IMPLEMENTING THE PHOTOGRAPHY AS A LEARNING TOOL TO IMPROVE 9th GRADERS' WRITING SKILLS AT EMILIANO RESTREPO ECHAVARRIA HIGH SCHOOL: AN ACTION RESEARCH

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PAMPLONA

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Acknowledgements

Thanks God, thanks to my family and thanks to my professors. I will always be grateful because getting here was not easy but it was worth every second of effort and today I can get my reward.

APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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Implementing the photography as a learning tool to improve 9th graders' creative writing at Emiliano Restrepo Echavarría High School: an action research

Presentation

This project is made up of four fundamental components, the pedagogical component, the research component, the community outreach component and the administrative component. The first component addresses a pedagogical proposal entitled: "Implementing the photography as a learning tool to improve 9th graders' writing skills at Emiliano Restrepo Echavarría high school: an action research". This proposal has as main objective the implementation of photography as a means for the development of writing skills in the students.

Second, the research component which includes the process of reflection that the preservice teacher carries out during her practicum. In other words, how the preservice teacher reflects on the processes and pedagogical tasks during the development of the practicum.

Third, the community outreach component that describes how the preservice teacher knows the English training needs of the child population at the primary headquarters of the Emiliano Restrepo Echavarría High School.

Finally, the administrative component that corresponds to the description of the preservice teacher's participation in extracurricular activities raised by the Emiliano Restrepo Echavarría High School.

Introduction

In Colombia, education and current life are developed in an increasingly bilingual context. This means that, every day speaking in a second language becomes more necessary to respond to the needs of a society in the globalization process. Therefore, learning a foreign language opens the doors to us in many fields, for example: research, education, at work and in living with other cultures.

Based on this fact, since 1994, the General Education Law in Colombia recognized the importance of learning a foreign language. Thus, the definition of the compulsory areas of the basic and the average included: "Humanities, Spanish language and foreign languages", because families demanded the teaching of a foreign language in educational establishments.

In the same way, the National Ministry of Education (MEN) created several programs to achieve this goal such as: Programa Nacional de Bilingüismo (PNB) launched in 2004 which aimed at making Colombia a bilingual state by 2019, to do so MEN created the basic competence standards of English as a Foreign Language (EFL) following the Common European Framework for Languages (CEFL) as a source of reference. In addition to these programs, the basic learning rights of English, a program conceived to strengthen teaching plans in English at official schools in the country.

Taking into account the current educational needs of the students and goals proposed by the MEN, it is necessary to continue improving and implementing new programs or projects related to the teaching of the English language, specifically in the written skill.

Walsh (2010) established that writing in a foreign language is important since, it is frequently used in secondary education and if students do not know how to express themselves in writing, they could not get to communicate well with teachers, employees or any other professional. Many of the formal communications are made through writing: proposals, memos, reports, applications, preliminary interviews, e-mails, formal letters, among others are part of the daily life of a college student or a successful professional.

Therefore, this project has as its main objective the implementation of photography as a learning tool to improve writing skills in the students of the Emiliano Restrepo Echavarría High School.

Objectives

General Objective

To enhance 9th graders' creative writing production through the photography at Emiliano Restrepo Echavarría High School.

Specific Objectives

- To implement reflection as a transformative tool of the pedagogical processes of integral practicum.
- To promote in the pre-service teacher, the development of a critical spirit that allows them to analyze their pedagogical work.
- To attend training needs in English, of the primary school children's population in Restrepo, Meta.

- To integrate the training in foreign languages of the students of the Degree Program in English-French Foreign Languages to the educational reality of teaching English in the Emiliano Restrepo Echavarría High School of the city of Restrepo.

General conclusions of the project

In this project it is composed of four main components, the first is the research component, in this project it was concluded that the reflection process allows the teacher in training to think about how to meet the student's needs, especially to design activities according to these needs In addition, the reflection allows the teacher to think about how to improve the teaching-learning process and the correction of errors during the execution of a class.

Secondly, in the pedagogical component important findings were made such as, the progress in student learning thanks to the implementation of photography as a learning tool for the improvement of written competence in the students of Emiliano Restrepo Echavarria high school. In fact, photography served as a source of inspiration for students to begin the writing process.

Thirdly, in the outreach project carried out in two headquarters of primary school, it was evident that thanks to the application of educational games, students can learn in an easier and didactic way. Also, thanks to the games, students have expanded their vocabulary and learned the importance of working in groups.

Finally, in the administrative component it is concluded that the active participation in the extracurricular activities proposed by the institution in the school calendar, helps to establish good relations with other colleagues and create an excellent work environment.

Institutional Observation

In this section of the project some aspects observed during the week of institutional observation are described, among those aspects, are the geographical location of the institution, the distribution of the physical plant, the relevant aspects of the institutional educational project (PEI), the fundamental aspects of the coexistence manual, the institutional organization chart, the school authorities, the school calendar, the supervisor's schedule, the observation sheets and the pedagogical records used by the head teacher.

Topographic location of the educational center

Emiliano Restrepo Echavarría High School is located on the outskirts of the town center of the municipality of Restrepo, in the department of Meta, in a large flat area that contrasts with the foothills of the eastern mountain range.

Identification of educational authorities

School government

It is the establishment that organizes democratic participation and community decision-making in the Emiliano Restrepo Echavarría Educational Institution, in accordance with the General Education Law, Decree 1860 of 1994 and Law 715 of 2001.

School Government Members

- The principal.
- Board of Directors.
- Academic Council.

Principal

He is the representative of the Institution to the Educational Community and depends on the Department of Education Secretariat. His main responsibility is to ensure that the Institution offers an educational service of excellent quality, and on it, all educational units depend on a formal relationship of authority.

Board of Directors

Advisory committee in which representatives of the different levels of the Educational Community participate. It will be established by convocation of the Principal within the first sixty calendar days, following the initiation of work for the school year and will be in the exercise of his duties for one year. It is composed of:

The principal, who presides.

Two representatives of the elected teachers. A student representative, democratically elected by the student council, among the delegates of the last grade.

A representative of alumni, appointed by the Alumni Committee.

Two representatives of the Parent Council, appointed by this council.

A representative of the productive sector, delegated by one of the representative companies of the municipality.

As secretary, you will be nominated by the rectory of the Institution.

Academic Council

It is an advisory committee that corresponds to the regulation and orientation of academic processes in accordance with current regulations and is composed of:

• The Principal, who chairs it.

• The Coordinators.

• One teacher for each area.

• One representative for each degree of transition, first and second, in the case of primary.

• A representative of the Technical Media.

Fundamental aspects of the institutional educational project P.E.I

Mission

Offer education alternatives with a high level of leadership, exercise in academia, discipline and healthy coexistence, which facilitate the construction of an inclusive, fair, democratic and productive society, through training in values, the appropriation of basic and labor skills, adequate use of natural and technological resources that allow the student to develop fully, towards an effective reach of his life plan.

Vision

By 2022, we will be an educational institution recognized for its commitment in the training of proactive leaders, through the strengthening of academic, labor and citizenship skills, in the effective use of technologies, the experience of values, the sustainable use of the environment and facilitator of the development of multiple intelligences, evidencing the inclusion project, in contribution to their professionalization focused on the satisfaction of personal and community needs.

Institutional Philosophy

Emiliano Restrepo Echavarría High School frames its philosophical conception in current regulations, based on Institutional principles such as cultural and social formation, the appropriation of values, respect for diversity, democratic participation and the exercise of citizen coexistence, development of communication skills, critical, creative and investigative attitude and the appropriation and valuation of the environment.

The curriculum of the Emiliano Restrepo Echavarría High School is inclusive and is constituted in order to respond to diversity, to what, for what, where, how and when of the educational work in favor of the community, especially taking into account the reality of the environment and its priority needs, providing alternatives for improving the quality of life.

Institutional Objectives

General objective

To articulate the actions of all the actors in the educational community through planning, execution, verification and feedback strategies to achieve the goals that the Institutional vision seeks in the context of the municipality of Restrepo.

Specific objectives

1. To strengthen ethical and moral values in such a way that they become virtues for life, coexistence and work in each of the members of the educational community.

2. To train competent citizens in the social and productive life of the municipality of Restrepo.

3. To train competent readers and writers capable of making communication skills a vehicle for human development.

4. To promote research and the use of technology in the context of personal training and work so that it becomes a stimulus for creativity in its different manifestations.

5. To create mechanisms of opportunities in the exploration of the multiple intelligences of our students towards strengthening their integral formation.

6. To form an awareness towards the preservation and defense of the environment through rational consumption strategies of the natural resources of the region.

7. To strengthen the competency training model based on the SENA - MEN articulation.

8. To strengthen the conditions that allow us to take advantage of the potential of students with limitations, motor, sensory, cognitive, which favor their permanence in the educational service.

9. To strengthen the labor, social, cultural and common interests of the entire Educational Institution.

Inclusion Policies

The Political Constitution of 1991, enshrines the role of the State in special protection for "marginalized or disadvantaged groups of society, which due to their situation are often limited to the exercise and effective enjoyment of their fundamental rights." Based on this principle, the Emiliano Restrepo Echavarría Educational Institution adopts the following inclusion policies:

• To implement the Inclusive Education program at the Emiliano Restrepo Echavarría Educational Institution, through the flexibility of the curriculum and the diversification of programs, to contribute to the school success and to the improvement of the quality of life of students with Special Educational Needs (SEN).

• To guarantee the entry and permanence in the Institution of children and adolescents with SEN.

• To enable high levels of socialization, integration and participation.

• To provide recreational and socio-cultural means and mechanisms to optimize the school climate in children and adolescents with SEN.

• To generate actions that allow the use of the individual possibilities of students with SEN.

• To link the parent as a member of the interdisciplinary team to contribute to the formation of their child.

• To manage strategic alliances that enable the integral attention of these students.

Evaluation and Promotion Commissions

They will be made up of course directors, area teachers, representatives of parents and students, by call of rectory and with the support of coordinators, who, in periodic meetings, taking as reference the definition of the institutional system of Student evaluation, required by Decree 1290 of 2009, must take into account:

1. The evaluation and promotion criteria.

2. The strategies for the integral assessment of student performance.

3. Follow-up actions to improve student performance during the school year.

4. The evaluation processes of the students.

5. The support strategies necessary to solve pending pedagogical situations of the students.

6. Actions to ensure that teachers and teachers comply with the evaluation processes stipulated in the institutional evaluation system.

7. The periodicity of delivery of reports to parents.

8. The structure of student reports, so that they are clear, understandable and give comprehensive information on the progress in training.

9. The instances, procedures and mechanisms for handling and resolving complaints about evaluation and promotion.

10. The participation mechanisms of the educational community in the construction of the institutional system of student evaluation.

The main objective of these commissions, in the institutional field, is to identify personal characteristics, interests, development rhythms, student learning styles, in order to assess their respective advances, so that the necessary processes can be oriented towards the scope of the objectives that contribute to the strengthening of the mechanisms that lead to their integral formation. In the same way, to give information and orientations that allow the implementation of pedagogical strategies to support students who present difficulties in such a way that they find their solution in a timely manner.

They should analyze the different cases in which students who have not achieved their academic objectives, show their interests, efforts and willingness to recover, and who, supported by the teachers of the respective areas, present the improvement plans.

Finally, to take the determinations so that in those cases in which the student definitely did not make good use of the opportunities, he can be considered as failed. The opinions and proposals of the members of the committees must be evaluated so that these decisions are taken as a last resort.

English Evaluation Criteria

1. Understand simple instructions in English.

2. Say hello and say goodbye correctly in English.

3. Actively participate in class work.

4. Interpret a song.

5. Participate in rounds and pronounce the name of the objects properly.

6. Actively participate in dialogues.

7. Apply what you learned in class.

8. Initiative and creativity in the development of the activities of the area.

9. Pronounce and write correctly in English.

10. Level of knowledge.

11. Responsibility with jobs and tasks.

12. Work and development of class activities.

13. Behavior and participation.

14. Presentation and punctuality.

Relevant Aspects of the rulebook

Educative Community

The educational community is made up of people who have assumed a commitment and in turn have direct responsibilities in the organization, development and evaluation of the Institutional Educational Project in force in our Educational Institution.

It consists of the following levels:

• Enrolled students.

• Parents and / or guardians.

• Related teachers working in the Institution.

• School directors, teachers and administrators who fulfill direct functions in the provision of the educational service.

• Organized graduate students.

School Government Members

- The principal
- Board of Directors
- Academic Council

Class Schedule

The normal development of classes is from Monday to Friday, and taking into account resolution No. 06 of February 6 of 2013, the following schedules are established for each day and educational level; those that could be modified given the circumstances that warrant it:

Secondary: daytime: from 6:30 a.m. at 1:00 p.m. It includes two breaks of 15 minutes each.

Evaluation Criteria

Taking into account the agreement No.03 of March 01 of 2016 by means of which the evaluation criteria of the institution were approved, their respective percentages are:

- Cognitive Dimension: Acquisition of knowledge 30%.

- Procedural Dimension: Appropriation of knowledge 40%.

- Attitudinal dimension: 30% provision.

Distribution of the physical plant

To provide its services, the Emiliano Restrepo Echavarría Educational Institution has a physical plant distributed in five (5) locations:

Emiliano Restrepo Echavarría Headquarter: It is astronomically located at 4 ° 15 ’11’ ’north latitude and 73 ° 34’ 2’’ west longitude, and geographically at diagonal 4 # 1C-25 of the municipality of Restrepo in the department of Meta. It has 29 pedagogical spaces distributed among classrooms, laboratories, systems rooms, arts rooms; an auditorium with capacity for 500 people, Punto Vive Digital Plus, a cafeteria, two sports centers, a space for the construction of a mini soccer field, a booth for each entrance respectively, an administrative unit, nine student bath batteries, fifteen bathrooms for administrators and teachers, and a bathroom for each of the two entrances, a parking for vehicles and another one for motorcycles.

Policarpa Salavarrieta Headquarter: It is located on 7th Street No. 7-57, Las Acacias neighborhood and has two infrastructures: the large headquarters with eight classrooms, an

Administrative area, system room, multiple classroom, covered sports center, cafeteria, sanitary units. The small headquarters has three rooms, sanitary units, playground, basketball court.

Jorge Eliecer Gaitán Headquarter: It is located on 8th street, 2nd Gaitán neighborhood, and has eight rooms, administrative area, multiple court, system room, patio, sanitary units, school canteen, special area for transition with three rooms, children's playground.

