

**DEVELOPING PRODUCTIVE SKILLS THROUGH AN ENVIRONMENTAL
PROJECT BASED LEARNING IN STUDENTS OF GUAYABALES HIGH
SCHOOL IN PAMPLONITA**

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PRACTICUM PROCESS
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Introduction

The last stage at the foreign languages program is the practicum which consists of a period of time when the undergraduate students of the program are assigned to work in an institution and face the real experience of being a teacher in a different alien context. The observations that were carried out during the two institutional observation weeks showed as a result the identification of some serious problems regarding the learning of foreign languages in secondary school. Some of these problems are caused by the lack of mastery of the English language from teachers and students and a lack of vocabulary in students which are only able to recognize some basic words from family, friends, hobbies and clothes, but also have problems recognizing and creating sentences using the structure of the different tenses. Classes are limited to workshops and explanations that are based on writing and listening causing the students to leave the speaking skill aside and lower general proficiency.

Based on the observation carried out at the institution, the most practical strategies that could be applied were the use of audio-visual ancillaries and readings that complement the weaknesses identified. High school English learning has become one of the pillars for the internationalization of knowledge, since it represents the educative link the government wants to create with other countries and in this way to form students capable of setting out new business and enterprises. This component-integrated project is divided into 4 main sections for each aspect of the practicum to be studied. The first component is the pedagogical component and contains the project designed by the pre-service teacher in which he implements a methodology and apply it within his classes to verify the effectiveness of new strategies. The second component is based on research in which the

university offer some instruments where the students gather information about their practicum process and their experiences in the classroom for further study. The third component is an outreach project designed by the foreign language program directors in the university in which the pre-service teacher extends his services to other parts of the community, more specifically in primary school groups since they have a notable lack of knowledge in English. And finally, the fourth component is an administrative is a reflective recollection and analysis of the main events and extracurricular activities that the school develops as well as reunions and important meetings.

Justification

This proposal attempts to benefit students from all the activities that have been planned. Given that this high school is fully oriented to an education that integrates the most important aspects of life in a community with countryside and farming values and knowledge, the students need a meaningful learning that relates to what surrounds them and that can impact directly to their homes and their families. Farming, culture and environment are those aspects that have to be rescued from this milieu. Some important advantages are present when applying and developing an educational project on an institution of special conditions. Raising awareness in the entire community how to live and cooperate in a society that runs from farming and enhance the understanding of the English language.

General objective

- To develop environmental awareness through FL language skills in students of Guayabales high school in Pamplonita

➤ **Specific objectives**

RESEARCH OBJECTIVES.

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.

OUTREACH OBJECTIVES

- To serve the needs of English formation of children in primary schools in Pamplona.
- Integrating the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

ADMINISTRATIVE OBJECTIVES

- To participate in all the extracurricular activities the high school proposes, and to integrate all these events into the experience of being a teacher.

INSTITUTIONAL OBSERVATION

The first step a teacher takes when beginning in an educative institution is to know the school in all its aspects. It is the most important task to know the school, the people who work and study there, the people that offer their services such as cafeteria and restaurant and even the people who surround the school. Hence, a vital part of being a teacher is to acknowledge how the physical plant is distributed and who are the faculty

members of the school (director, coordinator, etc.) and the ones participating in the academic government. On the other hand, it is important to know what the rules are imposed in the school for an acceptable behavior, what the rights and duties of every member of the school are and what the sanctions that need to be enforced if one of these rules is broken. For this and more, the teacher has to be an active participant of the high school development and to be an exceptional scholar of the community norms.

Topographical location of the school

The Guayabales rural educative center is located in the 22th Km Cúcuta-Pamplona road belonging to La Palmita County in Pamplonita municipality. Following this information, the ordinance N° 004853 on April the 12th, 2005 ordained the creation of the Guayabales High School with the following dependent locations: SEDE SAN JOSÉ DE TULANTÁ, SEDE BAJO SANTA LUCÍA, SEDE CARLOS PÉREZ ESCALANTE, SEDE LA LIBERTAD, SEDE BUENOS AIRES, SEDE EL NUEVO CUCANO, SEDE ALTO SANTA LUCÍA and SEDE SAN ANTONIO.

Identification of the authorities

Principal	Miguel Peralta Ruiz
Secretary	Magaly Sarmiento

Table N°1: *Identification of the school authorities*

Identification of key aspects of the P.E.I:

Philosophy of the institution

Humans are social individuals by nature, they are born, they evolve, they educate and build themselves to live in society. Hence, the educational community attempts to train integral people based on principles of autonomy, awareness, respect, authenticity, critical thinking and responsibility, forming the people of tomorrow, the development of values, abilities and aptitudes, educating them in the environment and for the environment.

MISSION

The educational center Guayabales offers an education of humanistic integrality to the entire educational community based on an active pedagogy that leads to the practice of social and environmental values that allow to lean on knowledge, leading to a productive and technologic development, improving its surroundings and quality of life.

VISION

The rural educational center Los Guayabeles will be by 2020 a competitive institution in the lending of educational service with technical training according to the current pertinence and needs, with efficiency, coverage and quality of life.

Learning and the teaching objectives:

The principles and foundations of the CER Guayabales guarantee unity, identity and development. Educating boys and girls as social, cultural and historic individuals.

According to this, the CER Guayabales has as institutional objectives:

-To accomplish the goals of the Colombian education through the curriculum development and the application of pedagogical projects that frame the P.E.I., contributing to the enhancing of the integral education and the quality of life of students and their environment.

- To create mechanisms of participation that integrates the educational communities to other institutions and governmental and non-governmental entities to identify problems and needs giving them a solution.
- Make use of the academic autonomy, innovating with strategies que lead to the educative competitiveness and the demands of the MEN.

Specific Objectives

- To look for the integral education for all students.
- To prepare the students for him to be useful in the society.
- To foster the integration of the educational community.
- To fulfill the legal policies kept by the MEN and the Colombian political constitution.
- To organize and implement the execution of productive projects.

Summary of the rulebook

The rulebook is basically the guidebook for students, teachers and parents for a good-behavior labor in the institution. It contains every important aspect of the high school and the rights and duties of each one the actors involved in the educational process of the educational center. It is of vital importance that everyone in the school follows and executes each one of the points remarked on the rulebook.

Educational Community rights and duties

The students and workers at CER Guayabales must be all responsible, respectful, honest, tolerant, helpful people with a high self-esteem. They has to be creative and be able to develop his abilities and strengths.

Relevant students' rights and duties

Rights	Duties
<ul style="list-style-type: none"> ✓ To receive a Christian, ethical, cultural, academical and scientific education that prepare him to a responsible vision of the future. ✓ To know the goals for each subject and the criteria for the evaluation. ✓ To receive a respectful trait from each member of the educational community. ✓ To receive an education of quality with clear, concrete and updated orientations. ✓ To know the rules of the internal dependencies and the services of the institution to give them an appropriate use. 	<ul style="list-style-type: none"> ✓ To know and apply the content of the rulebook. ✓ To be responsible with the accomplishment of the required activities of the institution such as homework, tasks, workshops, evaluation and productive projects. ✓ To contribute with the hygiene, conservation, improvement and prettification of the physical resources and materials as well to save the environment and participate in campaigns made for this specific objective. ✓ To not carry any type of weapon nor to consume cigarettes, alcohol

<ul style="list-style-type: none"> ✓ To have free thinking and expression supported by different means used in the high school as a newspaper, an information wall, etc. 	<p>or drugs that can endanger the well-being of the individuals.</p> <ul style="list-style-type: none"> ✓ To show in every moments and place loyalty and appropriateness for the CER Guayabales.
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Table 2. *Students rights and duties*

In addition, the rulebook states some students' duties to be followed in the general community.

- ✓ To show a remarkable behavior in the public transport and others public spaces.
- ✓ To defend, preserve and recover the environmental resources.
- ✓ To use an appropriate language that excludes any verbal aggression, rude words, expressions, gestures and attitudes against the correct behavior of and individual.

Some parents' rights and duties

Rights	Duties
<ul style="list-style-type: none"> ✓ To be an active member of the educational community Los Guayabales. ✓ To be notified of suggestions, observations or sanctions given to their sons. 	<ul style="list-style-type: none"> ✓ To register personally their son or student in charge. ✓ To know and execute the rulebook as well as accept it and support it with the respective signature.

<ul style="list-style-type: none"> ✓ To be informed about the educative institutional project (PEI), pact of scholar connivance, and the evaluation system. ✓ To make respectful requests to the directors and teachers of the school. <p>Also, some rights addressed to their functions as representatives of their sons.</p> <ul style="list-style-type: none"> ✓ To assure the good, respectful and friendly trait to their sons. ✓ To be listened and respected by the directives and teacher of the high school. ✓ To participate actively, in the parents' reunions made by the institution. 	<ul style="list-style-type: none"> ✓ To provide their son with the respective uniform and materials and to make sure of their correct use. ✓ To attend the respective meetings, organized by the institution. ✓ To be responsible, neutral and truthful when making judgements about people that works in the CER Guayabales.
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Table 3. *Parents rights and duties***Some teachers' rights and duties**

Rights	Duties
<ul style="list-style-type: none"> ✓ To participate in the redaction of the rulebook 	<ul style="list-style-type: none"> ✓ To plan, evaluate and execute apropos his field of knowledge.

<ul style="list-style-type: none"> ✓ To be respected in his particular and professional life while it doesn't affect the moral and good costumes. ✓ To request and obtain permissions, licenses, commissions, etc. According to the current needs. ✓ To receive academic assignation according to the existent personal and specialties. 	<ul style="list-style-type: none"> ✓ To present informs of the academic performance of his students. ✓ To fulfill the laboring time, academic schedule, and respective assignation. ✓ To help the parents according to a specific schedule. ✓ To organize the students for the execution of flag-raising events and any other cultural or sportive event.
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Table 4. *Teachers' rights and duties*

Some administrative worker rights and duties

Rights	Duties
<ul style="list-style-type: none"> ✓ To receive a friendly and respectful trait from all the member of the educational community. ✓ To be oriented verbally or by written means to improve the provided service. ✓ To participate in all the processes of the institutional improvement. 	<ul style="list-style-type: none"> ✓ To respect and support all the rights the others reclaim as he claims to be own. ✓ To respect the individuals' differences and thoughts of people that works in the high school.

<ul style="list-style-type: none"> ✓ To be listened opportunely. ✓ To receive the appropriate resources to develop his tasks. ✓ To participate in trainings according to his functions. ✓ To request permissions. ✓ To have a worktime according to the law. 	<ul style="list-style-type: none"> ✓ To attend apropos and efficiently the public that require his functions and services. ✓ To maintain updated the rulebooks and papers of each respective dependency. ✓
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Table 5. *Administrative rights and duties*

Physical plant distribution of the school

The Guayabales High School is an educative institution that integrates all the grades of primary and secondary education in the same space of coexistence to accomplish a competent student and trespass the boundaries of living in a countryside society. The school has six conventional classrooms for each grade to take the classes. One of the classroom is shared between the 6th and 7th grades taking advantage of the room size. Primary education is given in two separated classrooms for 1st and 2nd grade and the other for 3rd, 4th and 5th grade. Besides, the high school counts with 4 bathrooms differentiating women and men, and teachers and students, a cafeteria and a scholar restaurant. In the central part there is a playing field and next to it the teachers' room, a little library and a little farming house for

the students to harvest. Finally, next to the entrance of the school, there is an office that belongs to the director and his secretary where all people are welcomed.

Pedagogical aspects observed

During the observation weeks, the pre-service teacher focused the main goal for the classroom observations in 4 aspects. The students' knowledge of the language, the teacher materials, methodology implemented, use of L2 in the classroom, and the classroom environment.

Students' general knowledge of the English language

For identifying how students were capable of managing a foreign language, I decided to observe each group of all the different grades at the high school. During the lessons, the students and the teachers repeat the words they have learned throughout the scholar year and then save them in each notebook. The students seem to have some minimal understanding of the language, more specifically, basic vocabulary about clothes, classroom, family and other common areas. However, the students do not have a real understanding of the language since they don't recognize grammar structures far more complex than present simple and interrogative form of the tense. This may be caused by the fact that the teacher does not have a real experience teaching the language and this limits the learning process.

The teacher and the teaching materials

The teacher at the institution always tries to get the most appropriate materials to introduce a new topic to the students. They usually bring flashcards, realia and support the explanation using these objects by utilizing worksheets to reinforce the students'

proficiency. It is important to remark that students also do some research before coming to class because the teacher gives the topic one class before the new topic is taught.

Methodology Implemented by teachers

The methodology the teacher usually implements in class is divided in two different moments according to the class sections the teacher gives each lesson. The first part of the class is dedicated to only learn some words the students have to remember for the exams. This part of the class is done with some drawings and objects that relate to the topic, and by doing this the students relate the word directly from the object. The second part of the class is always followed by a worksheet that is given to students for them to develop until the end of the class. When the class is already finished, the teacher only gives the next topic to be developed and if something from the worksheet was left to complete, he assigns it as a homework.

Use of L2 in the classroom

The use of English in the classroom is almost inexistent, the only time the teacher uses the English language is when he is greeting the group. This problem is mainly caused because the teacher is not specialized in the area of languages given that the ministry of education does not assign real English teachers to these kinds of countrified high schools.

