PROMOTING ORAL AND WRITING PRODUCTION THROUGH THE

IMPLEMENTATION OF TASK-BASED LEARNING IN EIGHTH-NINTH GRADERS IN

THE HIGHER TEACHING TRAINING COLLEGE "SADY TOBÓN CALLE"

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FOREIGN LANGUAGES ENGLISH-FRENCH PROGRAM

TEACHING PRACTICUM

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DEDICATION

This work is dedicated to God, my parents Edgar Yovany Antolinez Ortiz and Miryam Castro Ortiz, and my grandparents Pedro Pablo Antolinez Cuadros and Elcida Ortiz Basto for all the efforts they have done to help me achieve this long-awaited goal.

ACKNOWLEDGMENTS

First of all I want to thank God for giving me the opportunity to live and to enjoy all the blessings he has given me until today, for giving me the best parents and family I could ever have, there have been so many barriers that with the support of my family and God I have been able to overcome, that is why God first.

Similarly, I feel an immense gratitude with my family, especially my parents, grandparents and my girlfriend who have been in the most difficult and challenging moments to encourage me getting to this moment, when I am about to get the privilege of being a professional of what I love, the foreign languages and the teaching of them.

Furthermore, I am thankful with the University of Pamplona and especially with the foreign language teachers who have taught me all the knowledge that I have and for letting me realize the real value of education.

And finally, I am deeply indebted to my supervisor, Ms. Sandra Milena Orduz who has shared all the knowledge she has in order to guide me in this new stage that I am starting, I am grateful to the Higher Teaching Training College "Sady Tobón Calle" for the opportunity of developing this project in this institution.

APPROVAL NOTE

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Practicum Committee Signature

Cooperative teacher signature

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Introduction

Nowadays, English has become an indispensable tool for people who want to face the new globalized world, not only for business aspects but also for educational purposes in that students can have the opportunity to go abroad for studying. However, English does not have the important role that must have in education, it has been overestimated to be an unimportant subject.

Colombian government through the National Ministry of Education has proposed a program called "The National Bilingual Program[1]" which proposed a series of goals and methodologies concerning the teaching of English in all of the educational centers, being school and higher education. The main aim of this program is that school students master English at least, a level of B1 according to the Common European Framework of Reference for Languages (CERF, 2001).

In order to prepare students to achieve that level of proficiency, it is imperative the development of the four skills needed in daily situations; nevertheless, school's curriculum has centered in reading and grammatical teaching. This project will focus on a strategy to foster oral and writing production aiming at accomplishing the desirable proficiency level in students.

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[1] Programa Nacional de Bilingüismo Colombia 2004- 2019

Inglés como lengua extranjera: una estrategia para la competitividad.

Problem

It is well known that learning English involves mastering the four skills: listening, speaking, reading and writing, all of them must be taught interchangeably keeping in mind that in real situations all are required in equal measure. Nonetheless, school has continued using the traditional methodology in which the education centers on teaching grammatical aspects, vocabulary and fostering reading skills, following the same techniques such as memorizing, repeating and modeling (being understood as students repeating what the teacher or classmates say without knowing the meaning).

This situation could be perceived in the non-participatory observations carried out in the institutional observation week, in which students made translation exercises, reading comprehension activities, search for vocabulary in dictionaries and other activities concerning to grammar and vocabulary, teacher is the only person in class who use English as a way of communicating ideas, giving commands and instructions. On the other hand, students are limited to answer in Spanish and to read (incorrectly) some words in English.

Hence, some problems arose when students were required to produce short dialogues (i.e. when explaining a line of the cares that a person with diabetes must have) these dialogues should have been done orally and in a written way and in both it was evidenced the lack of grammar structures (i.e. adjective order, use of do/does) and vocabulary (i.e. word invention, transfer) that students are supposed to master in that grade.

Justification

"The National Bilingual Program" expects of school students having a B1 level according to the CEFR which means being able to communicate or express their ideas in a well-structured way, being this communication in both, oral and written way.

As evidenced in the institutional observation week, students are not able to transmit ideas, thoughts using simple and well-structured phrases or paragraphs, this is worrying taking into account that those students are nearly close to face real situations in which a simple English conversation could open or close opportunities, not only in academic contexts but also in informal contexts for example when travelling.

Finally, this project is divided into four sections as follows: The first one is the pedagogical component where the essential concepts such as *task-based learning, oral and writing productions* were defined; followed by the literature review concerning some studies assessing the implementation of TBL and then the methodology that will be used to overcome the problems mentioned above. The second section is the research component, in which reflection takes place supported by some studies on the knowledge are, as well as the research design, the population and the instruments implemented for collecting data. The third section is about the Outreach Component in which an accompaniment is offered to two primary school grades, through the implementation of flashcards as a way of learning English and the last section represents the administrative component consisting of a set of extra-curricular activities in which the pre-service teacher will be part of.

Objectives

General objective

- To foster oral and writing production skills through the implementation of Task-Based Learning.

Specific objectives

- To consolidate a reflexive process in order to reach the integral development of the pre-service teacher

- To adequately participate in administrative activities allowing the student-teacher to incorporate into community's culture.

- To elaborate dynamic lessons allowing students to feel comfortable in classes.

<div align="center">

Institutional observation

</div>

Topographical location

Placement

Cerrito is located in the Northeast side of García Rovira's province of the Department of Santander, at a distance of 22 kilometers of Malaga, the regional capital. It is the last village of Santander placed on the eastern mainline which joins Bogota with Cúcuta.

This school is located to 900 meters from Cerrito's downtown. It is located in a hospitable place surrounded of green areas. The extension of the land is 25 hectares and is composed of primary and secondary classrooms, laboratories, playing fields, etc.

Foundation and MEN

The Higher Teaching Training College "Sady Tobón Calle"- Cerrito (S), it is an official institution with operating license granted by the Departmental Secretary of Education, by means of the resolution 09126 of October 12th, 2001, with Previous Accreditation of the Ministry of National Education with the Resolution 3539 of December 22nd, 1999, identified in the National Administrative Department of Statistics (DANE) with the Number 168162000339 and in the Departmental secretary of Education with the number 226.

In 1959 the Presbyter Dr. Sady Tobón Calle, born in Medellin, proposed to create a college for the "cerritanos[2]" when he saw so many young people deprived of the secondary education.

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[2] Villagers from Cerrito

In 1961, school began with two groups of first and two of second grade, the amount of students increased considerably when students came from "Badillo", "Puerto Wilches", "Barrancabermeja", "Soplaviento", García Rovira's people, the department of Antioquia and some places of Venezuela.

Educative Authorities:

Occupation	Name
Principal	Álvaro Santos Herrera Flórez
Discipline coordinator	Cesar Moreno Basto
Academic coordinator	Iván Fernández Bautista

Table 1: Educative authorities of The Higher Teaching Training College "Sady Tobón Calle"

Mission

The Higher Teaching Training College "Sady Tobón Calle" school is an institution engaged in training leading bachelor and teachers, who are developed in pre and basic school, with recognized human quality in social, ethical and professional areas, that answer critical and constructively to the needs and challenges of the context.

Vision

For the year 2022, the Higher Teaching Training College "Sady Tobón Calle" will keep educating leading bachelor and teachers, accredited and recognized in the department, leader and promoter of values of our cultural pedagogical identity.

Methodology

"La Escuela Normal Superior Sady Tobon Calle" adopted The Constructivist-conceptual Model with Humanist and social approach following theses epistemological bases:

- ✓ Knowledge is a mental construction resulted from the cognitive activity of the subject that learns.

- ✓ Knowledge is an own construction, which arises from the comprehension achieved from the phenomena that want to be known.

- ✓ It exists multiple and social constructed realities, not governed by natural and causal laws or anyone another nature.

- ✓ Constructions on reality are designed by the individuals as they try to give it a sense to his/her experiences, which are always of interactive nature.

- ✓ It is assumed an interpretive, hermeneutic methodology that involves the analysis and the criticism in the construction of knowledge on reality.

- ✓ It is not claimed the "explanation" of the phenomena but the "comprehension" of them.

- ✓ The individual is an own construction that takes place as a result of the interaction of students' internal dispositions and environment and their knowledge is not a copy of reality, but a construction that the person him/herself does. This construction stems from the initial representation of information and of activity, external or internal, which we develop in the matter (Cartwright, 1994, cited by PEI, 2018).

Flag

Figure 1. School flag

The flag is composed of white and green colors (see Figure 1). The white color is in the top and means the peace that is wanted to generate in the heart of the people of this village through life and daily life of the students and other members of the community. The green color is situated in the low side and means the hope to construct a delighted life project.
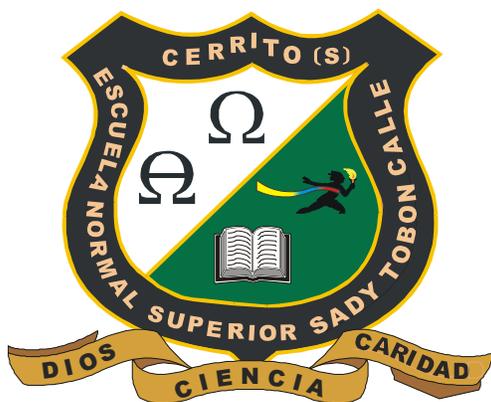
Figure 2. School's emblem

Institutional organization

"La Escuela Normal Superior Sady Tobon Calle" organizes all the members of the educational community: the center is the Principal, the Academic Council, the Student Council, the Parents Association, the Academic Coordinator and the Administrative Division.

Philosophy

The philosophy of this institution is assumed from the reflexive confrontation produced by both the indicators of development observed in the most important educational subject (student) and the ideals proposed by the Colombian society, stated in the article 5th of the General Education Act.

This philosophy, conceived as a dynamic and increasing Utopia, will illuminate all the community actions, it will permeate the others principles and will be immanent in every school activity.

CHAPTER 1

PEDAGOGICAL COMPONENT

Introduction

Oral and writing production skills are inherent aspects from a second language learning process, and then the fact of not developing them within a class means an incomplete process. Nowadays, world's needs demand not only students but also people to master English as the official global language, in that it can be used for several purposes such as travelling, knowing foreign cultures, business and academicals ones.

When communicating with other people, it is needed a good oral and written performance, students need to be aware of the importance of practicing and having a suitable control over these skills in order that the learning process would not be so imperative. If there is not control over these skills, grammar and vocabulary separately do not constitute the message which wants to be transmitted.

The idea of this pedagogical project is based on the fact that students enjoy English as a way of interacting in daily situations, not only in academic ones, that is the main motivation a student could have to learn a language, to significantly implement all the learnt and acquired knowledge into real life.

Problem and justification

The present study's goal is to foster and to promote oral and writing production in students having difficulties in even grammar structures and vocabulary. Taking into account the observations done, it could be realized that in classes, activities concerning oral and writing

production are hardly carried out; students do not know how to face those activities when they are implemented. Thus, after analyzing data gathered while observing, it was concluded that the implementation of Task-based learning method would help students overcome linguistic and communicative problems presented until now.

In effect, task-based teaching calls for the classroom participants to forget where they are and why they are there and to act in the belief that they can learn the language indirectly through communicating in it rather than directly through studying it.

This idea reflects the behaviors that characterize a task-based pedagogy, where language is treated as a tool for communicating and the teacher and students function primarily as 'language users' not language learners. (Ellis, 2001 cited by Ellis, 2009)

General objective

- To foster oral and writing production skills through the implementation of Task-Based Learning.

Specific objectives

- To develop students ability to participate in individual or group oral production activities.
- To implement tasks allowing students to improve their writing production skill.
- To incorporate other areas of knowledge in order to perform the task.
- To elaborate dynamic lessons allowing practicing both skills.
- To carry out meaningful tasks encouraging students to participate actively on them.

Theoretical framework

When talking about TBL approach, it is important to define a framework about some essential aspects that will be taken into account in the development of this project, those are: Communicative Competence, Oral and writing production.

Communicative Competence

Talking about the communicative competence implies stating Hymes (who is considered to be the father of this term) which is of greater importance for the development of this project, he stated that:

> We have then to account for the fact that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.

> This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct (Hymes, 1972, p.277).

Thus, the communicative competence can be referred to the ability that not only children, but also people possess in order to make decisions whether to use or not a determine structure or a vocabulary, that is to say, the appropriateness of the discourse given by the subject taking into account context, location and culture.

The Common European Framework of Reference for the Languages (CERF) established some others competences which constitute the communicative competence:

1) Linguistic competence is the ability of students to put in practice all of the following competences: lexical competence; grammatical competence, semantic competence, phonological competence, orthographic competence

2) Sociolinguistic competence concerns the knowledge and skills demanded to interact in the social dimension, taking into account linguistic markers of social relations, politeness conventions, register differences and dialect and accents.

3) Pragmatic competence involves the ability to use the language adequately in different context taking into account discourse competence, functional competence and design competence.

It is important to remark that in this study all of the above competences are not going to be presented, taking into account student's proficiency.

Oral production

To examine the definition of this skill is important to separately define each one of the words that composes oral production, in that oral is conceived as "a term used to stress that a spoken form of language is used as opposed to a written form, as in an oral test, an oral examination." And production is conceived by Richards *et al* (1992) to be a "distinction sometimes made between completed acts of communication or language output (products) and the underlying abilities and skills used in producing them (processes)". Thus, oral production will be conceived as all output language that students made orally, in that they can implement some of the competences mentioned above.

Writing production

Knowing the meaning of production, it is important to define writing, which is found "as the result of complex processes of planning, drafting, reviewing and revising" (Richards *et al*, 1992). In that way writing production will be defined for this study as the act of communicating and expressing ideas or thoughts following a process of planning, drafting and revising.

Literature review

It is important that an analysis of some studies carried out over the field of Task-based learning should be done, to this reason, this section of this pedagogical project concerns three main research projects implementing this methodology in order to enhance whether oral or both oral and writing productions, two of these studies were done in Colombian contexts and one in Hong Kong context. Thus, the literature review for the present study will be divided into two sections: 1) improvement of communicative competence through Task-based learning lessons and 2) challenges when implementing Task-based learning with pupils.

Improvement of communicative competence through TBL lessons

Worldwide, Task-based learning has been used as an innovative and didactic proposal to improve the communicative competence (whether oral or writing production), and Colombia is not outdated in incorporating this methodology into the teaching of English in school contexts, being in secondary grades in which it has been more implemented having as a result the improvement of oral and writing productions (Buitrago, 2016; Peña & Onatra, 2009)

When referring to the communicative competence, we have to keep in mind that it not only concerns to writing aspects but also oral ones. Peña and Onatra (2009) study entitled "Promoting Oral Production through the Task-Based Learning approach: A Study in a Public

Secondary School in Colombia" aimed at designing and implementing tasks in order to improve the oral production skill in participants varying from seventh to ninth grades. This study concludes that activities such as peer interactions (conversations, formal and informal interviews and dialogues) and individual presentations on topics suggested by students helped them to improve oral production competences, these results can be contrasted with those of Buitrago (2016) in which participants from tenth grade of a public school in Medellin improved their oral and writing skills by means of meaningful activities. These two similar results help us to understand that the efficacy of TBL consists of making students feel comfortable with the activities proposed, and that comfortability can be achieved by implementing aspects or subjects that students want to learn, it means, making a meaningful and didactic learning. Another important key aspect that both studies concluded when talking about the improvement of oral skills in students is the avoidance of peer's and teacher's correction, in that it decreases student's anxiety and increases students' confidence, resulting in a better and more structured performance (Buitrago, 2016; Peña & Onatra, 2009)

A high confidence inside the classroom is essential if a teacher wants his/her lesson to be successful, in that the higher confidence the students have, the higher proficiency level activities they will allow to develop (Peña & Onatra, 2009). Some remarkable improvement in oral production can be listed in this way: learners' fluency, pronunciation and accuracy (Buitrago, 2016).

Task-based learning also enhances writing production skills; Buitrago's (2016) study concluded that students improved better writing production than the oral one. However, this result can depend on some circumstances: 1) the students' style, in which the students who participate actively in the task, improved better their oral skills; on the other hand, those students

who were not very participative in class, improved better their writing skills. Furthermore, 2) teacher's lack of preparation for implementing TBL implies a preference for teacher-centered activities in which writing skills were more developed than oral ones.

To conclude this first category, it is important to remark that the pre-task phase was the most meaningful and profitable one (Buitrago, 2016) in that it helps students to expand vocabulary, pronunciation of words and some written and oral ideas development that later on were used in the during-task phase.

Challenges when implementing Task-based learning with pupils.

To undertake these challenges, this section will be focused on Carless (2002) research entitled "Implementing task-based learning With Young learners" a case study implemented in Hong Kong primary students within a range of six to seven years old. It will be divided into two aspects: Discipline matter and use of mother tongue, in which firstly the results of the study will be shown and later, some recommendations given by Carless (2002) for teachers implementing TBL will be discussed.

Discipline matters

The results of this study showed that due to speaking activities and the performance of task-based learning, the indiscipline were more presented in TBL classes than in traditional classes in which students are required to put attention to teacher and teacher has an authoritarian role. However, there were different cases taking into account teacher's attitude towards discipline controls and development of task. Teacher A (8 years-old experience) stated that in order to engage students in communicative activities such as games or when talking, she is willing to accept some laxity in noise and discipline standards. Teacher B (2 years-old

experience) does not support indiscipline and prefer having the control of classes than carrying out the tasks, which leads to misconduct. Teacher C (5 years-old experience) has both some kind of control over the discipline and perform the task proposed for the class. She believes that noise is "constructive" (p. 3). These different attitudes reveal the issues traditional teachers face taking into account letting a degree of indiscipline in order to carry out the task.