Antonio Nariño Headquarter: It is located on 4th street, 5th Antonio Nariño neighborhood, and has two infrastructures: one in the Antonio Nariño neighborhood, with four classrooms, system room, indoor basketball court, sanitary units, school store, school canteen and another headquarters in the Libertador neighborhood that has five rooms, sanitary units, sports center.

Emiliano Restrepo Echavarría Headquarter: It is located on 7th Street No. 9-49 Las Acacias neighborhood and has nine classrooms, an Administrative area, system room with twelve desktops, a multiple classroom, a covered sports center, a free court, a cafeteria, a dining room and 2 sanitary units.

Institutional organigram

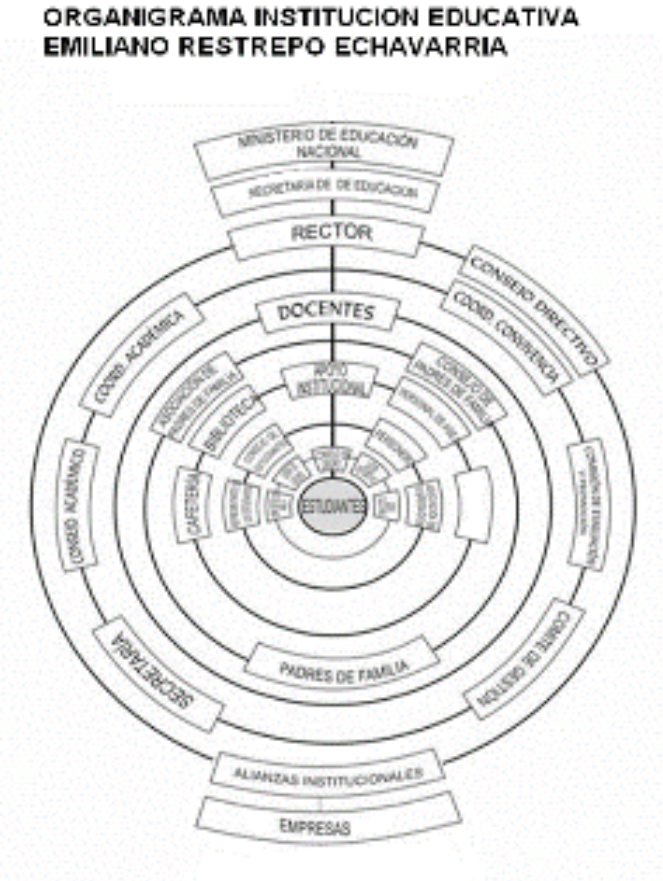


Figure 1 Institutional Organigram

Institutional calendar

CELEBRACIONES

Día del Idioma	Abril 23	Organizan Docentes de Humanidades.
Día del Educador	Mayo 15	Organizan estudiantes e Institución.
Día de La Familia	Junio 28	Organiza Grado 9° y comité organizador.
Día ambiental	Junio 5	Organiza Grado 10° y 11° Proyecto Medio Ambiente
Día del estudiante	Junio 7	Organiza Docentes y Directivos
Semana de la Ciencia, Cultura y Deporte	Del 29 al 1 de Noviembre	Organiza organizador
Despedida grado 11° y entrega de símbolos	Noviembre 21	Organiza grados 10° y 11°
Grados de 11°	Diciembre 12	Organiza Directivos y D. Grupo

HOMENAJES A LA BANDERA

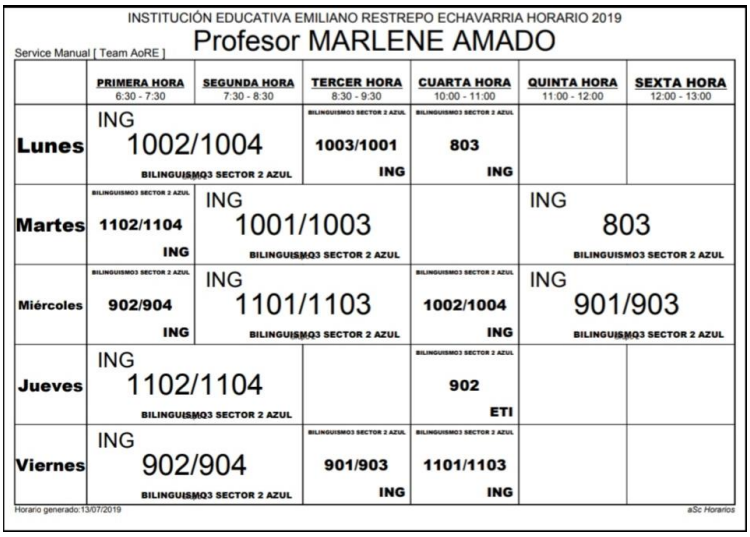
Sentido de pertenencia	Marzo 4	Organiza grado 11° y 5°
Día de la mujer	Marzo 11	Organiza grado 10° y 4°
Convivencia Escolar	Mayo 2	Organiza grado 9° y 3°
Día de la Independencia	Julio 19	Organiza grado 8° y 2°
Batalla de Boyacá	Agosto 8	Organiza grado 7° y 1°
Amistad y gratitud	Septiembre 17	Organiza Consejo Estudiantil
Aniversario de la Institución	Noviembre 1	Organiza comité organizador
Respeto a la diversidad	Octubre 16	Organiza grado 6° y transición

Chart 1 School Calendar

ACTIVIDAD	ENERO	FEBRERO	MARZO	ABRIL	MAYO	JUNIO	JULIO	AGOSTO	SEPTIEMBRE	OCTUBRE	NOVIEMBRE	DICIEMBRE
ACTIVIDADES DE DESARROLLO INSTITUCIONAL	21 AL	3		15 AL 21		25 - 1 JULI				7 AL 13		9 AL 15
PERIODOS ACÁDEMICOS	DEL 4 DE FEBRERO AL 12 DE ABRIL				DEL 22 ABRIL AL 28 DE JUNIO		DEL 15 DE JULIO AL 20 DE SEP.			DEL 22 SEP. AL 6 DE DIC.		
RECESO ESCOLAR				15 AL 21		1 AL 14				7 AL 14		9-
DIGITACION DE NOTAS				10 AL 26		26 AL	19		8 AL 27		22 AL 29	6
SEMANA CULTURAL										29 AL	1	
CLAUSURA / GRADOS												9 AL 12
ASAMBLEA GENERAL DE PADRES		26			6 AL 9		23 AL 29			1 AL 3		
COMISIONES DE EVALUACION					6 AL 9		23 AL 29			1 AL 3	2	
REUNION COMITÉ DE CALIDAD		20			8		17		25			
REUNION CONSEJO ACADEMICO					14			6		22	19	
ESCUELA DE PADRES			19		2	12		22		25		
ELECCION DEL CONSEJO ESTUDIANTIL			1 -15									
DIA E												
HOMENAJES A LA BANDERA			4 -11		2		19	8	17	16	1	
COMITÉ DE CONVIVENCIA		28		22				13		24	13	

Chart 2 Chronogram

Teacher's timetable



INSTITUCIÓN EDUCATIVA EMILIANO RESTREPO ECHAVARRIA HORARIO 2019

Profesor MARLENE AMADO

Service Manual [Team AoRE]

	PRIMERA HORA 6:30 - 7:30	SEGUNDA HORA 7:30 - 8:30	TERCER HORA 8:30 - 9:30	CUARTA HORA 10:00 - 11:00	QUINTA HORA 11:00 - 12:00	SEXTA HORA 12:00 - 13:00
Lunes	ING 1002/1004 BILINGUISMO3 SECTOR 2 AZUL		BILINGUISMO3 SECTOR 2 AZUL 1003/1001 ING	BILINGUISMO3 SECTOR 2 AZUL 803 ING		
Martes	BILINGUISMO3 SECTOR 2 AZUL 1102/1104 ING	ING 1001/1003 BILINGUISMO3 SECTOR 2 AZUL			ING 803 BILINGUISMO3 SECTOR 2 AZUL	
Miércoles	BILINGUISMO3 SECTOR 2 AZUL 902/904 ING	ING 1101/1103 BILINGUISMO3 SECTOR 2 AZUL		BILINGUISMO3 SECTOR 2 AZUL 1002/1004 ING	ING 901/903 BILINGUISMO3 SECTOR 2 AZUL	
Jueves	ING 1102/1104 BILINGUISMO3 SECTOR 2 AZUL			BILINGUISMO3 SECTOR 2 AZUL 902 ETI		
Viernes	ING 902/904 BILINGUISMO3 SECTOR 2 AZUL		BILINGUISMO3 SECTOR 2 AZUL 901/903 ING	BILINGUISMO3 SECTOR 2 AZUL 1101/1103 ING		

Horario generado:13/07/2019 aSc Horarios

Chart 3 Supervisor's timetable

Pedagogical aspects observed

Observation sheets

The observation sheets are composed of four frequency tables (see annex 1). The first table corresponds to the description of the teacher's planning. The second table evaluates the interaction of the teacher with the students, that is, the group management, the work orientation, the group and individual activities, the time of preparation of the activities, the correction of errors, the work instructions and the student participation.

The third frequency table corresponds to the communicative competences, therefore, the teacher's linguistic and pragmatic knowledge, the oral and written expressions in the foreign language, the mastery of the topics worked in class and the use of the mother tongue are measured. Finally, the fourth table addresses the attitudes of the students, that is, their participation, the follow-up in the activities and the respect towards the teacher during a class.

Course support material

During the observation week, it was evidenced that in the majority of classes taught by the head teacher, students work through pedagogical guides. Many of the guides are designed by the teacher and some are copies of English workbooks due to the fact that the student population does not have enough financial resources to work with a guide book, that is why, each teacher is responsible for preparing his/her own work material and course support material. (see annex 2)

Chapter I - Pedagogical Component

Implementing the photography as a learning tool to improve 9th graders' creative writing at Emiliano Restrepo Echavarría High School: an action research

Introduction

Learning a foreign language in this case the English language, requires the development of four skills, listening, speaking, reading and writing. That is why a teacher must integrate into the class plans many teaching strategies for the students to develop these skills.

However, not all students learn in the same way, in other words, there are some students who are even better at listening and speaking than at writing and reading and vice versa. For example, after observing the ninth graders of the Emiliano Restrepo Echavarría school, it was identified that although their oral competence is good, the writing was difficult for them. When the head teacher asks them to express their opinion in writing, they fail to construct a coherent or meaningful text, they only write unrelated phrases or write the same way they speak.

That is why, this pedagogical project aims to promote creative writing in the ninth-grade students of the Emiliano Restrepo Echavarría High School through the implementation of photography as a learning tool and source of inspiration.

Statement of the Problem

After observing the ninth graders of the Emiliano Restrepo Echavarría High School for a week, some relevant aspects were identified. The teacher has certified a C1 language level according to the Common European Framework of Reference for Languages. Thanks to this, the teacher has been working hard to improve the oral production of her students. However, the

written production has moved to a second place, this means that, during class development, the teacher has focused on the pronunciation of words and the students' oral performance.

Based on this fact, it is necessary to implement a project through which students can improve their written production. Therefore, the three following questions will guide the research process:

- How the implementation of the photography as a pedagogical tool can improve students' writing skills?
- How can a photography serve as a source of inspiration for the creation of a written text?
- How does the creative writing contribute on the development of students' self confidence in their learning English process?

Justification

Written production is one of the most difficult skills to develop when a person learns a language. Furthermore, it should be mentioned that the Common European Framework of References for Languages now CECRL (2001) conceives written production according to the level of the student. On one hand, the degree to which the student's production corresponds to the assigned task, that is, the quality of the communication of the material or the required information. On the other hand, the adequacy of production to the prescribed task in terms of consistency, the vocabulary used, the organization of the message and its accuracy.

As a result, this pedagogical proposal aims at contributing to the development of the written production competence in the ninth graders of the Emiliano Restrepo Echavarría High School and thanks to photography, artistic creativity is stimulated in the students as a

fundamental part of their integral development. Similarly, students learn to value the importance of photography in the formation of identity and the distinctive elements of a culture. We also value the photographic image as a source of inspiration for writing. (Ramírez, Guarino and Gordillo, 2009)

In addition, this pedagogical proposal is devised in this way since today thanks to technological advances, most teenagers have a smartphone that allow them to take pictures.

Last, it should be noted that in the school there is a large student population, this means that, from each grade of sixth to eleven there are four different groups of 40 students minimum, therefore, the facilities of the educational institution are quite wide. These facilities have recreation areas, green areas, bathrooms, social areas, parking lots and an ecological path. All these physical spaces give rise to different situations and moments for taking photographs, for instance, bullying, the caring for green areas or the environment, social relationships, garbage collection, respect for the rulebook, among others.

Objectives

General Objective

To enhance 9th graders' creative writing production through the photography at Emiliano Restrepo Echavarría High School.

Specific Objectives

- To contribute to the development of the students' oral and written production.
- To promote the students' creative writing.

- To contribute to the development of student safety and confidence when expressing themselves orally and in writing.

Theoretical Framework

In order to have a broad knowledge about this pedagogical project it is important to define some concepts; actional research, teaching and learning English process, writing skill and photography.

Action research

Action research is a systematic procedure done by teachers to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Mills, 2011). Besides, action research is addressed to identify and solve a problem, professors used it to reflect about these problems, collect and analyze data, and implement changes based on their findings.

Teaching and learning process

According with Kemendikbud (2013), the teaching and learning process implies the use of learning models, learning methods, learning media, and learning sources which should be referred to the subjects' and students' characteristics. Also, there is a selection of scientific, approaches, such as produce work-based learning and problem solving (project-based learning).

Writing skill

Writing skill is one of the main skills that should be develop when learning a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that

they can improve their communicative competence. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language.

Photography

Langford (1999) affirmed that the photography is the art and technique of obtaining lasting images due to the action of light. The author also adds that this term serves to name both the whole process of obtaining these images and their result: the images obtained or "photographs".

Literature Review

Writing and photography are processes that help to develop children's linguistic and visual competences, respectively. Using photography in teaching writing has been found to enhance students' literacy skills by naturally invoking their interest and motivation, and eventually strengthening the reading-writing relationship. This fact has been verified in Fields and Lily (2014), who conducted a 4^{th} grade photography and informational writing project. In which they discussed the positive outcomes of using students' own photographs as a stimulus for informational writing.

The findings of this project showed that teachers who use photography as a catalyst to teach informational writing provide a powerful means of expression that allows children to "write with light" as they develop strong, authentic voices to share their stories visually and vividly.