Classroom environment

The classroom environment is one of the most remarkable aspects to highlight about the high school. Given that it is a rural institution, the students do not have the same behavior urban students have. They tend to be more quiet and attentive to the classes since they do

not see the courses as obligations, but an opportunity to learn about things. This factor can enhance the efficiency of the practicum.

Organigram of the institutional government



Figure 1. Organigram of the institutional government

Timetable of the educational institution

The annual schedule of the institution is based on what the ministry and departmental office of education demand as an exception the modification of the common 4-period division of the scholar year to a 3-period scholar year having five weeks of institutional development and 12 weeks of total holydays for the students.

Period length and dates table

Period	1 st period	2 nd period	3 rd period
Beginning	January 22 nd	May 14 th	September 3 rd
Ending	May 11 th	August 31 st	November 28 th

Table 6. Period length and dates table

English teacher weekly schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1 st	11 th grade		11 th grade		10 th grade
2 nd	10 th grade	7 th grade			
3 rd		8 th grade	9 th grade		
4 th					
Break					
5 th	9 th grade		6 th grade		8 th grade
6 th	6 th grade				7 th grade

Teacher: Carmen Rosa Bastos.

Table 7. English teacher weekly schedule

CHAPTER 1

Pedagogical Component: *Developing productive skills through an environmental Project Based Learning in students of Guayabales High School in Pamplonita.*

Introduction

Foreign language learning has become an essential part of all educational systems in almost every country given that English is widely known for being a business and education language for all people who want to set out beyond borders. In education, English is a necessary part of the learning process of any student since the governments want their students to be able to communicate and create links with other people or enterprises all around the world. The teaching of English in schools has a very large set of benefits on young learners since they tend to have more efficient cognitive and social skills (Álvarez Diez, 2010, pag. 255,256). Meaning that it is a real need for the schools to integrate English as a mainstream subject of their educational curriculum.

English in Colombia has gained high importance since the beginning of the 21st century. Institutions and universities all around the country have created links to different Anglophone countries for interchanging knowledge and culture by means of students' exchange, working visa granted to professionals of different fields and even commercial traits signed by the governments to enhance business among enterprises of both countries. Programs as "Programa de Bilingüismo" fostered by the Colombian government to enhance English education quality in schools and private institutions offer English as intensive courses to other educational programs. However, despite all the efforts the government and Ministry of Education have made to ease the learning of English, Colombia continues to be

one of the least educated countries linguistically in Latin America. According to EF (Education First) within the analysis of 70 countries, Colombia occupied the 57th position meaning that the country has deficient levels of the English language in general schools and enterprises (Granja, 2016). Taking into account the important problem the government faces to improve the learning of foreign languages at a national level, it is a real need to design and develop new strategies and projects that can help to soothe the difficulties presented in students of public schools by giving them more opportunities in active activities in which they play an important role making an impact on the educative community in which they live in, and also on the entire society where they will be involved the rest of their social and laboring lives.

Colombia is a well-known country thanks to the natural diversity existing in its jungles and forests. Being the “Santanderes” region one of the most appreciated water resources of the entire country possessing three of the largest moorlands of the “Andina and Caribe” regions such as Santurbán, Almorzadero and Berlin which feeds all the cities and farms around them. The Guayabales High School is located on the south side of the Norte de Santander Department and has a direct water supply from these high lands. In Colombia, policies and programs have been implemented to raise people awareness of the importance of the environment for the society as stated in Medina & Páramo (2014):

El compromiso para contrarrestar el impacto ciudadano común sobre el ambiente se ha fijado en la educación ambiental como esfuerzo internacional y multisectorial adoptado por los ministerios de educación nacional de la región latinoamericana. En Colombia, se reglamentó con la Política Nacional de Educación Ambiental (2002),

documento legal macro que señala los actores, instituciones, roles y metas de la educación ambiental (pag. 3).

This stands out the efforts made in institutions and other academical entities to show the population the importance of protecting the environment. Efforts that have been reflected in the Guayabales Rural High School where students and teachers integrate all the subjects to an environmental education as demonstrated in the creation of a farming house managed by students and a productive project course.

Problem

The Guayabales Rural High School work based on an environmental education reflected in the context of which all the students come. The countryside of the municipality of Pamplona and Pamplonita is concerned with the production and harvesting of natural products such as fruits, vegetables and animal products that are transported to the main cities of Colombia and other countries. Pollution and the deteriorating process of the moorlands are problems that hundreds of families living around the farms of Norte de Santander face every day. Even though this pollution is mainly generated in the towns around the place where Guayabales school is located. The bad habits of people that work in the farms also contributes to the problem to grow. The use of insecticides, chemical fertilizers and the waste of toxic spoilage to the main rivers of the zone is ,nowadays, the most remarkable conflicts with the development of the farming industry affecting directly the families and the children sustaining from these activities.

In addition to this, to verify the need of carrying out a project in the school, it was necessary for the pre-service teacher to conduct some classroom observations from which

some concerns emerged regarding the linguistic skills of students. Despite the presence of a languages licensed teacher in the school, the general performance of the students seems to be ineffective. This was identified in two aspects: exclusion of language skills and lack of interest in students.

Exclusion of language skills: The English classes at CER Guayabales are often developed by using some worksheet given to the students in which they find new vocabulary and some questions and exercises to be delivered at the end of the class. While the teacher explains the meaning and translations of the words, the students repeat two or three times to get the right pronunciation. After that, they are asked to answer or complete the task and give the worksheet back to the teacher for him to grade it. Consequently, the class barely works on other important aspects of the language such as speaking or listening with activities i.e. roleplays, oral presentations or debates that can be useful and productive ancillaries for the courses.

Lack of interest in students: As mentioned above, the English classes at Guayabales High School are limited to rote learning of vocabulary and pronunciation, leaving aside the communicative skills required in FL learning. This causes students to relate the classes to monotony since they know the methodology of the teacher and only carry out the tasks as an obligation. There is not a variation in the activities and the use of games and audio-visual support that may attract the attention of the learners.

The statement of this problem helped to emerge some question and set the guidelines to this research. The driving questions that appeared are:

- a. How can English productive skill levels be improved in students of Guayabales Rural High School?
- b. How can environmental awareness be fostered in students and the community of la Palmita county?

Justification

As a teacher, the most important endeavor we do is to always offer the best education to children and young people and try to improve the weaknesses and constraints of the educational system. As a result, it is necessary to look for the most effective methods to enhance the quality of education of this population and raise interest and participation levels of the students. For this reason, environmental education through Project Based Learning is regarded as the most beneficial strategy to ameliorate English proficiency by implementing workshops and giving contents that fit the needs of the context of Guayabales high school.

Objectives

General Objective

- To develop environmental awareness through FL language skills in students of Guayabales high school.

Specific Objectives

- To promote a culture of environmental conservation among the countryside community.

- To enhance students' language skill development.
- To improve students' lexicon and grammar knowledge in secondary school students.

Theoretical Framework

Legal Framework. The educational Rural Center Guayabales incorporates the entire school process that is mandated by the Colombian ministry of education following what is stipulated in the law 115 of 1994 in which states that the Colombian basic education is divided in three main stages: Primary School consisting of five grades, Secondary school with four grades, and Middle education with two grades.

All these grades follow an objective centered in the integral formation of the learners with structures aimed at their rights and duties, respect for others, the acknowledgement of the constitution and the identification, respect and interest of the different ethnic groups.

Rural Education. Special education conditions and spaces are directed to the population living in countryside contexts in Colombia. This can be seen in the General Law of Education chapter 4 which contains the guidelines for a well-functioning rural education. Some relevant aspects are contained in the following decrees: Article 64, article 65, article 66 and article 67. These articles include all the duties the governments and proper authorities have to accomplish to offer an appropriate education for this sector of the society. Also, the institutional project design for farming areas and the execution of productive programs that may improve life and work conditions for farmers as well as the

integration of technical formation in rural educational centers focused in farming, fishing, forest and nourishment production.

Bilingualism Program. The National Program for Bilingualism sets the goals, vision and mission for the teaching of the English language in schools. High school and particular ethnic teachers and focuses on the use of new technologies and laboring competences of the population.

Three components contain the quality cycle designed by the ministry of education for the enhancement of language teaching as they are: standards for language teaching, evaluation of teaching methods, and improvement planning for language teaching. Until now, the bilingualism program has had a relative success and it had been complemented with the program “Colombia Bilingue 2014-2018” that sets the pedagogical model to follow and the materials use for an effective English teaching in schools.

Basic Learning Rights. Defined as the set of basic rules to fulfill in the English classroom. In the area of English, they are a useful tool to protect the education quality for children from 6th to 11th grade of secondary school. These rights are aligned with the suggested curriculum structure and the pedagogical principles for English teaching in Colombia that draws the path for the English teacher to follow depending on the level of proficiency of the grade and the competences required for the students in that grade.

Project Based Learning. Since the beginning of the 20th century the first concepts of project and task appeared in general education around the globe. One of the first works

that centered on learning through projects was Kilpatrick (1918) “*The project method*” in which the bases of PBL were firstly applied in public schools.

PBL is a learning method that has been well adapted to every context and situation in which it has been implemented in. Regarding the conditions in which PBL may be a beneficial teaching strategy process for the student, Krajcik & Blumenfeld (2006) divided the concept of PBL in four main aspects that affect the student:

- a. *active construction*: in which the students continually constructs his knowledge based from his experiences and interactions.
- b. *Situated learning*: in which the student gathers the knowledge from real and authentic situations and make conclusion from what they observe.
- c. *Social interaction*: in which the student with the collaboration of teachers and the community accomplishes to construct a collective understanding of a problem.
- d. *Cognitive tools*: which are any complement considered as a support for the learning process. Some examples are: mind mapping, conceptual charts, computer program, etc.

On the other hand, PBL is considered to be one of the methods that represents important benefits on the student academic evolution, even though some problems may be faced with self-learning projects where the student is not fully capable of understanding the project (Thomas, 2000, 34). Thus the success of this method depends mainly on the support the teacher offers to students to learn how to involved themselves into the project.

Language active skills. Production in language is the last step where the students are able to communicate successfully with other people in mother tongue or foreign language and it is generally defined as the creative process and exchange of oral and written products to a specific receptor. Szpotowicz (2012) states that communicative skills tend to be challenging in children from very young ages since they are not completely aware of everything they say (pag.143). Hence, the teacher may appeal to different resources when getting over these difficulties. Language active skills often differentiate themselves one from another since different method, techniques and strategies and applied in their respective fields which are oral and written production.

Written production: defined as one of the most important competences to develop when learning a foreign language and the first active skill to be developed since “For many students, writing is a less stressful activity than speaking as the audience for any mistakes is more selective; on the other hand, written work is concrete and is therefore open to closer examination and correction” (Bilash, 2009). Writing activities mark the beginning of the output information the students starts to create in the FL learning process and the one that progresses the most in academical contexts.

Oral production: it is present in any oral communication event in which two speakers are involved. Bilash (2009) states that “students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production” being the speaking the most resourceful aspects of the language to raise interest in student and this is reflected in the known benefits as of speaking fluently a language

Poster. As the main purpose is to spread relevant messages concerning environmental protection and foster a non-pollution culture among population, it is necessary to use visual support that can be of interest to any person that sees it. A poster is according to the Canada's Art Centre "a *"public"* piece of paper conveying information through text and/or graphic images... Its main target audience is the person walking by. A poster must convey its message with immediacy and purpose..." So, the main objective to the release of a poster is to give its readers ideas and thoughts about a specific topic, in this case, the conversation of environment and natural resources of Colombia.

Literature Review

As mentioned before, the aim of this project is to improve students level of English productive skills, at the same time they learn and spread environmental awareness in their community. Several studies have been conducted in various aspects in which this entire project is based upon, thus, this literature review is divided into three main topics which are PBL implementation in schools, rural and environmental education research and writing and oral production in English.

PBL implementation in schools. Project based learning has had an important impact in the development of new techniques that can encourage students to use the 21st century skills of the K12 education model. English & Kitsantas (2013) found that in PBL "the teacher's primary role is to structure activities to stimulate motivation and encourage reflection, and to facilitate learning through scaffolding, feedback, guidance, and prompts for thinking (pag. 131)". Therefore, even though PBL is a methodology in which the student constructs his own knowledge and learning techniques, it is the teacher who plays the role of a guide of the student, and draw the path in which the project has to be correctly

developed since most of the time these projects can be complex for the students to understand. On the other hand, English & Kitsantas (2013) also found from their study on self-regulated learning that PBL has a direct affection on how the students selected to work depending on their skills through a process of reflection and application of the understanding of a subject. This refers to how the application of projects in the classroom can enhance the level of self-awareness and reflection of a problem that seeks solutions.

Nowadays in educational settings, PBL effectiveness has been verified in different studies to assess the ways in which students have more success than others using this method. In Sindelar (2010) PBL implementation on a focus group of space/earth science students showed a comparison on how the direct teaching method and PBL varied the way in which knowledge was grabbed by students. The study demonstrated that PBL enhanced reflection not only in the students, but also in the way the teacher thinks of the class and the contents taught. Besides, it is shown how project and Problem-Based Learning help the learner to improve his critical competences and general 21st century skills for problem and conflict solving in a complex area as it is astronomy reflected as an area of education in which students need to start thinking over problems.