An analysis of the results shows that indiscipline moments occurred due to three circumstances: 1) when students were not clear what to do, animated discussions or arguments broke out; 2) when the task was too easy or too difficult, so students were "off-task" finishing too quickly or frustrated by the difficulty; 3) the task itself produces excessive noise.

The study recommends that students were aware of the aim of the activity in order that those "teacher-fronted students" know why they are going such an activity. Furthermore, teachers must remind students about noise levels both at the beginning and during the class. A recommended strategy consists of assigning group leaders to be responsible for the supervision of noise amongst their peers and offering rewards to the quietest or best-behaved groups.

Use of mother tongue (L1)

The study concludes that students employed L1 in several cases: in order to 1) clarify the meaning of what the teacher has said; discussions of the requirements of a task, and how might it be tackled, as well as social functions such as reducing student anxiety. 2) to face the more linguistically complex and open-ended the task and 3) when students get excited or distracted performing the task.

Some recommendations are given: 1) the teacher must be a good language model using the target language as far as possible when interacting with the classes. He must create an

"English atmosphere". 2) Students must be conscious of language of interaction or negotiation of meaning, such as "can you repeat?", "you start", "are you ready?", "what do you mean?". 3) Teacher should socialize use of L2 expectations at the beginning of the class, since some task will permit more or less use of the L1. 4) Teachers should use significant "carrots and sticks" to engage students speak in English. 5) Teachers should allow a certain amount of L1 with the condition of using some English language interchangeably.

To sum up, this literature review reveals the results of some research projects based on the implementation of TBL to promote oral and writing production, these studies are very helpful for the present study in that the context is quite similar, taking into account the age category and in the case of the two Colombian studies, the educational system. Furthermore, the outcomes and the pedagogical considerations of these studies are essential for my study to have a greater success trying to overcome the barriers the previous studies presented.

Methodology

This research study follows the action research methodology proposed by Mertler (2006) which consists of the following fourth stage cycle (see Figure 3):
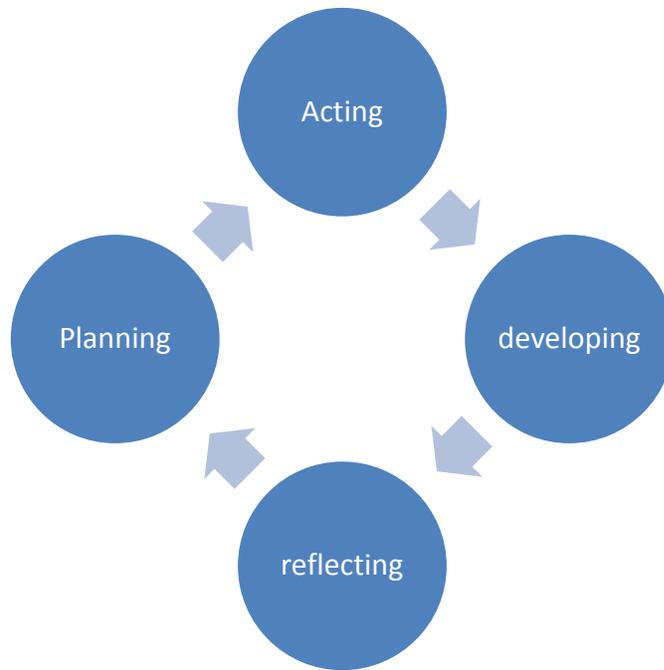
Figure 3. Action research cycle

Pedagogical Design

Task-Based Learning Methodology

As above mentioned, the methodology that is going to be implemented to improve production problems is the Task-based learning, which nowadays is frequently used in Europe and Asia. This approach is primarily focused on tasks that students, with the assistance and guidance of teachers, are going to develop; as Nunan (1989) stated, this teaching technique focus from "the outcomes of instruction" refering to the skills that students need to master, towards the "processes of learning" which means all the contents learners have to perform to achieve a goal, in this case, a learning" (Cited by Ellis, 2009)

It is essential that this pedagogical project follows a procedure or a design to be implemented and to be adapted in the educational institution in which this project was carried out, thus, Ellis's methodology seems to be the most adequate regarding steps and considerations.

Lesson design

Ellis (2009) proposed a three-stage process (see Figure 4) to develop TBLT in which the first one is the "pre-task" phase which consists of the first contact with the task to develop; the second one is the "during task" or "task-cycle" phase in which the task is performed, and finally the post-task phase which involves a following-up on the task performance. Even though, this is a process, the unique obligatory phase is the "during task" in that the development of the task takes place.

Figure 4: Task-based learning phases

The pre-task phase

It is the initial phase of this methodology in which students are exposed to the task aiming at preparing them to adequately perform it, students must perceive this stage as an advance organizer required to obtain the willing outcome. It is proposed three alternative activities that can be carried out in this stage to accomplish the goal of getting pupils ready:

1) *Performing a similar task*

This type of activity is held by means of question-answer interaction in which the whole class is going to be led by the teacher, this is a step-by-step process and if necessary, teacher will decrease the difficulty of those steps.

2) *Non-task preparation activities*

This is an activity which aims at giving students some background information in order that they will be prepared for the task and to diminish cognitive or linguistic demands. When referring to background information, it concerns more likely to vocabulary subjects than grammar ones, in that vocabulary seems to be more useful for task success. Newton (2001) suggests three strategies for undertaking unfamiliar vocabulary: 1) predicting (brainstorming), 2) cooperative dictionary search (look up unknown in the dictionary), and 3) words and definitions (matching exercise: words-definitions) (cited by Ellis, 2009).

3) *Strategic planning*

It involves that students consider the aspects they will need to perform the task work plan they have been given. There are three strategic planning options that can be done based on Foster and Skehan (1999) (see Table 2).

Strategic planning options	Description
1. No planning	The students were introduced to the idea of a balloon debate, deciding who should be ejected and who should be kept afloat, they were assigned roles and then

	asked to debate who should be sacrificed.
2. Guided planning- language focus	The students were introduced to the idea of a balloon debate and then shown how to use modal verbs and conditionals in the reasons a doctor might give for not being thrown out of the balloon (e.g. "I take care of many sick people- if you throw me out, many people might die").
3. Guided planning- content focus	The students were introduced the idea of a balloon debate. The teacher presents ideas that each character might use to defend his or her right to stay in the balloon and students were encouraged to add ideas of their own.

Table 2: strategic planning options (cited by Ellis, 2009).

Analyzing the above chart, the first type of option is to some extent free to choose in that students were able to talk about the reasons to decide who should be ejected; the second option is focused on grammar topics in which students are required to use the topic or the structure demanded to answer appropriately; and the third one is more centralized in the ideas or thoughts each student has to use to defend his/her position.

The during-task phase

It is the most important phase of TBLT approach taking into account that here the task is carried out, students are required to put in practice the knowledge and resources obtained in the pre-task phase. This phase can be done using two options:

1) Task performance options involves how the task is to be undertaken, decisions can be done whether in the moment or before applying the real task. Activities within these options include requiring the student to perform the task under time pressure, allowing students to access to the input data while performing the task and introducing some surprise elements into the task.

2) Process options include an on-line teacher and student's decisions about how to perform the task while it is being done. In one hand, teachers decide how to conduct the discourse of a task reflecting his practical and theoretical knowledge, in the other hand, students reflect on "language learning beliefs" (Horwitz, 1987; cited by Ellis, 2009) they apply in the tasks.

The post-task phase

In this stage, performers are given the opportunity to repeat the performance in order that the development of the task improve, moreover, they can reflect about the own and peers' performances and look for errors or mistakes done while executing the task.

The objective of this stage is to self- assess the performances and try to look for elements to improve upcoming tasks.

This methodology proposed by Ellis (2009) was chosen taking into account the stages he recommends to implement this Task-based learning. It is important to remark that in this project

three tasks were carried out leading to some outcomes such as posters and oral presentations: Tv show section and news bulletins, hereafter a sample of the pre-task phase one of the three tasks and the outcome (see Figure 5 and 6):

inventions, I applied the pre-task phase using the brainstorming strategy in which students had to search or give words related to the word technology, students participate actively giving some key words they considered had relation with technology, after that each students had to use one or some words they just said in the brainstorming activity so that they build a simple definition of what technology means for them.

After listening to some definitions, I presented a video in which some future technological inventions appeared and their uses, the video had no sound in order to focus students on the inventions and not to focus on language, it is because they rarely make listening exercises in class. Students were surprised by the content of the video taking into account that some awesome ideas were shown. Once the video finished, they were asked to say what future technological inventions liked them the most and why. After seeing the ideas, students were asked to start thinking about their own future technological inventions that would be done next week.

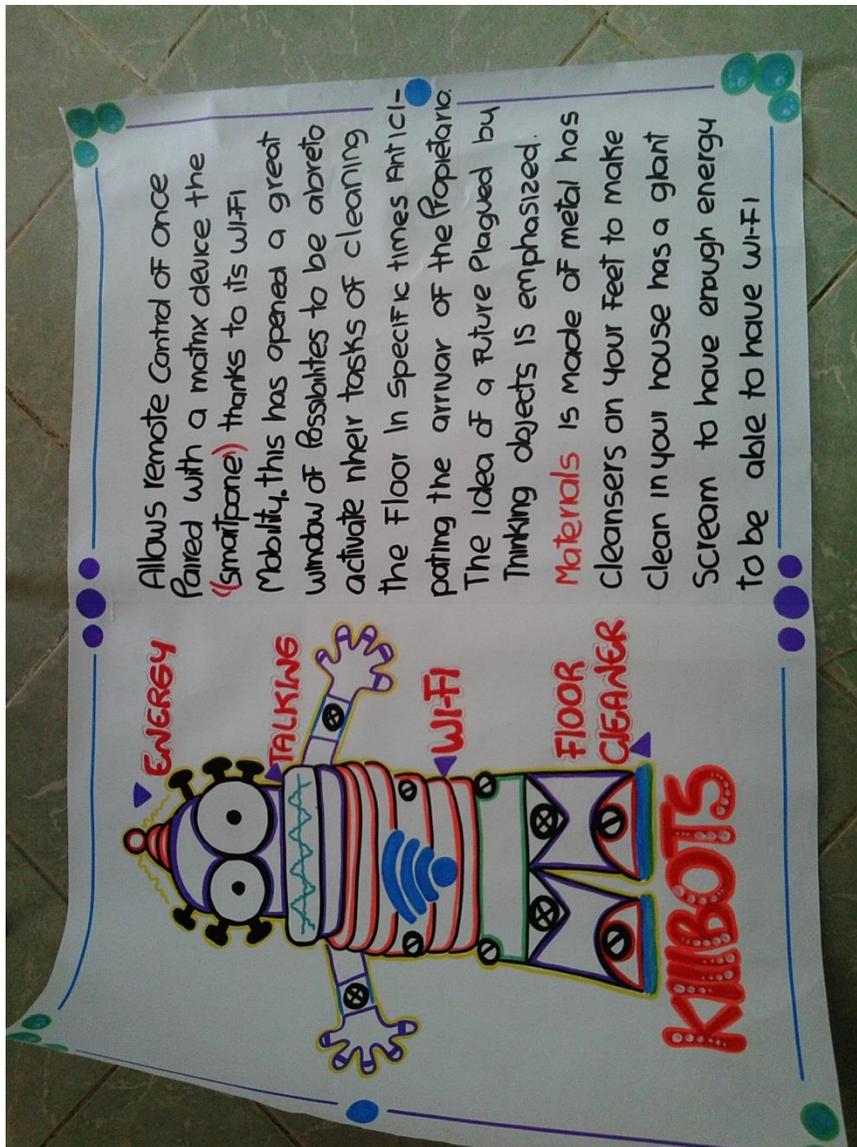*Figure 5. Pre-task phrase sample*

Figure 6. First task outcome

Additionally, this project used the class stages suggested by Brown (2001) in which he establishes five steps to follow during a class:

- **Opening.** In this stage, the pre-service teacher usually greeted the students and direct some prays in English.

- **Warm-up**. Encourages learners to use what they have been taught in previous lessons

- **Introduction of a new lesson**. Focuses the learners' attention on the objective of the new lesson and relates the objective to their lives

- **Presentation**. The teacher explained deductively the use of the grammar structures used in the text, disposing of posters with the grammar structures, explanation and provided some examples; also providing the vocabulary bank in order to ensure students' comprehension of the topic.

- **Practice**. Students started to write their own written version based on the basis text, using the vocabulary and the grammar structures recently studied.

- **Evaluation.** Teacher trainee corrected students' texts at home and then during the next session, he gave them an individual feedback, indicating them the mistakes they made and also giving them suggestions in order to improve the students' written skill.

Thence, a sample of a lesson planning (see Figure 7) prepared based on the format that the educational institution uses, is presented:

CONTEXT

Institutional Education: "Escuela Normal Superior Sady Tobon Calle"   Supervisor: Sandra Milena Orduz Arias

Pre-service teacher: Edwin Arley Antolinez Castro   Subject: English   Grade: 9TH   Level: B1.1   Period: second

Performances:

- Reconoce información básica relacionada con temas locales de la comunidad (un desastre natural) cuando escucha descripciones hechas por sus compañeros
- Identifica información específica acerca de las características geográficas, la flora y fauna de nuestro país
- Prepara un texto escrito sencillo (poster) acerca de la manera cómo podemos ayudar a nuestro planeta tierra haciendo uso de estructuras.

Standards:

1. Sigo las instrucciones dadas en clase para realizar actividades académicas. 2
2. Muestro una actitud respetuosa y tolerante al escuchar a otros. 3
3. Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos. 1, 2
4. Comprendo la información implícita en textos relacionados con temas de mi interés. 2
5. Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 1, 2
6. Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. 1, 2
7. Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. 2
8. Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura. 3

Basic Learning Rights:

1. Recognize cause and effect relationships in short written texts on academic topics.

2. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest.

Lesson topic: Nature!	Date: Monday, April 17th, 2018	Time: 60 minutes
Activities	**Methodology**	**Assessment**
Opening Teacher will start the class by asking each student to go in front of the class in order to listen to a sentence or a part of the paragraph students wrote about a Colombian places they know or they like. Teacher will write on the board some sentences in which the superlative and comparative structure are used: EXAMPLE. The mountain Pico Cristóbal Colón is bigger than the Galeras' volcano. And students will be asked to identify the elements of the sentence and to look for the meaning of big and bigger.		In this class, students will be evaluated with the next exercise: This garden is _____ than that one (beautiful). -Argentina is _____ than Colombia, but Brazil is _____ country in South America (big). -Today is _____ day of the year (good). -Madrid is _____ city in Spain (large). -Mercury is _____ planet in the Solar System (hot).
	The pre-task, the task cycle and the language focus. The pre-task introduces the topic of the class, this phase activates topic-related words and phrases. ☐ **The task cycle** offers learners the chance to use the target language in activities such as pair-work, group-work and gap activities.	In which they will have to write the superlative or the comparative form of the adjectives given
Development In that way, teacher will start the explanation of the superlative and comparative, first by saying why the superlative and comparative are used and second by showing how they are formed. Teacher will show the following chart in order	☐ Finally, during the **post task** the learners might work on selecting and identifying words, practicing phrases and building their own dictionaries allowing them to study of some of the specific features used during the task cycle.	They will have to hand it in

Figure 7. Lesson planning sample

Setting and courses

In table 3 it can be seen the pre-service teacher's schedule and the frequency of the meetings keeping in mind that each grade has an hourly intensity of four hours per week.

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6:45- 7:45	9-1				
7:45- 8:45	9-2	9-2			
8:45-9:45		9-1		9-2	9-2
9:45- 10:15	B	R	E	A	K
10:15-11:15			8-2	9-1	
11:15-12:15	8-2			8-2	
12:15-01:15		8-2			9-1

Table 3: Pre-service teacher's schedule

One beneficial aspect for the pre-service teacher is that the educational institution counts with three English laboratories, meaning one laboratory for one English teacher.

This laboratory disposes of a smart board in which students and teacher can draw on with a special pencil, in that board all kind of media objects can be shown such as videos, images and didactic games.

The classroom (see Figure 8) is relative enough for the quantity of students that is approximately 35-40 students.

Figure 8. English classroom

"Ruta Basica"

In order to continue with the methodology that the educational institution proposed, the trainee teacher was required to elaborate a "ruta basica" (see Figure 9 and 10) which is a format that the teacher must follow in order to organize all the topics, activities and the way the students will be evaluated for each term, then he prepared two formats for each grade, ninth and eight graders:

NORMAL SUPERIOR "SADY TOBON CALLE" CERRITO.
SUBJECT: English   CLASS: Ninth   TEACHER: Edwin Antolinez
RUTA BÁSICA Y EVALUATIVA SEGUNDO PERIODO 2018.

SECUENCIA DIDACTICA: Natural concerns

NIVELES DE DESEMPEÑO	EJES TEMÁTICOS	CRITERIOS DE EVALUACIÓN.
• **DESEMPEÑOS ACADEMICOS** **Level B1. 1** 1. Recognize cause and effect relationships in short written texts on academic topics. 2. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. 3. Makes short presentations on academic topics of interest	**CONCEPTUALES** 1. Opposites (Fair- unfair) 2. Expressions of contrast and addition 3. Expressions to make oral presentation 4. Past simple and continuous 5. First conditional 6. Reported speech 7. Expressions to give opinion: I think, I have no doubt, in my opinion, I agree, it is necessary to, I am certain, I am sure, I believe. **PROCEDIMENTALES** 1. Natural disasters 2. Natural eco parks in Colombia. 3. The earth is sick 4. Don't waste water **ACTITUDINALES** 1. A television broadcast showing some natural disaster that happened in Colombia and in the world and 2. A poster showing some advices on how to avoid future similar disasters concerning some natural disasters	• Desarrollo de actividades de escucha, lectura, escritura y habla. • Juego de roles. • Exposiciones. • Desarrollo de talleres gramaticales • Uso del diccionario en comprensión, interpretación y creación de textos cortos. • Resolución de pruebas escritas tipo SABER • Presentación de texto oral (monólogos) • Presentación de un proyecto de aula. • Lectura de historias cortas.

