

Enhancing Oral Production through Task Based Learning in Virtual Environments in 8th Grade
Students at Provincial San Jose High School: An Action Research.

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Practicum

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APPROVAL NOTE

Practicum Committee Signature

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Project Presentation

This proposal aims to reinforce English in secondary courses from Provincial San Jose High School by developing a pedagogical strategy to improve oral production. Throughout this process, the student assigned to carry out the practicum will be part of different events established by the institution, besides, will adapt to the school community by working on the presentation of individual and collective activities to promote communicative skills for learners.

On one hand, this proposal is composed of a brief presentation about how the institution is administratively, geographically and functionally organized and located.

Additionally, this proposal is divided into four major components: The first one is a pedagogical component which emphasizes the use of technology to improve the oral production skill in 8th grade students at Provincial San Jose High School. As a way to fulfill, this pedagogical component will focus its theory on enhancing oral production through the implementation of PEDs. Besides, over the years, this public institution curriculum is based on the improvement of this communicative skill with students from 6th to 11th grades, also it counts on laboratories in where online activities can be carried out.

The research component emphasizes the training of reflective spirit in trainee teachers from the Foreign Languages program, a tool to qualify pedagogical practice; a macro event in which students reflect on the pedagogical process of their integral practicum through the development of a critical mind.

The outreach component offers to work the awareness of English in primary schools.

Finally, the administrative component makes reference to all the extra-curricular activities in which the trainee teacher is involved, the participation in academic events and online workshops allow the pre-service teacher to get on some situations outside the classroom.

Introduction

The University of Pamplona in conjunction with public institutions provide students opportunities to develop their integral practicum in a real and academic context where they play a significant role as teachers. Throughout this process, trainee teachers are able to face any situation in which they are immersed. Besides, they are able to carry out strategies and techniques either for face to face classes or e-learning classes to make the English teaching and learning process more efficient and effective. In addition, through the pedagogical, research, outreach and administrative components, this project focuses briefly on the improvement of English as an important tool of communication for secondary students through the use of PEDs.

The pedagogical component is based on the implementation of portable electronic devices to enhance speaking in 8th grade students from Provincial San Jose High School. Due to the preventive measures imposed by the national government to deal with the pandemic COVID-19, this component focuses mainly on the application of technological devices such as mobiles phones, laptops among other as a tool to encourage students' learning.

The research component emphasizes the reflection as a technique to reinforce the critical mind; the teaching experience during the practicum process allows trainee students to analyze their pedagogical development, as well as to examine and seek for new methodologies and teaching skills. In addition, through narratives, trainee students will identify their strengths and weaknesses and will take them into consideration for future experiences.

The outreach component is based on the awareness of English in primary school, focused on teaching English in primary through the reinforcement activities, didactic material among other elements. Nevertheless, certain causes impeded that the outreach component was not conducted.

The administrative component focused on the participation of different events established by the public institution before the COVID-19 pandemic was announced. These extra-curricular activities are designed to involve the trainee teachers into the teaching environment; in addition, the trainee teacher will be immersed in a school and virtual setting where his role as a teacher is to take into consideration any problem presented in a real and professional context.

Justification

In Pamplona, the Provincial San Jose High School is harshly structured by an old and traditional approach, conducted mainly by an inductive methodology at the time of teaching English, the use of a book and a structural methodology to teach only grammar make students to be disinterested in learning a foreign language on account of its common sequence of the class. Besides, bilingual laboratories offered by the institution are not frequently used pointing the low use of technology out for students and teachers. This problem was identified during the first observation conducted in 7th and 8th English courses.

On one hand, this public institution offers a bilingual laboratory where students can reinforce and improve their communicative skills, sharing opinions, ideas and knowledge among students and with the teacher. Moreover, it counts on laptops, a projector and CDs to make use to the technology to teach and learn English. Unfortunately, these technological resources are not frequently used by students and professors which inhibit the academic population to learn English in an active way.

On the other hand, the identification of this problem induces this project to carry out a pedagogical strategy to promote oral production for 8th grade students through the implementation of PEDs (Portable Electronic Devices) to record videos, and following task

based learning approach to achieve it effectively. Using these technological tools could counteract students' disinterest in learning a second language.

This project aims at improving speaking through the use of technology moreover, an English laboratory will be available for carrying out this project effectively because it facilitates a spacious room where students will have suitable and virtual access to the second language learning.

Objectives

General objective

To develop oral skills in 8th grade students through Task Based Learning in virtual environments.