Environmental education. Educating people in environmental education has been one of the most demanding challenges for the government and the ministry of education. Since the early 2000's a myriad of studies has evaluated the extent to which environmental education has had a real impact on education as in Velez & Londoño (2016) where it is stated that "it is necessary from a first stance that the environmental education come from formal sectors given that they have a real knowledge concerning environment as well as the correct pedagogical strategies that can be used in formal and informal sectors of economy

and education”. (pag. 184)” referring to the act of large organisms of government and from private organizations to join efforts and apply the different awareness program to accomplish a common goal, and also, to unify people from several fields of study to give the real importance the environment deserves.

Another relevant concept concerning environmental education is “sustainable development” which is defined as the process that lets the individual comprehend interdependent relations with his surroundings (Ministerio de Ambiente y Desarrollo Sostenible, 2002. pp. 18-19). Following this, Berdugo & Motaño (2017) conducted a study in which various universities along the country were put under study to analyze how environmental education was integrated in different levels taught in those higher education institutions. Findings revealed that superior institutions try to integrate environmental awareness in extracurricular courses of the different programs so that every student has access to these sensitizing courses. These factors improved the level of awareness among students, added to a philosophy that tries to highlight the importance of sustainable development in professional fields and helped to create a friendly environment in the campus. This means that in Colombia educational institutions have made real efforts to raise awareness among the population, in Guayabales High School has been clear the great importance environment has in the classes connecting math, science and projects to the correct use of primal materials and resources.

Productive skills in high schools. In the field of the foreign languages teaching and learning, productive skills are considered as the pillars of a real communication process that the student become capable of handling when he has acquired the sufficient knowledge to use correctly these skills. Some studies have addressed the development of the productive

skills in schools. Szpotowicz's (2012) study shows the improvements made on the oral production skill with specific-planned lessons that demonstrated that students have better performance when putting them into real situation through tasks which they can relate to. Also, since these tasks allowed the students to make decisions about their process, they were encouraged to make better presentation planning by developing the tasks they were more interested in. For this study, students are expected to plan and organize oral presentation on which they will present ideas and messages related to the conservation of environment to other students and the community. Handling the speech in both languages and in order to achieve this, the teacher will help him to find the most effective strategies for a good talking.

Additionally, English as a foreign language has been studied in different institutions of the country as it is the case of Neiva's (2016) study conducted in an English institute in Bogotá, Colombia in which a focus group of upper intermediate students were observed during 8 weeks to identify oral strategies used by students to enhance their performance in English. The study showed that students usually get to reflect over their errors so as to use them as a sign of progress. Also, prompts were one of the most effective ways to maintain a conversation, condition that allows them to improve their conversation abilities. All of these factors can influence the way in which the student finds new methods to make the understanding easier of a topic and let the teacher know what the best ways are to implement interactive activities to work on speaking. In the case of Guayabales High School, the students are aware of the errors and mistakes they make, and the teacher is responsible of creating a reflective position to errors they can use when developing activities and tasks helping to improve productive skills among them.

Methodology

The project will be carried out during ten weeks of the practicum stage of the foreign language program. The pre-service teacher assigned to the school divided the activities and workshops in which different aspects of environment awareness and production skills in English may be enhanced. A total of 5 workshops working on songs, readings, grammar and culture will be taught along the practicum length. All of this regarding PBL methodology as shown in Krajcik & Blumenfeld (2006) implementation a PBL, following the bie.org rubrics for the organization of projects with a process of planning, execution, benchmarking, reflection and evaluation. Materials such as songs, videos, articles and letters will be used to work on new vocabulary and expressions they will learn and apply, working on listening and reading activities making groups to develop cooperative activities. All these tasks will be done with a unique goal. The students will create and share some visual exhibits to raise awareness in other students and other members of the educative community. Posters, billboards, and comics will be done by them with a message for the community that follow the philosophy of the institution “to be formed in the environment, for the environment”.

For the organization of the workshops, a schedule containing the topics and activities to be developed are presented:

Workshop	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 10
Introduction about the workshops	X								
Workshop Song Vocabulary Expressions			X						

Workshop Article Vocabulary about pollution					X				
Workshops posters and comics Vocabulary and writing Create ideas to raise awareness							X		
Practical Workshop Making of a poster or comic to make aware.									X

Table 8. Project timetable

Research Methodology

Type of Research: The project is developed following a rigorous qualitative analysis since the students and their academical performance are the pillars for this study to be conducted. Also, behaviors and thoughts from the students affect the way in which they study and find new methods to revise and review contents. According to Denzin and Lincoln (2000) qualitative research is always interpretive and try to show the natural behavior of the population inside a phenomenon, meaning that the study will impact directly in the performance and skills in students.

The Instruments of Data Collection: The study will be conducted using several data collectors to obtain the necessary information to complement data. This instrument will be divided into pedagogical instruments and research instrument presented below:

Pedagogical Instruments

- Researcher reflective journal.
- Workshops.
- Activity sheets.
- Feedback sessions.
- Final product: Poster presentation.

Research instruments

- Unstructured non-participant observations.
- One questionnaire in two groups of students.
- A diagnostic test.

Project design

As defined in Creswell's (2012) book "*educational research*", an action research is a "research design to explore a practical problem with an aim toward developing a solution to a problem (pag. 576)". And where the teacher analyses his teaching, his students learning and his methods to identify possible improvements for them. This study is intended to implement personal-designed lessons to improve use and appropriation of the English language to create environmental awareness through implementation of project-based learning (PBL) by means of reflective and participative workshops in which the students have to think of ideas to work on the best method to solve a problem and to produce a meaningful impact on their context in order to spread their reflection on the school and their homes.

Data Analysis

Data on the project was gathered and successfully analyzed during the 10-week length of my practicum process. Final data represented all the workshops I conducted with the research groups I selected during the analysis which represent two school groups from CER Guayabales, 10th and 11th grades. These groups were selected due to the lack of sessions and English language mastery by the students of the other grades that was insufficient for the purpose of my study.

The analysis of the data was analyzed following the methods presented in Elliott & Timulak (2005) who state that the researcher has to do open-ended questions to open-end answer them for the interpretative analysis to be successful (known as open-ended strategy). Also, it is stated that even with all the data that can be gathered by the researcher, it is necessary to collect participants perception in form of interviews and in this way to triangulate the data and obtain more accurate results.

Other data elements were gathered from the notes they took during the classes, homework was assigned weekly for them to look for vocabulary or idioms that would have been useful for the workshops, the narrative texts I wrote weekly where I told my experience as a teacher and a researcher, and finally, each one of the workshops carried out in the two groups, where we worked in some interactive worksheet and material and they produced some written or spoken products.

After gathering all the necessary data, and interpretative revision of all the material produced during the practicum was made, and an analysis on the self-reflection notes to identify changes on my methods and perceptions about the classes, the students and how the project was advancing. A tabulation of all the results from the workshops and then

compared it from one group to the other one and define if it was any difference in the way in which both groups worked and produced.

During the analysis I noticed that I was affected by the study of available literature in the field, not only when interpreting the data, but also during the development of the courses due to the predisposition of the expected results I had since the research of previous studies with similar findings as stated in Elliott & Timulak (2005). For this reason, I decided to make an interpretative analysis of everything I did with the opinions I gathered from the students for the findings to be legit.

Finally, I carried out several interviews in order to know and analyze the perceptions of the students regarding the contents and the development of the activities I prepared for the lessons. Five interviews where I asked some basic questions about my classes, the workshops about environment, the final product and how they felt in some aspects of my teaching during the practicum. Also, while collecting the evidences for my pedagogic project, I analyzed and interpret how the progress was reflected in the final posters they designed. And from this, I realized and identified what the key aspects were as well as how the students enhanced their productive skills thanks to the material and contents I taught them.

Triangulation scheme

Realidad	Corresponde a la información suministrada por los sujetos clave, en relación a sus experiencias y percepciones de la una realidad en el contexto donde se desenvuelve.
Teoría Referencial	Corresponde a la información que proporcionan los diversos autores, los cuales son expertos en las categorías de estudio, permitiendo profundizar en comprensión al proceso de interpretación.
Aporte del Investigador	Corresponde a la información que proporciona el investigador de acuerdo con su percepción y experiencia, permitiendo conocer así como comprender su punto de vista, saberes y aportes a la investigación.

Reality	Previous studies	Findings
Integration of environmental education in the classroom was reflected not only in English class, but also in subjects such as social sciences and math.	<u>Berdugo & Motaño</u> (2017) showed how institutions integrated the environmental education into optional courses to their <u>pensum</u> .	Internalization of environmental education was clearly advised by school PEI.
Productive skills were improved through presentations, always involving a companion by the teacher who gave feedback and guided the process.	In <u>Neiva's</u> (2016) where self-correction and feedback were the fundamentals for a better oral production among the students.	Oral production was effectively improved through pronunciation self correction.
Writing production skills were improved completing tasks in groups or individually by short readings with different topics.	This was previously shown in <u>Szpotowicz's</u> (2012) where students improved their English skills developing project and tasks that lead them to look for their own methods of learning a second language.	Written production enhancement achieved through collaboration and interaction.

Reality	Previous study	Findings
Motivation was the primary goal for the teacher, it was reflected in the high level of participation among students.	<u>English & Kitsantas</u> (2013) found that in PBL the teacher's primary role is to stimulate motivation and encourage reflection.	Students' willingness to work on productive skills originated from feedback, scaffolding and guidance by the practitioner in the classroom.

Findings

The data analyzed for this project was organized and presented into three main categories. These categories are divided according to the impact in each one of the groups under study, the product creation and the development of each one of the workshops designed. Final categories were named: environmental work and its integration in the school, enhancing English language mastery through an environmental culture, perceptions of PBL in CER Guayabales.

Environmental work and its integration in the school

During the first three weeks of development I conducted unstructured non-participant observation on the way each group worked in environmental education in general subjects and how their proficiency in English language was before developing an intervention workshop in that group. At the beginning of the process, it was planned to integrate all the groups of the high school to conduct a massive project that could affect the entire community. Nonetheless, I identified a significant difference between the English knowledge and mastery in students from seventh and those in eleventh grade, this was mainly caused to the standard curriculum of the subject designed for the school.

After having identified the academic status quo in which each group was located, I decided to implement topics different to the ones of the project, aiming at recognizing what the exact level of English mastery was in each student. After, I filtered the focus groups in which the project was going to be carried out ([Appendix 1](#)). Consequently, I selected two groups to be participants of my pedagogic project due to their understanding of complex texts in English about environmental issues and their experience in environmental projects that were carried out during their previous high school courses. Tenth and eleventh grade demonstrated a high level of understanding of the basics when reading a text in English,

even though there were problems with some common tenses and a notably lack of vocabulary, they showed an important easiness to learn new topics and new words.

I collected all the worksheets completed during the different classes in two weeks, from all this worksheet that were mainly reading exercises in different topics and levels, I analyzed in what level each group was localized and which level was required to well develop the project in the school. The results were tabulated in the next chart:

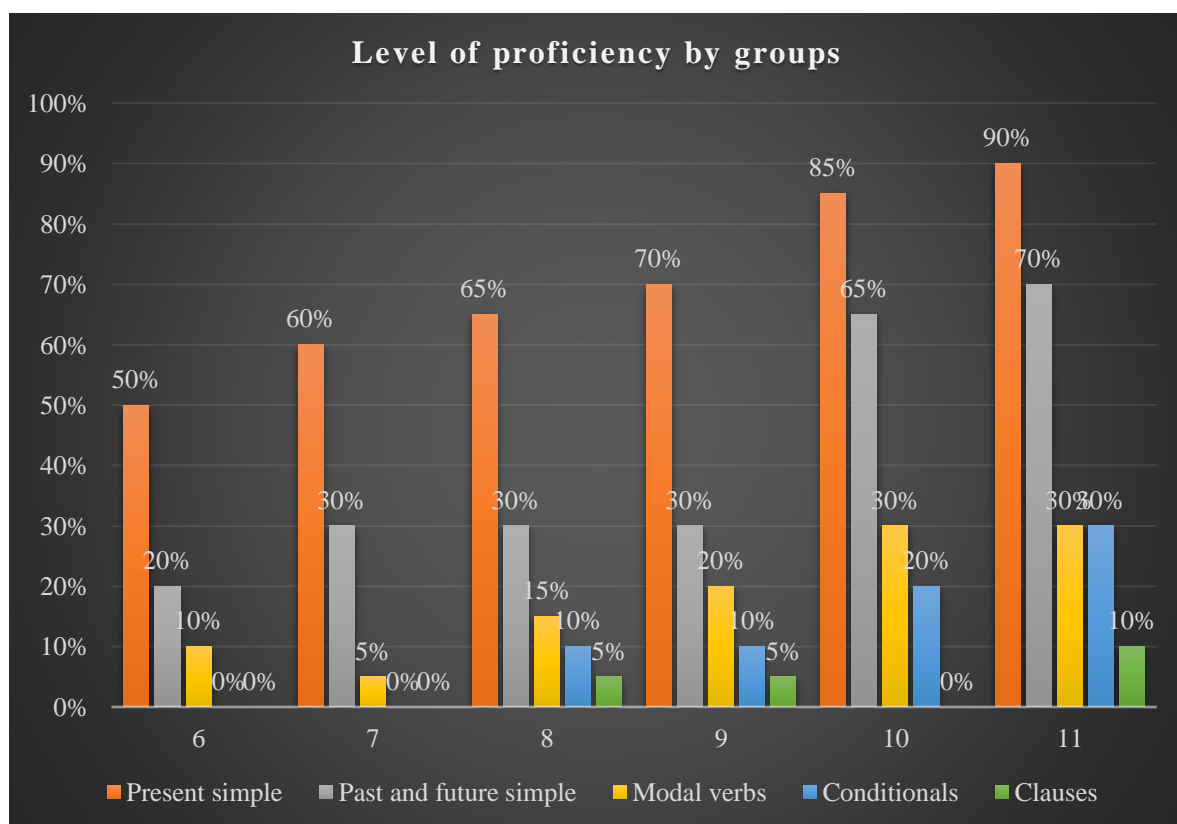


Figure 2. Level of proficiency by group in CER Guayabales.