DESEMPEÑO ACADEMICO (porcentajes)

EVALUACIONES INTERMEDIAS 40%	ACUMULATIVA 20%	ACTIVIDADES PEDAGÓGICAS 30%	ACTITUDINAL 10%
Pruebas escritas tipo SABER sin diccionario a partir de cada eje temático. Resolución de pruebas	Presentación y sustentación de los proyectos de aula: 1. A television broadcast showing	• Tareas y trabajos • Actividades de tipo oral (habla	• Cumplimiento de normas y compromisos acordados en el

Figure 9. Ruta Basica 9th grades

NIVELES DE DESEMPEÑO	EJES TEMÁTICOS	CRITERIOS DE EVALUACIÓN.
• **DESEMPEÑOS ACADEMICOS** **Level A2. 2** 1. Complete charts with information about environmental concerns by using listening strategies. 2. Read and answer interviews about ecological actions recognizing the importance of the environment. 3. Give opinions about environmental practices in oral and written way.	**CONCEPTUALES** 1. Would (conditional to express dreams) 2. Questions to request information about human actions. 3. Before – now structures 4. Imperatives (to make suggestions to improve ecological practices) 5. Gerunds (to express how to do something) 6. Expressions to give opinion: I think, I have no doubt, in my opinion, I agree, it is necessary to, I am certain, I am sure, I believe. **PROCEDIMENTALES** 1. Environmental concerns (Dreams, interests, likes) 2. My ecological foot print (request information, give suggestions) 3. Protecting the environment (suggestions, giving opinions, describing ecological values) **ACTITUDINALES** 1. An eco-poster to present some measures of human actions protection on the Colombian environment 2. A television broadcast showing some adequate and inadequate environmental practices and how the ideal city would be, concerning the environment policies and practices.	• Desarrollo de actividades de escucha, lectura, escritura y habla. • Juego de roles. • Exposiciones. • Desarrollo de talleres gramaticales • Uso del diccionario en comprensión, interpretación y creación de textos cortos. • Resolución de pruebas escritas tipo SABER • Presentación de texto oral (monólogos) • Presentación de un proyecto de aula. • Lectura de historias cortas.

DESEMPEÑO ACADEMICO (porcentajes)

EVALUACIONES INTERMEDIAS 40%	ACUMULATIVA 20%	ACTIVIDADES PEDAGÓGICAS 30%	ACTITUDINAL 10%
Pruebas escritas tipo SABER sin diccionario a partir de cada eje temático. Resolución de pruebas INSTRUIMOS. Pruebas de lectura y escritura con o sin diccionario. Pruebas orales (se nivela luego de tener la definitiva de este porcentaje a	Presentación y sustentación de los proyectos de aula: 1. An eco-poster to present some measures of human actions protection on the Colombian environment 2. A television broadcast showing some adequate and inadequate environmental practices and how the ideal city would be, concerning the environment policies and	• Tareas y trabajos • Actividades de tipo oral (habla y escucha) (monólogos) (juegos de roles, exposiciones) • Actividades de lectura y escritura	• Cumplimiento de normas y compromisos acordados en el pacto de aula. AUTOEVALUACION: 5% COEVALUACION: 5%

Figure 10. Ruta Basica 8th grade

Findings

Having finished the implementation of this pedagogical component it is important to divide the information founded into two aspects, improvement of the writing skill and improvement of the speaking skill.

Improvement of the writing skill

Concerning the writing skill, the pre-service teacher devoted the first task that he implemented with ninth graders; they did a future technological invention as a result of this task.

The final task consisted of preparing and presenting a poster showing an environmental issue and some actions that people are doing to solve them. As he has adopted the model proposed by Ellis (2009) he made the TBL process following three main stages:

1. The pre-task phase: this is a phase in which the students are exposed to the task they will be performing; the trainee teacher spent three classes for the development of this phase because Buitrago's (2016) study concluded that this is the most important phase in TBL, because students acquired all the knowledge needed to develop the task

   Taking into account that the grammar topic assigned for the first week started the classes was the future simple "will", he decided to teach this topic using the theme of future technological inventions, in the first class he started with a brainstorming activity which belongs to the non-task preparation activities proposed by Ellis, 2009; in this brainstorm activity, students had to give words (in English) related with the word technology, so they gave some words such as smartphone, internet and computer; after giving me all these words, students were asked to write a simple definition of what technology means for them, using one of the words that they just said; some students were required to write the definition on the smartboard. Then, the students watched a video without sound, in which there was a top five of some future technological inventions, students were required to pay attention to the names of these inventions (those names appeared in the screen), also to the description of the invention and finally to its benefits, some of these aspects were answered in English, while the benefits were said in Spanish, because it was an aspect in which they gave a critical view of that. Finally, the students were asked to write a possible future technological invention that they would like to create. In order to guide the writing process, the teacher gave students

some phrases that they could use such as: I think that in the future, there will be a/an…, That will consist of an object to…, among others.

In the second class, the teacher explained the grammatical topic which was the future simple "will", he started the class showing the students two posters with a future technological invention, students were required to pay attention to the illustration of this invention, then they were given a part of the description in that they had to look in the dictionary for unknown words in order to understand the invention. This is an activity called "cooperative dictionary search" proposed by Ellis (2009) in which the students search for unknown words in order to understand the meaning of the paragraph, this is a cooperative process. In the rest of the class, he explained the uses and the structure of will and cooperatively, we did some exercises.

In the third class, the trainee teacher developed a strategic planning activity called "guided planning- language focus" in which the students were introduced the idea that they have to do a similar poster to the one treated the previous class, they had to create a future technological invention including the following aspects: think of a future technological invention, draw an illustration of the invention, create a creative name for the invention, create a description of the invention and finally, describe if it will benefit or affect society's life (using will), he decided to implement this strategic planning activity in that students are given some aspects to guide the development of a plan in order to perform the task.

2. The during task phase: in this phase the development of the task is done. The students were required to bring the poster with the technological invention they created and they had to present it to the rest of the class, in this phase the writing and the speaking skill

were applied because in the posters the students wrote the description and the parts of

the invention, while in the oral presentation, they presented the invention to the rest of

the class orally. These are some of the posters that the students presented:
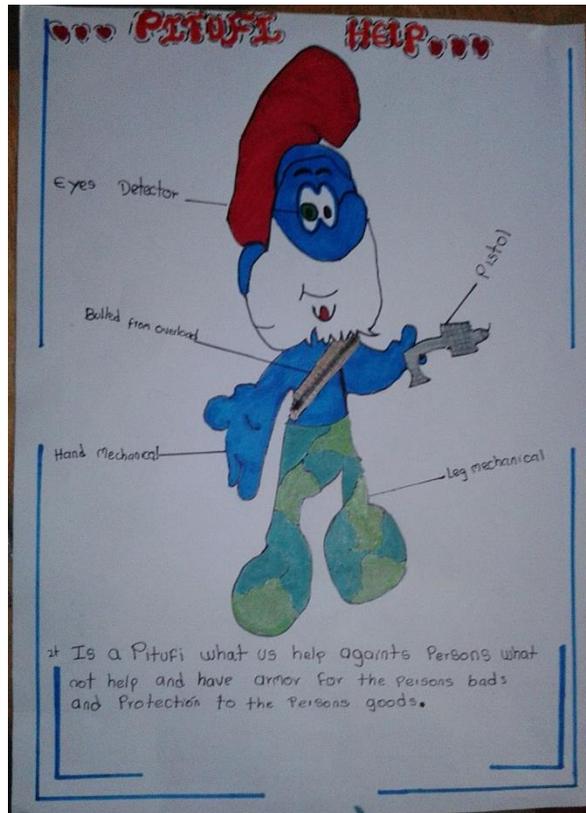
Intellibook

It consists of the voice being written. It also projects images in 3D. It has wifi network and it projects videos. All information is stored on a memory card. has a built-in metal pencil.

In the future, it would be very useful for us to help people who are blind or who can not write

Is made by materials such as metal wires, plastic among others

Tarjeta de memoria

Lápiz
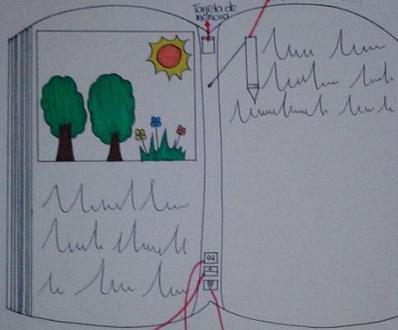
With this button projects images and videos

with this turn on your wifi network

and with this the pencil is lit
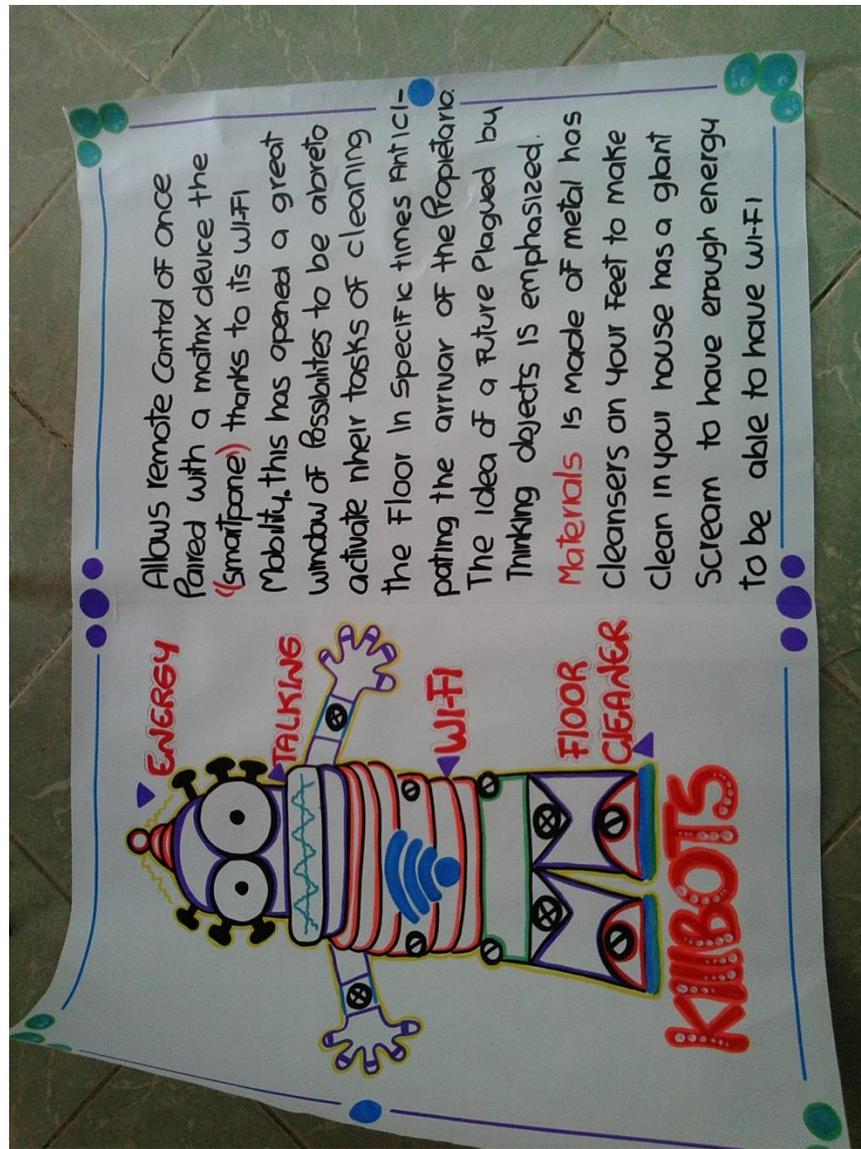
Figure 11. Task outcomes samples

Students had five minutes per pairs to present it to the rest of the class and the teacher did an assessment grid (see Figure 12) in order to evaluate their performances:

Name: _____	Total: _____
Aspect	Comments
Creativity of the invention 1-10 = ( )	
Fulfillment of the indications (talk about: Uses, components and impact on the society). 1-10 = ( )	
Quality of production 1-30 = ( ) - Cohesion and coherence (1-10) = ( ) - Pronunciation and intonation (1-5)= ( ) -Gramatical accuracy (1-10)= ( ) -Communication strategies (verbal and non-verbal) (1-5)= ( )	

Figure 12. Assessment grid ninth grades

3. The post-task phase: in this phase, the students were given the opportunity to assess the idea of the task and they also reflected on the mistakes they did and how they could avoid it in similar future tasks.

This is the result of the first task implemented, as a conclusion of it, the pre-service teacher concluded that in fact, the pre-task phase is an essential phase because students are given all the grammatical topics and some other tools such as vocabulary related to the task, and some ideas in order to perform their own task. In the development and preparation of this task, it could be evidenced that students have a better development in the writing production skill than the oral one, because it was the first time students did such a task, as a result of a hard process by their own and having the assistance of the teacher in order to solve some doubts, it means, even though students made some mistakes in pronunciation and in the writing process, they did an excellent performance taking into account the complexity of the task and the development of the skills that were required.

Improvement of the speaking skill

Continuing with the speaking skill, the trainee teacher carried out the task with eight graders in which the topic was the past simple. Taking into account that they have been working with the topic of food, healthy choices and eating disorders, he decided to mix those topics with the grammar topic that he had to teach in order to create the task in which they have to make a television show section in which the students had an interview to talk about past experiences taking into account food choices (healthy and non-healthy food) and eating disorders. This was a completely speaking task and was carried out following the three stage process proposed by Ellis, 2009.

1. The pre-task phase: the trainee teacher started this phase by the grammar topic, for that he showed students a video in which some students talked about what they did in the weekend, this video had subtitles taking into account that it was the first time the students listened to an English video, students were required to pay attention to the activities the speakers did and the form of the verb used. After that, the teacher explained the uses and the structure of the past simple and finally the students were divided into four groups (four files) in order to develop a game called "two truths and a lie" in which, each member of the group has to choose two facts and a lie about eating habits, when everybody is ready, one member of each group is going to tell the facts and the members of the others two groups must say which one is the lie, the group who hits the most to the lies, will win an extra point for the 20% evaluation (meaning the task). This activity could be classified like a "performing a similar task" activity in which the students said some sentences using the eating habits in the past that could be used in the real task. These activities were done in two classes, he gave a feedback about the pronunciation of some essential aspects such as the

pronunciation of "I" "ate" and some other words, because students pronounced them the way they are written, not the way they must be pronounced.

In the third class, students were presented the task they will be performing, implementing the strategic planning activity called "guided planning- language focus" in which they were given some aspects that must be followed in order to present the TV show section, the aspects were: The three students need to talk about food choices, food habits, explanation of food choices (healthy or non-healthy meals and its components) eating disorders and recommendations for people suffering from these diseases and finally experiences about food (using past simple).
The teacher included topics that they learnt with my supervisor in order to develop the task.

2. The during-task phase: in this phase the students presented their TV show section in groups of three, each group introduced their program, the guests and developed the interview. Each group had six minutes in order to present the section and were evaluated with the following assessment grid:

Name: _____ Total: _____	
Aspect	Comments
Creativity of the interview 1-10 = ( )	
Fulfillment of the indications (talk about: healthy or non-healthy meals and its components) food habits, eating disorders and recommendations for people suffering from these diseases and finally experiences about food (using past simple). 1-10 = ( )	
Quality of production 1-30 = ( ) - Cohesion and coherence (1-10) = ( ) - Pronunciation and intonation (1-5)= ( ) -Gramatical accuracy (1-10)= ( ) -Communication strategies (verbal and non-verbal) (1-5)= ( )	

Figure 13. Assessment grid eight grade

At the end of each oral presentation, the pre-service teacher gave students a feedback taking into account the way they organized the TV show section and some mistakes about the pronunciation.

3. The post-task phase: in this phase, the students reflected about their own and their peers' development.

To sum up, the development of the speaking skill through this task was good, taking into account that it was the first time the students create a dialogue following those aspects and presenting it to their classmates, it was evidenced some negative aspects in the development of the TV show section, nervousness, forgetfulness of the dialogue and some mistakes on pronunciation, that is normal when developing such a task and due to its level of difficulty.

Comparing the two skills, the writing and oral production, it is important to remark that the skill which has been more developed is the writing one, taking into account that students are used to this skill because of the methodology of the English teachers they have had, however, it is important to say that in the development of the classes, the pre-service teacher has realized that students made some mistakes with essential topics that must have been mastered in ninth and eighth grades, topics such as the conjugation of the verb to be in present, the present simple and the position of adjectives are the topics that are the most misused ones by the students.

Even though there are not remarkable results taking into account the improvement of the two production skills due to some aspects such as the methodology that students have been using, the linguistic mistakes they have internalized and the use of grammar-translation

methodology, the results that the pre-service teacher has obtained are encouraging in order to continue with this methodology in future grades.