On the other hand, Ramirez et al. (2010) carried out Photography Workshops for Children in Seville, Spain, in which they demonstrated how infants are capable to internalize such concepts as frames, angles, perspective, sequences and composition. It has also highlighted the

fact that kids are skillful at developing their own criteria for framing, theme selection, lighting, etc. Photography has proven to be, additionally, an effective tool to help children approach other cultural expressions.

Besides, Byrnes and Wasik (2009) conducted a research whose results yielded important conclusions. Photography can be a great tool in early childhood classrooms. If given the chance both children and teachers can discover important things about themselves and the world in which they learn and work. Also, pictures can be used to create books and activities that spark children's imagination and make them interested in the world around them. Photographs can enrich the classroom and be the impetus for many engaging activities and events.

Moreover, Tay (2016) linked in his study the art of bricolage, the poetry, street photography and auto-ethnography. The author demonstrated taking street photographs and the creative writing scholarship in a theoretically informed way could develop critical ways of writing and exploring. In adittion, Britsch (2010) stated that teachers can integrate discussion and writing about photographs into the early childhood curriculum to build speaking, reading, and writing skills in any language. On the other hand, the author affirms that the effective visual learning for ELLs also requires that teachers possess an informed understanding of the techniques that structure and assist language development. In today's early childhood classroom, the integrated curriculum spans not only content areas, but also media and modes.

Finally, Eilam, Gil-Glazer and Walter (2019) carried out a photograph-based model to improve students' language and writing skills. The results indicated that the intervention enhanced language skills in both second and fifth graders participants of the project. Surprisingly, second grade students, who are in the early stages of acquiring language skills, advanced in this domain almost to the level of the fifth-grade students.

Pedagogical Methodology

In the first moment there is be a photo-taking process. The preservice teacher selects a topic for the photo-taking, after that, the vocabulary concerning to the topic is taught. Then, the participants and the preservice teacher organize a schedule in order to carry out the photo-taking without intervening in other classes or school hours already established, this means to say that the photo-taking could be worked on the breaks, in the afternoons and so on.

In second place, once the students have taken the photos the writing process begins. Hyland's proposal and pedagogical steps (2003) can be kept in mind considering that it is a model for implementing the writing process in the classroom. It consists of,

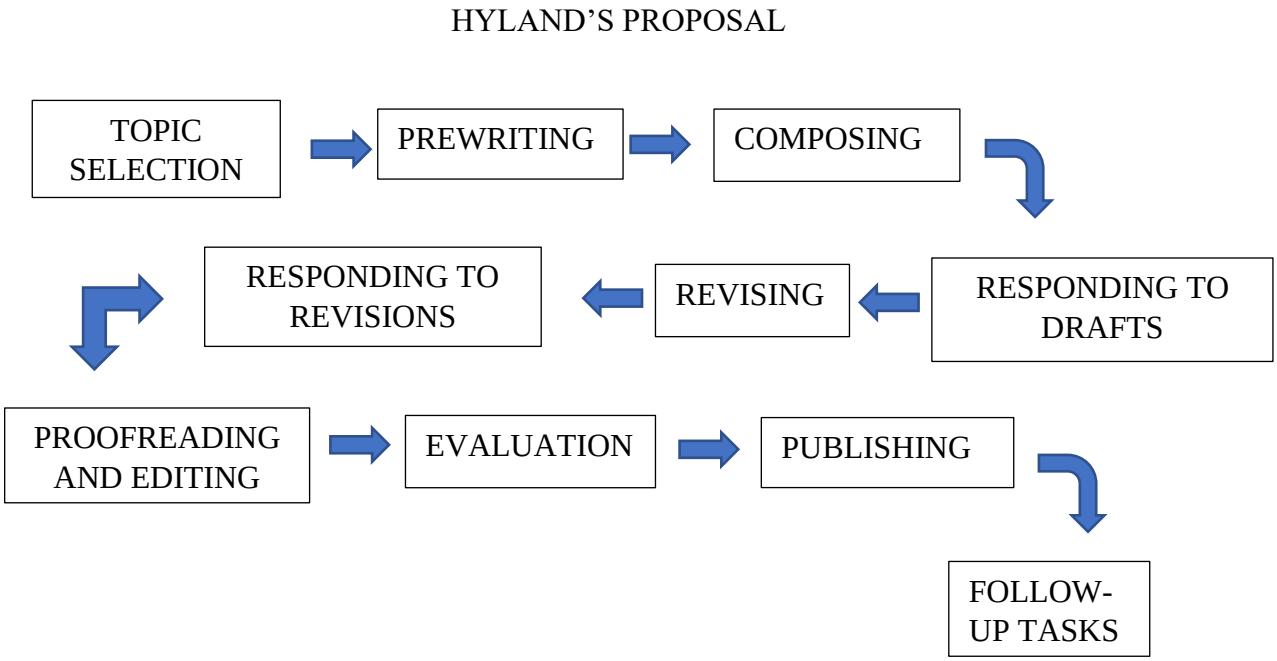


Chart 4 Hyland's proposal

A topic selection, (by teachers or students); prewriting (through brainstorming, collecting data, note taking, outlining, etc.); composing (by getting the ideas on the paper);

> responding to drafts (by teacher or peer assessment of ideas, organization, and style); revising (reorganizing, refining ideas, adjusting to the audience, etc.); responding to revisions (by teacher or peer who check ideas, organization, and style); proofreading and editing (checking and correcting the form, the layout, etc.); evaluation (teacher evaluates the process); publishing (by class presentation, websites, etc.); and follow-up tasks (to address weaknesses, metacognitive awareness, etc.). (Hyland, 2003, p. 11)

The writing process involves pedagogical techniques which include brainstorming, planning, multiple drafting, peer collaboration, delayed editing, and portfolio assessment. In fact, this type of writing process promotes meaningful learning by making learners more aware of cognitive processes as a central activity in writing. (Hyland, 2003, p.11)

Implementation of the pedagogical proposal

To implement the project at Emiliano Restrepo Echavarría High School, first of all, the population was identified, that is, the ninth grade. Then, the preservice teacher made the general presentation of the project, in which she presented; the main and specific objectives, the justification, the methodology (photo-taking and writing process). All in order for students to know the project, also to catch their attention and find a new way of learning.

On the other hand, in order to legitimate the students' participation, each student received an authorization letter addressed to their parents asking for consent to be photographed, to take photographs, to write and specially to attend the workshops. (see annex 3)

Looking for activate students' participation, four pedagogical workshops were established where their main objective was to make students reflect on different issues such as; green areas, free hours, pollution and excessive cell phone use. Each of the topics in the school context. It

should be noted that during the development of each workshop students constantly interacted with the researcher, they asked questions or suggestions.

Generally, each workshop had a visual presentation with the help of the smart TV, in each presentation slides were projected an introductory image, some definitions and finally a video related to the subject. (see annex 4)

After the workshop, students had the opportunity to leave the classroom to take photographs related to the topic worked in the workshop. Normally, they were given a space of twenty minutes so that students could walk around the high school in search of the perfect setting for taking pictures. At the end, the researcher made an intervention to explain the writing process.

To begin the writing process, the type of text was established, for example, a poem, an acrostic, a short story or a story. Taking into account the writing model in the classroom proposed by Hyland (2003). The researcher asked her students to do a prewriting, that is, a brainstorming of ideas or words that they could imagine when they saw the photo, many of the words written on the board contributed ideas or complete the existing ones.

The second step is composition, at that time each participant received a worksheet with the letterhead of the university. Therefore, during the composition each student began to write the ideas, later, the researcher made a review of each draft and so on until each student finished building the text. It should be noted that among the previous steps each student was evaluated three times in order to verify grammatical errors and consistency with the topic worked in the workshop. Thanks to the continuous review by the teacher, the students' responses to these reviews and the construction of the writings were successful. (see annex 5)

Thus, during the development of the pedagogical workshops the students constructed three types of text. The first workshop was about the care of the green areas in the educational institution, the first step that we followed was to carry out the workshop, then we continued with the pedagogical output to take the photos, we toured almost the entire institution, even the butterfly garden in order to take the best photographs. Then, from the photography the students had to create a poem of four stanzas. Unfortunately, the students failed to finish the creation due to lack of time, that is, during that week the students were presenting the final tests of the third period and devoted themselves to study to get good grades.

In the second workshop, we approached the theme of free time at school, the main objective of this workshop was the construction of a short narrative from one of the photos taken to students in free time around the school. (see annex 6). It should be noted that in the institution it is frequently presented that students have many free spaces during the academic day, since students often deviate on the way to the classroom where they have class.

In workshop number three, we work on the issue of pollution in school. This was a very controversial issue since the students expressed the desire to photograph the different scenarios of the institution where these pollution situations occur. For this workshop we made a diagnosis of the areas where food wastes could be observed most and especially the garbage of school snacks that the state delivers to the school every day of the week. Thus, from the photographs taken, students built an acrostic about environmental care, awareness and waste management. (see annex 7)

In the last workshop, a topic that is presented very frequently today and especially in adolescents was proposed, it is the excessive use of cell phones. During this workshop we work on the advantages and disadvantages of using the mobile phone in the classroom. In fact, the

students participated actively giving their opinions about the good use and misuse of the devices in the classroom. Their last challenge was to draw up a diagram where the advantages and disadvantages were recorded from their own perspective. (see annex 8)

Research Methodology

This action research is based on the characteristics of a qualitative research. According to Denzin and Lincoln (2000), qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural context, trying to understand or interpret phenomena according to the meanings people have for them". Besides, Creswell (2007) stated that “qualitative research is best suited to solve a research problem in which you do not know the variables and what you need to explore. That is, the central phenomenon is the key concept, idea, or process studied in qualitative research”.

Research design

This project follows the demands of an action research design which is systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Creswell, 2012). Educators aim at improving the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyze data, and implement changes based on their findings.

According to Creswell (2013), there are eight steps in conducting an action research study;

1. Determine if action research is the best design to use

Action research is an applied form of inquiry and it is useful in many situations. It requires that you have the time to collect and analyze data and to experiment with different options for solving the problem.

2. Identify a problem to study

Action researchers may begin with identifying an area of focus, collecting data, analyzing and interpreting data, or developing an action plan. Therefore, the most important factor in action research is that you need to solve a practical problem and this problem may be one that you face in your own practice or in your community.

Figure 2 Steps in conducting an action research study.

3. Locate resources to help address the problem

Explore several resources to help study the problem. Review the literature and determine what others have learned about solving the issue.

4. Identify information you will need

Plan a strategy for gathering data. The choice of data sources depends on the questions, time and resources, availability of individuals, and sources of information.

5. Implement the data collection

Keeping an accurate record of the information collected, organizing it into data fi les for numeric or theme analysis, and examining the quality of the information are important data collection steps.

6. Analyze the Data

The major idea is to keep the data analysis manageable so that you can identify useful information in formulating a plan of action.

7. Develop a plan for action

A plan may be an informal statement about the implementation of a new educational practice. It might be a plan to reflect on alternative approaches to addressing the problem or to share what you have learned with others, such as teachers, individuals in district offices, or other schools and communities.

8. Implement the plan and reflect

This involves trying out a potential solution to your problem and monitoring whether it has impact. You also need to reflect on what you have learned from implementing your plan and sharing it with others.

Population

The project was implemented at Emiliano Restrepo Echavarria High School, where a group of 43 ninth graders were participants. Students are between 14 and 18 years old. Therefore, no choice criteria were used since the head teacher wanted all students to be participants in order to improve their written production. Nevertheless, the sample of this study is composed by five students.

Techniques and instruments to gather information

Throughout the development of this action research project, the data collection techniques and instruments which were implemented are: Observation (reflective journal), survey, semi-structured interviews (interview protocol) and the document analysis (writing evaluation rubric).

Reflective Journal

Through this tool the pre-service teacher writes, describes, draws and reflects about the implementation of the pedagogical project and whole integral practicum. According to Anderson (2012), the use of journals serves as a pedagogical instrument for the encouragement of reflection, criticism, and self-analysis of students. Reflective journals constitute the point of departure for the writer's experience and a way to return to it through the student teacher's personal reflections, and in the context of his reflections about his relationships with others.

That is why, throughout the development of this action research study the researcher has yielded a reflective journal in which she has registered many aspects about her experiences

during the teaching practicum. To illustrate, personal reflection, non-participant observations and personal experiences. (see annex 9)

Survey research

Survey research is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research. Therefore, survey is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Besides, survey research can use qualitative research strategies, for instance, using open-ended questions.

Therefore, when finishing the four pedagogical workshops the researcher carried out a survey composed by five open questions in order to know and explore the participants' opinions about the pedagogical workshops, the photo-taking outputs and the creative writing process. (see annex 10)

Semi-structured interviews

According to Wengraf (2001) "Semi-structured interviews were designed to have a number of interviewer questions prepared in advance but such questions were designed to be sufficiently open that students can express their opinions freely" (p.25). So, this instrument is useful in the purpose of gathering deeper information about the phenomenon, taking into account the participants' voices, opinions, thoughts and answers at the moment of analyzing each question. In fact, one semi-structured interview was carried out with the main purpose of verifying and have more data about the participants' opinions or perceptions (see annex 11). The interview is made up five open questions.

Document Analysis

This technique refers to the different documents made or used by an individual or a group, such as: written productions, assessments, various materials in an educational context, which were analyzed and interpreted concerning the subject of the study.

Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. (Corbin &Strauss, 2008). This analysis was implemented due to the several written productions made by the participants through a writing evaluation rubric. (see annex 12)

In this research, a document analysis was implemented to study eleven written productions made by the five members of the sample.

Chronogram of the project

Activities/Months	**Sept**		**Oct**				**Nov**			
Weeks	**3rd**	**4th**	**1st**	**2nd**	**3rd**	**4th**	**1st**	**2nd**	**3rd**	**4th**
Implementation of the proposal	X	X	X							
First Photo-taking					X					
Students' holidays				X						
Second Photo-taking							X			
Third Photo-taking								X		
Survey application								X		
Four photo-taking									X	
Interview application										X
Data analysis									X	X
Delivery of the project										X

Chart 5 Chronogram of the pedagogical project

Findings

The data collection was carried out through four instruments, which are; non-participatory observation, reflective journal, survey and a semi-structured interview. First, non-participatory observations were made for a week with the main objective of analyzing the population and finding a problem to solve. Secondly, throughout the exercise of the integral practice the researcher consigned all the possible data in a reflective journal, in other words, in this diary the pre-service teacher could describe the development of her integral practice, negative and positive

experiences with her respective reflections and description of the process of data collection and analysis.

In addition, a survey was applied to students after having conducted the first two photography workshops. Finally, when the four workshops were held, the researcher decided to apply an interview with the objective of deepening the opinions of the participants about the project.