Specific objectives

To implement reflection as a constructive tool of the pedagogical processes of integral practice.

To participate in virtual meetings proposed by the practicum coordinators in support of knowing more about technological strategies.

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

To develop online grammar reinforcement workshops to attend 7th and 8th students' necessities at Provincial San José High School.

To participate in virtual workshops proposed by the foreign languages committee.

General conclusions of the project

This project aimed at enhancing oral skills in secondary courses at the Provincial San José high school by using PEDs as a tool. However, there were some difficulties that affected drastically the project objective, one of those causes was the preventive measures imposed by the government which induced public institutions to keep teaching at home.

In the pedagogical component, the pre-service teacher just developed and planned the material to use them in future experiences. The research part of this component was not conducted because instruments such as participative and non-participating observations must be carried out in on-site classes.

The research component was a relevant tool to analyze the pre-service role allowing him to notice his weaknesses and strengths in the development of the classes. Besides, this component offered different tools such as narratives, self-evaluations and online workshops for pre-service teachers to resolve their weaknesses. On the other hand, the pre-service teacher could not carry out the outreach component for two main reasons, the COVID-19 pandemic led the principal to continue on-site classes at home, this preventive measure induces teachers and students to treble their works. Therefore, the principal banned the idea of developing the outreach component with students at Provincial San José.

Finally, the extra-curricular activities during the practicum were not carried due to preventive measures proposed by the principal. To deal with the administrative component during pandemic, the foreign languages committee proposed some online workshops to show some virtual tools and strategies to keep teaching at home.

Institutional observation

Introduction

The Provincial San Jose High School is the oldest public institution in Pamplona, it was founded in 1816 by Rafael Lasso de la Vega (Bishop), at the time, this institution called “Casa de estudios). Seven years later, the General Francisco de Paula accessed and turned this institution into a public school. From then on, this public school is characterized by the local community as a religious and prestigious institution, its identity is represented by symbols and signs such as the shield, hymn, and flag. Throughout this section will be introduced the most important aspects of the public High School by describing how it is structurally organized, as well as where it is geographically located.

Institutional location



Image 1. Physical structure of the Provincial San Jose High School

The provincial San Jose High school is a public institution located in the urban zone of the municipality of Pamplona, on the Santander Avenue, this institution is strongly structured by 5 headquarters such as:

- Provincial San Jose High School (main headquarter)
- Gabriela Mistral
- Santa Cruz
- José Rafael Faría Bermúdez
- La Salle

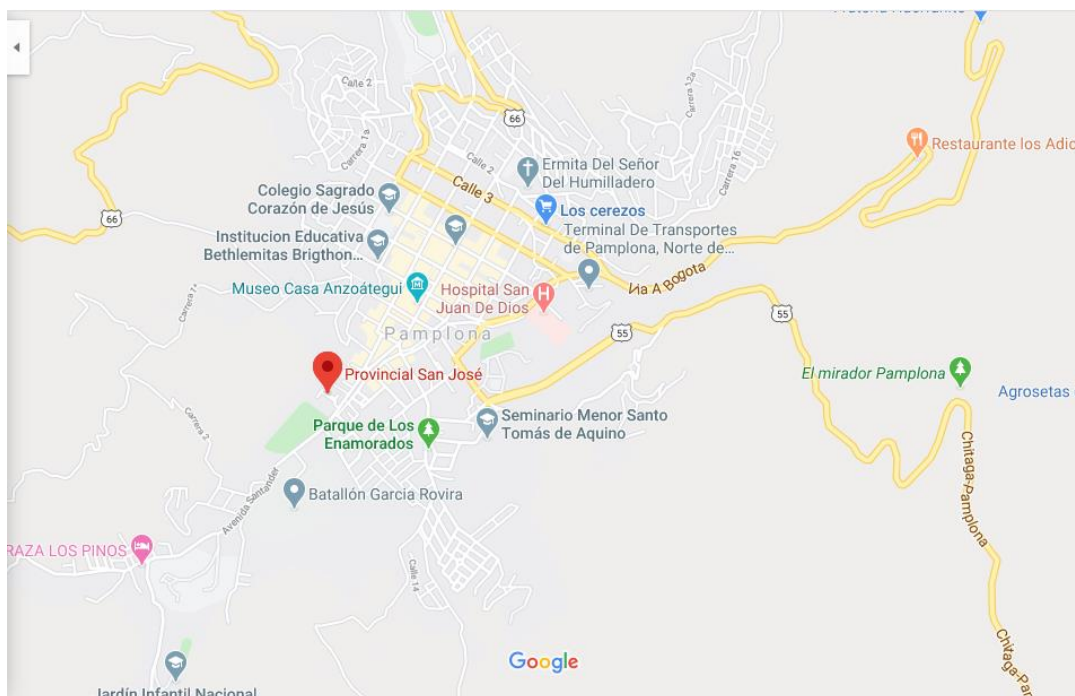


Image 2. Topographical location of the public institution.