Another aspect that he remarked is some difficulties that he experienced when implementing TBL. As Carless (2002) stated, an important challenge that could be presented in TBL courses is discipline matters, because of the performance of the task and some speaking activities in which students would feel exciting about the content or the topics under study. In this case, this has been a continuous problem when developing the classes, because even though the pre-service teacher asked students to raise their hands if they want to participate, they continue talking at the same time, thus a lot of noise is presented, endangering the classroom environment. For that reason he decided to do a behavioral chart (see Figure 14) in order to motivate the students to participate adequately in class, in which depending on the their behavior and academic performance of each class, the trainee teacher classify them (as a group) in one of the situations presented, and depending of their behavior in the week they can get up in the Big Ben in order to   reach the top for a reward
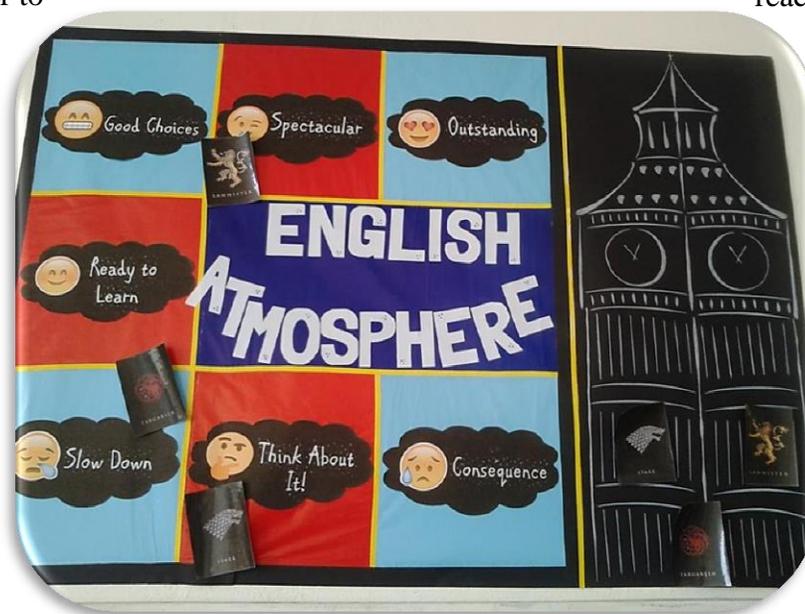
Figure 14. Behavioral chart

The linguistic level of students taking into account the speaking skill has been another worrying aspect, because previous teachers have not developed this skill with them and then, their performances are not the adequate for their level, for that reason he did two materials in order to improve their performances, the first one is some flashcards (see Figure 15) in which they can find some useful phrases that they can say in English instead of saying them in Spanish:

Also the pre-service teacher made a vocabulary bank (see Figure 16) for students to write words, weekly, in order to improve their writing and speaking skill too:
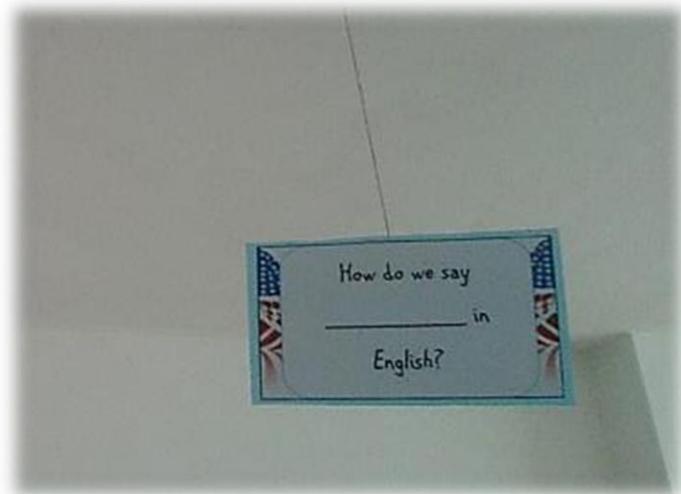
Figure 15. Useful phrases

Figure 16. Vocabulary bank

To conclude it is important to say that all the objectives have been achieved even though the improvements are not the best, however it is necessary to say that we have missed so many classes and that situation also has affected the development of this project and thus the results.

Conclusions

As a general conclusion from this pedagogic component, it is important to say that the objectives that were proposed for the development of it were accomplished even though there were not immense results. The oral and writing production skill of the students at the beginning of the project were weak taking into account that the methodology of previous English teachers centered around on translation activities and little production by the students, that is to say, this

was the first time that those students faced the majority of activities that I carried out which implied a real oral and writing production.

After carrying out the three tasks that the pre-service teacher proposed to do, it was noticeable that the writing production skill was the easiest one of the two skills that he was trying to improve; it is explained by the fact that due to the translation method, this skill was developed in a greater measure than the oral production, even though students made mistakes, their performance on this skill was better. However, it does not mean that the oral production skill was not improved, on the contrary it could be evidenced that this was the skill which students developed better, taking into account its bases in which the students started, it could be explained by the fact that the activities proposed to develop this skill were interesting and the students were more excited for speaking in English rather than writing on it, because for them speaking in English was partially a new subject. Another aspect that contributed to the improvement of the speaking skill was the resources he prepared such as the useful phrases and the vocabulary bank which help them to have a variety of sources to use when speaking.

Finally, if teachers continue using this methodology and some didactic and creative resources in order to help students improve the production skills, the results would be extremely astonishing and students would have a better English level.

<center>CHAPTER TWO</center>

<center>RESEARCH COMPONENT</center>

Formation of the reflective spirit in the FLP pre-service teachers: a training tool to qualify the pedagogical practice.

Introduction

In the teaching training context of the foreign language program (FLP), the pedagogical practices of trainee teachers' formation are outlined as one of the few focuses of attention and of update to study and to document for the improvement of the teaching-learning processes, and as to the qualification of the education.

Though there is a clear interest in light of the obvious need to understand and transform the pedagogical practice, also it exists in what the majority of the local studies focus, especially in learning issues more than in those of teaching.

It has been considered to be pertinent to formulate a project which establishes a thoughtful approach about the practice as a way of objectifying knowledge, behaviors and attitudes that guide the teaching activity; similarly, as a conscious internalization, immersion and exploration exercise of the own educational subjectivity, by means of questions formulation and information search for problems solution and own recognition.

Justification

The formulation of this project in the integral practicum context of language students, registers in the professional conception of the practicum as a spearhead to improve the educational processes in the educational establishments where the teaching practice are done. It

is believed that placing value on the role of reflection in the learning process is the first step to understand the difficulties of the profession, the own actions and to be interested for the knowledge of models and approaches to face a problematic situation and to restore an analytical regard on the fact.

In accordance with what the philosopher of education Jhon Dewey exposed, pioneer in the field of the reflexive thought applied to education, we justify the need of this project to bestow analysis and self-observation tools on students for them to distinguish between the routine and the reflective action. We consider that a reflexive approach helps students to avoid the traditional characteristics of inertia and authority that pervade school.

Problem

In school it is assumed fundamental aspects of the constitution of subjects, of the institutional life without questioning, they are seen as imprints, stable and invariable features which belongs to the identity and the school's culture. When the events are developed without any major disturbance, the teacher takes a chance on establishing himself/herself in logic of performance that does not allow the pedagogical development and the renewal of school culture. A practicum devoid of reflection does not propitiate the emergence of problematic situations; these realities are ignored, invisible. Seen in this way, the pedagogical practicum is assumed as reproductive codes which put teachers in traditional knowledge, of cultural reproduction becoming in a barrier for the emergence of raising practices tending to generate thinking and knowledge transformations, to attend social needs.

Regarding this situation, which affects teachers to a larger or lesser extent, it is needed that the pre-service teachers training promotes the student-teacher, the trainee teacher, a critical

and reflective spirit which contributes to the improvement of his/her pedagogical practices, in that they become essential elements which impact and transform his/her job and his/her future professional performance.

In the University of Pamplona foreign language degree context, the reflection is conceived as a fundamental exercise in order that students who are carrying out his/her integral practicum evaluate their own performance and include a critical and constructive look on his/her job being teachers. To star this study, the following leading questions are formulated:

- In what way the implementation of reflection contributes to the transformation of the pedagogical processes inherent in the integral practicum development?
- How does the reflection activity influence the development of the pre-service teachers' critical spirit on analysis of his/her pedagogical work?

General objectives

- To implement reflection as a transformative tool of the pedagogical process of the integral practicum.

- To promote in the student-teachers the development of a critical spirit, allowing them to analyze their pedagogical work.

Specifics objectives

- To consolidate a group of student-teachers who critically reflect and present proposals and alternative solutions to the problems found in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their teaching practice and to integrate effectively in the educational institution.

- To identify and analyze the strategies used by the student-teacher in his/her pedagogical practice.

- To implement reflection workshops and development of teaching units to guide reflection of pre-service teachers.

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

Theoretical framework

The theory on the teaching profession, the reflection, the reflective practicum and the pedagogic practicum, constitute the conceptual frame of the present study. To have a major degree of clarity on the included concepts, in narrow relation with this research project, we are presenting an approximation to each one of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function to give knowledge based in a certain science or art, but the one who in addition, has within his/her responsibilities the integral formation of the pupils.

The teaching profession demands a series of competences, which currently constitute a conceptualization and a modus operandi in the planning and management of human resources orientated to facilitate a joint among management, work and education. Thus, we realize that every teacher must comply with some skills in the discipline that allow him/her to have

dominion over a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the academic level in which his/her activity is developed.

Likewise, every professor must possess some capacities in content organization, that is to say the pedagogical practice not only demands to organize the components to be learned by the pupils, but to foresee learning conditions in the educational context or out of it. The most immediate function that teachers must develop is designing or foreseeing the learning practicum.

Reflection

Talking about reflection implies approaching different conceptions on the above mentioned notion. For such a reason, to deepen its definition, two aspects will be kept in mind: the reflection as a process, and the reflection as subject matter. (Strap Molina et 2010)

Reflection as a process

Reflection is done following a series of stages that in a cyclical way results in a process. According to Schön (1983) mentioned by Strap Molina et al (2010) to reflect on the experience implies "a type of reflexive dialog with the situation, where the language would favor the access individual experiences, which would allow people to extract a new structure of the situation

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

Figure 17. Stages of reflection

Reflection as subject matter

The conception of reflection is based on a topic that is related to the previously mentioned concept. Thus and taking as a reference Grimmet et al (1999) mentioned by Strap Molina et al (2010), reflection is based on three perspectives: reflection as a mediation instrumental of the action, reflection as a deliberation and reflection as a recreation of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows thinking over; and the contextual aspects, which allows pondering in the third perspective. In turn, the mentioned perspectives rely on mediators in order that such process should be executed; in the first instance, we find the action, the context, the colleagues and to the same person who reflects on.

The reflective practicum

To update and to qualify the academic proposals in the University and to orientate the pupils towards new ways of being related to the world, it becomes necessary that teacher interrogates on his/her own practice and on the repercussion that it has generated; also it is required that teacher be able to objectify his/her behaviors, and to assume the different roles in the pedagogic relationship.

The teacher takes a central role in the current educational world; he/she acts in a complex space submitted for constant change determined by the interaction of diverse factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation with the changeable circumstances" (Ebutt and EllioT:1986). In this context the practicum and class space issues need a particular treatment orientated to the comprehension and the social interaction.

The need of articulating the evolving social reality to our job is demonstrated in the existence of numerous attempts trying to explain school phenomena and in the search of ways of attending these phenomena, to make the school work effective.

This study will serve teachers participants to think about his/her methodological processes in light of the reflection as the unique rational and ethical way of intervention. (Sacristan 1999)

According to Van Manen (1997) there are different levels of flexibility, firstly in the classroom the effective application of skills and technical knowledge are given; The reflection applies to the selection and adequate use didactic strategies that teacher will use.

Secondly, the reflection carries on the implicit budgets in specific classroom practices. Thus, the consequences of adopted strategies, of the curricula and of the practices are analyzed.

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

Finally, Van Manen establishes an exercise of critical reflection; at this level, he formulates to present a more elaborated reflection, a questioning of ethical criteria, normative and moral related directly or indirectly with the classroom

The pedagogical practicum

For the analysis and the reflection on the practice it is considered to be suitable to resort methodologically to a conceptual operation of classification of the practice; for such purpose we assumed Zeichner's proposal who has established several modalities of practice like:

Academic practice

It is oriented to prepare thoughtful teachers about the courses that they guide, so that they transform them into understandable structures for students.

Social efficiency practice

It means obtaining an effective education by means of the application of didactic techniques that are deduced of general principles to which the pedagogical research has come. In this case, the reflection consists of a strategic decision: "to select among the variety of available methods which are considered to be more effective".

This is the way of proceeding of the technical rationality.

Developmental

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

Social reconstruction

The object of reflection is the social, economic and political context, so that democratic and equal relationships in the classroom, and just in the social area, be promoted.

Generic

Programs allude to the reflection in a generic way, but without specifying either the pretensions of the programs or the contents on which must be thought over or the strategies to promote reflective learning.

Activators of reflection

According to Schulman (1987), these activators are the cognitive basis of the teacher about classroom life; they are essential because they constitute the element of reflecting that contribute in the process of the own knowledge that a good teacher needs to take decisions in the classroom.

Critical element of reflective thought

This element of reflecting makes relation to "the moral and ethical aspects of compassion and social justice" as raise Sparks-Langer and Colton (1991: 39). The interest pertains to social justice and ethics in education.

These authors established few classificatory categories of knowledge

1. Content knowledge

2. Pedagogic general knowledge

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

4. Teaching and own professional configuration knowledge

5. Pupils knowledge and their characteristics

6. Educational context knowledge

7. Philosophical, historical, axiological foundation knowledge

According to Georgea Spark-Langer and Amy Colton the narrative element, is different of the elements of the reflexive thought that is included in the present study as an instrument. It has a relation with the teacher's narratives, to stimulate the statements of his/her experiences in the classroom that are presented under many forms and fulfill diverse functions in the subjectivity, and in the constitution of the subjectivity. In this component, teaching diaries are situated in which the writing unleashes the elaboration of the teacher reflexive thought, on his/her experiences of practice, objective and subjective and intersubjective.

Methodology

The methodological strategy has as a central axis the reflection that further contemplated holding meetings for strengthening the collective practice as an initial space where the teachers' trainee will talk about education and labor issues. The organization principles are autonomy, planning and self-observation.

To review the impact of the reflection about this process, it will take just a process of socialization and systematization of it.

This study is part of the qualitative research approach, from the perspective of reflecting as a professionalizing space that will contribute greatly to the description, identification and analysis of pedagogical practice.

Objectives

To consolidate a group of student-teachers who critically reflect and present proposals and alternative solutions to the educational problems of their teaching practice.

To socialize criteria, share ideas and guidelines to assume their teaching practice.

To qualify, facilitate and be part of the educational center effectively.

Reflection workshops.

The reflection workshops has a fundamental purpose that is to guide the reflection process of student-teachers, but also to socialize and share their own job experiences to enhance their process and put into practice new tools to change the teaching practice.

Self-observation Sheet.

The self-observation sheet aims at guiding the student-teacher towards his/her own view of his/her teaching practice and his/her role in the classroom and in the environment of the educational community in which he/she is part of.

Narrative.

The exercise of reflection might allow student-teachers to express on their work from the narrative of their experience as a way to make sense of the everyday life of the teacher.

Class records.

Having evidence of the performances of the student-teacher in the classroom, will allow reflecting about different aspects regarding the process of teaching / learning foreign languages whether these were used or not in their reflexive exercise. These records will allow having an external and constructive view of their teaching practices.

Context

Pamplona city, which was founded in 1549, is the most ancient city of the department "Norte de Santander". It is located in the valley of the Holy Spirit, in the Colombian Andes. Founder of many cities in the colony, it has been along its history, center of confluences and religious influences; it received great number of religious communities among we can mention: "La comunidad de Franciscanos" , "la Hermanas clarisas"; "los Hermanos de San juan de Dios"," la Compañía de Jesús", "la Comunidad la sallista" likewise, religious feminine communities: Hermanas de la presentación, Hermanas bethlemitas, among others; the presence of these communities in the city led to the creation of educational institutions with projection of their beliefs and values. It is in this geographical context in which this study is located, which has the school as the institution in which educational actors are developed: pre-service teachers FLP.

School is understood as an specific educational community which being an organ is in charged of the institutionalized education, that is to say the school is the place where the education is carried out, where the education is fulfilled and where the education is organized. Nowadays, the school is considered to be the way of life of the community, it means, the school transmits those learnings and values that are considered to be necessary in the community and

that lead the pupils to use and improve their capacities in benefit of both the society and the own one.

In school, we always find some fundamental elements that intervene, this is the case of teachers and pupils whose actions and way of acting are subordinated to a social and cultural order which the own school takes.

School is a dependent organ of the society, it is a social institution destined, inside the specific area of the education, to manage the systematic education and that conditions the training and organization of groups represented by educators and pupils (Curl, 2010). The school as an educational institution fulfills some specific functions within which the following ones are emphasized:

Socialize function

It concerns the learning of young people, of values, procedure, behaviors, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function includes all the processes of socialization, in which the members of the school take part.

Instructive function

The instructive function uses two functions, the development of the spontaneous processes of socialization, to guarantee the training of human capital, which needs the functioning of labor market. It consists that to a higher level of culture, knowledge, value etc., there is a higher possibility of adjustment.

Educational function

The educational function needs a community of life, of democratic participation, of intellectual search of dialog and learning. An educational community that breaks the barriers ratifies them between the school and the society, a space of culture where concepts, technical tools and codes of humanity culture are learned. As a consequence of the active participation in the exchange of meanings, desires and behaviors with the companions and adults (Vizcaino, 2010).

Population

The total population of the present study is constituted by twenty students of tenth semester, pre-service teachers of the Foreign Languages program English-French of the University of Pamplona.

The direct benefited population:

Trainee teachers

Supervisors

Student community of the centers of implementation of the Integral Practicum

The indirect benefit population:

It is composed by the teaching community of the FLP, the results will help the vision of the program's agent about their practices.