On the other hand, for the analysis of the results collected through the survey and the semi-structured interview, it was necessary to build a results comparison matrix made with the help of the EXCEL spreadsheet software. In this matrix, all the data of the survey responses and the transcripts of the interviews were recorded. (see annex 13-14). From the comparison and reading of answers, *two* broad categories emerged:

Photography as a learning tool to improve students' written skills

Through the analysis of data collected in the survey and in the interview, it was found that this project based on photography as a learning tool made a significant impact on students' language skills, especially in writing. The students stated that, when learning a foreign language, it is important to have a strategy that allows them to learn it in an easier, more efficient way and especially in a natural context. We can verify this with the testimony of a participant;

Participant 5 states that:

"Cuando uno está aprendiendo se le quedan mejor las cosas si existe algo con qué asociarla como una imagen o una situación real, en espacios como un salón de clases es una muy buena forma de interactuar con situaciones reales". (*Survey, participant 5*)

This means that, complementing the composition of a written text with a photograph or image can have a positive impact on a student's learning since through a photograph the learner

can relate the vocabulary worked in class with the image and thus memorize and increase their lexicon.

Therefore, a participant believes that:

"A mi parecer, con la foto uno puede relacionar el vocabulario y expresiones a una situación, es más sencillo acordarse de eso y entender una situación real, además nos permite interactuar con los espacios y relacionarlos con lo que nos enseñan." *(Survey, participant 3)*

On the other hand, Fields and Lily (2014) conducted a photography and informational writing project in which they discussed about the impact of the images in students' learning. The researchers stated that complementing composition through words with composition through images can have a powerful impact on students' motivation and learning since it is a way of integrating literacy with other subjects and motivating students to write interesting, relevant, and creative texts.

In conclusion, using photography in teaching writing has been found to enhance students' written skills by naturally invoking their interest and motivation, and eventually strengthening the students' learning process.

Photography as a stimulator of artistic creativity in students

Starting from the fact that the main purpose of this study was to promote creative writing through photography in the students of the ninth grade of Emiliano Restrepo Echavarría high school, we can say that once this process has already begun, the students have shown that photography has served as a source of inspiration and activator of knowledge to do a written text. In the same way, the implementation of photography has contributed to the development of written competence, but it is important to highlight that photography arouses students' inspiration, imagination and specially creativity.

In the same way, according to two participants, photography stimulates their artistic creativity and imagination ability:

Participant 1 affirmed:

"Gracias a la fotografía he aprendido a crear más grandes historias y a incrementar muchísimo más mi imaginación". (*Interview, participant 1*)

Participant 2 stated:

"Cuando uno toma una foto puedo oír y ver lo que están haciendo en ese momento, pero me imagino la historia a fondo lo que los lleva a hacer eso y eso es lo que yo plasmo en los textos, lo que mi mente crea e imagina". (*Interview, participant 2*)

Besides, participant 2 adds:

"Pienso que al tener una buena foto nos guiamos de ella hasta poder llegar a querer descifrar a fondo la historia ya que a veces no podemos saber la historia a través de ella nos gusta idealizárnosla y llegar a crear nuestro propio texto". (*Interview, participant 2*)

In accordance with Ramírez, Guarino and Gordillo (2009) theory, photography stimulates artistic creativity in students as a fundamental part of their integral development. In addition, students learn to value the importance of photography as a source of inspiration for writing.

To some up, data analysis showed the photography not only arouses students' interest, curiosity, attention, and motivation essential for improving their learning process but also improves memory and recall prior knowledge; develops investigative skills; and promotes intellectual abilities and achievements.

Conclusions

Throughout the implementation of the pedagogical workshops of the photography project, it was demonstrated that the ninth grades of the Emiliano Restrepo Echavarría High School, progressively improved their written competence thanks to the photo-taking process in the school context and at the same time their natural context because it served as a source of inspiration to make a written text. In the same way, we concluded that thanks to photography, students stimulated their artistic creativity, that is, the imagination's ability to create a story.

Recommendations

According to the answers given by the participants in the interview, in future projects where photography will be implemented as a learning tool to enhance writing in English in students of a high school, they not only would like to have professional devices for taking of photographs but they also want to have other scenarios than schoolchildren to be able to address other issues, for example, a walk in the surrounding mountains, a walk to the center of the municipality, a visit to the hospital, among others.

In the same way, in a future implementation of the project the execution time could be more extensive and with a special schedule to be able to carry out all the workshops and the pedagogical outputs for taking pictures with tranquility.

Chapter II

Research Component

The formation of the reflective spirit in the practitioners of plex, a training tool to qualify the pedagogical practice

Introduction

In PLEX training context, the pedagogical practices of teacher in training are one of the interests and update focuses to study and document for the enhancement of the teaching-learning process in order to qualify education.

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

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

Justification

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

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

Statement of the Problem

At school, the core aspects of the constitution of the subjects are assumed, of the institutional life without question, are seen as imprints, stable and invariable features that are part of the identity and the school culture.

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

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

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

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes inherent in the development of integral practice?
- How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

Objectives

General Objectives

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

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

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

Teaching profession

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

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

Reflection

Talking about reflection implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be taken into account to deepen in their definitions (Correa Molina et al, 2010).

Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”

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

Traducción libre a partir del documento: Concept de réflexion: un regard critique. Correa Molina et al (2010)

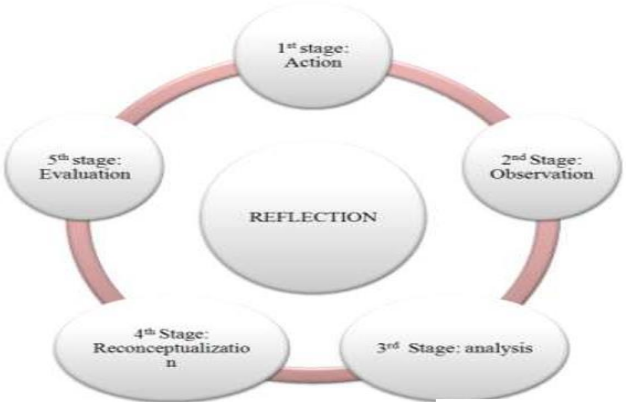


Figure 3 Reflection process

Reflection as a theme

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

The reflective practice

To update and to qualify the academic proposals in the University and to orient the students towards new ways of dealing with the world, it becomes necessary that the teachers question about their own practice and the repercussion it has generated; being

capable of objectifying their behavior, and of assuming the different roles in the pedagogical relationship

The teacher plays a central role in the current educational world; Acts in a complex space subject to constant change determined by the interaction of various factors and conditions. The teaching profession requires that " los profesores desarrollen sus conocimientos profesionales en relación con las circunstancias cambiantes”" (Ebutt and EllioT: 1986). In this context the problems of practice, of the class space demand a particular treatment oriented to the understanding and the social interaction.

The need to articulate the changing social reality to our pedagogical work is evidenced by the existence of numerous attempts to explain school phenomena and the search for ways to address these phenomena to make school work effective.

This study will serve the participating pre-service teachers to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristán 1999).

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

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the

teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts...

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

Pedagogical practicum

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

Academic practicum

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

Social efficiency practicum

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

Development

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

Social reconstruction

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

Generic

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

Reflection triggers

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

Critical element on reflective thinking

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

These authors established classification categories of knowledge

1. knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)
4. Teacher knowledge and professional configuration
5. Students' knowledge and their characteristics
6. Knowledge of educational contexts
7. The knowledge of fundamentals: philosophical, historical, and axiological

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

Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, considers the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation. To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

This study belongs to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it was proposed to implement the following instruments:

Reflective workshops

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

That is why, throughout the development of the integral practice, two reflection workshops were implemented. The first reflective workshop was held in the second week of October, in which the pre-service teacher reflected on the institutional observation week. During this week different aspects were identified such as: institutional authorities, relevant aspects of the rulebook and the institutional educational project, symbols, school calendar, supervisor's

schedule, practitioner's schedule, among others. Consequently, the first workshop reflected on what was learned during this week. However, in this first reflective space some ideas of the changes that are currently undergoing the educational context, also about the role of the teacher and its most important functions were discussed. (see annex 15)

On the other hand, the second reflective workshop was held in the third week of November. In this workshop we reflected on different personal aspects. For example, how the student felt in the first class, what are the obstacles the student has faced throughout the integral practice, positive aspects, aspects to improve and finally the didactic strategies for the control of discipline used by the preservice teacher in a class. (see annex 16)

Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.
- To socialize criteria, share ideas and directives to assume their pedagogical practicum.
- To qualify, facilitate and be set in an effective way to the school.

Self-observation card

The self-observation card has as main objective to guide the student teacher towards an own perspective from her professional activity as teacher; and from her role in the classroom and in the educational community environment to which she belongs.

Throughout the integral practicum, the student had the opportunity to complete a self-assessment format each week whose main purpose was to evaluate aspects such as class management and student interaction. Mainly, this evaluation allowed the student to

reflect on their own acting in class and above all allowed the student to think about different strategies for improvement and problem solving. (see annex 17)

Narrative

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

Starting from the fact that in an action research it is important that each teacher can describe their work, throughout the practice the preservice teacher has narrated three different moments of the process. (see annex 18)

Class recordings

To have evidence of what teacher students do in the classroom, it allows to reflect upon different aspects in the foreign languages teaching/learning process that may have been taken into account or not by the pre-service teacher in his reflection process. These recordings allow to have an external and constructive view of their pedagogical practices.

Evidently, a class record can help a teacher realize the qualities or mistakes he has when developing a class. In addition to the identification of the positive and negative aspects, a recording allows the teacher to observe himself and reflect on what he could have done better and on what he effectively has to improve, this makes his training integral and especially serves as an example for others. That is why during practice two class recordings were taken. (see annex 19

Chronogram of the proyect

CHRONOGRAM	SEPT				OCT				NOV			
WEEKS	1	2	3	4	1	2	3	4	1	2	3	4
ACTIVITIES												
Institutional observation	X	X										
Narratives	X	X										
Self-observation formats	X	X	X	X	X	X	X	X	X	X	X	X
Class recordings					X				X			
First reflective workshop						X						
Mentor's assessment					X							
Second reflective workshop											X	

Chart 6 Chronogram of the research project

Conclusions

In my integral teaching practicum, my main objective is to optimize the working time in class by dedicating it to meet the specific needs of each student, their learning pace and the activities are implemented using ICT. Classes generally have the following sequence:

Prior to class planning my supervisor assigns the topic to work. The activities are planned in common agreement with the supervisor and seeking to achieve the purpose of the class.

First, I carry out introductory activities to activate knowledge in students, for example: videos, texts and / or educational games related to the subject. For the projection of the videos, the smart

TV that the classroom has is used, the TV is 50 inches and facilitates the projection of videos, images, slides, among others.

Then, I present the theory of the subject (ex. Structure of the simple past), thanks to the introductory activities it becomes easier to explain the theory and so that the students can propose examples. So, for the explanation of the theory I use the board, I usually ask students to build sentences so they can use them in the examples and make sure they have understood the subject.

Thirdly, based on the fact that since the beginning of my integral practice the students stated that they preferred to learn and work in class through pedagogical guides and not through games. Therefore, students usually work on a previously planned pedagogical guide and for the construction of the pedagogical guide I take into account the following aspects:

-Concordance with the topic explained in class.

-Different levels of difficulty: The first exercises are easier (association of words or images), the following are usually to fill spaces, correction of errors or translation and the last ones are usually exercises of oral or written production.

-Enunciations and clear instructions.

-Clear images.

-Enough space to develop the exercises.

-Variety of exercises.

Finally, with 30 minutes left to finish the class, the students present the work done in class and also socialize the oral or written productions made in the pedagogical form, the oral productions are presented and at the end of each intervention they are given feedback to each student and a rubric with the evaluation criteria is used. For the presentation of the written

productions, the students are asked to read aloud what they wrote, then the writing is collected to analyze the errors and qualify them with the help of an evaluation rubric.

On the one hand, the class work environment is calm because the students have a good work pace, use the time wisely. In addition, homework is not left, everything is done in class since the groups are very numerous and it is essential to save the time that would be used by qualifying to invest it in the planning of activities.

On the other hand, in terms of student interaction there has been progress. At the beginning the student interaction was limited only to the questions I asked them during class, then as time went by, they began to interact actively in class, they started asking questions, giving examples, correcting mistakes from other classmates and to speak with confidence.

Regarding the evaluation, students are usually evaluated every week, they are evaluated the pronunciation of past verbs, oral and written productions, the presentation of dialogues or oral presentations.

Regarding the control of discipline in class, I established some behavior parameters from the beginning of the integral practice, such as; the tone of voice in the classroom should be moderate, students should not leave the classroom until all activities have been completed, they must also arrive on time and at the end of each class present what they worked to obtain a grade.

To conclude, the reflection process in my practicum has been very useful because, thanks to it, I can think about how to keep improving and not continue to make the same mistakes in each class. In addition, reflection allows me to think about how to meet the needs of each student and specially to design activities according to their needs.

Finally, every week I have completed 5 self-observation formats of the five weeks of practice along with a weekly narrative in which we can write a reflection. Also, I took one class recording for the analysis and mentor evaluation.

Chapter III

Outreach Component

Educational games as a teaching-learning strategy for third grade students from Emiliano Restrepo Echavarria High School

Introduction

Teaching through games entertains students and promotes fluency in the oral activities. It has been shown that these kind of games have advantages and effectiveness in the educational vocabulary. In this way, the games bring relaxation and fun for school children and playing usually expands the oral competence and the schoolchildren keep interested while developing the activities. The games are entertaining and at the school children like to play them, through the games the students experience, discover, and interact with their environment. (Lewis, 1999,56). For this reason, the game adds variation for a class and increases motivation. Through games, schoolchildren can learn English in the same way they learn their mother tongue without being aware of it, so without nervous tension, they can learn a lot. On the other hand, engaging children in some enjoyable English learning activities can make easier for them to acquire the language, and remember the new vocabulary.

Problem

The importance of communication in a foreign language makes pronunciation and fluency essential in the learning process. Due to the level of students and the lack of resources to practice pronunciation and acquire new vocabulary, they encounter many difficulties during oral activities when it comes to reading or formulating some simple sentences in English.

Justification

The need to implement a strategy to improve pronunciation and verbal fluency of students arose from observations made in a third-grade course, where students are motivated to learn English and perform the activities assigned by the teachers, but still have problems at the moment of pronouncing words and creating sentences that include the vocabulary learned in class.