Identification of the authorities

At the head of the institution is the rector, José Alirio Montañez Vera, followed by the coordinators; Academic and discipline coordinator Martín Omaro Cuy Esteban.

Identification of the fundamental aspects of I. E. P

The Institutional Educational Program, establishes and structures its principles and rules of the institutions as follow:

Mission.

The educational Institution Provincial San José school in Pamplona, on an official character, it guarantees the education service in preschool, basic and secondary levels, for the purpose of educating integral human beings, skilled, with research mind and peace citizens, in a globalized and pluralist society in constant change, human rights, individual liberties, and own values of human dignity-friendly, based on santaderinos and lasallistas principles: Honor, science, and virtue.

Vision.

The educational Institution Provincial San José school in Pamplona, for 2020 will still keep being recognized by offering a quality educational service, based on humanist and pluralist principles, in healthy coexistence, and in continued actualization of its pedagogical and research practices, in response to the challenges of the current time, the requirements of the environment and the engagement with the peace building.

Institutional objectives

General objective

Linked to the Provincial San Jose High School vision and mission, the public institution stipulates as a general objective as following:

To educate in an integral way, by facilitating the human, scientific and technological development.

Specific objectives

Objectives established by the public institution accomplishes with the efficient and academic students' education. Therefore,

- To impart a solid and academic education which allows learners the entry to the Higher education and its effective incorporation to the society as an agent of change
- To encourage respect and values promotion, by stimulating the development of social and affective process.
- To experiment the conflict resolution inside the classrooms, by respecting the individual differences and the plurality as elements to forge the peace.
- To develop the communicative competences and the appropriate use of new technologies and the research practices.
- To propitiate the physical and mental health conservation of the person through the rational use of free time.
- To inculcate respect, the appropriate use and conservation of the environment as a common legacy.
- To promote the research practice in the different knowledge areas as a pedagogical strategy that contributes to the knowledge building supported in the ICT's.

Important aspects of the coexistence manual

The coexistence manual of the Provincial San Jose High School is split into eighty-nine articles and fourteen titles which contains mainly:

- he rules school coexistence manual generalities
- the students' coexistence
- pedagogical strategies and techniques

- integral attention itinerary for school coexistence
- Incentives and appreciations for students, parents, tutors or teachers
- Scholar community and institutional organization
- Students council
- School coexistence committee
- School coexistence manual reform

The physical hall of the school

The Provincial San José High School is structured into six scholar grades from sixth to eleventh grade. Each one of the grades is structured by three different courses represented with the numbers (01, 02 and 03). The classroom is organized in row and it has some basic but important resources which includes the board, the desk and the chairs. The physical hall has the principal, the secretary, the coordination, and the payment offices.

Additionally, the institution is formed of laboratories, a library, the English classroom and multiple classrooms, the cafeteria and some plazas such as Founders, Santanderinos and Lasso de la Vega. Moreover, the teachers' classroom is a space where teachers develop and organize the respective activities and materials for their classes. The English laboratory counts with a projector, which facilitates the listening skill and allow students to reinforce their English in a technological way, this building counts also with desks, chairs and monolingual and bilingual dictionaries to make the learning process more effective; this classroom can be used for the trainee teacher in order to go further his classes.

Organization chart

In a hierarchical structure the Provincial San Jose High School is composed of the principal, coordinator, professors, administrative personal, the students' leader, students, parents, tutors and graduates from the institution, as it is observed in the picture below.

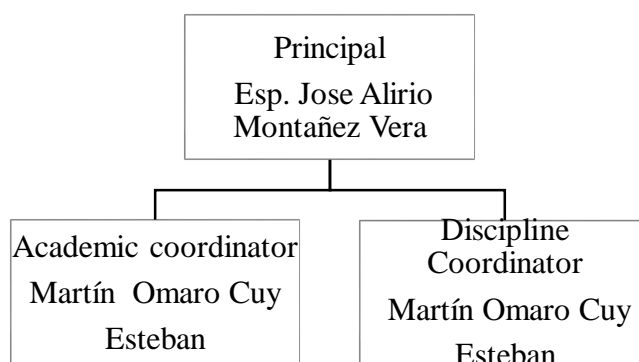


Figure 1. Identification of the authorities.