Integral practicum staff

Institutional dependencies articulated to the project:

Foreign language program (FLP)

Language and communication department

Education faculty

External institutions linked with the project

"Jose Antonio Galan" School

"Brighton" School

"La presentación" School

"Normal Superior de Pamplona"

"José Rafael Faría" school

"Cristo Rey" School

"Normal Superior Sady Tobon Calle" School

General Schedule of the project

		February				March				April				May			
	Stages and activities	Month 1 Week				Month 2 Week				Month 3 Week				Month 4 Week			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project formulation			■	■												
2	Socialization					■											
3	Implementation						■	■	■	■	■	■	■	■	■	■	

4	Application of the instruments						■	■	■	■	■	■	
5	Data analysis												■

		Month 5 Week							
		I	II	III	IV				
5	Data analysis	■							
6	Socialization of the results		■						

Table 4: Schedule of the outreach component

Findings

Reflection implies a constructive process in which we, as pre-service teachers, reflect about some aspects or difficulties that could appear in the development of our practice. Concerning my case, some aspects such as the time devoted to each activity and the instructions given for the development of the activities, those aspects have been improved thanks to the reflection process.

Time devoted to each activity

One of the challenges that teacher had when he started his teaching practice was the time that he spent for each activity, when planning he assigned a certain amount of time to each activity, however when implementing that plan he spent a lot of time in each activity due to some aspects such as: 1) the fact that students had a lot of questions about vocabulary or about the topics that they were learning because there were some lacks in topics that must have been

understood totally in the level they are, so when students presented those doubts the pre-service teacher tried to solve each one of them before continuing with the class ; 2) when the teacher asked students to do a writing activity or a speaking activity, he tried to listen to everybody's voice in order to clarify some doubts (if there were) and to have an equal attention to all the students, nevertheless, because of the amount of students (40 approximately) is extremely big, time passed by so fast and he did not get the enough time to finish or to develop all the activities proposed for that session, this situation was expressed by the trainee teacher in the following statement:

> "(…)some problems arisen, the first one is the fact that the time of the class is not enough for me to teach the whole lesson planning I prepared, I just accomplished to carry out two of the activities proposed, and I had to take time of the other class in order to finish with the activities that I could not finish, I talk with my supervisor about this problem and she stated that in fact I was taking so much time for some activities that must be done in less time" (Reflective journal 6)

After he realized that this situation was affecting the developing of the classes and of his project as well, the pre-service teacher decided to ask his supervisor for any tips in order to adequately implement all the activities proposed for the class, concerning the enough amount of time that students must spend in the activities. Thanks to the advices that his supervisor gave him he could improve the time I devoted to each activity by establishing a limit of time to do an activity and by revising first to the students who have a better academic performance and then to ask students, who have problems, to go and write on the smartboard their exercises in order to cooperatively correct it and take advantage of the time.

Instructions given for the development of the activities

At the beginning of the pedagogical practice, the trainee teacher used to give students the instructions to develop the activities in a complex way, so after finishing the explanation of the instructions and asking students to start with the activity, some students started to ask him what to do. His supervisor noticed that he was giving the instructions in a more complex way than the normal way students were used to. So after reading the previous narratives and lesson plans, he realized that in fact he was being so demanding with the instructions, so he decided to use a simpler language and his supervisor advised him to give several examples for students to have a better understanding.

After applying these new strategies of giving instructions, students understood better and developed in a faster way the activities proposed, teacher stated this problem and the evolution he had:

> "Another relevant aspect of this week is the way I am explaining students the instructions to develop the activities; my supervisor told me that students are not able to understand the explanation I give because of its complexity. However, I have started to explain a little clearer giving the statements in English and reading them in Spanish for a better comprehension of them, also I give students two examples of the results I want or that they could do." (Reflective journal 7)

Even though the pre-service teacher has overcame these difficulties, it is important to remark that there was an aspect that he had not been able to deal with and it is the attention of NEE (students with special needs) he had two students with this situation one in eighth grade and another one in fifth grade, the student in the fifth grade is the most worrying one, because he is

not able to write and to speak even in Spanish, so when the teacher developed the class, he felt frustrated because he could not be able to include him in the class. He tried to ask the student to draw a person or some figures with circles and lines, teacher modeled the way he could do it and asked him to repeat the process, but the only think he did is a spiral. The trainee teacher felt sorrowful because even his classmates exclude him in many ways. The teacher talked with the primary teacher and she told him that his situation does not allow him to learn anything; however it was the most challenging aspect for the pre-service teacher.

The fear students had to produce

This aspect is about the methodology the pre-service teacher was implementing which is TBL, he decided to use this methodology because he identified that students do not develop the production skills which are so important when learning English, and so the trainee teacher carried out several production activities and tasks in both skills, speaking and writing, when students were asked to develop a production activity, they manifested an explicit fear if doing it, the pre-service teacher stated it in the following excerpt:

> "In the day students presented that task, they were really nervous because of the fact that it was a speaking activity, (…) After some groups presented their oral presentations, I could realize that it was extremely difficult for students to memorize the script they have to say, some students tried to talk without a paper, while others students completely read the scripts. The students even if they read all the information, they did it with nervous and with a lot of pronunciation mistakes." (Reflective journal 7)

In this statement, the pre-service teacher manifested that students developed the production activities with nervousness and fear and that could affect the students' performance.

Conclusion

The reflection was an important tool for the pre-service teacher to be aware of his weaknesses and strengths, in this report only the weaknesses were exposed because the pre-service teacher considers that he can improve his teaching practice by looking at the aspects he have not done properly in order to look for alternatives to overcome those negatives aspects.

To sum up, in these ten narratives and the information of the self-evaluations the trainee teacher has been able to improve his teaching practice in some aspects that he considered are normal in the learning process, but after realizing of its constant repetition, he searched for strategies to overcome and improve them.

CHAPTER THREE

OUTREACH COMPONENT

Using flashcards as a methodology to improve acquisition of vocabulary in fourth and fifth grades at Higher Normal School "Sady Tobon Calle"

Introduction

The participation in global policies in the academic, cultural and economic fields motivated the Colombian Government to promote the foreign language learning process in different education sectors in the country, so that citizens have the opportunity to participate in cultural exchanges to enable them to access to more equitable conditions regarding the personal and social development of the country.

In order to promote the learning of English in Colombia and form Colombians more competitive citizens, the Ministry of National Education presented in 2004 its policy of bilingualism aiming at "having citizens able to communicate in English with internationally comparable standards that place the country in universal communication processes, in global economy and in cultural openness". Thus, this Ministry has been implementing a wide variety of strategies at different levels of education towards the achievement of this goal; a clear example of it is the creation of English quality standards for primary and secondary education, the definition of a solid and coherent assessment system and the development of training plans.

This program has been developed in the whole country and it has integrated the work done by the secretaries of education, public and private universities and language schools, nevertheless the results obtained at the moment have not been very encouraging since many of the educational establishments of the nation have not been included by this program.

Regarding primary school, the National Government tends to the extension of the coverage of English learning to children, since many of these educational establishments do not have an English teacher who orientates teaching-learning processes and thereby the results of the applied national evaluations are not very favorable.

The University of Pamplona in its public institution capacity, forming student-teachers and more specifically the Foreign Languages English-French Program, has approached to the reality facing that the primary school faces in the city with regard to the National Bilingualism Policy; many of the educational institutions of this city do not have an English teacher to meet the training needs of the primary sector.

Recognizing this reality and the problems that it generates, this proposal aims at meeting primary children's needs and integrating the formation of foreign language program French-English student-teachers to the educational reality of this sector so as to reduce the gap generated between public and private schools in the area of foreign language.

Governmental policies identify the problematics, however the attention of them is not regulated, it needs effective support, for the concrete case, foreign languages teachers in order that student's exams and tests results are in agreement with the proposals of "Colombia la más educada".

Justification

The learning and acquisition of a foreign language, allows to be to the forefront of the own needs that nowadays the world demands. It is therefore that the mentioned process needs to be implemented and worked from the beginnings of children education so that at the end of their basic education, they have bases allowing them to continue with the learning process in the secondary education, vocational average and in higher education, aiming at achieving more trained people in this area.

This project aims at creating an awareness of teaching English in primary schools in "Escuela Normal Superior Sady Tobon Calle", contributing to the foreign language basic formation which is essential in this globalized world. Consequently, it is carried out as part of the outreach component developed by student-teachers of the Foreign Languages degree at the University of Pamplona, as a way of contributing the strengthening of English teaching in the primary education field.

The development of this project enhances in a high level both the institutions and the students of the city, and also the Foreign Languages Program and the pre-service teacher who carry out practicum. This benefit results in the possibility that primary school students have to get a contact with the foreign language and in the same way, for student-teachers who are on the point of completing their training program allowing them to know the reality and the educational needs to contribute in the processes of improvement of those needs.

General Objectives

- To address the English formation needs of primary school children in "Escuela Normal Superior Sady Tobon Calle".

- To integrate foreign language student-teachers training of the foreign language degree English-French, to the educational reality of the teaching process in the primary school in "Escuela Normal Superior Sady Tobon Calle".

Specific objectives

- To make the primary school children become familiar with basic English knowledge.

- To involve student-teachers in the English teaching processes in the primary school in "Escuela Normal Superior Sady Tobon Calle".

- To articulate the formation of pre-service teachers with social outreach programs offered by the Office of social interaction at the University of Pamplona.

Typology of the project

This is a formative project, belonging to the area of curriculum; opened to the institutions in which the Integral practicum is carried out and the basic primary training is offered in "Escuela Normal Superior Sady Tobon Calle". This study takes part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated to social projection; it goes beyond to the institutional space and makes possible the joint of foreign language degree to the "Escuela Normal Superior Sady Tobon Calle".

The main pedagogic and communicative aim places inside the institutional lines of projection and extension to the community of the University and of the degree.

Contribution lines

Contribution to the academic formation in Foreign Languages.

Citizen training (attention to problems of the educational environment tending to diminish the inequity of the educational system)

Projection of the school Community to University and Program level

Theoretical framework

Teaching languages

Languages international policies. The UNESCO has been concerned since many years, for the role of the language in the world. In 1999, it adopted the term multilingual education to make reference to the use of three languages: mother tongue, regional or national language, and international. This emerged from the idea that the particular needs from communities with

different cultures which speak different languages, they just can be understood though the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

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

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

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

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

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

"Esta distinción ha sido cuestionada debido a que resulta complejo deslindar ambos términos los cuales forman parte de un proceso continuo entre lo inconsciente y consciente (Richard-Amato 1996)". Authors show their point of view regarding the topic and they differ in saying that the terms 'learn and acquire are too similar given that the foreign language can be learnt naturally but it also involves learning processes. It is important to highlight, however, that Krashen and Terrel (1983) contributions in terms of natural approach are relevant for the

acquisition of a foreign language in children and they support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-Production, is the phase in which the child develops the ability of listening and comprehending the language through gestures and actions; it is a period distinguished by the silence. Therefore at this stage it is advisable to implement the Total Physical Response (TPR) method proposed by Asher (1976) for stimulating the development of a foreign language through psychomotor activities without stressing on oral production.

Early production, in this phase one or two words/ phrases are said. It is recommended to focus in the meaning omitting grammatical mistakes.

Extended speech, in this period, the child is able to say complete phrases and also to participate in conversations. Now, the teacher must help the boy to improve fluidity in the foreign language.

To support the aforementioned about the acquisition process of a foreign language acquisition it is possible to say that according to Berko and Bernsteins (1999), children who can learn, comprehend, discover and formulate forms of communication in a foreign language, they do so because they need to integrate with the rest of society. Consequently, children can learn a language throughout the sense they make of the world, they have their own judgment for every aspect they discover. For this reason learning a foreign language must begin from the prior knowledge and the structure of the native language, given that these aspects give way to begin learning a foreign language

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

Why to learn a foreign language in primary School? Madrid and McLaren (1981) who state that there are different type of reasons that justify learning a foreign language in the school. Pointing that the real reasons are kind of pedagogical and formative. For example, based on various studies, it is possible to say that:

- Children who begin studying a foreign language in school tend to get a better and more positive performance than others.

- Children show not only a special capacity of imitating colloquial sounds and expressions but also a great flexibility, spontaneity and audacity what overcome young and adult people.

- Children not only tend to be scare of making mistakes but also acquire and transmit this meaning through gestures and pantomime.

- Children are in a stage of their life in which plasticity of their brains allow them to learn languages. (Cited by Frandiño Y, Bermudez J and Vasquez V, 2012)

To conclude, the learning process of the human being is in function of experiences in the closer context, influenced by the predominant culture and identify their idiosyncrasy and

autonomy; especially in the young population in the vital cycle of childhood, where from a great number of theories from the physiological and sociological area, it is stated that learning emerge through the observation and listening to some sounds that give primordial attention to the senses of every individual. Emphasizing that the cognitive process from the mental process address and take a successful conclusion a significant learning in children that are beginning their learning processes especially of a foreign language.

Schedule

		February				March				April				May			
	Stages and activities	Month 1 Week				Month 2 Week				Month 3 Week				Month 4 Week			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Institutional observation			■	■												
2	Formulation of subprojects				■	■											
3	Implementation						■	■	■	■	■	■	■	■	■	■	
4	Outcomes																■

		Month 5 Week																
	assessment and impact of the project																	▉

		Month 5											
		Week											
		I	II	III	IV								
5	Outcomes assessment and impact of the project	▉											
6	Socialization of the results		▉										

Table 5: Schedule of the research component

Methodology

This outreach component aims at contributing the English learning at improving "Escuela Normal Superior Sady Tobon Calle" 4-01 and 5-01 graders by using flashcards as a strategy to improve the acquisition of vocabulary.

Taking into account that in fourth and fifth grades each subject has a different educator, the pre-service teacher had to choose two grades in order to develop these strategies, down below the time table he used for primary classes:

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00					5-01
8:00-9:00					5-01
9:00-9:30	B	R	E	A	K
9:30-10:30					
10:30-11:30					
11:30-12:30	4-01				4-01

Table 6: Student- teacher's schedule in the primary school

One important aspect of every subject in school is that each teacher and subject must have a syllabus so that the teaching could be organized, however, in this school there is not an English syllabus for primary education, for that reason the trainee teacher had to create a "Ruta Basica" for the second period based on the books and Suggested Curriculum proposed by the MEN in order to organize the teaching of English for that period and he participated in some workshops that English teachers organized in order to teach primary teachers how to create an English class and syllabus, here below the two "Rutas Basicas" are shown:

NIVELES DE DESEMPEÑO	EJES TEMÁTICOS	CRITERIOS DE EVALUACIÓN.
• **DESEMPEÑOS ACADEMICOS** **Level A1. 1 (principiante)** 1. Asks and answers questions related to who, when and where. 2. Exchanges opinions about a topic of interest 3. Compares basic characteristics of people, objects and places	**CONCEPTUALES** 1. Adjectives for physical appearance (Adjetivos para describir apariencia fisica) 2. Personality adjectives (Adjetivos para describir rasgos de personalidad) 3. Verb to be (verbo ser o estar) 4. Nationalities (Nacionalidades) 5. Numbers (Numeros) 6. Verb to have (verbo tener) 7. Wh questions (Preguntas con Wh- Where, who, when) **PROCEDIMENTALES** **ACTITUDINALES** 1. Let's talk: El propósito de este proyecto lleva el niño a valorar el diálogo como principal estrategia para manejar los conflictos. **Producto sugerido:** Exposición de pequeñas presentaciones donde se ejemplifica el diálogo como estrategia para manejar conflictos.	• Desarrollo de actividades de escucha, lectura, escritura y habla. • Juego de roles. • Desarrollo de talleres gramaticales • Presentación de un proyecto de aula. • Lectura de historias cortas.

DESEMPEÑO ACADEMICO (porcentajes)

EVALUACIONES INTERMEDIAS 40%	ACUMULATIVA 20%	ACTIVIDADES PEDAGÓGICAS 30%	ACTITUDINAL 10%
Evaluaciones escritas Evaluaciones orales Exposición de trabajos (se nivela luego de tener la definitiva de este porcentaje a	Presentación y sustentación de los proyectos de aula: 1. Let's talk: El propósito de este proyecto lleva	• Tareas y trabajos • Actividades de tipo oral (habla y escucha) (monólogos)	• Cumplimiento de normas y compromisos acordados en el pacto de aula.

Figure 18. "Ruta Basica" fourth grade

SECUENCIA DIDACTICA:

NIVELES DE DESEMPEÑO	EJES TEMÁTICOS	CRITERIOS DE EVALUACIÓN.
• **DESEMPEÑOS ACADEMICOS** **Level A1. 1 (principiante)** 1. Asks and answers questions related to who, when and where. 2. Exchanges opinions about a topic of interest 3. Compares basic characteristics of people, objects and places	**CONCEPTUALES** 1. Adjectives for physical appearance (Adjetivos para describir apariencia física) 2. Personality adjectives (Adjetivos para describir rasgos de personalidad) 3. Verb to be (verbo ser o estar) 4. Nationalities (Nacionalidades) 5. Numbers (Numeros) 6. Verb to have (verbo tener) 7. Wh questions (Preguntas con Wh- Where, who, when) **PROCEDIMENTALES** **ACTITUDINALES** 1. Let's talk: El propósito de este proyecto lleva el niño a valorar el diálogo como principal estrategia para manejar los conflictos. **Producto sugerido:** Exposición de pequeñas presentaciones donde se ejemplifica el diálogo como estrategia para manejar conflictos.	• Desarrollo de actividades de escucha, lectura, escritura y habla. • Juego de roles. • Desarrollo de talleres gramaticales • Presentación de un proyecto de aula. • Lectura de historias cortas.