Through this project we look for introducing educational games that help students to improve their communication skills through activities that encourage teamwork, motivation and interaction so, in this way, meaningful learning occurs. Considering that students at this grade level are full of energy, it is a bit difficult to get them to focus when a new topic is explained, however, inviting students to develop games in class makes the process easier for either side.

According to Martinson and Chu (2008), games can result an essential strategy to

involve students in an environment in which they can explore and analyze decisions to accomplish a goal. That's why we look for including games in which the center of the class is the learner, in order to foster participatory and collaborative attitudes and also, to increase their critical thinking by taking decisions in an enjoyable atmosphere where they won't have the fear of failure.

General objective

To implement educational games as a teaching strategy to improve verbal fluency and pronunciation in third grade students from Emiliano Restrepo Echavarria school.

Specific objectives

• To increase students' motivation towards the English language.

• To develop educational activities to enlarge students' vocabulary.

• To stimulate students' participation and give them confidence.

• To encourage collaborative working.

Methodology

Children are naturally motivated to play, since for them the game represents pleasure, interaction and motivation. That is why, in a game-based project, educational games represent goals, rules, adaptation, problem solving, interaction for children and at the same time the educational game helps them to meet their fundamental learning needs.

First educational game (Bilingual lottery)

Through this game it was possible to show that third-grade children acquired in an easier, dynamic and fun way the vocabulary related to means of transport, parts of the house, school supplies, household objects, clothing, nature, the sea, jungle animals, farm animals, fruits and vegetables. In addition, thanks to the bilingual lottery the children managed to improve pronunciation, association, team work, language skills based on images and especially the acquisition of new vocabulary. (see annex 20)

Second educational game (Children's songs)

The children's songs are fundamental to the teach in a primary school considering that a song can help children to develop their language skill, as well as, to memorize, to learn vocabulary and to enhance verbal fluency when singing and pronouncing words. Besides, the third grade students learnt to be attentive while the teacher was giving commands, the prepositions of place using the total physical response method.

Third educational game (Educational tales)

These tales are based on different stories which encouraged a love of reading and promoted thoughtful interaction with books while developing children's thinking skills. In addition, the tales have activated other thinking skills such us, predicting, creative thinking, comparing and problem solving.

On the other hand, thanks to the tales we taught simple phrases and enhanced vocabulary considering that in the stories we revised animal names, can/can't, family relations, past simple, vocabulary relating to jungle, likes and dislikes, prepositions, comparatives, adjectives, present simple, verb to be, school things and the days of the

week.

Fourth educational game (Imitating professions)

For this last activity with children, it was used Flashcards to explain the topic and in the same way we used them in the imitation game. In the development of the activity, the children were asked to pronounce the professions in English to earn points and in this way they tried to remember each occupation, avoiding the use of their mother tongue in the game. After this, the children felt more confident when speaking and pronouncing the professions out loud.

Through this game we reinforced different aspects such as teamwork, imagination, pronunciation and body expression. The children have enjoyed playing and at the same time they pronounced the vocabulary correctly.

Chronogram

CHRONOGRAM	***SEPT***				***OCT***				***NOV***			
WEEKS	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
ACTIVITIES												
Observations	X											
Proposal writing		X	X									
Students Holidays					X	X						
Development of the first game							X					
Evaluation of the first game							X					
Project Progress Delivery							X					
Development of the second game								X				
Evaluation of the second game								X				
Development of the fourth game									X			
Delivery of corrections										X		
Evaluation of the project												X

Chart 7 Chronogram of the outreach project

Conclusions

The implementation of educational games as a teaching strategy to improve verbal fluency in third grade students from Emiliano Restrepo Echavarría primary school and the Jorge Eliecer Gaitán headquarter, has yielded significant results, given that it has been evidenced in the evaluation of the application of the educational games (bilingual lottery, educational tales, among others) that students now learn in an easier and more dynamic way. Also the repetition of words has allowed them to improve their pronunciation, teamwork and especially learning by associating images with words.

Similarly, students have been more open, willing and motivated to learn the language. In addition, students have expanded their vocabulary and now they participate actively in class and with confidence.

Chapter IV

Administrative Component

Introduction

In this chapter the extra administrative activities in which the preservice teacher had to participate actively during the integral practicum are presented. The pre-service teacher has had to take part in all the activities that the educational institution proposes during the school year.

Throughout the ten weeks of the integral practicum, the pre-service teacher was another teacher in the school who was part of the events, activities, celebrations, among other extra-curricular activities; this process of getting involved not only has contributed to the training process of the teacher but also to improve the interpersonal relationships.

Objectives

General objective

- ✓ To take part in extracurricular activities at Emiliano Restrepo Echavarria High School.

Specific objectives

- ✓ To participate actively in all the activities, celebrations and events proposed by the educational institution.
- ✓ To understand why the participation in extra-curricular activities are important to the preservice teacher in the practicum process.

Methodology

As a preservice teacher I participated in all the activities proposed by the educational institution according to the school calendar. All of this, participating in an active role, in other

words, cooperating with all the teaching staff and directors of the institution teacher during my practicum process. Among the activities in which I took part it should be noted the English day in the primary school.

Timetable of the school activities

CELEBRACIONES

Día del Idioma	Abril 23	Organizan Docentes de Humanidades.
Día del Educador	Mayo 15	Organizan estudiantes e Institución.
Día de La Familia	Junio 28	Organiza Grado 9° y comité organizador.
Día ambiental	Junio 5	Organiza Grado 10° y 11° Proyecto Medio Ambiente
Día del estudiante	Junio 7	Organiza Docentes y Directivos
Semana de la Ciencia, Cultura y Deporte	Del 29 al 1 de Noviembre	Organiza organizador
Despedida grado 11° y entrega de símbolos	Noviembre 21	Organiza grados 10° y 11°
Grados de 11°	Diciembre 12	Organiza Directivos y D. Grupo

HOMENAJES A LA BANDERA

Sentido de pertenencia	Marzo 4	Organiza grado 11° y 5°
Día de la mujer	Marzo 11	Organiza grado 10° y 4°
Convivencia Escolar	Mayo 2	Organiza grado 9° y 3°
Día de la Independencia	Julio 19	Organiza grado 8° y 2°
Batalla de Boyacá	Agosto 8	Organiza grado 7° y 1°
Amistad y gratitud	Septiembre 17	Organiza Consejo Estudiantil
Aniversario de la Institución	Noviembre 1	Organiza comité organizador
Respeto a la diversidad	Octubre 16	Organiza grado 6° y transición

Chart 8 Timetable of the school activities

Conclusions

As it is stipulated in the administrative component, its main objective for the English practitioner at Emiliano Restrepo Echavarría Educational Institution is to be part of all the extracurricular activities proposed in the school calendar for the year 2019.

Therefore, throughout these ten weeks of comprehensive practice, I have been involved in different activities among which I can highlight; meetings with the head of the languages area, meetings proposed by the principal of the institution, two flag raisings, troupes practices for the institution's fiftieth birthday and the English Day at two primary headquarters. (see annex 21)

Thanks to my active participation in the activities, I have made myself known to the entire educational community and, in the same way, I have made known my responsibility and

leadership skills. In addition, students already recognize my role in the institution and look for me to guide and help.

On the other hand, I think that participation in extracurricular activities in the institution is very important because it strengthens the links between coworkers and students. Establishing these links fosters a good work and learning environment for both students and teachers.

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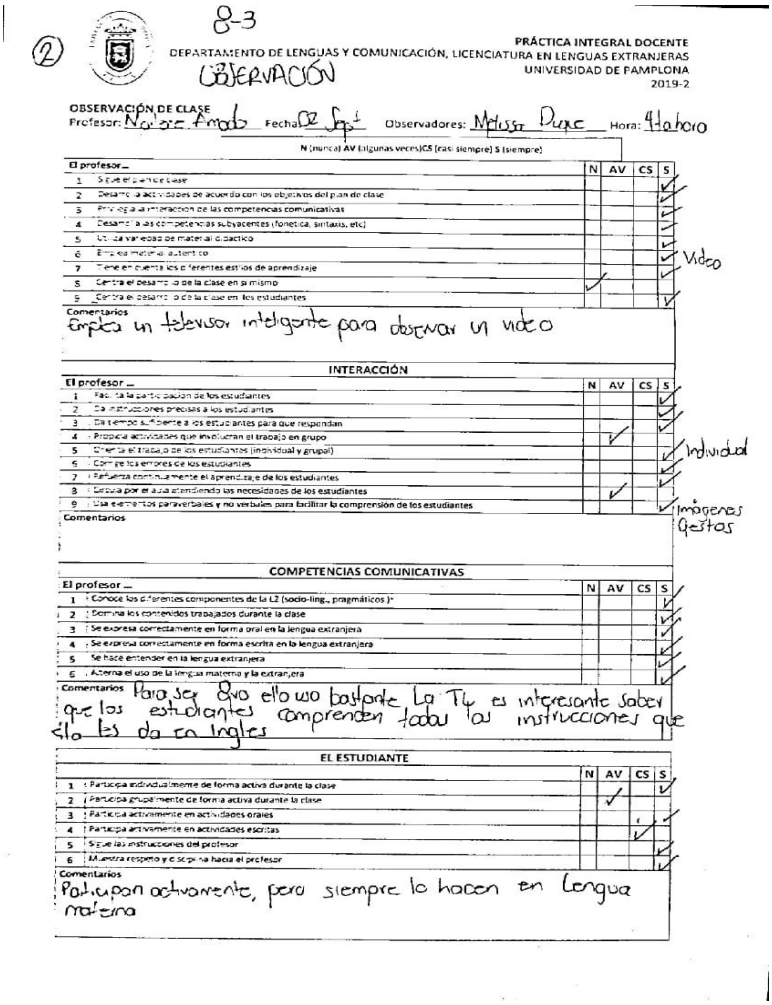
Annexes

1. Observation Sheets



② 8-3

PRÁCTICA INTEGRAL DOCENTE
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN, LICENCIATURA EN LENGUAS EXTRANJERAS
UNIVERSIDAD DE PAMPLONA
2019-2

OBSERVACIÓN

OBSERVACIÓN DE CLASE
Profesor: Nadine Amado Fecha: 02 Sept Observadores: Melissa Duque Hora: 4 Horario

N (nunca) AV (algunas veces) CS (casi siempre) S (siempre)

El profesor...	N	AV	CS	S
1 Sigue el plan de clase				✓
2 Desarrolla actividades de acuerdo con los objetivos del plan de clase				✓
3 Privilegia la interacción de las competencias comunicativas				✓
4 Desarrolla las competencias subyacentes (fonética, sintaxis, etc)				✓
5 Utiliza variedad de material didáctico				✓
6 Emplea material auténtico				✓ Video
7 Tiene en cuenta los diferentes estilos de aprendizaje				✓
8 Centra el desarrollo de la clase en sí mismo	✓			
9 Centra el desarrollo de la clase en los estudiantes				✓

Comentarios
Emplea un televisor inteligente para observar un video

INTERACCIÓN El profesor...	N	AV	CS	S
1 Facilita la participación de los estudiantes				✓
2 Da instrucciones precisas a los estudiantes				✓
3 Da tiempo suficiente a los estudiantes para que respondan				✓
4 Propicia actividades que involucran el trabajo en grupo		✓		
5 Orienta el trabajo de los estudiantes (individual y grupal)				✓ Individual
6 Corrige los errores de los estudiantes				✓
7 Refuerza continuamente el aprendizaje de los estudiantes				✓
8 Circula por el aula atendiendo las necesidades de los estudiantes		✓		
9 Usa elementos paraverbales y no verbales para facilitar la comprensión de los estudiantes				✓ Imágenes Gestos

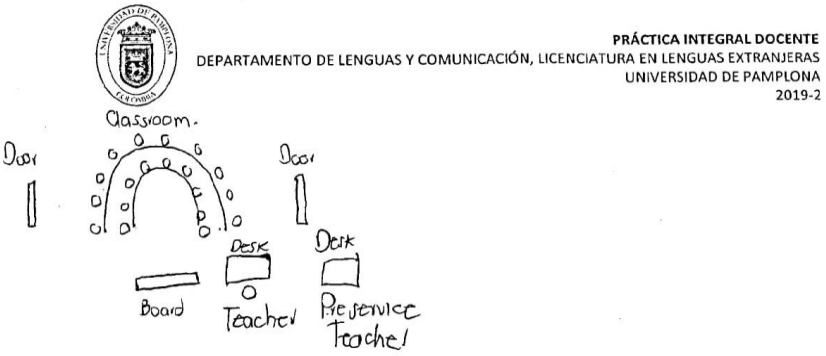
Comentarios

COMPETENCIAS COMUNICATIVAS El profesor...	N	AV	CS	S
1 Conoce los diferentes componentes de la L2 (socio-ling., pragmáticos)*				✓
2 Domina los contenidos trabajados durante la clase				✓
3 Se expresa correctamente en forma oral en la lengua extranjera				✓
4 Se expresa correctamente en forma escrita en la lengua extranjera				✓
5 Se hace entender en la lengua extranjera				✓
6 Alterna el uso de la lengua materna y la extranjera				✓

Comentarios Para ser Sus ellos uso bastante La T4 es interesante saber que los estudiantes comprenden todas las instrucciones que ella les da en Inglés

EL ESTUDIANTE	N	AV	CS	S
1 Participa individualmente de forma activa durante la clase				✓
2 Participa grupalmente de forma activa durante la clase		✓		
3 Participa activamente en actividades orales			✓	
4 Participa activamente en actividades escritas			✓	
5 Sigue las instrucciones del profesor				✓
6 Muestra respeto y cortesía hacia el profesor				✓

Comentarios
Participan activamente, pero siempre lo hacen en lengua materna



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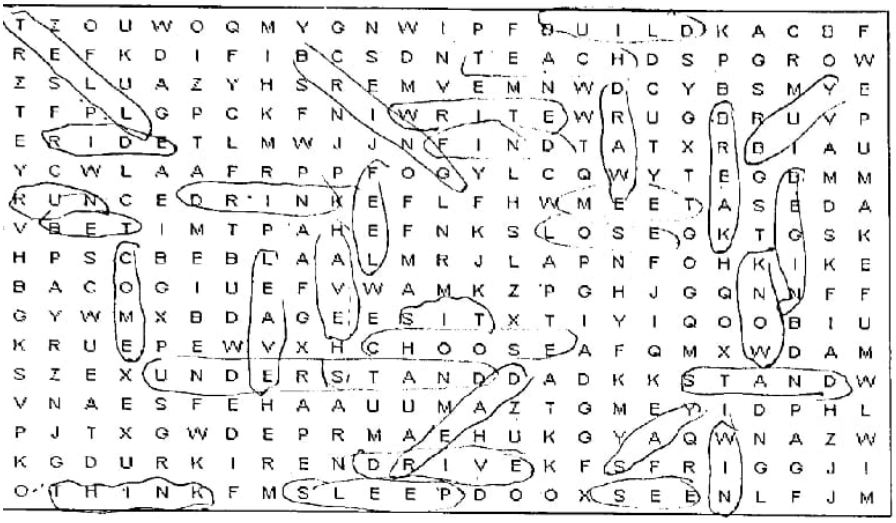
UNIVERSIDAD DE PAMPLONA
2019-2

