido llevando un proceso modestamente bueno y correcto.

Desarrollo del portafolio

Respecto al proyecto pedagógico, esta semana recordé que se debe hacer la autoevaluación del aprendizaje así que suspendí el expediente para retomar el Pasaporte Lingüístico que mediante mis instrucciones seguimos completando; esta vez los estudiantes fueron más receptivos y bastó decir dos veces la instrucción para llenar la información, así que no tomó mucho tiempo. De esta forma, se avanzó también en las otras partes de que se compone el portafolio pictórico de este gran proyecto.

Narrativa #8

Esta narrativa no tomará larga extensión ya que fueron pocos días de clase hechos durante la semana y durante éstos algunas clases no fueron posibles.

Actividades dentro de la institución

Como fue mencionado antes, en esta semana se llevaban a cabo importantes actividades dentro de la institución, siendo tradicionales algunas de ellas. No me fue posible asistir al ciclopaseo por cuestiones personales, pero de buenas fuentes fue sabido el gran éxito del evento estrenado este año escolar con miras a seguir teniendo lugar en los venideros, lo cual me agrada sobremanera. Adicionalmente, se realizó la catorceava versión de la feria empresarial anual cuya duración fue de dos días (19 y 20 de octubre). A diferencia de la concepción que yo tenía de la feria empresarial, ésta conserva la esencia de una y añade matices que encontré interesantes. Por ejemplo, hay "stands" que ofrecen servicios innovadores tales como peinados o masajes; por otro lado, desde su apertura hasta su clausura hay incesantes actos musicales, teatrales, entre otros, que entretienen al público que apoya esta causa. Este notable evento es organizado para invitar a la comunidad del barrio, de la ciudad y del departamento a acercarse y hacer parte de él; algunas figuras representantes de la gobernación y la secretaría del Ministerio de Educación fueron partícipes. Por otro lado, en primaria se celebró el día de la raza en un acto de izada de banderas, que a su vez tomó un tiempo considerable para su realización.

Material Usado en el Curso

Esta semana casi no se dieron clases concernientes a temas propios del planeador de la clase de inglés. En general, se entregaron notas, se hicieron ejercicios de refuerzo y guías de aprendizaje del módulo para los grupos que faltan por terminarlo. Algunas clases se perdieron.

Por otro lado, no me sentí cómoda en las clases de primaria puesto que la profesora

expresamente aseguró que ella realizaría los planeadores para el nuevo período, aun cuando

ofrecí mi ayuda, y el día anterior de dar las clases muy tarde me envío sólo los temas y no pude

preparar bien las clases ni el material, todo fue muy precipitado. Sin embargo, traté de hacer mi

mejor trabajo y esfuerzo.

Proceso en las Clases

Los estudiantes estuvieron muy reacios a estar atentos y ordenados en las clases porque,

según ellos mismos, esta semana era de "relajación y otras actividades que no eran clases", así

que fue trabajoso mi quehacer docente, debí esforzar mucho mi voz, al igual que la profesora.

Los aprendices no muestran respeto alguno por las autoridades, ni temor por los correctivos y sus

consecuencias frente al correcto desarrollo de su año escolar, son muy pocos los que demuestran

voluntad por aprender; esto a la largo plazo acarrea una grave crisis para el sistema educativo

que se esfuerza constantemente por mejorar y actualizar los planes, directrices y parámetros de

los procesos a ser implementados. En cuanto al trabajo en grupo pensado en la anterior narrativa,

como no hubo una buena realización de clases y sí interrupción de las mismas, no se pudo mirar

este aspecto que quizá sea posible de emplear la siguiente semana.

Desarrollo del portafolio

Durante los tres días de clase pude realizar dos productos para el portafolio de dos cursos,

6-04 y 6-05. Por un lado, me alivia haber avanzado en el siguiente producto en 6-04 porque es el

curso que más ha perdido clase y no se ha podido avanzar mucho en temas y portafolio, e incluso

fue complicado completar la enseñanza de los temas para la pasada evaluación bimestral

(evaluación de período académico). Por el otro lado, el curso 6-05 considerado como aquel que

obtiene mejores resultados y cuyos estudiantes son más comprometidos que los de otro curso, no

pudieron alcanzar los logros con respecto al presente continuo según lo que observé mientras se

desarrolló el tercer producto. De esta manera, pude confirmar lo declarado por la profesora

supervisora durante mi observación institucional que es difícil que ellos alcancen objetivos

diferentes a los relacionados con el componente lexical en lenguas extranjeras, y, en vez de crear

oraciones en presente continuo (después de tres semanas de muchos ejercicios de mecanización),

lo que hicieron fue poner el verbo en infinitivo, incluso si les daba una y otra vez las

instrucciones o si les hacía ejemplos en el tablero de cómo realizar las construcciones

oracionales. También pocos fueron los que desearon participar aun cuando tenían sus recortes,

reafirmando su inconsciencia acerca de la importancia de una excelente formación académica y

del conocimiento y dominio de un segundo idioma; en esta situación intenté serenarles y guiarlos

en cómo hacer el ejercicio pero en su mentalidad mantenían su incapacidad de poder realizar

oraciones con presente continuo y de admitir que no deseaban hacer nada. Con respecto a mí, me

ha creado gran agravio y decepción esta situación por ir en contra de mi amor y afinidad con los

idiomas extranjeros y mi deseo de que los demás puedan aprenderlos.