Figure 19 "Ruta Basica" fifth grade

Findings

Once the pre-service teacher finished the integral practicum, he taught to primary students, fourth and fifth grades, the following topics: hobbies, likes and dislikes, adjectives to describe the physical appearance, adjectives to describe the personality, the verb to be in present, and the verb to be in past, the nationalities and countries. He could not achieve what he proposed in the "Ruta Basica" because he lost so many classes with primary students due to some activities proposed by the school or holidays.

Talking into account that the strategy he adopted that was the use of flashcards in order to teach vocabulary, he implemented several activities in order to improve the learning of the above mentioned topics, the activities which he carried out are:

Memory Tester

In which the teacher places a selection of flash cards on the floor in a circle. Students by groups have one minute to memorize the cards. Each group has two minutes to write as many of the names as they can remember. The group who writes the most of the words wins.

Eraser Races

In which the teacher places two of these flashcards that have already used on the explanation on the floor at the front of the classroom. Teacher divides the class into two teams and have them line up. Teacher gives the two students at the front of the lines one eraser each. When the teacher calls out one of the cards, the two students race to put their erasers on the correct card. The first student to do so wins a point for his team. This process is repeated several times, and then the teacher adds a third card, and fourth one and so on.

Pass The Card

The students and the teacher sit in a circle. The teacher starts by passing a picture card to the student on his left, saying, "tall is alto." The student takes the card and passes it to the next student, saying, "tall is alto." The card is passed around the circle. When the card returns to the teacher, he puts that card aside and introduces a new picture card in the same manner. When the students have learned a few picture cards, the teacher repeat the process and wait until a card has

reached the halfway mark, then introduce a second card going in the same direction and the students who is mistaken get out of the circle until there is a winner.

Four corners

In this game, the teacher gives to some students some flashcards with the name of some adjectives already learnt in class, the students who have the flashcards must go to the borders of the field, the rest of the students must be in the center of the field, the teacher says a name of an adjective in Spanish and students must run onto the corner in which this adjective is in English. The teacher says all the words that are in the field.

One example of the development of the students could be explained with the last activity, the four corners, in which the pre-service teacher started the class asking students if they know what an adjective is and to tell me some adjectives that they would use to describe the physical appearance of a person in Spanish, then he asked students if they know how to say those words in English in that way he introduced the flashcards he used (see figure 20), in which there was an illustration of an adjective and the adjective in English, the trainee teacher raised a flashcard and asked students to tell me the adjective in Spanish, then he pronounced the adjective and asked students to repeat. After he named all the adjectives, he raised the flashcards once again and asked students to tell me the pronunciation and the meaning in Spanish, after that he got the students out of the classroom to the field in order to play the game four corners, taking into account that the classroom is not enough for 31 students. He explained the game and the rules and played the game, when the students arrive to the right word he asked one student to tell me what it means and its pronunciation. In order to finish the class the pre-service teacher asked students to write the adjective on their notebooks and to write the homework in which they have

to look for five more adjectives to describe the physical appearance and five adjectives to describe the personality.

Figure 20. Flashcards sample

Conclusions

The pre-service teacher manifested that the assistance with primary teachers and students was a little challenging because primary teachers did not have an established English curriculum, for that reason he had to create an English curriculum for the second period having as a guide the suggested curriculum and the basic learning rights that the MEN proposed for English primary education.

Even though there are a lot of barriers for primary students to learn English adequately due to a lack of preparation and of resources, all of the students showed a great interest for the new activities proposed by the trainee teacher such as the use of flashcards as a way of acquiring vocabulary, students were excited every time it was English class, because they considered that

those classes were a way of experiencing new things and to enjoy learning English through didactic activities.

To sum up, primary English education is so important for students to have consistent bases in order to have a better learning, if teachers use didactic and dynamic activities to teach English, students will be interested in English and students will be more enthusiastic in high school.

CHAPTER FOURTH

ADMINISTRATIVE COMPONENT

Introduction

The last component of this practicum project is about the pedagogical activities that the Higher Teaching Training College "Sady Tobón Calle" will develop during the first semester of 2018. There are different types of activities related to school calendar which were planned in advance by the academic and administrative authorities of this school. Furthermore, those activities are helpful for the pre-service teacher so as to recognize the administrative procedures at any educative institution.

Justification

It is believed that teachers' functions are limited to the teaching exercise; however, when we face real context, we find that an integral teacher must incorporate some administrative aspects into its labor in order to adequately adapt him/herself into the educational community activities. Even though, some activities are not directly linked with foreign languages, the

involvement of the pre-service teacher in these kinds of activities is necessary so as to become an active member of the educational community in which the practicum is being developed.

This component is aimed at offering administrative and organizational services to the institution as well as the teacher's knowledge when organizing some activities such as the language day, a raising-flag day and among others. Another important aspect, is the impact the pre-service teacher can have with the educative communicative incorporating him/her self in those activity and in the same way to contribute with the growing of the Colombian educational system.

General Objective

- To participate actively in the administrative activities and events proposed by "La Normal Superior Sady Tobon Calle" School.

Specific Objectives

- To provide organizational services to the school to create and prepare adequately the events proposed.

- To collaborate in the organization of activities and discipline management.

Methodology

Taking into account that the institutional establishment proposed some activities in order to include all the educational community, it is important that teachers, no matter what their knowledge area could be, they have to be part of it, helping with the organization and execution of them. Consequently, it is important that pre-service teachers take an active part and get involved in the activities proposed by the institution such as Eucharistic celebrations, cultural events, teachers and parents meetings, flag rising, exams week, among others.

Keeping in mind the goal of this component, the student-teacher worked on the following extra-curricular activities during the development of the practicum:

Activity	Date
1st term	
Diagnostic "Instruimos" test	February 27th
Remedial sessions	March 14th and 15th
Final exams	March 16th-23rd
Conduct assessment	April 5th
Assessment committee	April 12th
Delivery of reports to parents	April 12th
2nd term	
Remedial sessions	May 28th
Final exams	May 30th- June 7th
College recess	
Holy week	March 26th- April 1st
Special dates	
Election school governance discussion	February 22nd

(student's representative, comptroller, auxiliary comptroller, student council)	
Election school governance (student's representative, comptroller, auxiliary comptroller, student council)	March 9
Language day	April 23rd
"Santandereanidad" day	May 11th
Family day	May 31st
Flag rising	
Possession of (student's representative, comptroller, auxiliary comptroller, student council), women's day, revolution of "Los Comuneros"	March 28th
Eucharist	
May Responsibles: 7th grade	May 31st

Table 5: Extra-curricular activities

Findings

In the whole process of the pre-service teacher teaching practice, he participated in some institutional activities that the Escuela Normal Superior Sady Tobon Calle has prepared, those activities are:

- The Diagnostic "Instruimos" test: in which the students presented this test in order to diagnose the students' knowledge in several subjects including English.

- The assessment committee: in which by grades, meaning all the 9th grades, met with four representatives of parents from those grades, and two representatives of the principical in order to check the students with the best academic performance, the ones with the worst and some other aspects such as the amount of students who lost each subject, among others.

- Delivery of reports to parents: in this day the parents came to the educational institution in order to receive the reports of the development of their students, first all the parents and grades met with the principal and the coordinators in order to have a general view of the students, and then each groups met with the director of each grade in order to receive the reports and to talk about some other important aspects such as the development of the students, the preparation of the "Interclases".

- Election school governance: this was done into two sessions, one day the students elected their student's representative, comptroller, auxiliary comptroller) and in the other day, each grade, meaning all 9th grades elected the representative for 9th grade (see Figure 21).

Figure 21. Students electing their representative

Language day: in this day, the educational institution celebrated the language day with a flag rising and a parade (see Figure 22) in the main streets of the town.

Figure 22. Language day

- "Santandereanidad" day: it was a day in which the students showed some features of how

    people from Santander are; there was a parade and a flag rising (see Figure 23).

Figure 23. "Santandereanidad" day

Conclusions

      This component is considered to be one of the most important ones when developing the teaching practice and when being a teacher, because is the opportunity for teachers to become part of the culture in which the educational institution is located. In all these activities, the pre-service teacher could perceive the result of many efforts that teachers and students do in order to show to the community what they do in school. It is a great opportunity that the educational institution gave to teachers to participate and to become part of the community where they teach.

      Particularly, the pre-service teacher learned that teaching is not only assisting to classes, teaching is socializing with the community, with the students and with others teachers in order to organize such as beautiful events that reunite not only the linguistic and academic part of it, but also the organization, the presentations, the creativity that could arise when planning and when carrying out those important activities.

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Appendices

Appendix 1. Lesson planning for tasks applied

Fist task (writing)

Phase	Description
Pre-task phrase part 1.	**Opening** Students will participate in a brainstorming activity in which they have to give words or ideas of what technology means for them. Later on students will construct, with the assistance of the brainstorm ideas, their own definition of technology **Development** Students will watch a video about future technological inventions, they will be required to write the following questions and answer them, according to the video: 1. What are the future technology inventions? 2. In what they consist? Explain each one. 3. What impact do these inventions could have in the future? 4. Will they improve society's life? Why? After watching the video, students will be given some time to answer the questions and to socialize the answers **Closure** Students will be given some useful phrases in order to help them to say possible future technological inventions orally and in a

	written way:
	- I think that in the future there will be a/an….. - I believe that a/an... Will appear in the future - Because - I don't think there will be a/an…. In the future - That will consist of an object to… - I think classrooms in the future will be like… Teacher will give the students as homework, to look for the future tense "will" and for its uses.
Pre-task phase part 2.	**Opening** Teacher will start the class by checking the homework in which students will give ideas about the future tense. After this socialization, teacher will show students two future technological inventions in that they have to identify the future tense "will" and how it is used in the sentences **Development** After students identify some features of the use of "will", teacher will explain its uses and its structure in positive, negative and interrogative ways. Students will be asked to do some exercises about the use of will and its forms. **Closure**

	Students will be required to write a paragraph in which they have to talk about a future technological invention, using some useful phrases and words that teacher will give them Useful phrases: • I think that in the future there will be a/an….. • I believe that a/an... Will appear in the future • That will consist of an object to… Useful words: • Compose, be useful to, help, contribute to,
Pre-task phase part 3.	**Opening** Teacher will start the class by showing a sample poster containing a future technological invention, students will be required to identify the invention by just seeing the image and then they will have to read the description. Teacher will explain that they will have to do a similar poster with a future technological invention that in groups of three, they have to create. They have to follow these aspects: - Think of a future technological invention - Draw an illustration of the invention - Create a creative name for the invention - Create a description of the invention - And finally, describe if it will benefit or affect society's life (using will) For the next class, students have to present the poster orally and

	hand it out, as the 20% of the first term
	Development
	Students will plan and prepare the task in the rest of the class aiming at having the assistance of the teacher to solve linguistic doubts
	Length of the task: four minutes minimum and eight minutes maximum
	Closure
	Teacher will present the aspects in which they will be evaluated:
	Creativity 10 points Fulfillment of the indications: 10 points Linguistic elements: 30 points

First task (speaking)

Phase	Description
Pre-task phase part 1.	**Opening** Students will watch a video about a conversation of two students in which they talk about what they did yesterday. Students will be required to identify what they did and the way the two students talked.

	Development Students will make a revision of the past simple tense including the uses and the structure **Closure** As a task students have to prepare themselves for this game Students will play the game "two truths and a lie" in which, first they are going to be divided in three groups, each member of the group has to choose two truths and a lie about eating habits, when everybody is ready, one member of each group is going to tell the facts and the members of the others two groups must say which one is the lie, the group who hits the most to the lies, will win an extra point for the 20% evaluation
Pre-task phase part 2.	**Opening** Teacher will start the class by making a review of the past simple structure of the sentences in the three ways in that it can help students to reinforce the linguistic side of the game. **Development** Students will play the game "two truths and a lie" in which, first they are going to be divided in three groups, each member of the group has to choose two truths and a lie about eating habits, when everybody is ready, one member of each group is going to tell the facts and the members of the others two groups must say which one is the lie, the group who hits the most to the lies, will win an extra point for the 20% evaluation

	Teacher will be talking notes about the linguistic and phonetic mistakes that students could have in order to do some feedback at the end of the activity
	Closure
	Teacher will give students feedback about what they did, taking into account attitude, the linguistic performance and the ability of persuasion.
Pre-task phase part 3.	**Opening**
	Teacher will start the class by introducing and reading a sample interview about a celebrity talking about food choices and topics related to food.
	Students will be required to pay attention to questions used in the interview and answers as well for them to have an idea to develop the task.
	Teacher will explain the task they have to do as a 20% of the first term which consists of a TV show section in which students are going to be divided in groups of three people, one person of them is going to be the host in charge of asking questions and interacting with the guests.
	The three students need to talk about food choices, food habits, explanation of food choices (healthy or non-healthy meals and its components) eating disorders and recommendations for people suffering from these diseases and finally experiences about food (using past simple).
	Development
	Students will plan and prepare the task in the rest of the class

| | aiming at having the assistance of the teacher to solve linguistically doubts

They have to identify some elements:

1. Who is going to be the host?
2. Who are going to be the guests?
3. In what way can we include creativity in the interview?
4. In what way can we include all the aspects mentioned (food choices, food habits, ex explanation of food choices (healthy or non-healthy meals and its components) eating disorders and recommendations for people suffering from these diseases and finally experiences about food (using past simple)?

Timeout: Eight minutes minimum and twelve minutes maximum

Closure

Teacher will present the aspects in which they will be evaluated:

Creativity 10 points
Fulfillment of the indications: 10 points
Linguistic elements: 30 points |
|---|---|

Second task

Phase	Description
Pre-task phase part 1.	**Opening**

To start the class, students will be required to say what they |

would like to do in order to avoid the ecological problems learnt previous classes.

Students will do it in Spanish and they will be asked if they know how to say that in English, in that way the "would" would be introduced.

Development

Students will be shown the uses of "would" and its structure.

Teacher will give some examples for students to understand better the structure and the uses.

Students will be given the following exercise to hand it in.

Fill in the words to complete the sentences using "would, would like, would love or wouldn't like".

1-You want to do something with your friend tonight. You ask:

What [   ] to do tonight?

2-You are in a restaurant and you ask for a glass of water.

[   ] you bring me a glass of water please?

3-You are expressing how much you want to go to Paris.

I [   ] to go to Paris.

4-You don't like to work as a waiter.

I [   ] to work as a waiter.

5-You are offering your friend a sandwish.

☐ a sandwish?

Unscramble the sentence.

6-would/ she/ to/ like/ go/ vacation/ on/ this/ year.

☐ would ☐ to ☐

7-like/ He/ meet/ wouldn't/ to/ you/ like.

He ☐

8-love/ We/ to/ you/ visit/ would/ again.

We ☐

9-play/ the/ guitar/ Would/ you/ like/ to/ ?

☐ you ☐

10-wouldn't/ to/ swim/ there/ I/ like.

I ☐

Closure

To conclude with the class, students will have to prepare a role play in which they will include the ecological problems, the human actions and what they would like/love to do in order to avoid those problems.

This role play will be presented next class and students will work by pairs

Pre-task phase part 2.	**Opening** The teacher will start the class by showing students some unknown vocabulary that they could hear in the audio about an environmental problem. **Development** The students will listen to the audio three times, the first time they will have to focus their attention on the main idea of the audio, they also will be asked to write some words that they could understand. In the second time, students will do two exercises, the first one to listen to the 1st part of the audio and identify which the problem is and the second one, to listen to the 2nd part of the audio and to put some images in the correct order taking into account the order in which they are mentioned. In the third time, students will listen again the audio in order to write some sentences about what the audio talked about **Closure** To conclude the class, students will be given a case about an environmental problem; students will have to prepare some measures to solve this problem.
Pre-task phase part 3.	**Opening** In this class, students will start to prepare the task they will be presenting next week; this task is the 10% of the accumulative

	grade.
	The students will have to do an eco-poster in order to present their human actions to protect the environment.
	Development
	The students will be presented some eco-posters in which they will be asked to analyze: the illustration, the amount of words that it contains and the problematic and solution it proposes
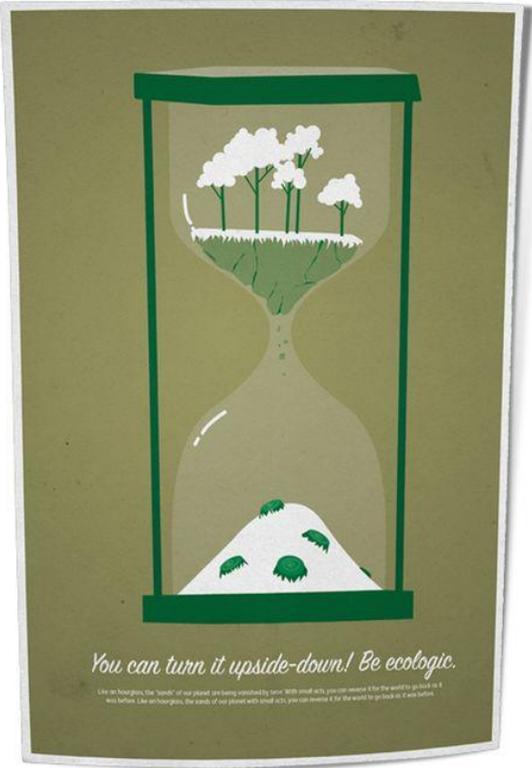
You can turn it upside-down! Be ecologic.

Like an hourglass, the "sands" of our planet are being vanished by time. With small acts, you can reverse it for the world to go back as it was before. Like an hourglass, the sands of our planet with small acts, you can reverse it for the world to go back as it was before.