2. Course support material

EMILIANO RESTEPO ECHAVARRIA HIGH SCHOOL
"LEARNING TO LEARN THE KNOWLEDGE IS BUILDING"
ENGLISH ACTIVITY

1. **Search for fifty irregular verbs.**



1. Tell
2. Sit
3. _____
4. Sleep
5. Run
6. _____
7. Drive
8. Ride
9. _____
10. Win
11. Stand
12. _____
13. See
14. Know
15. _____
16. Chosse
17. Bet
18. _____
19. Understand
20. Draw
21. _____
22. Come
23. Begin
24. _____
25. Write
26. Read
27. _____
28. Find
29. Bring
30. _____
31. Break
32. Buy
33. _____
34. Meet
35. Have
36. _____
37. Lose
38. Say
39. _____
40. Build
41. Leave
42. _____
43. Teach
44. Feel
45. _____
46. Think
47. _____
48. _____
49. Drink
50. _____
51. _____

EMILIANO RESTREPO ECHAVARRIA HIGH SCHOOL

"Learning to learn the knowledge is building"

ENGLISH QUIZ

NAME:_____ GRADE: _____ DATE: _____

SPANISH	VERB	PAST	PAST PARTICIPLE
Ser / Estar	BE	Was/were	Been
TENER	Have	Had	Had
Cantar	Sing	SING	
Tomar	DRINK	Drank	
HACER	Make / Do	Made/Did	Done
Ir	Go	Went	GONE
Comer	Eat	ATE	Eaten
Escribir	WRITE	Wrote	Written
Enseñar	Teach	Taught	TAUGHT
LEER	Read	Read	Read
Conducir	Drive	DROVE	
Correr	RUN	Ran	
COMPRAR	Buy	Bought	
Volar	Fly	FLEW	
Ganar	Win	Won	WON
Entender	UNDERSTAND	Understood	
NADAR	Swim	Swam	
Poner	Put	PUT	Put
Pensar	Think	Thought	THOUGHT
Saber	KNOW	Knew	Known

3. Letter of permission

Universidad de Pamplona
Pamplona - Norte de Santander - Colombia
Tels: (7) 5685303 - 5685304 - 5685305 - Fax: 5682750 - www.unipamplona.edu.co

Restrepo, 8 de octubre de 2019

Estimados,
PADRES DE FAMILIA, grado noveno
Cordial saludo,

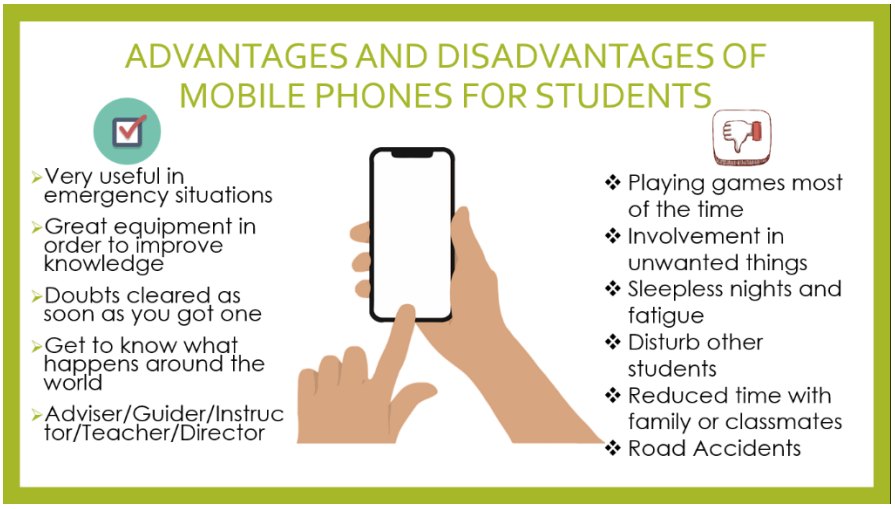
Yo, Dayhana Melissa Duque Roldán, identificada con C.C 1121949995 de Villavicencio, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos noveno y octavo, acompañada de la supervisión de la docente Marlene Amado Mateus. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado "**IMPLEMENTING THE PHOTOGRAPHY AS A LEARNING TOOL TO IMPROVE 9TH GRADERS' WRITING SKILLS AT EMILIANO RESTREPO ECHAVARRIA HIGH SCHOOL: AN ACTION RESEARCH**", esta autorización se presenta a usted, ya que para una de las etapas de mi proyecto los estudiantes deberán tomar fotografías, ser fotografiados y realizar diferentes tipos de texto. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía.

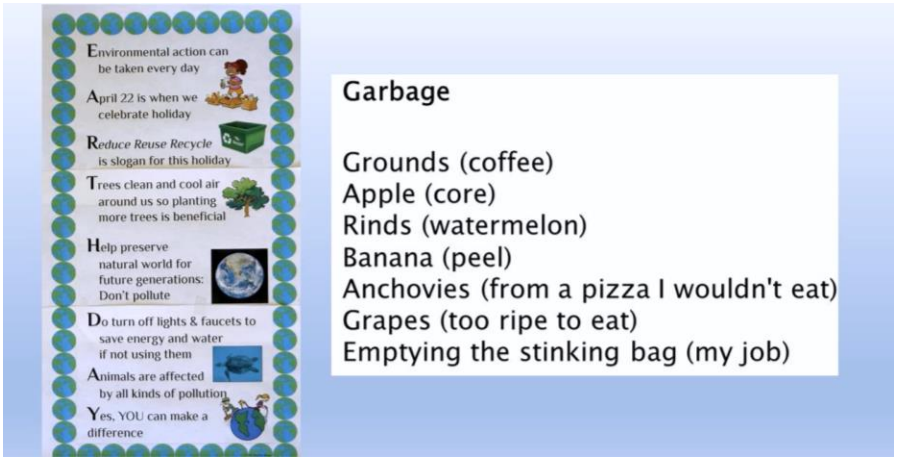
Agradeciendo su atención.

Cordialmente,
Melissa Duque Roldán c.c. 1121949995
Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés de la Universidad de Pamplona

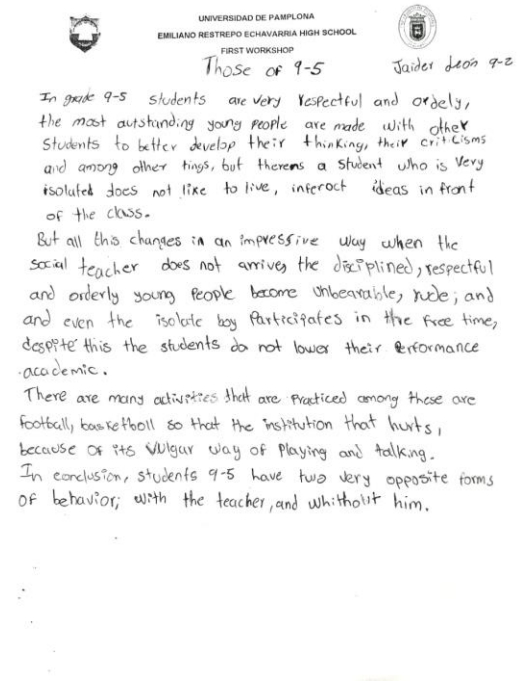
DECIBI.
(8-10-2019)

4. Workshop visual aids





5. Students' written productions



UNIVERSIDAD DE PAMPLONA
EMILIANO RESTREPO ECHAVARRIA HIGH SCHOOL
FIRST WORKSHOP

Those of 9-5 Jaider Leon 9-2

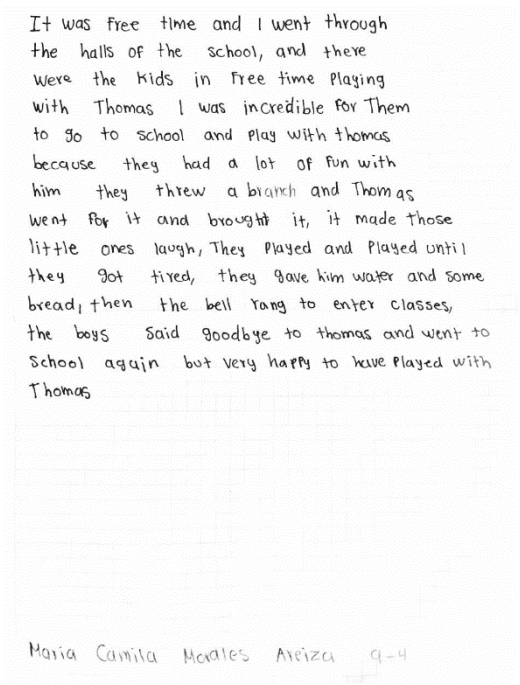
In grade 9-5 students are very respectful and orderly, the most outstanding young people are made with other students to better develop their thinking, their criticisms and among other things, but there as a student who is very isolated does not like to live, interact ideas in front of the class.

But all this changes in an impressive way when the social teacher does not arrives the disciplined, respectful and orderly young people become unbearable, rude, and and even the isolate boy participates in the free time, despite this the students do not lower their performance academic.

There are many activities that are practiced among these are football, basketball so that the institution that hurts, because of its vulgar way of playing and talking.

In conclusion, students 9-5 have two very opposite forms of behavior, with the teacher, and whithout him.

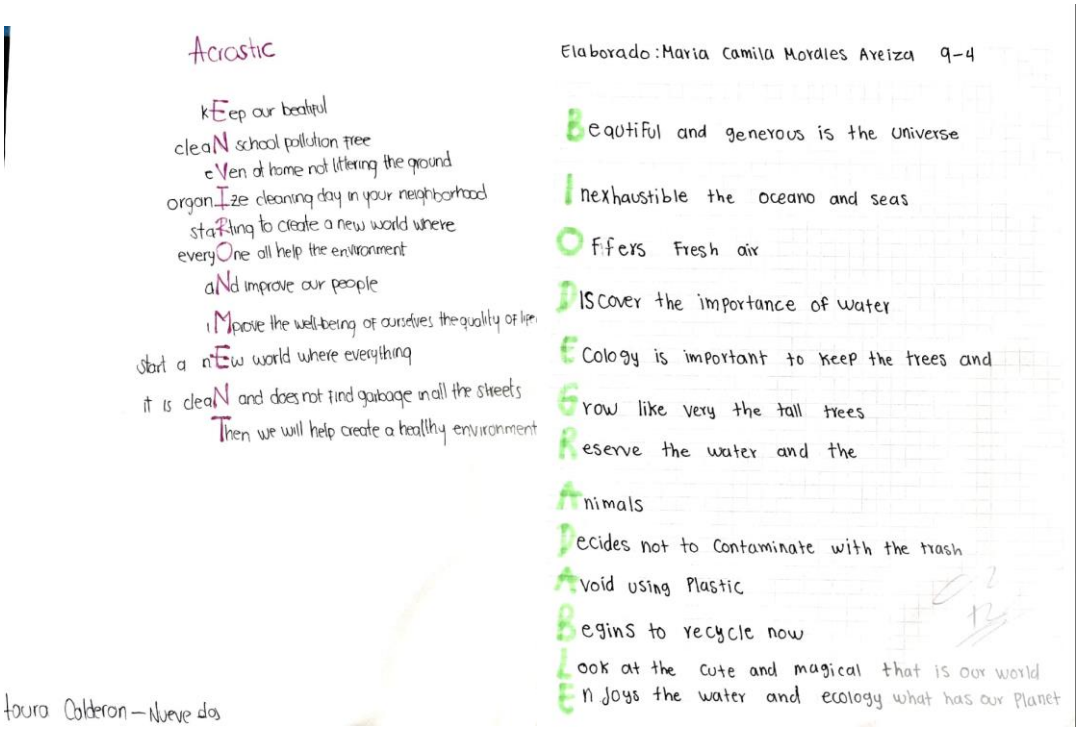
6. Students' short narrative



It was free time and I went through the halls of the school, and there were the kids in free time playing with Thomas I was incredible for Them to go to school and play with thomas because they had a lot of fun with him they threw a branch and Thomas went for it and brought it, it made those little ones laugh, They played and played until they got tired, they gave him water and some bread, then the bell rang to enter classes, the boys said goodbye to thomas and went to school again but very happy to have played with Thomas

Maria Camila Morales Arciza 9-4

7. Acrostic



Acrostic

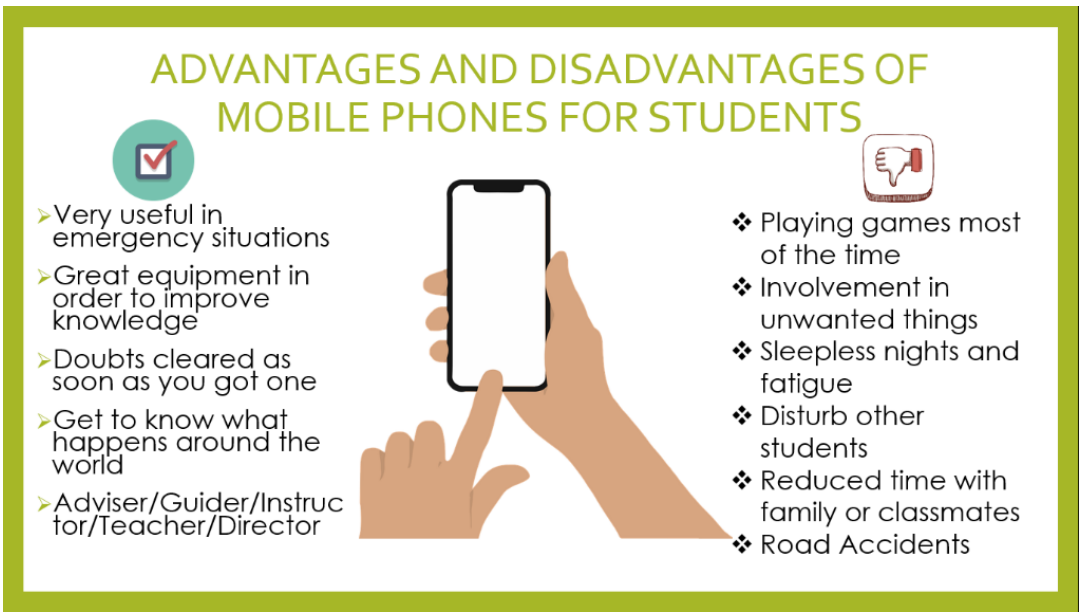
kEep our beatiful
cleaN school pollution free
eVen at home not littering the ground
organIze cleaning day in your neighborhood
staRting to create a new world where
everyOne all help the environment
aNd improve our people
iMprove the well-being of ourselves the quality of life
start a nEw world where everything
it is cleaN and does not find garbage in all the streets
Then we will help create a healthy environment