Narrativa #9

Material Usado en el Curso

Para esta semana traté de llevar a un curso (6-02) un vídeo corto (50 segundos) sobre

Halloween de una telenovela británica en nivel muy básico que encontré en la página de BBC y

para el cual diseñé una serie de preguntas escritas sencillas, de hecho, es más interpretación de

imágenes y de una frase de la cual conocen el verbo y el sustantivo: Do you believe in ghosts?, debido a que yo lo edité en gran parte (https://www.youtube.com/watch?v=Venob2QCP4c) , para poder usar material auténtico pero fue casi imposible trabajar con los estudiantes. Primero, ellos están tan acostumbrados al método de traducción que se han mentalizado que si no es traduciendo no es posible entender, aun cuando no había casi enunciados verbales o escritos. Segundo, como no tienen una escucha asertiva y la mayoría del tiempo hay desorden y caos no prestaron activamente atención lo que dificultó tanto la actividad como la comprensión. Por último, otros simplemente no se esforzaron por entender, expresaron que no deseaban hacer esa actividad. Decidí hacer algo diferente para que los motivara y que fuera sobre este tema porque la semana pasada pregunté en ese curso si les gustaba la fecha de Halloween y ellos asintieron eufóricamente. Al final, se resolvió detener la actividad que no estaba siendo productiva y se retomó el trabajo con las guías de aprendizaje del módulo, que sólo por esta vez pude llevarlas a cabo mediante el trabajo en grupo, resultando bastante provechoso para la clase, el estudiante y el profesor; los aprendices hacen con más ánimo y más rapidez el trabajo asignado. Por otra parte, se determinó que la gramática se les dificulta mucho incluso al curso más aplicado del grado sexto (6-05), de acuerdo a los resultados obtenidos de ejercicios en clase y en casa, el producto del portafolio y la evaluación de conocimientos, así que regresamos a la enseñanza de vocabulario.

Proceso en las Clases

Las clases se han visto seriamente afectadas por una serie de situaciones infortunas durante la semana. Por ejemplo, se ha desatado un irrespeto y agresividad verbal entre compañeros en los diferentes cursos, a lo cual se debió aplicar correctivos y sanciones que

interrumpen y restan tiempo al normal desarrollo de las clases. Hay otros casos más graves,

como la presencia de un juego salido de internet que tiene una influencia negativa sobre la

autoestima de quienes lo practican, incluso ha llegado al punto de ser posibles las tendencias

suicidas; en este hecho se han tomado medidas preventivas en conjunto con las autoridades

pertinentes. Vale la pena resaltar que llegó un comunicado del Ministerio de Educación

precisamente sobre la convivencia y resolución de conflictos que espero ayude a mejorar la

situación tan conflictiva que caracteriza el día a día en la mayoría de cursos en la institución. Por

otro lado, no se ha podido avanzar mucho con los temas y actividades que preparo para cada

curso puesto que los estudiantes generan demasiado desorden y mientras se organiza el salón y

se capta su atención se toma un tiempo considerado de la clase.

Desarrollo del portafolio

Por expreso deseo de la profesora supervisora no implementé nada esta semana y además

desistí de llevar a cabo más productos porque como los cursos son numerosos y un poco

indisciplinados entonces las actividades para el instrumento toman prácticamente una hora y los

cursos se han atrasado en el logro de todos los objetivos y actividades que se planean para el

período. Desafortunadamente, en la siguiente semana están previstas actividades para el

estudiante por Halloween y el comunicado del Ministerio de Educación para el programa "GEN"

así que sólo habrá dos días de clase, donde será difícil realizar otro producto y también completar

el pasaporte lingüístico. Sin embargo, que sean numerosos provee suficiente información para

analizar porque la mayoría de productos fueron realizados por un número apreciable de

estudiantes y así determinar la utilidad y otros factores sobre el portafolio. Además, se realizaron

dos entrevistas y sólo resta un estudiante por ser entrevistado. La profesora desistió de participar

en la misma aunque no supone una afectación porque no estuvo muy pendiente a la metodología de desarrollo de los tres documentos del portafolio cuando se emprendieron y no creo que aporte información precisa al respecto.