Save what's left of
our Planet

GO GREEN!

After analyzing those aspects, students will be divided into groups of two people in order to start preparing the poster, the illustration, the message and to prepare the oral presentation of the poster.

Students will have to focus on a problematic and a solution for the problematic.

Closure

To conclude the class, the students will be reminded that they have to present that task on Thursday , 3rd may and that they will have one week to prepare it and to ask me for the pronunciation of words or some doubts.

Third task

Phase	Description
Pre-task phase part 1.	**Opening** The teacher will start the class by showing students some images about some issues like: pollution in the air, mortality of fish, among others. Students will be asked to say what issue each image refers to and why it is considered to be an issue. **Development** Then, the students will have to match the images with some issues given. After listening to student's responses, they will be required to list ten issues that are now present in the world; they will do this activity with the aid of their dictionaries. **Closure** To conclude the class, students will be required to say at least two issues each one.
Pre-task phase part 2.	**Opening** To start the class, teacher will remind students some of the issues that they wrote in order to start with a listening exercise. **Development** In this class, the students will do a listening exercise in which first they will have to remember the images they saw in the previous class about the issues and then they will have to pay attention to the order the speaker mentions them. After the first listening, the students will have to check the answers

	Then, the students will listen to the audio a second time in which they will have to pay attention to the issues the speaker mentioned and if there is one or two issues that are similar with the ones students wrote
	Closure
	To conclude the class, the students will learn that in English we use stress to emphasize important information, for that, they will hear an audio in which a sentence is read in three different times, with three different stresses.
	After that they will be given some examples for them to read them in different stresses.
Pre-task phase part 3.	**Opening**
	To start the class, the teacher will show these two images:
	She is cleaning the bird. People are cutting down the trees.
	In which students will have to answer to these questions: **a.** Are these sentences about actions that are happening at the moment? **b.** How do you make this verb form?
	In that way, the teacher will introduce the present continuous
	Development
	The teacher will explain the uses and the structures of the present continuous and he will give students some examples of them

Closure

To conclude the class, the students will do two exercises that they will have to hand in in order to get a grade and to check if they understand the topic.

```
destroying   cleaning   changing   wasting   throwing away   making
```

a. You are _____ water. Turn the tap off!

b. He is _____ that bottle. He could recycle it.

c. The climate is _____. The Earth is getting hotter and hotter.

d. They are _____ the habitats of many animals by cutting down the forests.

e. We are _____ a poster about our project.

f. I am _____ the beach. Look! There is so much rubbish!

	Complete the sentences with the verbs in brackets in the correct form. • a. I _____ English. I love it! (*learn*) • b. You _____ too quickly. I don't understand. (*speak*) • c. Our teacher _____ us make a poster. (*help*) • d. We _____ all our rubbish. (*recycle*) fppt.com
Pre-task phase part 4.	**Opening** In order to start the class, the teacher will show to the students two posters about how the earth is sick, students will be required to say what the problems that could be observed in the posters are. **Development** Then, the students will be introduced some phrases in which it talks about the actions we are doing in order to diminish or to avoid the problem. The students will be required to translate them into Spanish and then to remember the structure used on them. The students will have to make an illustration of one of the following problems and after

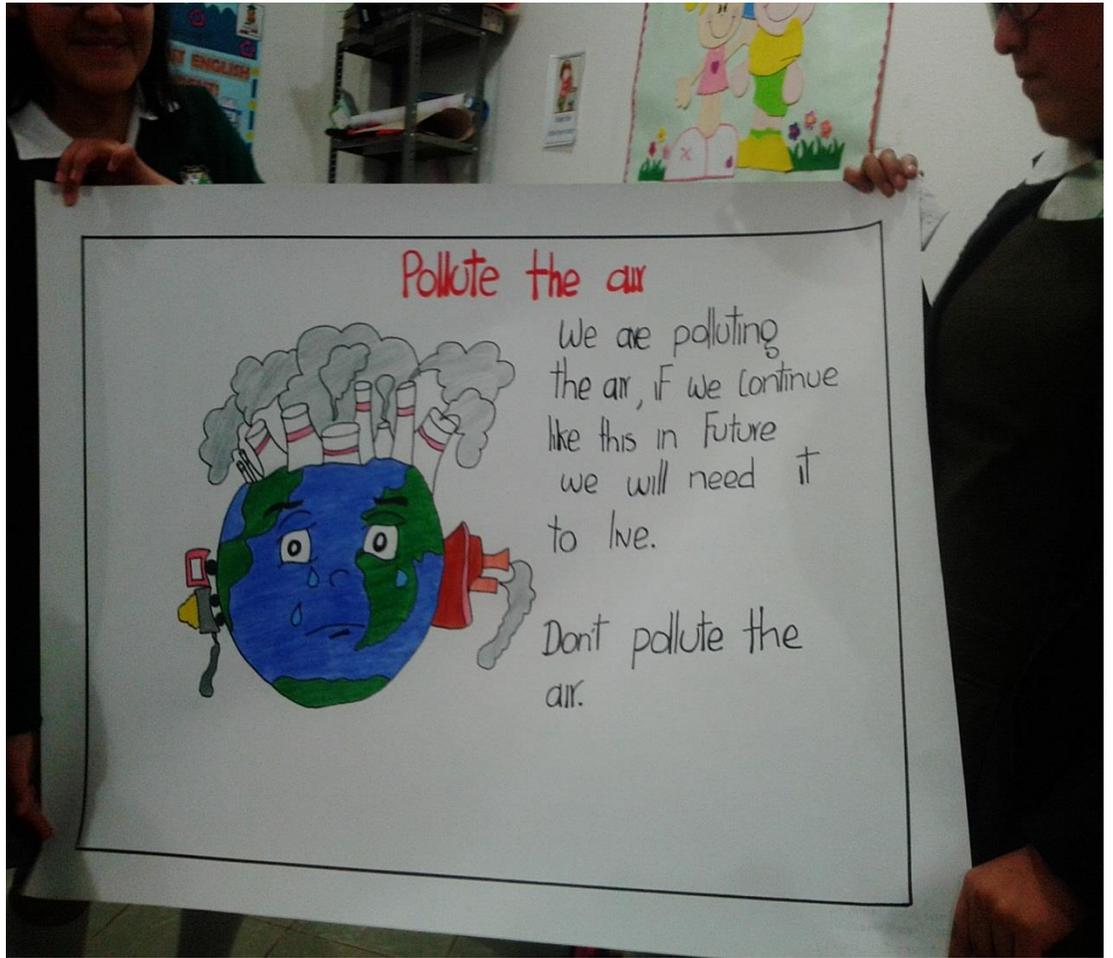|	that they will have to write some actions they are doing to diminish or to avoid that problem:
	Pollute the air, cut down trees, throw away rubbish, kill fish and traffic animals.
	Closure
	To conclude with the class, teacher will say to the students that next class they will have to present the poster they prepared in that class by showing the illustration with the message and finally they will have to say the actions people are doing to solve that problem.

APPENDIX 2. TBL outcomes

The destroyed planet

"we are responsible for having our planet as well. let's take care not to make it worse"

- We do not use aerosols
- She does not use means of transport that produce smoke
- We plant trees to take care of the planet

Pollute the air

We are polluting the air, if we continue like this in future we will need it to live.

Don't pollute the air.
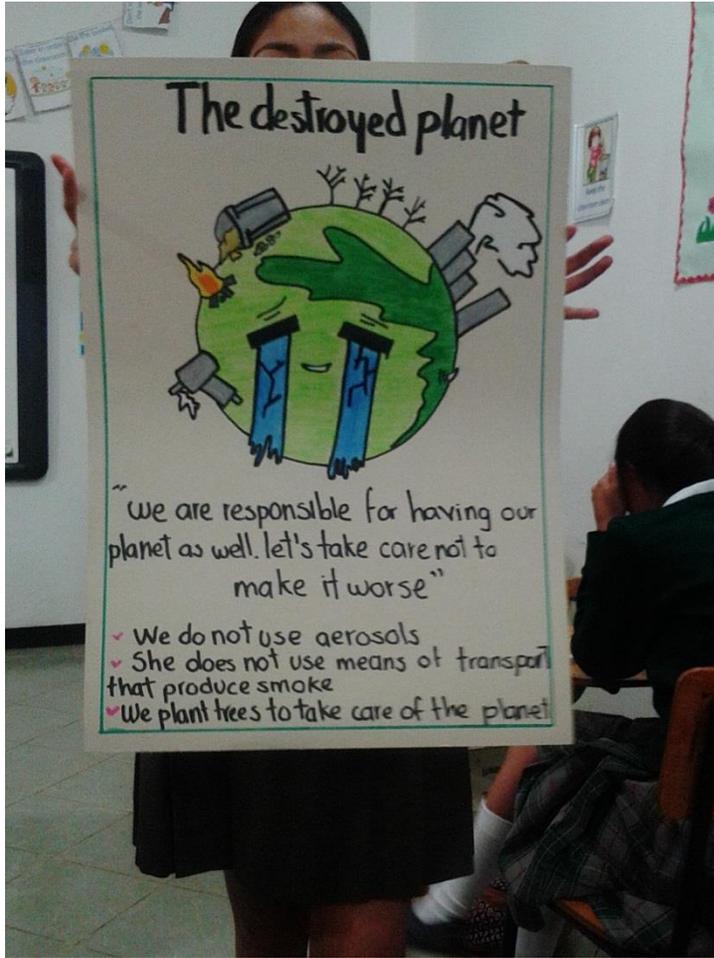
APPENDIX 3. High school grades

	Evaluaciones Intermedias 40%							Ev. Final 20%	Actividades pedagogicas 30%				
	true-false activity	1st vocabulary qu	Listening activity	2nd vocabulary qui	3rd vocabulary quiz	4th vocabulary qui	Total		Homework	Ruta basica	Environmental issu	Instruimos	Total
Alexander	3.3	2	3.8	3	4	5	3.5166667	3.9	3.5	4	4.5	2.5	3.625
Catherine													
nso	1.7	1	4.4	4	4	5	3.35	3.8	4.5	2	4.5	2.3	3.325
Yuliana	3.3	1	4.4	4	2	0.1	2.4666667	0.1	4	2	4.6	3	3.4
ardo	1.7	1	3.8	4	2	4	2.75	4	3.5	3.5	4.5	2.5	3.5
Dario	1.7	1	2.5	2	2	5	2.3666667	4	3.5	1	4.5	3.5	3.125
Yair	2.5	2	3.8	3	4	5	3.3833333	0.1	4.8	1	4.6	3.3	3.425
	4.2	1	1.3	3	4	4	2.9166667	3.6	4.5	1	4.5	3	3.25
	0.1	1	2.5	3	2	3	1.9333333	3.6	4.5	4	4.6	1.5	3.65
ardo	1.7	1	2.5	3	4	3	2.5333333	3.8	3	3.8	4.6	2.3	3.425
ejandra	3.3	1	5	4	3	2	3.05	0.1	2.8	4.8	4.5		4.0333333
ejandra	3.3	1	3.8	2	1	5	2.6833333	0.1	4.5	1	1		2.1666667
	0.8	3	0.1	2	2	5	2.15	4.3	3	2.5	4.6	1.8	2.975
ven	0.1	3	4.4	5	5	5	3.75	3.6	3.5	0.1	4.6	4	3.05
ian	1.7	1	3.8	4	4	3	2.9166667	3.4	4.5	4	4.6	3	4.025
vid	4.2	1	5	4	5	5	4.0333333	4.2	4.5	3.8	4.6	3.5	4.1
tina	4.2	1	5	3	1	5	3.2	4.2	4.3	3.8	4.6	2.8	3.875
iana Lizeth	1.7	1	4.4	3	5	3	3.0166667	3.6	3	1	1	1.3	1.575
Felipe	0.8	1	4.4	4	5	5	3.3666667	3.7	3	1	4.5	2.3	2.7
	0.8	1	2.5	2	4	3	2.2166667	3.6	4	4	1	2.8	2.95
nder	0.1	1	1.3	3	5	4	2.4	0.1	0.1	0.1	1	2.8	1
erto	1.7	1	4.4	3	5	5	3.35	0.1	0.1	0.1	4.6	3	1.95
an	3.3	1	3.8	3	5	5	3.5166667	4	3.5	4.8	4.6	2.8	3.925
eyder	1.7	1	3.1	4	4	4	2.9666667	3.5	4.5	4.8	4.6	1.8	3.925
ea	0.1	1	0.1	2	1	2	1.0333333	3.9	2	1	1	2	1.5
a	0.8	1	1.9	1	1	4	1.6166667	0.1	4.5	1	4.6	1.8	2.975
	0.8	1	3.1	3	5	0.1	2.1666667	4.5	4	5	1	3	3.25
	0.8	1	3.1	4	3	3	2.4833333	3.8	4.5	4	4.5	2.8	3.95

APPENDIX 4. Ruta Basica

NORMAL SUPERIOR "SADY TOBON CALLE" CERRITO.
SUBJECT: English   CLASS: Ninth   TEACHER: Edwin Antolinez
RUTA BÁSICA Y EVALUATIVA SEGUNDO PERIODO 2018.

SECUENCIA DIDACTICA: Natural concerns

NIVELES DE DESEMPEÑO	EJES TEMÁTICOS	CRITERIOS DE EVALUACIÓN.
• **DESEMPEÑOS ACADEMICOS** **Level B1. 1** 1. Recognize cause and effect relationships in short written texts on academic topics. 2. Produces medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. 3. Makes short presentations on academic topics of interest	**CONCEPTUALES** 1. Opposites (Fair- unfair) 2. Expressions of contrast and addition 3. Expressions to make oral presentation 4. Past simple and continuous 5. First conditional 6. Reported speech 7. Expressions to give opinion: I think, I have no doubt, in my opinion, I agree, it is necessary to, I am certain, I am sure, I believe. **PROCEDIMENTALES** 1. Natural disasters 2. Natural eco parks in Colombia. 3. The earth is sick 4. Don't waste water **ACTITUDINALES** 1. A television broadcast showing some natural disaster that happened in Colombia and in the world and 2. A poster showing some advices on how to avoid future similar disasters concerning some natural disasters	• Desarrollo de actividades de escucha, lectura, escritura y habla. • Juego de roles. • Exposiciones. • Desarrollo de talleres gramaticales • Uso del diccionario en comprensión, interpretación y creación de textos cortos. • Resolución de pruebas escritas tipo SABER • Presentación de texto oral (monólogos) • Presentación de un proyecto de aula. • Lectura de historias cortas.

DESEMPEÑO ACADEMICO (porcentajes)

EVALUACIONES INTERMEDIAS 40%	ACUMULATIVA 20%	ACTIVIDADES PEDAGÓGICAS 30%	ACTITUDINAL 10%
Pruebas escritas tipo SABER sin diccionario a partir de cada eje temático. Resolución de pruebas INSTRUIMOS. Pruebas de lectura y escritura con o sin diccionario. Pruebas orales (se nivela luego de tener la definitiva de este porcentaje a quienes obtengan nota igual o inferior a 3.1)	Presentación y sustentación de los proyectos de aula: 1. A television broadcast showing some natural disasters that happened in Colombia and in the world 2. A poster showing some advices on how to avoid future similar disasters concerning some natural disasters (No se hace nivelacion)	• Tareas y trabajos • Actividades de tipo oral (habla y escucha) (monólogos) (juegos de roles, exposiciones) • Actividades de lectura y escritura (No se hace nivelación)	• Cumplimiento de normas y compromisos acordados en el pacto de aula. AUTOEVALUACION: 5% COEVALUACION: 5%

ESCALA DE VALORACIÓN

SUPERIOR	ALTO	BÁSICO	BAJO
4.6 - 5.0	4.0 – 4.5	3.2 - 3.9	0.1 - 3.1

En constancia firman:

Edwin Arley Antolinez C.   _____   _____
   English teacher.   **Student**   **Parents.**

Appendix 5. Narratives

First week

In this week, I started the classes with my groups; I started to implement my project with all the

courses, with ninth courses the topic for this project was future technological inventions, I

applied the pre-task phase using the brainstorming strategy in which students had to search or

give words related to the word technology, students participate actively giving some key words

they considered had relation with technology, after that each students had to use one or some

words they just said in the brainstorming activity so that they build a simple definition of what

technology means for them.

After listening to some definitions, I presented a video in which some future technological

inventions appeared and their uses, the video had no sound in order to focus students on the

inventions and not to focus on language, it is because they rarely make listening exercises in

class. Students were surprised by the content of the video taking into account that some awesome

ideas were shown. Once the video finished, they were asked to say what future technological

inventions liked them the most and why. After seeing the ideas, students were asked to start

thinking about their own future technological inventions that would be done next week.

I felt glad because teacher's and student's opinions were positive; teacher considered using

topics based on reality is a good strategy because students get excited of learning topics that have

an importance for them, and taking into account student's opinions they considered I proposed some other kind of activities such as participate in class and make them build and produce sentences, because according to them teacher concentrated to make students write something. Next class, I made a review about the future simple "will" taking into account that teacher told me they had already learnt that topic.

Now, with eight students the topic was past simple, so I started the class by showing a video in which some students talked about what they did in the weekend and what they ate (taking into account that last topic was food), students were asked to pay attention to the sentences' structure and the main idea of what students did. The video was reproduced twice.

After socializing the ideas and using some sentences they wrote in the board, I started with the explication of the past simple and after, I did some exercises and the students too.

This week was really good, it was the first week of giving class and the students answer to the exigencies that I proposed, some aspects that I could observe while doing the class was that students don't have the ability to speak in English (taking into account their level that is B1.1) and that students are accustomed to translation exercises even though teacher don't ask them to do it. But in general these weeks have been great; the educational community of this school have welcomed me very well.