Laura Calderon – Nueve dos

Elaborado: Maria Camila Morales Areiza 9-4

Beautiful and generous is the Universe
Inexhaustible the oceano and seas
Offers Fresh air
Discover the importance of water
Ecology is important to keep the trees and
Grow like very the tall trees
Reserve the water and the
Animals
Decides not to Contaminate with the trash
Avoid using Plastic
Begins to recycle now
Look at the cute and magical that is our world
Enjoys the water and ecology what has our Planet

8. Advantages and disadvantages



9. Reflective Journal

REFLECTIVE JOURNAL

MELISSA DUQUE

Fecha de inicio: 2 de septiembre del 2019

Fecha de entrega: 23 de noviembre del 2019

- ✓ Observations
- ✓ Reflections
- ✓ Experiences
- ✓ Schedules

PRIMERA OBSERVACIÓN

GRADOS 10-2 Y 10-4

TEACHER: MARLENE AMADO

Siendo las 7:20 am del día lunes 2 de septiembre del año 2019 ingresé al aula de idiomas a cargo de la docente Marlene Amado Mateus donde los grados 10-4 y 10-2 se encontraban en clase, observé a estudiantes en el aula y 8 fuera debido a un proyecto de emprendimiento que tiene que desarrollar. Por otro lado, la mayoría de estudiantes son hombres, es decir, el 70% niños y el 30% niñas. El aula es grande, con mucho espacio para recorrer el aula y caminar entre los estudiantes, no hay necesidad de encender todas las luces porque hay un ventanal grande que permite la entrada de mucha luz y aire, no hay pupitres como tal, hay escritorios y sillas, cada escritorio permite que se sienten 2 estudiantes. Las sillas son cómodas y todos los estudiantes se ven que están a gusto.

La interacción entre los estudiantes se da en lengua materna y estudiantes-profesor también en lengua materna. No obstante, cuando algún estudiante le hace preguntas a la docente o se acerca a ella para aclarar dudas, la docente alterna las dos lenguas, suele repetir la pronunciación de las palabras en la lengua meta y en la lengua materna.

Debido a que entré cuando la clase ya había iniciado no pude observar cómo es la apertura del curso, los estudiantes ya estaban ubicados en dos media lunas y estaban desarrollando una guía que comporta dos grandes temas, los superlativos y los comparativos.

Cada vez que algún estudiante tiene alguna duda la docente las resuelve y cuando hay dudas generales, la docente hace la aclaración pública, es decir, en voz alta habla a todos los estudiantes en el aula y da recomendaciones, por ejemplo: "Muchachos no olviden utilizar las expresiones que

Algunos estudiantes se acercan a mi escritorio y me preguntan acerca de las guías. Algunos se acercan con miedo o con pena. Se refieren a mi de una forma amigable, me dicen palabras cómo "amiga", "veci – vecina" y "profe".

La profesora titular suele levantarse de su escritorio con frecuencia y escribe en el tablero algunas oraciones.

La metodología que utiliza la docente con los estudiantes es práctica e interesante, la docente prioriza la fonética, baja nota a los estudiantes que pronuncian mal las palabras. La docente trabaja por proyectos, en este momento los estudiantes están preparando los

Los estudiantes de la Institución Educativa Emiliano Restrepo Echavarría no permanecen en una sola aula de clase, ellos rotan por las aulas, cada aula corresponde a una materia, esta aula es el salón de idiomas de la docente Marlene Amado, hay varias aulas más de idiomas, pero están a cargo de otras docentes de la institución, hay hasta 4 grupos de cada grado en secundaria.

SCHEDULE

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 6:30-7:30		8-4 T. Ninfa	9-2 T. Marlene		9-2 T. Marlene
2 7:30-8:30		8-4 T. Ninfa		7-9am 5to Gaitán	9-2 T. Marlene
3 8:30-9:30					9-1 T. Marlene
BREAK 9:30-10:00					
4 10:00-11:00	8-3 T. Marlene			10-12m 1ro Emiliano	8-4 T. Ninfa
5 11:00-12:00		8-3 T. Marlene	9-1 T. Marlene		
6 12:00 13:00		8-3 T. Marlene	9-1 T. Marlene		
	15h Tutoring session				

10. Survey

PARTICIPANTE 1

ENCUESTA

Este instrumento se enmarca dentro de la investigación «Implementing the photography as a learning tool to improve 9th graders' creative writing at Emiliano Restrepo Echavarría High School: an action research», el objetivo de este es conocer las opiniones de los estudiantes acerca de los talleres de fotografía realizados como fuente de inspiración para la escritura creativa.

La información será tratada con la más estricta confidencialidad. Agradezco su participación.

De acuerdo a su experiencia responda a las siguientes preguntas:

1. **Teniendo en cuenta los espacios para la toma de fotografías y la experiencia de tomarlas; ¿Cómo considera usted que la fotografía permite el aprendizaje de una lengua extranjera?**
2. **¿Cómo considera usted que la fotografía posibilita la motivación de la escritura creativa en lengua extranjera?**
3. **Durante el proceso de escritura en lengua extranjera; ¿sintió que las ideas surgían con más facilidad y rapidez gracias a la fotografía? Si ___ No ____ ¿Por qué?**
4. **¿Cree usted que una fotografía puede estimular y mejorar su proceso de aprendizaje? Si ___ No ____ ¿De qué manera?**
5. **¿Cómo cree usted que se puede desarrollar la seguridad y confianza por medio de la fotografía al momento de redactar textos creativos?**

11. Interview

ENTREVISTA PARA ESTUDIANTES

TIEMPO DE DURACIÓN: 20 minutos aprox.

Este instrumento forma parte de la investigación «Implementing the photography as a learning tool to improve 9th graders' creative writing at Emiliano Restrepo Echavarría High School: an action research», el objetivo de este es conocer las opiniones de los estudiantes acerca del proyecto mencionado anteriormente.

La información será tratada con la más estricta confidencialidad. Agradezco su participación.

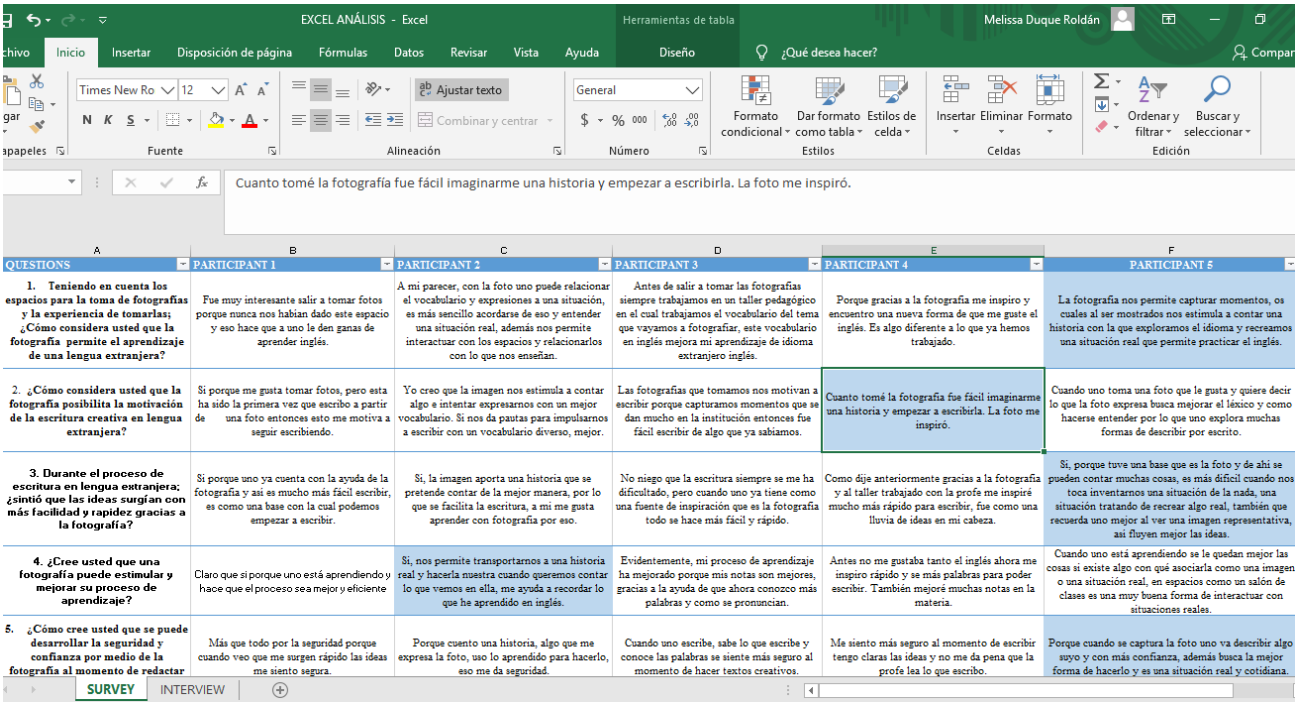
Según Ramírez, Guarino y Gordillo (2009), la fotografía estimula la creatividad artística en los estudiantes como parte fundamental de su desarrollo integral. Además, los estudiantes aprenden a valorar la importancia de la fotografía como fuente de inspiración para la escritura.

1. Teniendo esto en cuenta, ¿Cómo cree usted que la fotografía ha influenciado la producción de textos creativos en inglés?
2. ¿De qué manera piensa que su creatividad artística se ha reflejado en los textos presentados gracias a la implementación de la fotografía como fuente de inspiración?
3. ¿Qué otra competencia o habilidad (comprensión oral / escrita, producción oral, vocabulario, pronunciación, competencia cultural, coherencia, entre otras) ha sido mejorada con la implementación de la fotografía en las clases de inglés?
4. ¿Qué ha hecho que usted ahora pueda escribir de una manera más fácil y rápida?
5. ¿Qué recomendaciones o sugerencias tiene usted para el desarrollo de futuras clases de inglés en las cuales se tenga como herramienta importante el uso de la fotografía?

12. Writing evaluation rubric

THE STUDENT:	**1.0-2.0**	**2.0-3.0**	**3.0-4.0**	**4.0-5.0**
Followed the writing process				X
Used creativity (did not copy the text)			X	
Has a good composition				X
Used time wisely				X
Specific Aspects				
Use of the vocabulary worked				X
Coherence and cohesion of the text				X
Orthography				X
Total:				4.5

13. Survey in EXCEL



EXCEL ANÁLISIS - Excel — Herramientas de tabla — Melissa Duque Roldán

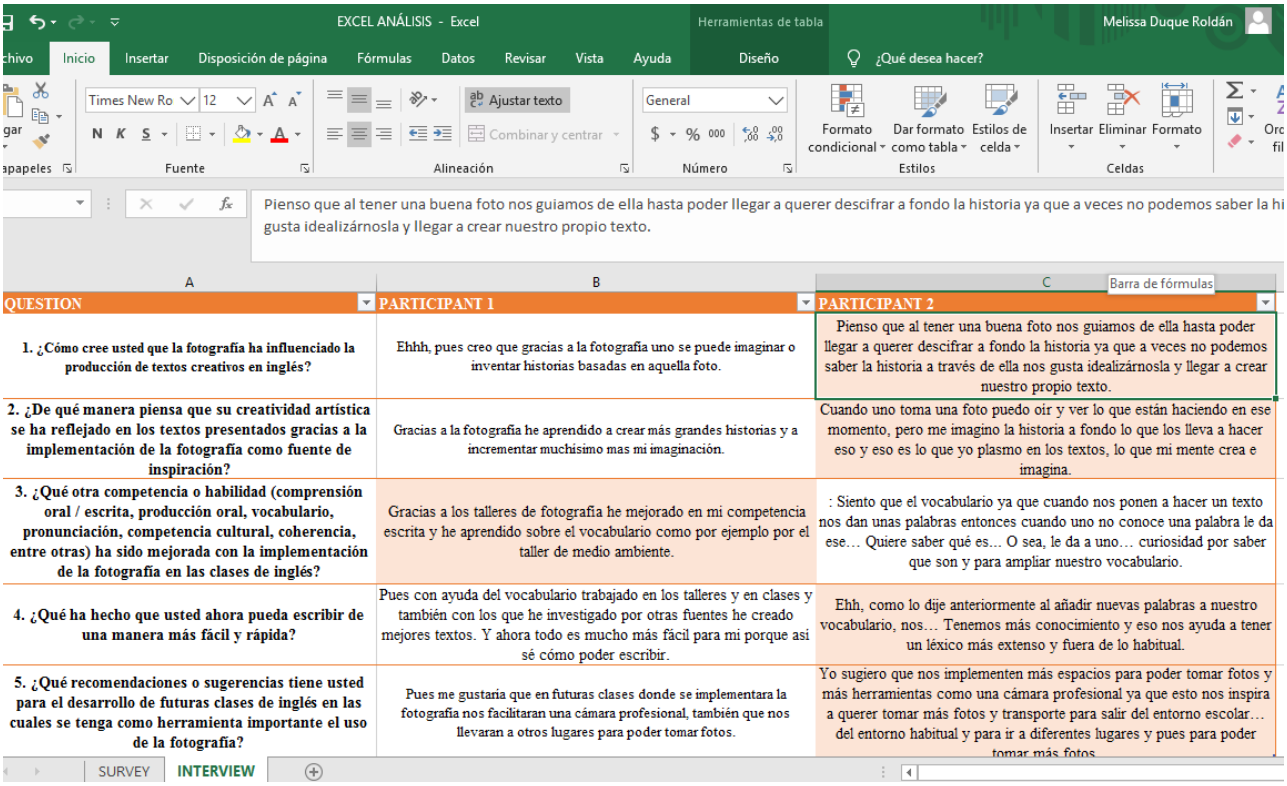
Inicio | Insertar | Disposición de página | Fórmulas | Datos | Revisar | Vista | Ayuda | Diseño | ¿Qué desea hacer?