Narrativa #10

El proceso de práctica ha culminado satisfactoriamente. En la última semana hubo escasas horas de clase en secundario y en primaria, por lo tanto no hay muchos aspectos sobre los cuales reflexionar. En esta narrativa haré un recuento de las particularidades más relevantes durante esta etapa. El quehacer docente es muy diferente de aquel que se realiza en una institución de educación superior o en los cursos a la comunidad dados en semestres anteriores, sobre todo es exhaustivo lograr el manejo y control de los grupos y su indisciplina y tratar de mantener un orden que le permita un buen desarrollo de las clases. Esto supone un choque en las primeras semanas. También, hay estudiantes muy agresivos y conflictivos con los que lidiar que en cierta manera son considerados una amenaza para la comunidad en general pero como ente constructor de la identidad social del país, la institución no puede prescindir de prestarles el servicio y garantizarles el derecho a la educación. Igualmente, las actividades intracurriculares restan muchas horas al normal desarrollo de las clases, esto afecta seriamente el aprendizaje de los estudiantes, volviéndolos desinteresados e irresponsables. En conclusión, el sistema educativo presenta muchas falencias que no dejan mejorar la calidad de la enseñanza en el país, todavía hace falta poner en marcha varias acciones y esfuerzos por tratar de encaminar por un buen cauce todos los procesos académicos, sociales, administrativos y demás que se llevan a cabo en cada uno de los claustros donde se forman y educan los ciudadanos.

Proceso en las Clases

En la única clase en secundaria de esta semana (6-05) los estudiantes se mostraron receptivos al iniciar nuevos temas de vocabulario, realizaron las actividades de mecanización con diligencia y el orden se mantuvo relativamente casi toda la clase. Por otro lado, no se mostraron agradecidos con mi servicio y apoyo que presté durante este proceso y más bien aliviados porque ya terminaba mi asistencia en las clases de inglés, no siendo así con los estudiantes de los otros cursos ni los de primaria, algunos expresaron su descontento y desacuerdo con mi partida y aquellos con los que alcancé a despedirme fueron emotivos conmigo, esto me llenó de alegría y tristeza al mismo tiempo.

Desarrollo del portafolio

Esta semana no fue posible desarrollar ningún producto para el portafolio puesto que las clases no se pudieron hacer por las horas de las evaluaciones de nivelación. Asimismo, no se pudo completar el único cuadro que faltaba del pasaporte lingüístico. No todo es malo, las entrevistas se realizaron completamente durante el descanso de los estudiantes; yo les daba la hoja para que ellos leyeran las pautas iniciales y las preguntas y luego yo les explicaba una por una para aclarar dudas, la pregunta que más tuve que explicar fue una sobre la metodología, el término no lo comprendían pero no supuso una obstáculo para la realización del instrumento. No obstante, creo que hay suficiente información para analizar y concluir con resultados gratificantes.

Appendix H. Interview template

Entrevista # 1

Fecha: _____ Hora: _____ Curso: _____

Entrevistado: _____

Entrevistador: _____

Objetivo: Esta entrevista tiene como objetivo conocer la opinión, utilidad y dificultades al momento de trabajar con un portafolio pictórico como herramienta pensada para enriquecer la adquisición de vocabulario en inglés.

La siguiente entrevista tiene como objetivo conocer la opinión, utilidad y dificultades al momento de trabajar con un portafolio pictórico como herramienta pensada para enriquecer la adquisición de vocabulario en inglés. La información aquí suministrada será tratada de manera ética, profesional y confidencial, y usada únicamente para la recolección de datos del estudio investigativo titulado "La Implementación de un Portafolio Pictórico como una Herramienta Creativa para Enriquecer la Adquisición de Vocabulario de los Estudiantes de Sexto Grado en la Institución Educativa Pablo Correa León en Colombia: Una Investigación Acción". Asimismo, su identidad no será revelada ni los datos tendrán alguna interferencia en cuestiones académicas.

Pautas de la entrevista: Para esta "Entrevista Uno-a-Uno", las respuestas de los estudiantes serán grabadas para poder recolectar mejor la información.

La entrevista consta de seis preguntas y serán propuestas en un orden particular. Si usted no comprende alguna de ellas no dude en manifestarlo cuando sea necesario.

1. ¿Participó activamente en el desarrollo de los dos primeros documentos del portafolio, es decir, el pasaporte y la biografía lingüísticos, y de los productos para el expediente del portafolio de su grupo? Si lo hizo, detalle de qué manera trabajo cada parte.

2. ¿Había utilizado antes el portafolio o una herramienta parecida, no sólo en inglés sino también en otras áreas?   Sí   No   ¿Cuál?   ¿Cómo fue su desarrollo?

3. ¿Considera usted el portafolio pictórico una herramienta útil o, por el contrario, ineficaz al momento de trabajar en inglés como lengua extranjera y de ampliar su conocimiento del vocabulario en inglés? ¿Por qué?

4. ¿Qué aspectos de la metodología cree que facilitaron el desarrollo pictórico? ¿Por qué?

5. ¿Qué otra competencia aparte del aprendizaje de vocabulario le habría gustado poner en práctica mediante el portafolio? Por ejemplo gramática (construcción de oraciones), puntuación, producción de textos escritos, etc.

6. ¿Qué dificultades afrontó usted, y sus compañeros de curso (si lo notó), a la hora de trabajar con este instrumento?

Appendix I. Ceremonial flag raising in primary school

Appendix J. Ceremonial flag raising in high school

Appendix K. Police's Ceremony

Appendix L. Fair business

Appendix M. Student's day