Both tenth and eleventh grade has a clear dominion of the language in terms of tenses and vocabulary, compared to the others groups, that made necessary to limit the project to these groups, being impossible to plan different workshops for each level.

After having filtered the groups in which the project would take place, I designed and introduced to them the final calendar for the workshops to be developed according to how they integrate the environmental education within all their subjects doing a rounded debate and asking them to tell me how their classes tried to join agricultural and farming culture into their classes, and in this way, I realized that they joined in three ways their classes to the pillar of the school:

- They take a productive project class in which they work on farming and animal breeding meaning that they know and use all the technical vocabulary to understand environmental texts concerning the use of chemicals and fertilizers in agricultural activities.

- In different areas to English, they always try to integrate the farming knowledge into the activities they develop, for instance, math and social sciences are the two subjects where these components are more reflected than the others, in social sciences the teacher give the students lesson on how the agricultural politics advance and change in the country and let them know about the new programs that the government is giving to the rural areas population along the country. In addition, the math teacher gave them some logical problems where they had to solve accounting issues using math for them to know how to well administrate a farm.

-During the main events of the institution, the students always have to present some messages as tips and ways to save and protect the environment, and mainly the water to prevent more pollution in it than the agents it brings from Pamplona.

Enhancing English productive skills by environmental workshops.

During the practicum process, I designed and planned a productive project for the students not only to receive the common lessons, but also for them to learn, think and reflect over the current problems of that part of the society, even though at the end of the practicum it was impossible to conduct one of the seven workshops that were planned at the beginning. However, for each workshop developed within each group there were some good results from the activities that were made during the sessions to the final product that was a poster to raise awareness within the academic community.

The seven workshops were developed with a two-week difference between them, during the final part of the project I decided to do a comparison chart in which I showed some brief key aspects that were noticed during each workshop, to interpret what were the results and effects of each one of them.

Week	Workshop	Group A	Group B
1	Introduction and presentation of contents	The group showed great interest in the content that were going to be introduced and expressed their willing to collaborate on the project	The group agreed to collaborate even though they didn't seem to be excited about the activities that were presented. The teacher encouraged them to participate and take advantage of the new English teacher.
2			

3	"Earth song" by MJ workshop	The group worked on the song but due to the numbers of students within the group, it was impossible to organize them, practice it and sing so the students only worked on the message and the vocabulary presented in the lyrics.	Even when they didn't seem to understand the song, it was practiced four times and then, it was explained by the teacher, the students also had some difficulties translating the message so the activity was extended to two weeks. Finally, they told the teacher they like the song and they wanted to record it.
4			
5	Article "eight ways to save the environment".	The group worked on an article about how to save the environment, they extended the session due to some problems understanding the text.	Even when they were not showing too much appreciation to the workshops, they started to give more results that the group A since they noticed the importance of studying this kind of topics.
6			
7			
8	What is a poster? And what for?	Some slides and images were shown for the students to know what a poster is, also, they designed some drafts by groups to determine what was the best option for the final product.	There were no remarkable differences between the efficiency compared to group A, only the first clues to notice that group B tended to be more focused on the message and its redaction, different to group A.
9			
10	Creation of a rising awareness poster!	During the final product creation, the students spent 4 hours designing the poster, they tended to focus more their work on the style and quality of the visual attractive of the poster. Additionally, there were more heterogenous groups that added a more artistic and varied form for the posters.	Group B were motivated to work on the poster compared to the first sessions of the project, the change of mind was noticeable during the last 2 workshops. The students expressed their need for the message to be correctly written and redacted. They looked for the teacher and asked for help when deciding what was the best

			message for the poster. Final products were presented in front of the high school.
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Table 9. Workshop overall review

Figure 1. Review table of the workshops conducted.

Presentation of the content: during the first and second week of the practicum I conducted a brief workshop in which I presented all the topics that were going to be talked in the next sessions, it is evident the difficulty which the practitioners face when trying to implement any of the workshops or activities they have planned to achieve the expected results. I organized a schedule that the students understood clearly and accepted to collaborate with the development of the project.

Raising awareness through the use of music: The second workshop carried out with the students of 10th and 11th grade done during the second week of practicum, were divided into two parts. The first one was the reading of the song “Earth song” by Michael Jackson ([Appendix 2](#)) in which the students had to listen to the song and then find the meaning of each phrase by finding some vocabulary and then extracting the whole idea of what the singer wanted to tell. After this, the students were asked to share the ideas they extracted from the song to their partners and after practicing it to sing along.

Singing and practicing the song led the students to learn and correct the pronunciation of new words that were introduced during that session, the group showed a

collaborative work since they all had to sing the song and record it while the teacher examined their pronunciation. Besides, they created a list of words in which all the new vocabulary was introduced and saved for future uses in the English classes. After practicing, the song the teacher asked them to read loudly and, in this way, revising every part of the song to be said correctly. The students presented an enhancement in the way they say basic words as pronouns or verbs, remaining some problems when trying to pronounce adverbs and connectors.

Article “8 ways to save the environment”: The third workshop carried out during the fifth week of the practicum involved totally the reinforcement of the written comprehension skill, the students were given a printed article talking about some useful ways to protect the environment and tips on how to collaborate to the conservation of our natural resources.

[\(Appendix 3\)](#)

First, the students made an in-depth reading and translation of the article since they did not understand but the main idea of the reading. The first task to develop during this session was to read the article. However, the students spent an hour reading the whole article a finding the words that were just introduced told the students to think about a drawing or a design that could make them think of the following words: environment, water, planet Earth, wild life and pollution.

Then in groups the students had to draw their own design to express what they feel as a deep message that can change minds without saying any word [\(Appendix 4\)](#). During the development of this activity the students were engaged in understanding the very

essential ideas of the text, taking more time than the previously planned, but they understood all the vocabulary presented in the text. A real improvement in the way they read was noticed by the teacher, not only by reading themselves and understanding the structure of a phrase with only the help of a dictionary but also, to reflect on what the article wanted to say and the message they had to spread on the school. After the reading the teacher asked them to write some sentences that give a message about the importance of saving the environment. The students wrote the sentences without the help of the teacher, since they already had the vocabulary they need extracted from the article and the song of the previous workshop. Finally, the teacher asked them to group themselves by four people and to look for information on what is a poster and to look for another 20 words that were used during the next session.

What is a poster and what for? During the fourth workshop developed, the students only had to learn and understand what the teacher talked about the definition of a poster using some slides with short terms for posters as well as examples they used as reference for the creation of the final product.

The students showed a good understanding of the slides and the contents presented by the teachers, since they improved their skills during the classes and previous workshops, additionally, they supported their comprehension with the texts projected on the screen. After revising and defining what a poster is the teacher asked the students to form into groups and worked on the first draft of their own poster. The students already know how to construct the phrase and the words they needed to write on the poster. Even though, the teacher gave the feedback and corrected the mistakes they made on the first try writing the

message, all the groups had prepared the design and the message of the poster by the end of the session.

Designing and creation of the final product: The final stage of the project was divided according to the activities that were implemented in the two focus groups under study. Initially, the final project was planned to be done simultaneously between both courses, but due to delays in the activities of each group, 11th grade was on top of the lesson that had to be imparted before the creation of the final product, that's why it was decided to divide into two sections the final product presentation.

11th grade final presentation: After having designed and created the poster by groups of three people, the students agreed to present their material to all the community since that day a rising flag event would take place. So, during the creation session the teacher and students corrected some possible mistakes in the redaction of the messages in the poster and how good the visual idea was reflected in the drawing they thought of. Also, they practiced the pronunciation of the sentence as a brief explanation for all the students and teachers in the high school.

During the final event, the students showed their work in front of the academic community, first reading and explaining in English what the message and the image meant, and just after they explained it again in Spanish for the teacher and the youngest learners from the other grades. They demonstrated the remarkable enhancement they had not only speaking and writing but knowing how English can be joint with another important areas of the institution as environmental education. Finally, some teachers asked for unknown vocabulary they found in the poster, but the students were actually capable of giving the correct translation of the sentences and one by one of the words. ([Appendix 5](#))

10th grade final event: Given that this group had some difficulties to attend to the workshops I have planned, the final event was delayed by almost one week, and it had to be done during the last day of my practicum process. Hence, the dynamic and the activity planned for the project was modified. The students started to draw and select the best message for their poster in groups of 4 people as done in the other group, even when some students did not want to participate in the event, the most part of the class were willing to present their work. During the break time, the students and the teacher reunited and looked for a proper place where all the students and people may check the posters and their messages. Once the posters were pasted on the wall, some students from others grades got there and started asking about the messages that were written and the meaning of each drawing. One representant of the world-group was in charge of telling others about the ideas and the advises reflected in the poster, the pronunciation of the sentences in English and their corresponding translation. ([Appendix 6](#))

The students showed a clear improvement of the English receptive and productive skills, focusing on the creation of environmental messages to spread awareness among the community, they worked on readings and listening activities to have a real base of the production of a good audio-visual idea to give a word to others, and also, they gave the other grades students the opportunity to know their work and their dominion of the English language.

Perceptions of PBL in CER Guayabales: During the final weeks of my practitioner work, I conducted some discussions in the classrooms to know what the perceptions and opinions of the students were referring to my workshops and the content I brought to them.

Furthermore, I asked students to answer a questionnaire to gather data on how they felt in my classes generally and specifically in the environmental workshops. (Appendix 7)

Varied perceptions emerged from the opinions I gather from my students, from a feeling about my attitude to the good reception they had to my activities, which I grouped into three main aspects:

Dynamic classes: the students expressed that the classes I prepared for them were all center in their participation and reflection over important themes of life. I always tried to get their attention and to keep them focused on the different activities.

Open to improvement: The students generally told me about two things I have to improve as a teacher. First, I have to engage myself to the teaching of every student of the class, since there are some students that present understanding problems and they often got lost with my explanation.

Environmental education in any language: The students expressed that they were happy to learn that education and protection to the environment can be taught in any language, and that it may produce a great impact on the people of a community as La Palmita and Pamplonita. They were capable of making themselves understand in second language and give others the message they wanted to.

Conclusion

For the very first time, the students of Guayabales High School received a certified English teacher sent by the university of Pamplona, even when they had not almost any previous knowledge of the English language, they took advantage of the two months in which they learnt tenses, adverbs and other important grammar structures that previously made

impossible for them to write a correct and understandable text in English. Conclusions were listed regarding the objectives designed and the beginning of the process and are presented below:

1. PBL proved to be an effective methodology that allowed the lesson contents to be developed more contextualized and meaningful.
2. Students from Guayabales developed their English productive despite the fact that this was the first exposure led by a licensed English teacher.
3. Implementing skill strategies allows to transition more smoothly into the use of authentic materials.
4. Integrating the learning of English to the environmental education led the students to understand basic structures in English, express ideas, tell others people what these ideas mean.

It is completely necessary a continuous research on how English language can be integrated to other subjects to complement areas of knowledge that can be studied better in foreign language. Oppositely, it is necessary to keep the English practicing in Guayabales High School, given that the progress is notable and the willing to learn is clear among students and the teacher themselves. Studying and analyzing how English teaching and learning can be enhanced in rural context where communications and technology are not strong priorities of the community has to be the basis of any other study to be conducted in this school or those alike.

Discussion

Testing what had been stated in Berdugo & Motaño (2017) as the integration of environmental education in the classroom, giving notable benefits to students and teacher of others areas. On the other hand, English productive skills were remarkably improved in the students of CER Guayabales by means of oral and written exercises developed within the workshops, always involving a companion by the teacher as in Neiva's (2016) where self-correction and feedback were the fundamentals for a better oral production among the students. Also, writing production skills were improved by means of short readings made during all the workshops where the students had to complete easy tasks in groups or individually to achieve a goal making collaboration and interaction an essential key for the improvement of the productive skills. This was previously shown in Szpotowicz's (2012) where students improved their English skills developing project and tasks that lead them to look for their own methods of learning a second language.

CHAPTER 2

Research Component: The formation of reflective spirit in PLEX practice teachers, training tool to qualify pedagogical practice.

Introduction

In the context of training in PLEX, the pedagogical professional practicums of teachers in training are emerging as one of the focuses of interest and update to study and document for the improvement of teaching-learning processes, for the qualification of education.

Even though, there is a clear interest in the evident need to understand and to transform the pedagogical professional practicums, so is it a fact that a good part of the local studies focuses especially on the problematic of learning more than teaching.

It has been considered pertinent to formulate a project that establishes a reflexive approach about professional practicums as a way to objectify knowledge, behaviors and attitudes over guiding the teaching work; also, as an internalization exercise of immersion and conscious exploration of the teacher's own subjectivity, through the formulation of questions and search of information for the solution of problems and for self-recognition.

Justification

The formulation of this project in the context of the Integral professional practicum of foreign language students, is part of the professional conception of practice as a spearhead to improve educational processes in the application centers where the professional practicum is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be interested in the knowledge of the models and approaches to attend a problematic situation and to establish an analytical look.