This week I just had three classes because I had to present the DELF B2 exam in Bucaramanga on Thursday and for that reason I had to travel on Wednesday afternoon, and on Friday, students who had lost the 30% which correspond to evaluations had to present an exam to raise the grade.

<center>Second week</center>

This week I didn't have so many classes because it was exam week, and for this year the educational institution applied a strategy to help students get better grades which consists of doing two exams a day of two hours without having normal classes, just the evaluations. English evaluation of ninth and eighth grades was on Thursday and Friday.

Even though it was supposed to be the exam, I decided not to do it because my supervisor told me that I had to do the exam of the subjects or topics I taught and taking into account that I just had two or three classes with the students it was not fair to do the exam on this week, so I decided to prepare the evaluation in these two classes, the evaluation was the task I started to prepare next week, for ninth students they had to prepare a poster with a future technological invention they had created in exam's week, the poster had to contain an illustration of the invention, its components and a brief description, they had to present the poster in an oral and written way. This activity was done by pairs.

And for eight students, they had to prepare a television broadcast in which they had to prepare an interview in groups of three in order to include past simple and the topics they had studied with my supervisor: healthy and unhealthy foods, eating disorders and recommendations for people suffering from these disorders.

Students will have to present the exams next week (after holy week).

<center>Third week</center>

In this week students presented the exams, I made an assessment grid in order to evaluate them properly (Assessment grid 1 and 2) ninth students presented the poster orally and in a written

way, as a result of these oral presentations I could remark that the oral part of the evaluation was the most difficult part because students didn't pronounce very well the words, students also read what they had written on the posters and then traduce it into Spanish, I have to admit that it wasn't fair to evaluate the oral part taking into account that I hadn't taught them some pronunciation strategies or tips for them to improve it, and for that reason in the assessment grid the oral part just counted as five points of 50 possible points. The creativity of the inventions was really good; I valued the work they had done concerning the posters.

Concerning eight graders, they presented the television broadcast, it was done totally orally and for that reason in the two hours of preparation I concentrated on making them produce what they would say and to help them with some tips of pronunciation and of the structure of the interview (introduction, questions).

As a result of these presentations I'm so glad of student's production, it was like the first time they had an exam of that kind and the first time they produce in English in that way, even though they had some problems.

An interesting (worrying) aspect that rose in this week is that some students (in total 10) hadn't prepared the exam or didn't come to class that day, though they knew it was exam's day, so I decided to give them a second opportunity to present the exams under some conditions: grade under four and students had to present with their father or mother in order that parents know what students do or don't do at school and parents be attentive and responsible with their boys.

So I just received four parents who came to talk with me, I explained the reasons they were asked to come and I took advantage of it in order to ask them to help their sons/daughters to do all the works they will have to do.

I just had one class with one group because my supervisor and I had to give grades to students and I had to give students the "ruta basica" for the second term, this "ruta basica" was done by me following a sample given by the teacher.

Fourth week

In this week, we lost so many classes because of some activities such as training workshops, women's and men's day celebration made by students, so I could do two of the four classes I planned for this week.

There were some aspects that I had to remark, the first one is an activity done with primary students in which they played a game called two truths and a lie, in which they have to say three activities they like or do not like to do and two of them must be truths and one lie. Students presented the activity very well even if there were some pronunciation mistakes, I was so glad because there was the first time they did a speaking exercise, taking into account that in this school, the teaching of English in primary students is a neglected aspect, because of the lack of preparation of those teachers to teach English. For that reason, in this week I also had to prepare a "ruta basica" for the grades I am teaching (4th and 5th) for this second period, taking into account that those courses do not have a stablished curriculum.

The second aspect I had to remark, is a problem I had with the control of discipline in my classes, in this week, students were required to talk and then some disciplines problems arose because the students talked at the same time, even if I sometimes asked them to raise their hands if they wanted to participate, they did not follow my instructions, so I decided to be severe with the grades I got for that class, in order to let them know that their behavior was not the adequate.

And the final aspect I want to remark is the results I have obtained of the resources I made and put them in the classroom in order to help the students to talk in English and to acquire some vocabulary. I made a vocabulary bank in which students have to write some unknown Spanish words that they can learn in other classes and they are curious to know how those words can be said in English. So each Friday students do a quiz in order to check the words and the quiz for this week was good, some students had got 5.0 and the words the put in the vocabulary bank were so interesting, taking into account that were words that they listened or learnt not only in English classes but in the other classes they have.

Week 5

It was another week in which I could not develop all the classes that I had planned, that situation have affected so much the development of the pedagogical project because I was intended to carry out another task next week, however, because I could not finish all the classes in this week I will have to postpone it.

In this week, I developed some listening activities and the explanation of some grammar subjects, in the listening activities I implemented some audios that the MEN proposed for eight and ninth students, I did some pre-listening strategies such as explaining the unknown vocabulary through matching activities, understanding of the unknown words contextualized in phrases and some while-listening activities in which they have to listen to the audio three times, in the first time they will write some words that they could understand, in the second time they will have to listening to the audio with some aspects that they will have to focus on and in the final time, they will have to do an exercise about the audio in which they will have to fill some

gaps with the aid of the words that they have to fill with. The majority of the students stated that the audios were so fast for them, even though they were the ones that the MEN proposed, however it was also the first time they did that kind of listening activities.

Concerning the explanation of the grammar, it was the most difficult aspect that I had to deal with this week, because students have a lot of shortfalls concerning some topics that they were supposed to master such as verb to be and present simple, for that reason I decided to devote time to review those topics in which I have to make a lot of examples for students to understand those topics, that situation was shocking because students had a lot of problems with "simple" topics such as the verb to be in present, even though after the explanation of the grammar topics, some students do not conjugate the verb to be properly, and this situation can be explained because those students were not attentive in class, even though I try to be attentive of every student in the moment in which they are writing.

Week 6

In this week, I did not have so many classes because there were some activities in which my students had to take part, however some problems arose, the first one is the fact that the time of the class is not enough for me to teach the whole lesson planning I prepared, I just accomplished to carry out two of the activities proposed, and I had to take time of the other class in order to finish with the activities that I could not finish, I talk with my supervisor about this problem and she stated that in fact I was taking so much time for some activities that must be done in less time, I told her that every time I prepared an activity I tried to listen and to pay attention to everyone's voices in order to verify if the topic was understood or if there were doubts or difficulties about it. Teacher advised me to check the work of the best students first and then to

ask the students I considered have problems to go to board and do the exercise, and if there are

mistakes, I could explain it to the whole class.

Appendix 6. Reflective Guide

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACION
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

I. PLANIFICACIÓN	1	2	3	4	23
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				
2	Planteo los objetivos didácticos de forma que expresen claramente las competencias que mis estudiantes deben desarrollar.				
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.				
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.				
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.				
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				

Observaciones y propuestas de mejora

_____
_____
_____

II. REALIZACIÓN

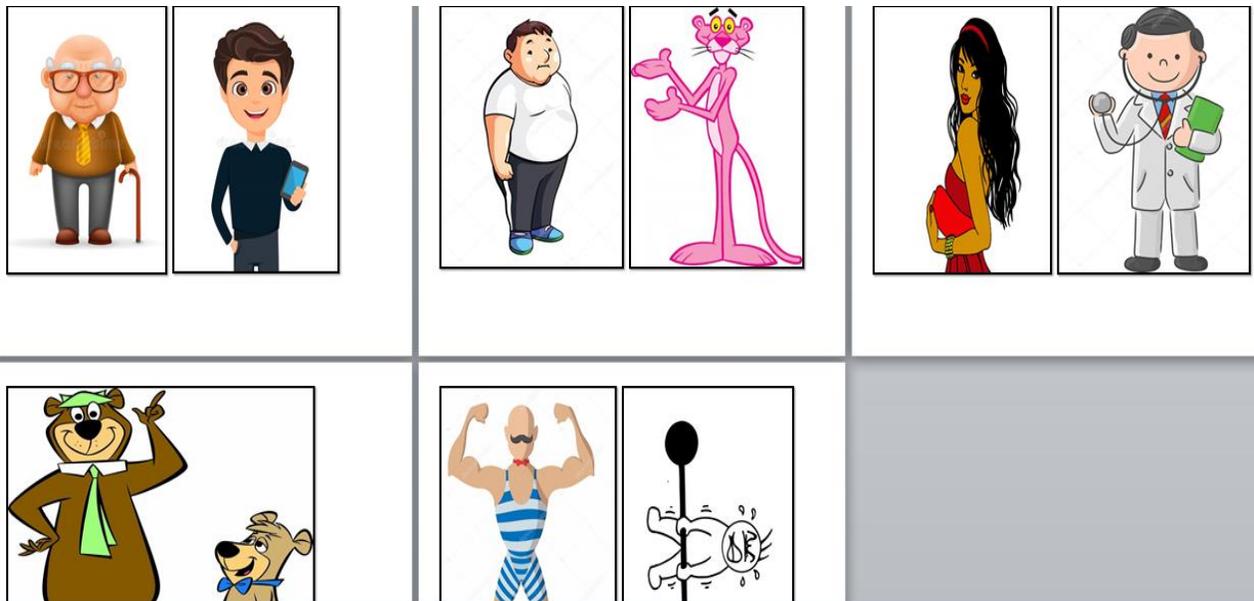| Motivación inicial de l@s estudiantes	1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				
2	Planteo situaciones introductorias previas al tema que se va a tratar.				

Motivación a lo largo de todo el proceso

| 3 | Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. | | | | |

Programa de Lenguas Extranjeras Inglés Francés

Appendix 7. Primary material

Strong	Tall	Fat	Brown
Weak	Short	Thin	Pale

Old	Straight
Young	Curly

Parts of the House

Identify the parts of the house
Identifica las partes de la casa

garage   hall

bathroom

kitchen   living - room

garden

B. Fill with the parts of the house
Completa con las partes de la casa

1. There is a car in the _____
2. There is a teddy in the _____
3. There are 2 butterflies in the _____
4. There are 2 pillows in the _____
5. There is a fridge in the _____

C.   YES or No   Si o No

1. There is cat next to the house.
2. There is a hippo on the bed.
3. There are two monkeys in the bath.

Name: _____

Vocabulary Worksheet – Body Parts

Match words and pictures   Relaciona las partes del cuerpo y las números

arm		
ears		
eyes		
fingers		
foot		
hair	1	
hand		
knee		
leg		
mouth		
nose		
shoulders		
toes		

Write the words   Escribe las partes del cuerpo

1. You have ten of these   : _ _ _ _ _
2. It can be black, brown, white ... : _ _ _ _ _
3. You eat food with this   :

Appendix 8. Ruta Basica Primary Students

NORMAL SUPERIOR "SADY TOBON CALLE" CERRITO.
SUBJECT: English   CLASS: Fifth   TEACHER: Edwin Antolinez
RUTA BÁSICA Y EVALUATIVA SEGUNDO PERIODO 2018.

SECUENCIA DIDACTICA:

NIVELES DE DESEMPEÑO	EJES TEMÁTICOS	CRITERIOS DE EVALUACIÓN.

| • **DESEMPEÑOS ACADEMICOS**
Level A1. 1 (principiante)

1. Comprende información general y específica en un texto narrativo corto.

2. Produce un texto narrativo oral y/o escrito, corto y sencillo. | **CONCEPTUALES**
8. Adjectives for physical appearance (Adjetivos para describir apariencia fisica)
9. Personality adjectives (Adjetivos para describir rasgos de personalidad)
10. Adjectives, synonyms and opposites (Adjetivos, sinónimos y opuestos.
11. Verb to be in present (verbo ser o estar en presente)
12. Verb to be in past (verbo ser o estar en pasado)
13. Simple present (presente simple)
14. Wh questions (Preguntas con Wh- Where, who, when)

ACTITUDINALES

Language for peace:

El propósito de este Proyecto es llevar a los niños y niñas a hacer buen uso del lenguaje dentro y fuera del aula como elemento fundamental para una convivencia en paz.

Producto sugerido: Exposición de caricaturas en inglés. | • Desarrollo de actividades de escucha, lectura, escritura y habla.
• Juego de roles.
• Desarrollo de talleres gramaticales
• Presentación de un proyecto de aula.
• Lectura de historias cortas. |

DESEMPEÑO ACADEMICO (porcentajes)

EVALUACIONES INTERMEDIAS 40%	ACUMULATIVA 20%	ACTIVIDADES PEDAGÓGICAS 30%	ACTITUDINAL 10%
Evaluaciones escritas Evaluaciones orales Exposición de trabajos (se nivela luego de tener la definitiva de este porcentaje a quienes obtengan nota igual o inferior a 3.1)	Presentación y sustentación de los proyectos de aula: **Language for peace:** El propósito de este Proyecto es llevar a los niños y niñas a hacer buen uso del lenguaje dentro y fuera del aula como elemento fundamental para una convivencia en paz. **Producto sugerido:** Exposición de caricaturas en inglés. (No se hace nivelacion)	• Tareas y trabajos • Actividades de tipo oral (habla y escucha) (monólogos) (juegos de roles, exposiciones) • Talleres • Trabajo en grupo (No se hace nivelación)	• Cumplimiento de normas y compromisos acordados en el pacto de aula. AUTOEVALUACION: 5% COEVALUACION: 5%

ESCALA DE VALORACIÓN

SUPERIOR	ALTO	BÁSICO	BAJO
4.6 - 5.0	4.0 – 4.5	3.2 - 3.9	0.1 - 3.1

En constancia firman:

Edwin Arley Antolinez C.   _____
_____
 English teacher.   **Student**
Parents.

SECUENCIA DIDACTICA:

NIVELES DE DESEMPEÑO	EJES TEMÁTICOS	CRITERIOS DE EVALUACIÓN.
• **DESEMPEÑOS ACADEMICOS** **Level A1. 1 (principiante)** 3. Asks and answers questions related to who, when and where. 4. Exchanges opinions about a topic of interest 5. Compares basic characteristics of people, objects and places	**CONCEPTUALES** 15. Adjectives for physical appearance (Adjetivos para describir apariencia fisica) 16. Personality adjectives (Adjetivos para describir rasgos de personalidad) 17. Verb to be (verbo ser o estar) 18. Nationalities (Nacionalidades) 19. Numbers (Numeros) 20. Verb to have (verbo tener) 21. Wh questions (Preguntas con Wh- Where, who, when) **PROCEDIMENTALES** **ACTITUDINALES** 3. Let's talk: El propósito de este proyecto lleva el niño a valorar el diálogo como principal estrategia para manejar los conflictos. **Producto sugerido:** Exposición de pequeñas presentaciones donde se ejemplifica el diálogo como estrategia para manejar conflictos.	• Desarrollo de actividades de escucha, lectura, escritura y habla. • Juego de roles. • Desarrollo de talleres gramaticales • Presentación de un proyecto de aula. • Lectura de historias cortas.

DESEMPEÑO ACADEMICO (porcentajes)

EVALUACIONES INTERMEDIAS 40%	**ACUMULATIVA 20%**	**ACTIVIDADES PEDAGÓGICAS 30%**	**ACTITUDINAL 10%**
Evaluaciones escritas Evaluaciones orales Exposición de trabajos (se nivela luego de tener la definitiva de este porcentaje a quienes obtengan nota igual o inferior a 3.1)	Presentación y sustentación de los proyectos de aula: 1. Let's talk: El propósito de este proyecto lleva el niño a valorar el diálogo como principal estrategia para manejar los conflictos. **Producto sugerido:** Exposición de pequeñas presentaciones donde se ejemplifica el diálogo como estrategia para manejar conflictos. (No se hace nivelacion)	• Tareas y trabajos • Actividades de tipo oral (habla y escucha) (monólogos) (juegos de roles, exposiciones) • Talleres • Trabajo en grupo (No se hace nivelación)	• Cumplimiento de normas y compromisos acordados en el pacto de aula. AUTOEVALUACION: 5% COEVALUACION: 5%

ESCALA DE VALORACIÓN

SUPERIOR	ALTO	BÁSICO	BAJO
4.6 - 5.0	4.0 − 4.5	3.2 - 3.9	0.1 - 3.1

En constancia firman:

Edwin Arley Antolinez C.   _____   _____
English teacher.   **Student**   **Parents.**

Appendix 9. Extracurricular activities

Appendix 10. Practicum Certificate

ESCUELA NORMAL SUPERIOR "SADY TOBÓN CALLE"
CERRITO-SANTANDER

Cerrito, 31 de Mayo de 2018

EL RECTOR Y LA SUPERVISORA DE PRÁCTICA
HACEN CONSTAR:

Que **EDWIN ARLEY ANTOLINEZ CASTRO** identificado con cédula de ciudadanía No.1094276413, realizó la Práctica Docente del Programa Licenciatura en Lenguas Extranjeras Inglés – Francés en nuestra institución, desde el 12 de Marzo de 2018 hasta el 25 de Mayo de 2018 primer Semestre total Horas 160 Horas.

El mencionado desarrolló la actividad de práctica bajo supervisión del docente del Área, presentando un desempeño con responsabilidad y dedicación en todos los trabajos asignados en aula, demostrando excelentes habilidades, destrezas, y una buena actitud en el desarrollo de todas las actividades propuestas.

Se expide la presente a solicitud del interesado para efectos de COMPROBACIÓN DE SERVICIOS.

Álvaro S. Herrera Flórez
RECTOR
_____
Álvaro Santos Herrera Flórez
C.C. 91069786 de San Gil
Rector

_____
Sandra Milena Orduz Arias
C.C. 60265965 de Pamplona
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"CREANDO ESPACIOS DE ESTUDIO, DE PAZ Y DE VIDA