Cuanto tomé la fotografía fue fácil imaginarme una historia y empezar a escribirla. La foto me inspiró.

QUESTIONS	PARTICIPANT 1	PARTICIPANT 2	PARTICIPANT 3	PARTICIPANT 4	PARTICIPANT 5
1. Teniendo en cuenta los espacios para la toma de fotografías y la experiencia de tomarlas; ¿Cómo considera usted que la fotografía permite el aprendizaje de una lengua extranjera?	Fue muy interesante salir a tomar fotos porque nunca nos habían dado este espacio y eso hace que a uno le den ganas de aprender inglés.	A mi parecer, con la foto uno puede relacionar el vocabulario y expresiones a una situación, es más sencillo acordarse de eso y entender una situación real, además nos permite interactuar con los espacios y relacionarlos con lo que nos enseñan.	Antes de salir a tomar las fotografías siempre trabajamos en un taller pedagógico en el cual trabajamos el vocabulario del tema que vayamos a fotografiar, este vocabulario en inglés mejora mi aprendizaje de idioma extranjero inglés.	Porque gracias a la fotografía me inspiro y encuentro una nueva forma de que me guste el inglés. Es algo diferente a lo que ya hemos trabajado.	La fotografía nos permite capturar momentos, os cuales al ser mostrados nos estimula a contar una historia con la que exploramos el idioma y recreamos una situación real que permite practicar el inglés.
2. ¿Cómo considera usted que la fotografía posibilita la motivación de la escritura creativa en lengua extranjera?	Si porque me gusta tomar fotos, pero esta ha sido la primera vez que escribo a partir de una foto entonces esto me motiva a seguir escribiendo.	Yo creo que la imagen nos estimula a contar algo e intentar expresarnos con un mejor vocabulario. Si nos da pautas para impulsarnos a escribir con un vocabulario diverso, mejor.	Las fotografías que tomamos nos motivan a escribir porque capturamos momentos que se dan mucho en la institución entonces fue fácil escribir de algo que ya sabíamos.	Cuanto tomé la fotografía fue fácil imaginarme una historia y empezar a escribirla. La foto me inspiró.	Cuando uno toma una foto que le gusta y quiere decir lo que la foto expresa busca mejorar el léxico y como hacerse entender por lo que uno explora muchas formas de describir por escrito.
3. Durante el proceso de escritura en lengua extranjera; ¿sintió que las ideas surgían con más facilidad y rapidez gracias a la fotografía?	Si porque uno ya cuenta con la ayuda de la fotografía y así es mucho más fácil escribir, es como una base con la cual podemos empezar a escribir.	Si, la imagen aporta una historia que se pretende contar de la mejor manera, por lo que se facilita la escritura, a mí me gusta aprender con fotografía por eso.	No niego que la escritura siempre se me ha dificultado, pero cuando uno ya tiene como una fuente de inspiración que es la fotografía todo se hace más fácil y rápido.	Como dije anteriormente gracias a la fotografía y al taller trabajado con la profe me inspiré mucho más rápido para escribir, fue como una lluvia de ideas en mi cabeza.	Si, porque tuve una base que es la foto y de ahí se pueden contar muchas cosas, es más difícil cuando nos toca inventarnos una situación de la nada, una situación tratando de recrear algo real, también que recuerda uno mejor al ver una imagen representativa, así fluyen mejor las ideas.
4. ¿Cree usted que una fotografía puede estimular y mejorar su proceso de aprendizaje?	Claro que si porque uno está aprendiendo y hace que el proceso sea mejor y eficiente	Si, nos permite transportarnos a una historia real y hacerla nuestra cuando queremos contar lo que vemos en ella, me ayuda a recordar lo que he aprendido en inglés.	Evidentemente, mi proceso de aprendizaje ha mejorado porque mis notas son mejores, gracias a la ayuda de que ahora conozco más palabras y como se pronuncian.	Antes no me gustaba tanto el inglés ahora me inspiro rápido y se más palabras para poder escribir. También mejoré muchas notas en la materia.	Cuando uno está aprendiendo se le quedan mejor las cosas si existe algo con qué asociarla como una imagen o una situación real, en espacios como un salón de clases es una muy buena forma de interactuar con situaciones reales.
5. ¿Cómo cree usted que se puede desarrollar la seguridad y confianza por medio de la fotografía al momento de redactar	Más que todo por la seguridad porque cuando veo que me surgen rápido las ideas me siento segura.	Porque cuento una historia, algo que me expresa la foto, uso lo aprendido para hacerlo, eso me da seguridad.	Cuando uno escribe, sabe lo que escribe y conoce las palabras se siente más seguro al momento de hacer textos creativos.	Me siento más seguro al momento de escribir tengo claras las ideas y no me da pena que la profe lea lo que escribo.	Porque cuando se captura la foto uno va describir algo suyo y con más confianza, además busca la mejor forma de hacerlo y es una situación real y cotidiana.

SURVEY | INTERVIEW

14. Interview in EXCEL



EXCEL ANÁLISIS - Excel — Herramientas de tabla — Melissa Duque Roldán

Inicio | Insertar | Disposición de página | Fórmulas | Datos | Revisar | Vista | Ayuda | Diseño | ¿Qué desea hacer?

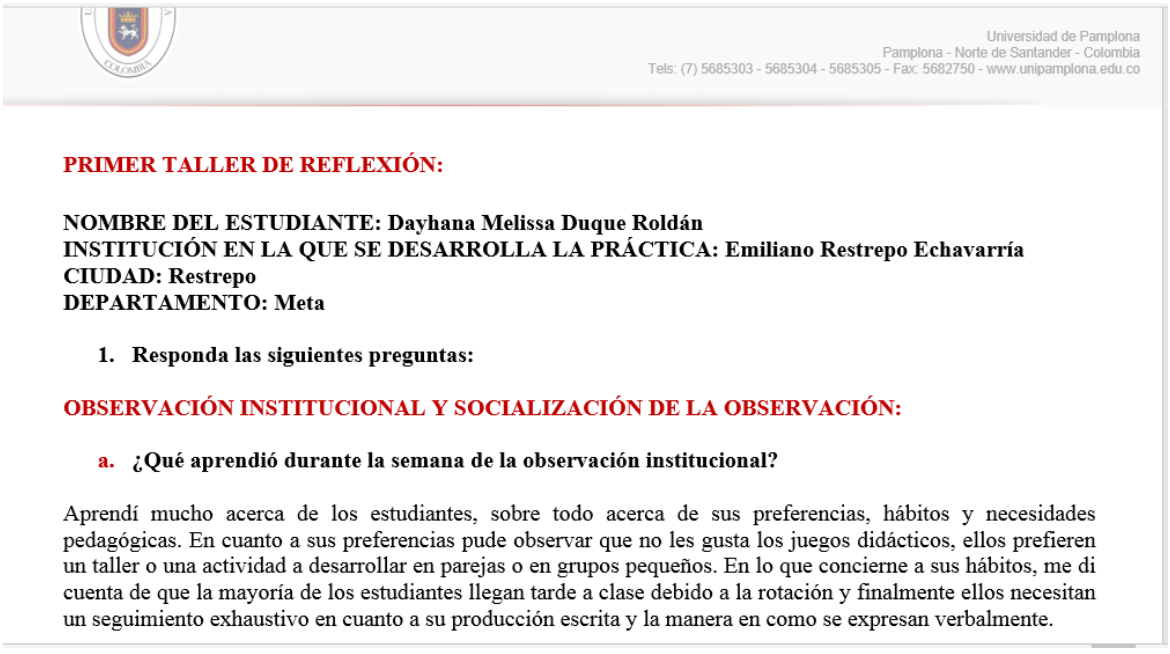
Pienso que al tener una buena foto nos guiamos de ella hasta poder llegar a querer descifrar a fondo la historia ya que a veces no podemos saber la hi
gusta idealizárnosla y llegar a crear nuestro propio texto.

Barra de fórmulas

A	B	C
QUESTION	PARTICIPANT 1	PARTICIPANT 2
1. ¿Cómo cree usted que la fotografía ha influenciado la producción de textos creativos en inglés?	Ehhh, pues creo que gracias a la fotografía uno se puede imaginar o inventar historias basadas en aquella foto.	Pienso que al tener una buena foto nos guiamos de ella hasta poder llegar a querer descifrar a fondo la historia ya que a veces no podemos saber la historia a través de ella nos gusta idealizárnosla y llegar a crear nuestro propio texto.
2. ¿De qué manera piensa que su creatividad artística se ha reflejado en los textos presentados gracias a la implementación de la fotografía como fuente de inspiración?	Gracias a la fotografía he aprendido a crear más grandes historias y a incrementar muchísimo mas mi imaginación.	Cuando uno toma una foto puedo oír y ver lo que están haciendo en ese momento, pero me imagino la historia a fondo lo que los lleva a hacer eso y eso es lo que yo plasmo en los textos, lo que mi mente crea e imagina.
3. ¿Qué otra competencia o habilidad (comprensión oral / escrita, producción oral, vocabulario, pronunciación, competencia cultural, coherencia, entre otras) ha sido mejorada con la implementación de la fotografía en las clases de inglés?	Gracias a los talleres de fotografía he mejorado en mi competencia escrita y he aprendido sobre el vocabulario como por ejemplo por el taller de medio ambiente.	: Siento que el vocabulario ya que cuando nos ponen a hacer un texto nos dan unas palabras entonces cuando uno no conoce una palabra le da ese… Quiere saber qué es… O sea, le da a uno… curiosidad por saber que son y para ampliar nuestro vocabulario.
4. ¿Qué ha hecho que usted ahora pueda escribir de una manera más fácil y rápida?	Pues con ayuda del vocabulario trabajado en los talleres y en clases y también con los que he investigado por otras fuentes he creado mejores textos. Y ahora todo es mucho más fácil para mi porque así sé cómo poder escribir.	Ehh, como lo dije anteriormente al añadir nuevas palabras a nuestro vocabulario, nos… Tenemos más conocimiento y eso nos ayuda a tener un léxico más extenso y fuera de lo habitual.
5. ¿Qué recomendaciones o sugerencias tiene usted para el desarrollo de futuras clases de inglés en las cuales se tenga como herramienta importante el uso de la fotografía?	Pues me gustaría que en futuras clases donde se implementara la fotografía nos facilitaran una cámara profesional, también que nos llevaran a otros lugares para poder tomar fotos.	Yo sugiero que nos implementen más espacios para poder tomar fotos y más herramientas como una cámara profesional ya que esto nos inspira a querer tomar más fotos y transporte para salir del entorno escolar… del entorno habitual y para ir a diferentes lugares y pues para poder tomar más fotos.

SURVEY | INTERVIEW

15. First reflective workshop



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PRIMER TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: Dayhana Melissa Duque Roldán
INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Emiliano Restrepo Echavarría
CIUDAD: Restrepo
DEPARTAMENTO: Meta

1. **Responda las siguientes preguntas:**

OBSERVACIÓN INSTITUCIONAL Y SOCIALIZACIÓN DE LA OBSERVACIÓN:

a. **¿Qué aprendió durante la semana de la observación institucional?**

Aprendí mucho acerca de los estudiantes, sobre todo acerca de sus preferencias, hábitos y necesidades pedagógicas. En cuanto a sus preferencias pude observar que no les gusta los juegos didácticos, ellos prefieren un taller o una actividad a desarrollar en parejas o en grupos pequeños. En lo que concierne a sus hábitos, me di cuenta de que la mayoría de los estudiantes llegan tarde a clase debido a la rotación y finalmente ellos necesitan un seguimiento exhaustivo en cuanto a su producción escrita y la manera en como se expresan verbalmente.

16. Second reflective workshop

SEGUNDO TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: DAYHANA MELISSA DUQUE ROLDÁN
INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: INSTITUCIÓN EDUCATIVA EMILIANO RESTREPO ECHAVARRÍA
CIUDAD: RESTREPO
DEPARTAMENTO: META

1. **Responda las siguientes preguntas:**

PRÁCTICA PEDAGÓGICA EN EL AULA:

1. **¿Cómo se sintió en la primera clase que desarrolló?**

Durante los primeros 15 minutos sentí que estaba siendo juzgada por los estudiantes, tal vez por mi aspecto físico o por mi forma de hablar. Todo esto quedo olvidado apenas me dieron la bienvenida y empezaron a interactuar conmigo. Poco a poco la tensión se fue rompiendo y todos mis miedos fueron quedando atrás. A medida que pasaban los minutos mi inglés empezó a sonar mejor y las palabras me salían con más naturalidad. Después, cuando empecé con la actividad de contacto los estudiantes se animaron a colocarse de pie, participaron activamente y respondieron a todo lo que les pedí. Para el final de la clase sentía como si llevara

Español (Colombia)

17. Self-observation cards

Auto-observación de clase, 2019-2

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

dmduque1121@gmail.com

Autoevaluación

* 0 puntos

Fecha

21/11/2019

Autoevaluación *

18. Narratives

Primera Reflexión

Dayhana Melissa Duque Roldán 1121949995

Semana 16-20 de septiembre

Durante la primera semana (2-6 de septiembre) reflexioné acerca de diferentes aspectos importantes como lo son:

En cuanto a la institución:

Los estudiantes de la Institución Educativa Emiliano Restrepo Echavarría no permanecen en una sola aula de clase, ellos rotan por las aulas, cada aula corresponde a una materia, esta aula es el salón de idiomas de la docente Marlene Amado, hay varias aulas más de idiomas, pero están a cargo de otras docentes de la institución, hay hasta 4 grupos de cada grado en secundaria. Sin embargo, esta rotación de estudiantes da lugar a que

TERCERA REFLEXIÓN

DAYHANA MELISSA DUQUE ROLDÁN wx1975rh

Semana (14-18) Octubre

Después de varias semanas de haber empezado mi práctica integral estoy segura de que he aprendido mucho más de mis estudiantes de lo que esperaba. He aprendido cuáles son sus preferencias en cuanto al diseño de actividades

Cumplimiento de los objetivos propuestos para el componente pedagógico (metodología, cronograma, planes de clase, fichas pedagógicas)

- Cumplimiento de los objetivos propuestos para el componente investigativo (recolección de datos por medio de narrativas, auto observaciones, asistencia a talleres de observación, registros de clase)

- Cumplimiento de los objetivos propuestos para el componente de extensión (metodología, cronograma, planes de clase, fichas pedagógicas)

19. Class recordings

20. Bilingual Lottery