In accordance with the statement by the philosopher of education Jhon Dewey, a forerunner in the field of reflective thought applied to teaching, we justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflective action. We believe that a reflexive approach protects agents from the traditional context of inertia, and authority that permeate the school.

Problem

At the school, fundamental aspects of the constitution of the subjects, of the institutional life without questioning are assumed, they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events unfold without major alteration, the teacher is at risk of settling in a logic of action that does not allow the pedagogical evolution and the renovation of the school culture.

A practice lacking of reflection does not encourage the emergence of problematic situations; those realities are ignored, they are invisible. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier for the emergence of emerging practices tending to generate transformations of thought and knowledge, to meet the needs social. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier to the emergence of emerging practices tending to generate transformations of thought and knowledge, to take care of the social needs.

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

In the case of the Foreign Languages program at the University of Pamplona, reflection is conceived as a fundamental exercise for students who perform their integral

practice, to self-assess and to install a critical and constructive view of their work in the teacher role. To start this study, the following guiding questions are formulated:

How does the implementation of reflection contribute to the transformation of the proper pedagogical processes of the development of integral practicum?

How does the exercise of reflection influence the development of the critical spirit of the students-practitioners in the analysis of their pedagogical work?

General Objectives

- To implement reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the current problems in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.

- To identify and analyze the strategies that the student uses in their pedagogical practice.
- To implement reflection workshops and development of teaching units that guide the reflection of Student-Practitioners.
- To analyze one's own beliefs about teaching work and about students.

Conceptual Framework

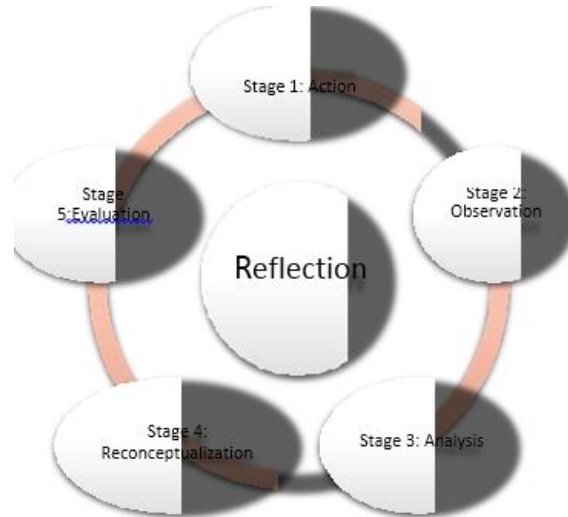
The theory about the teaching profession, reflection, reflective practice and pedagogical practice, constitutes the conceptual framework of the present study. To have a greater degree of clarity about the concepts covered, in close relation with this research project, we present an approximation to each one of them.

■ The teaching Profession

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human

resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competencies in the discipline that allow him to have mastery of a set of knowledge and skills in the specific



area, since the first intellectual requirement of a professional is the level in which he develops his activity. Similarly, every teacher must have some skills in the organization of content, which is the pedagogical practice not only requires ordering its components to be learned by students but forecasting for the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the practice of teaching.

■ The Reflection

Talking about reflection implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

The Reflection as a Process

The reflection is made based on a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow extracting a new structure of the situation". The stages of the process of reflection as a process are evidenced in the following scheme:

The Reflection as a Theme

The concept of reflection is based on a topic that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflecting; and the contextual aspects that allow the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.

Figure 3. Reflection process chart

The Reflective Practicum

Updating and qualifying the academic proposals in the University and orienting the learners towards new ways of relating to the world, it is necessary that the teacher questions himself about his own practice and about the repercussion that it has generated; that it is able to objectify his behaviors, and to assume the different roles in the pedagogical relationship.

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

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

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

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

On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. it is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts. In a third Van Manen establishes an exercise of critical reflection; at this level, he

formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

Pedagogical practicum

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

Academic Practicum

It is aimed at preparing professors capable of reflecting on the courses they teach, so that they become structures understandable to students.

Social Efficiency Practicum

The aim is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, the reflection consists of a strategic decision: "select among the range of available techniques which is considered most effective".

This is the way of proceeding from technical rationality.

Developmental

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

Social reconstruction

The object of the reflection is the social, economic and political context, so as to promote truly democratic relations in the classroom, and fair and just in the social sphere.

Generic

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

Activators of reflection

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

Critical element of reflective thinking

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. Interest in what concerns social justice and ethics in education.

These authors established classification categories of knowledge:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and proper professional configuration
5. Knowledge of the students and their characteristics

6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, and axiological

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

Methodology.

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal on this practice process, a process of socialization and systematization of the same will take place.

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

For the collection of data in this project, the application of the following instruments is proposed:

Reflection workshops

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practices.

Objectives

- To consolidate a group of teacher-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- To qualify, facilitate and effectively insert the educational center.

Self-observation card

The main objective of the self-observation card is to guide the student-practitioner towards a view of his / her practice as a teacher and of his / her role in the classroom and in the environment of the educational community of which he / she is a part.

Narrative

The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher.

Class records

Having evidence of the actions of student-practitioners in the classroom, will allow reflection on different aspects of the teaching / learning process of foreign languages that may have been taken into account or not by the teacher in training in their exercise of reflection. These registers will allow an external and constructive view of their pedagogical practicum.

Context

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is located in the Valley of the Holy Spirit, in the Colombian Andes. Founder of cities during colonial times, it has been a center of confluences and religious influences throughout its history; It welcomed a large number of religious communities among which we can mention: the community was Franciscans, the Clarisas sisters; the Brothers of San Juan de Dios, the Society of Jesus, the Community of the Sallista, likewise, female religious communities: Sisters of the Presentation, Bethlemite Sisters, among others; The presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, that this study is located, that the school has as an agency in which the school actors develop: PLEX Practitioners.

The school is understood as a specific educational community that as an organ is responsible for institutionalized education, that is, the school is the place where education is carried out, where education is fulfilled and where education is ordered.

At present, the school is considered as the way of life of the community, that is, the school transmits those learning and values that are considered necessary in the community and that leads the students to use and improve their abilities for the benefit of both society as its own.

At school, we always find a series of fundamental elements that intervene such is the case of teachers and students whose actions and ways of acting are subject to a social and cultural order from which the school itself takes its organization.

The school is an organ dependent on society, a social institution intended, within the specific area of education, to administer systematic education and which conditions the formation and organization of groups represented by educators and learners (Crespo, 2010).

The school as an educational institution fulfills specific functions, among which are:

Socializing Function

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

Instructional Function

The instructive function uses two functions, the improvement of spontaneous processes of socialization, to guarantee the formation of human capital, which requires the functioning of the labor market. Tries a higher level of culture, knowledge, values, etc., there is a greater possibility of adaptation.

Educational Function

The educational function requires a community of life, of democratic participation, of an intellectual search for dialogue and learning. An educational community that breaks the ratifcal barriers between the school and the society, a space of culture where the concepts, technical tools and codes of the culture of the humanity are learned. As a result of active participation in the exchange of meanings, desires and behaviors with peers and adults (Vizcaino, 2010).

Population

The total population of the present study is constituted by thirteen students of tenth semester, practitioners of the Program of Foreign Languages French French of the University of Pamplona.

The direct beneficiary population:

Teachers in training.

Supervising Teachers.

Student community of the Integral Practice implementation centers.

The indirect population benefited:

It is composed of the teaching community of the Foreign Languages Program; the results will feedback the vision of the agents of the Program on their collective practices of Integral Practicum

Institutional dependencies linked to the Project

- ❖ Foreign Language Program Department of Languages and Communication Faculty of Education
- ❖ External institutions linked to the Project
- ❖ José Antonio Galán School
- ❖ Brighton School
- ❖ La Normal high school
- ❖ La Presentation High school of Pamplona
- ❖ José Rafael Faría School
- ❖ Cristo Rey Educational Institution

Expected Results

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

- The formation of reflective spirit in PLEX practitioners, as a training tool to qualify pedagogical practicum.
- To analyze the environment and the realities and social representations of teachers in training, notions and concepts about the school world.

FINDINGS

The practicum process is an important stage in the formation of a teacher at the university, that's why it is hereby necessary for the teacher to create a reflexive spirit to make himself aware of his teaching practices and habits and in this way improve them to benefit all the community. These findings are divided according to the instruments that

were used to collect the data in the field: narrative texts, classroom observations and class recordings.

Narrative reflective texts: During the ten weeks of practicum, the practitioner had to send a narrative where they tell the tutors and practicum coordinators how the process of teaching was going, if it has suffered changes, or a difficulty is being presented within a classroom of the school itself. What the pros and cons of being a practitioner in that school were, and how methodologies and techniques were affected by the experience of being a real teacher.

As an overall, narrative showed how I changed from a very traditional class to a full dynamic lesson integrating the four language skills needed for a good learning of English. The methods on how to evaluate and reflect over the mistakes the students committed. Given that teacher told me about the limitations they had when giving homework or workshops, I initially limited my classes to a mere explanation of the topic and then a short mechanization for the students to revise. Just a few weeks after, I realized the students were capable of presenting homework since they expressed to me that they wanted me to give them worksheet and study the topics at home to prepare for the exams. This is only an example on how the narrative made me reflect on what I was doing right during the classes, and what I had to change from the way I gave them.

Classroom observations during the institutional week: The institutional week, as mentioned before was a pre-stage on the practicum where the students learn about how the school works, its PEI components, how is physically divided and what is the philosophy they follow. During this period, the practitioner carries out some classroom observation in which he identifies what are the main aspects of the English class at this school. I decided

to do an observation in each group I was going to work with, and in these activities, I noticed some important aspects that guided my plans to work on the school as well as the design of my pedagogical planning according to the learning methods the students had.

[\(Appendix 8\)](#)

From the observation I noticed two important aspects that were going to lead my practicum development. First, the methodology implemented in every grade of the school during the English class was practically the same. Where worksheet and grammar exercises were the main pillar of the English learning. And secondly, students didn't develop any reflective skill during these classes. Primary skill needed in the implementation and development of PBL. That's why I reformed the methodology of my project to be adequate for them to understand the tasks they had to solve and make them simpler.

Class recordings: As a requirement for the university supervision made by the tutors, two classes were recorded during the semester, due to limitations on the activities and loose of several classes mainly by rising flags events and pedagogical journeys. In the two recordings made, some important aspects were extracted from the way in which I implemented the methodology of the class and the activities I give them during the lessons.

First class recording: I recorded this video during the fifth week of my practicum when I was teaching personal information in ninth grade. I presented a video in which some British people were introducing themselves and answering some questions about their basic information. After this, I gave them a worksheet in which they have to answer some other questions but with their own information using present simple and numbers. Students fully understood the topic and improved their listening skills by means of audio visuals supports.

Second class recording: This video was made during a two different hours session since the students had some institutional exams so the class was shortened to 30 minutes. I decided to join the lesson of two groups in one single video to examine the proficiency of each grade, being eighth and seventh grade the groups recorded respectively, in both cases, I made a little explanation about the day's topic (reflexive pronouns and there is/there are) giving direct examples of the uses of each one by writing some sentences in the board and making the students to reflect on its uses without any translation. After this, I gave them a worksheet in which the topic was going to be evaluated.

Conclusion

The reflexive tools the program gives to its practitioners demonstrate to have an important impact on how they think of their classes, the activities, their planning and the evaluation methods they have. With several types of instruments to gather the proper data to review the teaching methodology and correct the possible weaknesses the teacher may have. Also, it gives essentials clues on the way the teacher has to evaluate himself on its classes and in this way to improve their teaching skills. Finally, not only to reflect and create better teaching habits but also, to compare the data gathered for this component and use it as another instrument for the pedagogical part. Regarding the objectives, conclusion asses the effectiveness of the project as presented in the following list:

- ✓ Pre-service teaching effectiveness is enhanced when the practitioner has a self-reflective method to evaluate his own work.
- ✓ Activities and techniques change during the practicum process while the teacher realized what is best for his classes.

- ✓ The major goal for a pre-service teacher is to supply solutions for a better learning in students, filling up possible gaps in the teacher methods.

CHAPTER 3

Outreach component: “Awareness raising project to English language in primary schools in Pamplona, Colombia”

Presentation

When reading this proposal, readers will have two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools’ students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram and the estimated budget will be presented as well.

Introduction

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

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

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes, hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regard to the National bilingual policy; many institutions in this city do not have English teacher to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

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

Justification

Nowadays, learning and acquiring a foreign language allow us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area. This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector. The implementation of this project favors both the institutions and the

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

General objectives

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- To serve the needs of English formation of children in primary schools in Pamplona.
- Integrating the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools in Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal will aim at:

- Familiarizing children from primary schools in Pamplona with the essential foundations in English
- Engaging students from the foreign languages program English and French in the teaching English processes in primary schools in Pamplona city.

- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Pamplona city. This project is part of the formation of the foreign languages program English and French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

Contribution to the academics formation in the foreign languages areas.

- Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- Outreach towards the educational community in terms of University and program.

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 through 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 UNESO 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 academics 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 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 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.

Findings

The outreach component was implemented since the second week of my practicum process, centered around the use of worksheets to enhance the acquisition of vocabulary among the students of primary school. Given that the CER Guayabales implements a pedagogical model known as escuela nueva, so primary school joins the two main stages of the first education in zero, first and second grades, and third, fourth and fifth grades into one classroom for the students to have a better acquisition of knowledge in small groups.

The outreach component has been divided in two main aspects, defining what each sort of activities and exercises have to be done with the students of each classroom, so these two aspects of the project were scheduled and applied as much as the teacher had access to the classroom, given that these groups are the ones that miss the most classes in the school. That's why nearly the 60% of the final scheduled sessions were finally done. In the next chart it is shown the classes that were successfully given:

Week	Zero, first and second grade.	Third, fourth and fifth grade.
First	Colors and shapes	
Second		
Third	Classroom objects	The alphabet

Fourth		Pronouns and verb to be
Fifth	Places of the city	Professions and Jobs
Sixth	General exam of the first term	Feelings
Seventh		
Eighth		Animals
Ninth	Animals	
Tenth		Sports

Table 10. Outreach project activity calendar

Figure 2. Table of contents fully given in each primary school group.

Significant acquisition of vocabulary through the use of sounds and coloring

drawings: Among the students of the first stage of primary school (zero, first and second grade) the teacher in charge advised to use sounds more than letters to get them more engaged into the learning of English language. That is why I decided to use worksheets that contained mainly drawings that the students had to color for then write only the words I gave them and relate them to each drawing they designed. After this, I practiced each word with them by repeating the correct pronunciation of the words. In this group only three topics have been worked so far caused by the extra activities the students are assigned to participate in. ([Appendix 9](#))

Furthermore, I selected the best topics to work with colors and meaningful worksheets (drawings and relation exercises) with vocabulary that they would use in a daily basis. For instance, when working on the animals I tried not to teach them the word directly with only

an image since it is a topic that can be more related with sounds so, I brought some apps in my phone with varied animal sounds for them to relate real information with the word in English avoiding the use of Spanish in the class. ([Appendix 10](#))

On the other side, I reinforced every topic during the explanation of the next one, by giving them exercises and worksheet that needed to be completed not only by knowing the topic for the current lesson but the overall content that was learnt with me.

Significant acquisitions of vocabulary by the use of flashcards and word games: In the second stage of primary school at CER Guayabales (third, fourth and fifth grade), the students were more capable of understanding and processing written messages so I focused the work in pronouncing and make them write what they hear in their notebooks. After, I usually show them some images in power point slides or printed flashcards, in which they tell me what they see and then I present the new words to be acquired. At the final part of the sessions I give them some games in which they have to relate some images with the words I introduced during the class or I make them resolve puzzles or crosswords to deeper internalize the vocabulary ([Appendix 11](#)) Six different topics were worked successfully with these group during the tenth weeks of my practicum since they have the same schedule as the other group regarding the activities they planned for kids in school. ([Appendix 12](#))

Conclusions

Lack of English mastery in rural school can be solved by giving the students to opportunity to have a real English teacher as practitioner that can give them authentic material and significant contents in interactive activities as conducted in this project.

Regarding the objectives, goals were achieved as presented in the following list:

- ✓ Primary school children need significant materials that raise their interest.
- ✓ Sounds and images create better relation to what they know and the lexicon to be acquired.
- ✓ Vocabulary is better acquired and internalized when presented through relaxation activities.

CHAPTER 4

ADMINISTRATIVE COMPONENT

Introduction:

As pre-service teacher, the most important responsibility for a member of an educative community is to always participate and make part of the most relevant decisions of the school, fostering a culture of belonging to the place we work and interact with other. This can be reflected in several cultural and administrative acts that are done in the high school such as rising flag events, teachers and parents' reunions and even non-scheduled meetings the institution may organize.

It is important to remark that some high schools in Colombia follows a religious educative character which can be an interference to the teacher that is not a follower of this beliefs. However, it is a fundamental attitude for a teacher to be respectful of the different beliefs that people have no matter what rare they can seem to him. In this case, to attend to masses, and other religious ceremonies is a responsibility for the teacher and to demonstrate some respect for it. Taking into account this, a qualified and remarkable teacher is the one that shows interest for his work, for his profession and for his passion.

Objectives

General Objectives

To participate in all the extra activities the high school propose and integrate all these events to the experience of being a teacher.

Specific Objectives

- To attend to all the events responsibly and according to procedure.
- To make aware the students of the importance of every event the school organizes.
- To organize performances and presentation for cultural acts in the school.

Methodology

The teacher has a useful instrument when participating in cultural events organized by the school. The instrument are his students which are motivated and willing to be recognized for his talents. No matter if the student likes to sing, to dance, to act or even to make others laugh, everyone has a talent and the teacher himself does. Hence, the proper method to encourage the teacher and the students to get into these activities is to always work on how to arouse motivation and keep it always on top of the learning process as shown in the chart above:

Event	Date	Day	Members in charge
Día del idioma	April 23 rd	Monday	11 th grade students
Día del Niño	April 27 th	Viernes	Teachers
Día del Maestro	May 17 th	Thursday	6 th grade students
Olimpiadas de Sociales	May 21 st	Monday	Ciencias Sociales teacher.

Results

During all the stay in the CER Guayabales. I have been participating in several activities involving all the academic community. These events were done looking for the students to celebrate different special dates and also to spread important information among the community of vereda La Palmita. During the half a moth I have been teaching here, two important components of the academic chronogram have counted with my participation: The redaction and publishing of the scholar newspaper and the celebration of “día del idioma” on April 23rd.

Academic newspaper article: The Spanish and ethics teacher are in charge of the creation of an academic newspaper in which teachers and students participate by adding games, readings and articles designed by them. After collecting all the material from the different groups and their teachers. They design a newspaper in which all the material will be exposed to the entire community for them to learn what people at school does. Further, both practitioners from the foreign languages and physical education degrees are invited to write an article in which they tell the community their experience teaching and sharing with students and other teachers. In the case of English, I wrote an article in which I tell people how my experience in the school has benefited me with such values as collaboration, solidarity, engagement and respect for all the members of the school ([Appendix 13](#)). Also, I

mentioned how the teachers have been collaborating me with all the processes and doubts I may find during my classes so I have received a useful companion during all my practicum.

“Día del idioma” celebration day: During the main event for celebrating the official language day, my supervisor was in charge of all the organization and protocol for the raising flag meeting. I was involved in all the preparation of the activities and presentations, as decoration and helping the students who were chosen to make one point. ([Appendix 14](#))

“Día del maestro” raising flag event: During this day, the academical activities were all suspended to leave place to several cultural presentation such as folkloric dances, story tellers presentation and activities designed for the teacher to participate in. I had the opportunity to join different dancing challenges and share some words with the students and colleagues. And finally, teachers went to have lunch out of the school and share celebrative moments among us.

Conclusions

The pre-service teacher is not only a person in charge to complements the English contents that may not be clear for students in the classroom, but also a person that involves himself into the activities that represent important reunions and events for the school development. Also, school events are carried out to get community nearer from the processes that happen everyday inside the educational center, and the pre-service teacher needs to know how these processes are developed and what their importance are.

APPENDIXES

Appendix 1

Diagnostic reading test.

<p>First name: _____ Surname: _____ No.: _____</p> <p>Date: _____</p>

A DIALOGUE ABOUT GAMES

MARK: We might go to the football match next Saturday, Cristina.

CRISTINA: Football? You must be joking. I can't stand it.

MARK: No? Why not?

CRISTINA: Oh, Mark, haven't you realised yet? Twenty-two men in shorts, running after a ball, trying to kick it into a net, a man blowing a whistle, two others waving flags... and thousands of people shouting and screaming like madmen every time it's a goal or not. Is this a game?

MARK: I see... you prefer things like hopscotch, hide-and-seek, leap frog, blind man's buff...

CRISTINA: Don't tease me, Mark. I'm not a child any more and there are much better sports than football.

MARK: Really?


CRISTINA: Yes, take volleyball, for example. It's so exciting, I'd say wonderful, the two teams trying to keep the ball in motion without letting it touch the ground. No foul play, no violence...

MARK: Yes, maybe you're right. I like volleyball, too. For me all ball games are great!

CRISTINA: Not only ball games, Mark. Don't you like badminton, cards, chess, even darts... and things like that?

MARK: Er... of course I do. Especially if I can play it with you!

CRISTINA: Oh Mark! This is not fair play...



A) ANSWER THESE QUESTIONS ON THE TEXT:

1. What are Cristina and Mark talking about?
2. On what day of the week are football games played in England?
3. Why does Mark mention children's games like hopscotch?
4. What kind of sports and games does Cristina prefer?

Diagnostic reading for high school implemented.

Appendix 2

Song for the first workshop

<p>*What about sunrise What about rain What about all the things that you said We were to gain What about killing fields Is there a time What about all the things That you said were yours and mine Did you ever stop to notice All the blood we've shed before Did you ever stop to notice This crying Earth, these weeping shores *What have we done to the world Look what we've done What about all the peace That you pledge your only son What about flowering fields Is there a time What about all the dreams That you said was yours and mine Did you ever stop to notice All the children dead from war Did you ever stop to notice This crying earth, these weeping shores *I used to dream I used to glance beyond the stars Now I don't know where we are Although I know we've drifted far</p>	<p>*Hey, what about yesterday (What about us) What about the seas (What about us) The heavens are falling down (What about us) I can't even breathe (What about us) What about apathy (What about us) Drowning in the seas (What about us) What about the promised land Preachin' what I believe (What about us) What about the holy land (What about it) What about the greed (What about us) Where did we go wrong Someone tell me why (What about us) What about baby boy (What about him) What about the days (What about us) What about all their joy Do we give a damn</p>
--	---

1. What ideas can you extract from the song?
2. Look for unknown words and share with your partners what you find.
3. Practice the song to record it.

[Appendix 3](#)

Article about the environment

8 ways to protect the environment

There are several ways that you – yes, YOU- can help protect this planet we call Earth.

1. Use Reusable Bags

Plastic grocery-type bags that get thrown out end up in landfills or in other parts of the environment. These can suffocate animals who get stuck in them or may mistake them for food. Also, it takes a while for the bags to decompose. Whether you are shopping for food, clothes or books, use a reusable bag. This cuts down on litter and prevents animals from getting a hold of them. There are even some stores that offer discounts for using reusable bags!

If you are in a position where you need to use the plastic bags, reuse them the next time you go shopping, or use them for something else. Just do not be so quick to throw them out!

2. Print as Little as Necessary

We have all had that teacher that wanted us to have a copy of every single reading when we come to class, or that professor who wanted a hard copy of the ten-page paper that is due next week. These are fine but it seems as if they do not understand that using so much paper is detrimental to the environment. What can you do? Ask your teacher if you can bring a laptop or an e-reader to class so that you can download the reading onto that and read it from there. If not, print on both sides of the page to reduce the amount of paper used. If you need to turn in a long paper, ask the professor if it is okay to print on both sides of the page and explain why you're asking. Most teachers care about the environment as well and would be willing to allow you to do so.

3. Recycle

Recycling is such a simple thing to do, but so many people don't do it. Many garbage disposal companies offer recycling services, so check with the company you use to see if they can help you get started! It is as simple as getting a bin and putting it out with your trash cans for free! Another way to recycle is to look for recycling cans near trashcans. Instead of throwing recyclables in the trash with your non-recyclables, make a point to take an extra step to locate recycling cans around your campus.

4. Use a Reusable Beverage Containers

Instead of buying individually-packaged drinks, consider buying a bulk container of the beverage you want and buying a reusable water bottle. Not only will this help the environment, but it will also help you save money since you are buying a bulk container.

A lot of coffee shops even offer a discount to customers who use a reusable container for their drinks. Starbucks, as an example, offers a small discount for customers who do this. Saving the environment and money? Win-win.

5. Don't Throw Your Notes Away

At the end of the semester, students are often stuck with notes they don't need anymore, especially from classes that had little, if anything, to do with their major. The good news is that teachers that teach classes have to keep their material consistent with guidelines from the college/university. This means that students next semester will be learning basically the same material you learned from a class.

If you took great notes, ask your teacher to connect you with students in a future class so that you can give them your notes. These notes will help students by being able to read what they are learning in the words of another student. It is beneficial to read things that are worded differently than what the teacher said. You may need to find a student on your own, depending on the teacher's load for the semester.

If you can't find anyone to give the notes to, at the very least, recycle the paper you used.

6. Save Electricity!

Use energy-efficient light bulbs instead of regular bulbs. They last longer, which will save you a bit of money (every little bit helps on a college budget, right?).

Make you turn off lights, the TV, and other appliances when you are not using them.

7. Save Water

Water is wasted more frequently than we can see. Turn off the faucet as you are brushing your teeth. Don't turn your shower on until you're ready to get in and wash your hair. Limit your water usage as you wash dishes. Changing old habits will be good for both the environment and your wallet!

8. Avoid Taking Cars or Carpool When Possible

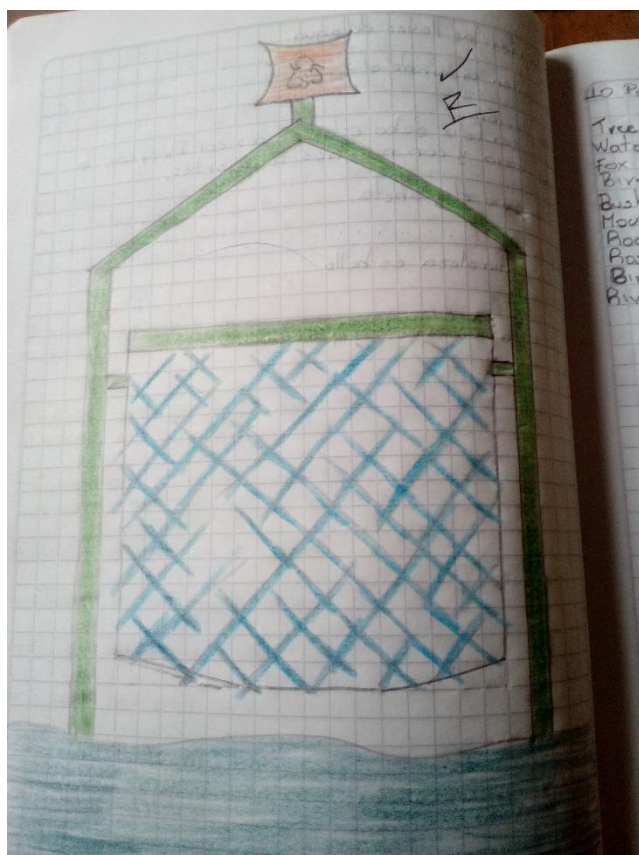
Cars are harmful to the environment. Taking public transportation, walking, or riding a bike to class are better options that help the environment and your budget, as well as getting some exercise in!

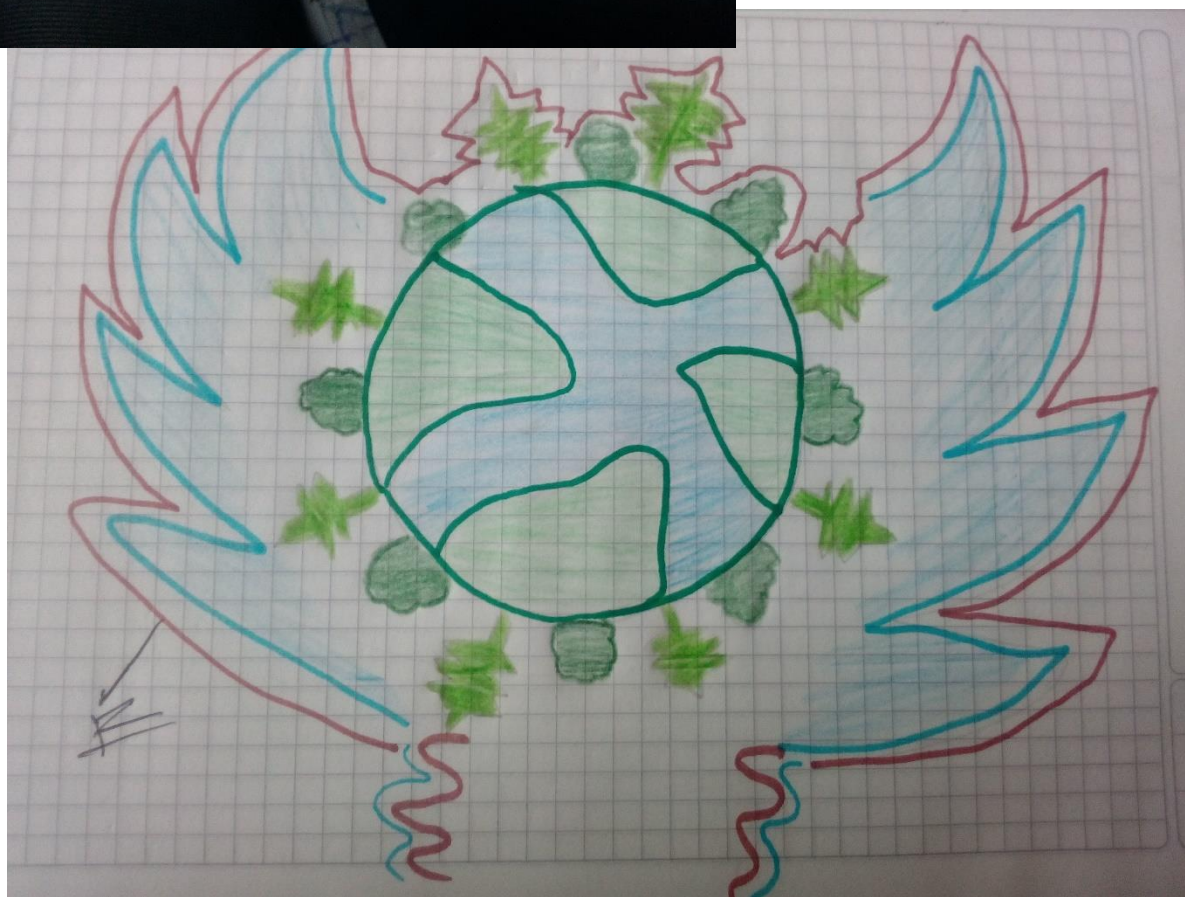
Exercise

Write some ideas you can find to protect the environment to share them with your partners. Then, write the ideas your partners said that seem to be the most profitable ones.

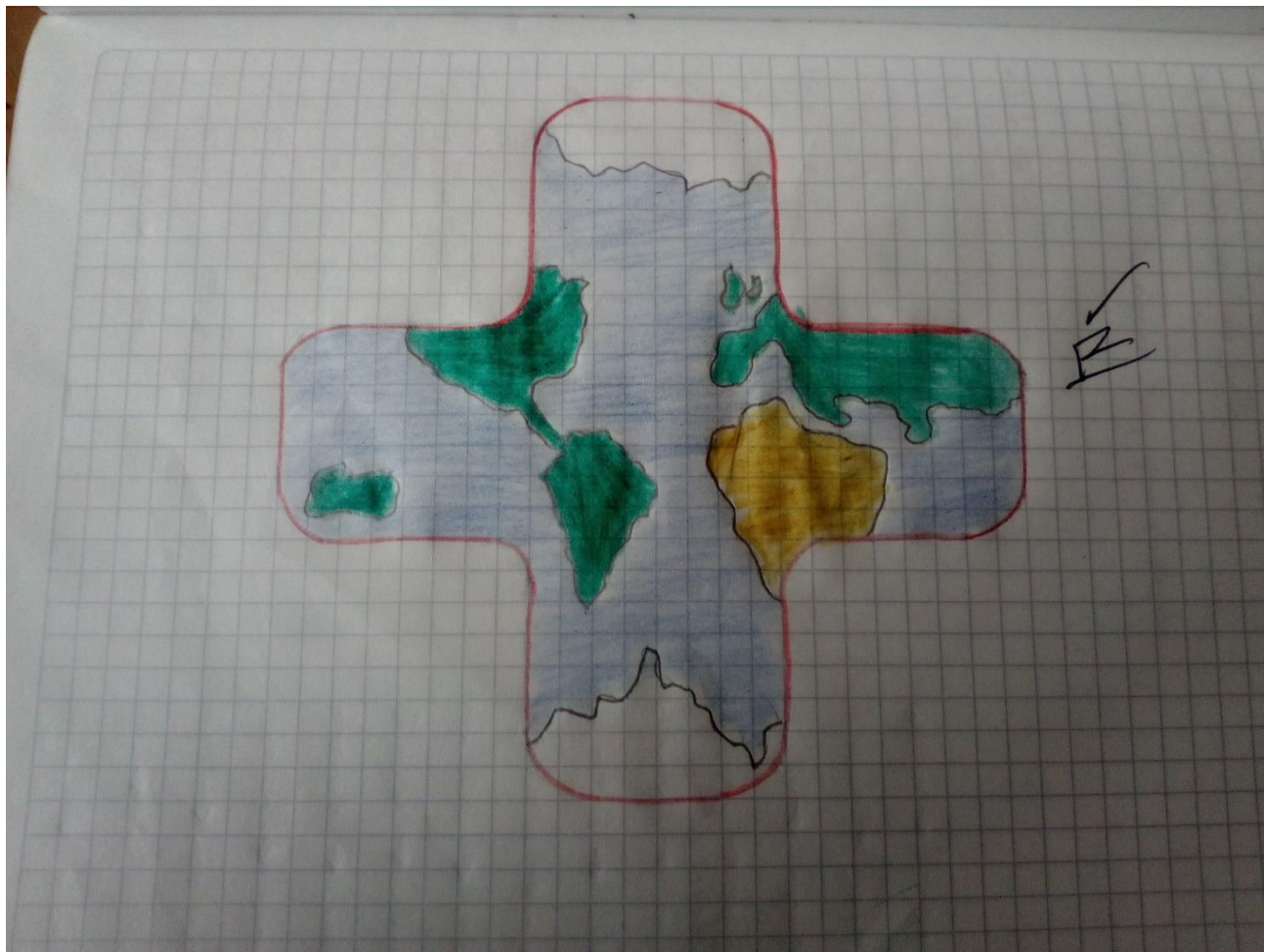
Appendix 4

Drawing activity to raise artistic skills on students









Appendix 5

First exposition of group B final products









Appendix 6

Process and exposition of group A final products.







Let's take care of our
beautiful planet let the
new generations
a purer air and
cleaner water

PERFIL DE LA COMUNIDAD

La Comunidad del C.E.R. de Guayabales
caracterizarse por su espíritu de progreso, de
participación, tolerancia y sujeta en pro de su bien
comprometida en la educación y salud y en el
de la unidad familiar para que contribuya
formación de personas física y emocional
estables y útiles a la sociedad, una Colombia Cr
dedicada a la búsqueda de soluciones a los probl
que le afectan en los diferentes aspectos de su vi





Appendix 7

Template for final questionnaire for students.

University of Pamplona

Questionnaire about teacher methodology

Teacher: Victor Diaz

1. ¿Qué percepción tuvo de la metodología utilizada por el profesor de inglés?
2. ¿Cómo cree que estuvo integrada la educación ambiental dentro de la clase de inglés?
3. ¿Considera que hizo falta algo dentro de las lecciones que se impartieron?
4. ¿Qué percepción deja en usted la práctica desarrollada por el profesor Víctor a lo largo de los últimos dos meses?

Appendix 8

Classroom observations done during the institutional week

Classroom observation 11th grade

Observer: Victor Diaz

Teacher: Carmen Rosa Bastos.

Hour: 7:15-8:10 am

Class description:

The teacher starts the class by giving some instructions about a new material the ministry of education delivered for high schools. The students receive the material and organize themselves by groups and start reading the material along with the teacher.

The document has an introduction that presents the justification and the contents of the book that will be worked in this class. The teacher explains the objectives of the hand book, the teacher reads and ask the pre-service teacher to verify if she's pronouncing correctly. Some activities shown are roleplays and games to interact with other students. Even though the teacher doesn't pronounce well, she tries to make the most accurate sounds for the word. The book presents the topics in example as "who am I?" "My name is...", "hello, how are you? etc.

Some vocabulary is shown in the book, it does more focus on simple adjectives used to describe people. Some students don't respect the class and talk while the teacher is trying to explain. The teacher read the word, say the translation in Spanish and then make the students repeat.

The teacher finishes the activity and start the next one, she asks the students to write “taller” in the notebook and then asks the students to write the adjectives and the questions she said before into the notebook. The teacher says she is going to be absent during 5 minutes to take some documents to the director’s office. She asks the pre-service teacher to take care of the class while she is gone. All the students have better behavior when the teacher is not in the classroom since the teacher makes no admonishment when her students are talking so they do it intentionally.

The rest of the class the students develop the activity while listening to music the teacher plays and they get relaxed and more focused thanks to this.

Class Observation N°1

Teacher: Eliana

Observer: Victor Diaz

Group: 7th grade

Description of the activity:

The class is brief since the only task they have is to advance some levels in a Duolingo course they are taking in basic English. Some of these exercises are filling the voids, Listening and writing the phrase and to speak to the mic and pronounce a word or a sentence.

When some student has a doubt, they ask the teacher to clear the hesitation they have and help them to pronounce or spell a word. After giving the feedback, the teacher goes to another student and start giving different advices to each one of them. Given that the class is composed of 9 students, the environment is relaxed and there is no too much noise from the inside.

At the end of the class, the teacher asks the students to turn off the computers and then give the instructions to put the laptops in a safe place before going out the classroom.

Class observation N°2

8th Grade

Teacher: Nancy

Observer: Victor Diaz

Class description:

The teacher started the class by giving the instructions for the activity to be developed. Then all the students remained quiet while they answered the worksheet that contained some verbs that had to be translated to Spanish.

After the teacher answered her phone and returned to the classroom, she asked for the sheets. The teacher asked one student to go to the board and write the first verb, after, another student go to the board and the same task is done for the other 9 verbs of the quiz activity.

One students wrote the verb incorrectly, and the others started talking about the error. The teacher doesn't say anything about it. When the students finished writing the verbs in the board. The teacher corrected them and told that everybody disapproved the test since nobody wrote the infinite verb using to-, the students regretted the teacher's action because they argued it was a simple mistake of having forgotten the way in which the verb had to be written.

2nd activity: The teacher gives a worksheet to the students in which they find some drawings about clothes and season. (Same worksheet used in 10th grade). While the students revise the new worksheet. the teacher writes some other verbs for them to include in the vocabulary list. The students are asked to think of other verbs that can be included.

The ask the students to separate their notebook page in three columns, then the teacher introduces the topic. After giving the instructions for the activity. the teacher starts to write the topic and for each word she writes the approximate pronunciation in Spanish words. The structure of the exercise was English word- Pronunciation approximation- word translated in Spanish. Some students seem to have some difficulties developing the exercise because they don't know how to organize each drawing in the notebook. The students cut a cloth drawing and paste afa they can for then writing the respective english word next to it. they do this mainly because they are afraid of the last grade the teacher gives for the notebook and the end of each term. (there are 3 terms in total during the scholar year). Behavior in the classroom is fine. Everybody is focused in the activity and they try to learn the words correctly since the pronounce the word for themselves and try to memorize it. The teacher stays paying attention in how the students are doing with the activity and tries to help each one with any doubt they have.

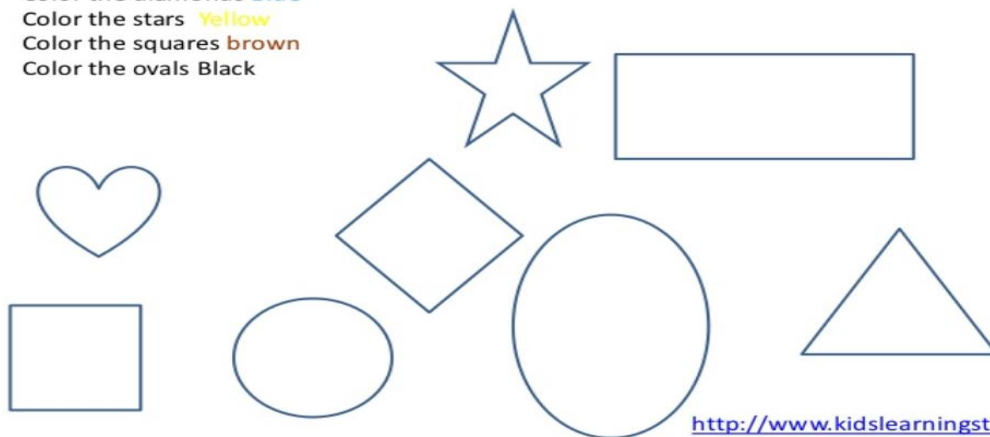
The teacher goes to the board and starts pronouncing each word and then makes the students repeat the word for them to get used to the sound. the students repeat fine the words but there is a student that doesn't want to participate since the teacher made him sign the observation book for not bringing the notebook in 3 days a row. A student interrupts the class and ask the teacher for a permission to go out the classroom. After this the teacher repeats again the words. The teacher erases the words in the board and introduces 5 new words for them to cut and organize in the notebook from the worksheet.

The teacher repeats the activity for them to repeat the words. For each group of words, the teacher gives them 5 minutes to paste and write the clothes she gave. In a specific moment, the teacher advices about the remains of paper the students leave in the floor and one students goes and mocks about the mess he did with the papers. The teacher then asks him to sit. One students don't know how to say a word.

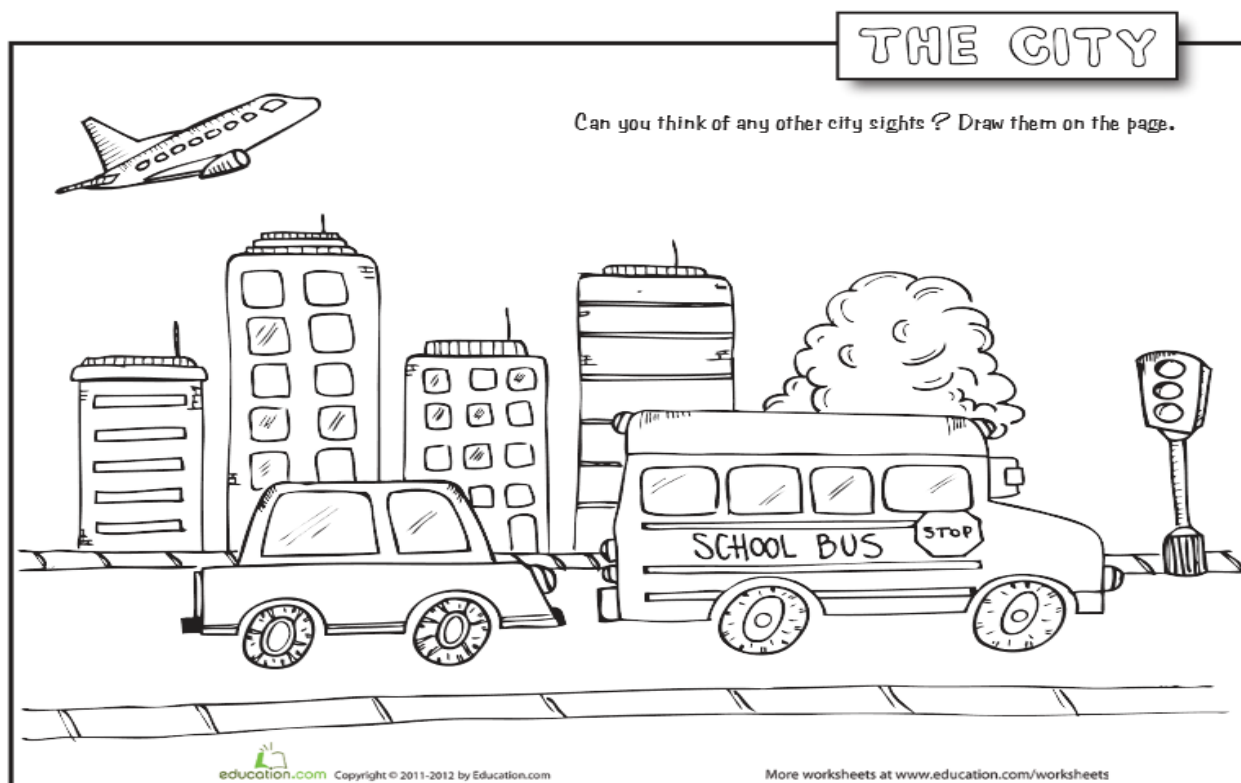
Appendix 9

Templates for activities in zero, first and second grade.

Color the triangles **Green**
 Color the hearts **Red**
 Color the rectangles **Orange**
 Color the circles **Purple**
 Color the diamonds **Blue**
 Color the stars **Yellow**
 Color the squares **brown**
 Color the ovals **Black**



<http://www.kidslearningstation.com/colors/colors-and-shapes.asp>



[Appendix 10](#)

Evidences for community work in zero, first and second grade.



[Appendix 11](#)

Template of activities worked in third, fourth and fifth grade.

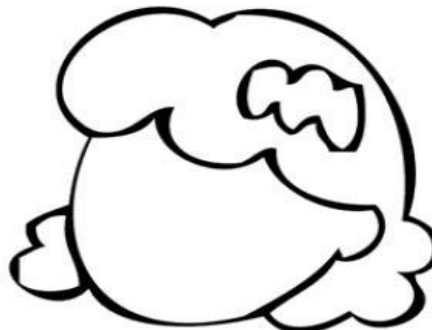
Emotions

 My name is _____

Draw the faces



I'm happy



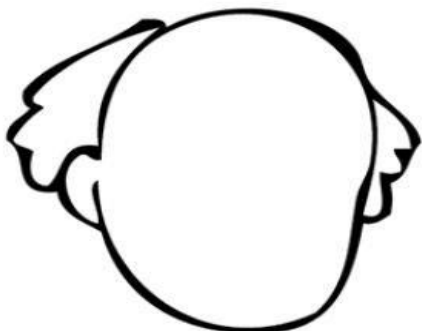
I'm sad



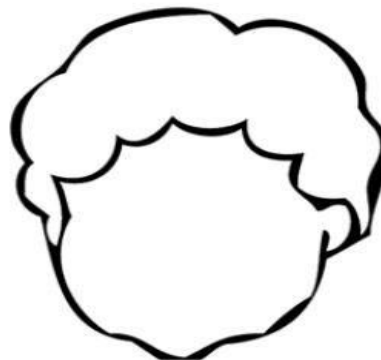
I'm sleepy



I'm afraid



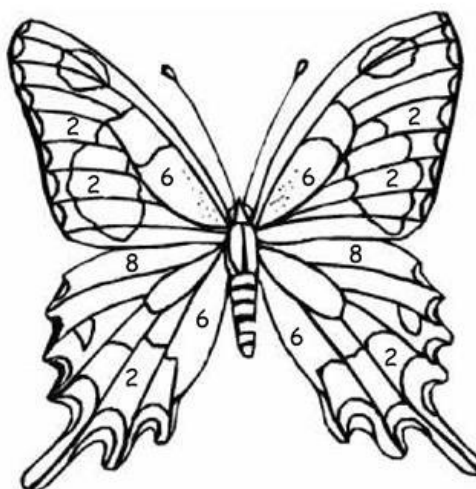
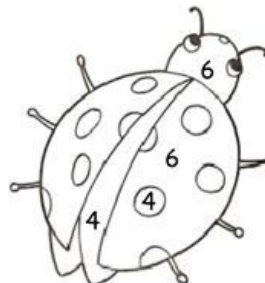
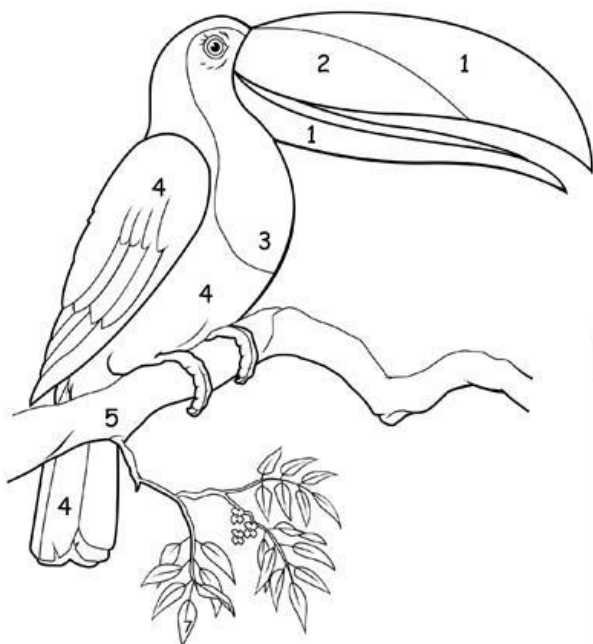
I'm angry



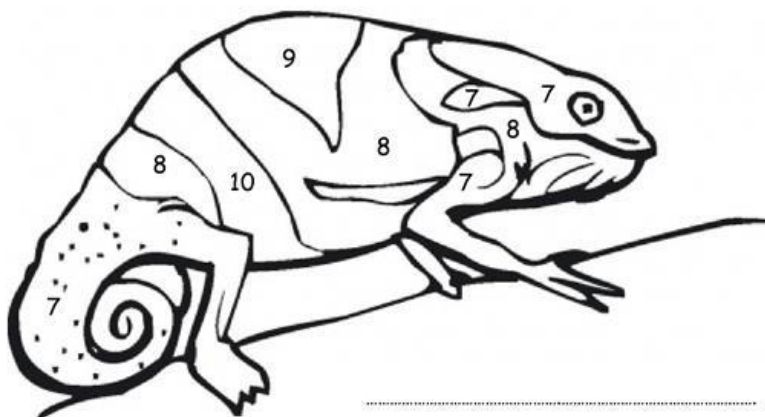
I'm hot

Colourful Animals

Write the names and colour.



Word bank
butterfly - chameleon - ladybug - toucan



1 = orange
2 = yellow
3 = white
4 = black
5 = brown
6 = red
7 = green
8 = blue
9 = pink
10 = purple

Appendix 12

Evidences for community work in third, fourth and fifth grade.





Appendix 13

Scholar newspaper showing the English practitioner article

va Edición

EcoGuayabales

Octava Edición

Abril de 2018 - Pamplonita, N. de S.

LEARNING ENGLISH

By : **Victor Daniel Diaz B.**
Pre-service English teacher. 2018

THE MOST BEAUTIFUL EXPERIENCE

I'm Victor Diaz and I'm the English teaching practitioner working on the CER Guayabales. During my stay at the school I've realized lots of things. Living and studying in this place is too much different of what someone who lives in a town might think. Students and teachers are used to do things more passionately, showing a willing to work and learn spirit that makes me feel I chose the right job.

When I started to learn foreign languages at the university I was scared of it because teaching seems too difficult for someone who has just been a student. However, CER Guayabales has shown me the potential children of rural zone have since they do a hard work only by coming to school. People who walk from one to two hours to school, this only fact demonstrates anyone the good attitude they have for learning, for meeting new people, new teacher and friends and I'm one of them! I all can say is that they have someone to rely on, to trust, to open themselves up to and to see as a guide during the school stage in their lives. On the other hand, as a pre-service teacher I also want to

be appreciated by teachers since they represent my reflection in a near future. People who get up every day to make a better world and make better people. People who follow a rigid formation of values to give the students the best morals. For this and more, I want them to see a good teacher in me, someone who can take their role in the future when new teachers will be needed.

Finally, being a teacher in the CER Guayabales is not only a matter of teach. It's about engagement and courage, it's about helping others and praying to god, it's about good habits and values. And applying all these teachings to the conservation of the environment and the reduction of pollution in all its forms. Knowing how to seed and harvest in a friendly way to the earth and contribute to the construction of a better society. The only thing I would say to anyone if they ask me about my practicum is that working on Guayabales is not an obligation or

job, it's more of an honor to share with such amazing people.



Esp. **CARMEN ROSA BASTOS D.**
Asesora



Appendix 14

Evidences of raising flag event coordinated by the languages areas.



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