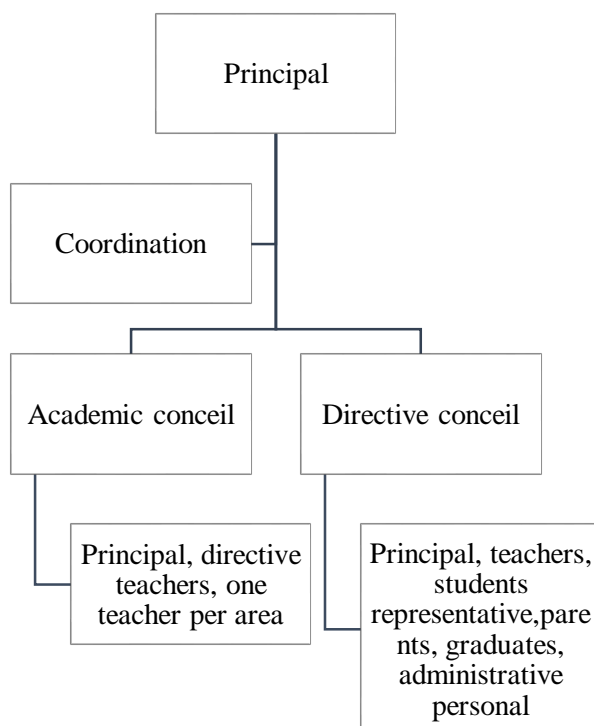


Figure 2. Organization chart of the institution.

Institutional timetable

The Provincial San Jose High School open its doors in January and finish in December with the auto evaluation session and the closure of the academical year.

Its respective schedule of activities includes religious and cultural activities established by the public school and take place each month of the scholar year, moreover, these months covers at the same time evaluation, recuperation and delivery of results and feedback, also, the Institutional Schedule proposes three periods in which the scholar year is split into.

Timetable of the supervisor

The supervisor teacher develops his classes in five different courses (from seventh to eighth grades) in the main headquarter from Provincial San Jose High School, however, the grade which is going to be taken into consideration for the development of the project is 8th -03, this public institution counts on three different 8th courses divided into 8-01, 8-02 and 8-03. Each one of these courses has an itinerary frequency of four hours per week. As the following table shows.

Table 1. *Timetable of the supervisor*

Monday	Tuesday	Wednesday	Thursday	Friday
8-03 ENGLISH		7-02 ENGLISH	8-01 ENGLISH	8-01 ENGLISH
8-01 ENGLISH	7-03 ENGLISH			
	8-03 ENGLISH	8-01 ENGLISH	8-03 ENGLISH	

	7-02 ENGLISH		7-02 ENGLISH	7-02 ENGLISH
		7-03 ENGLISH	8-02 ENGLISH	8-03 ENGLISH
8-02 ENGLISH	8-02 ENGLISH	8-02 ENGLISH	7-03 ENGLISH	7-03 ENGLISH

Schedule of the supervisor teacher school year 2020

Table 2. *Schedule of the pre-service teacher*

Monday	Tuesday	Wednesday	Thursday	Friday
8-03 ENGLISH		7-02 ENGLISH	8-01 ENGLISH	8-01 ENGLISH
8-01 ENGLISH	7-03 ENGLISH			
	8-03 ENGLISH	8-01 ENGLISH	8-03 ENGLISH	
	7-02 ENGLISH		7-02 ENGLISH	7-02 ENGLISH
		7-03 ENGLISH	8-02 ENGLISH	8-03 ENGLISH
8-02 ENGLISH	8-02 ENGLISH	8-02 ENGLISH	7-03 ENGLISH	7-03 ENGLISH

Schedule of the pre-service teacher first term school year 2020

Pedagogical aspects observed

The pedagogical aspects observed allows the identification of steps followed to conduct English classes, the supervisor teacher uses a virtual planning format established by the institution, this format takes into consideration the grammar topics according to the Colombia Bilingualism proposes to develop a class; execution time, objectives and the topic worked in class are the aspects classified in the planning of classes. To observe the pedagogical procedures used for the supervisor, it was necessary to apply an observational worksheet, this sheet allows the trainee teacher to examine and explore the problem in eighth English courses. Besides, the

items of the worksheet were associated to different communicative language skills, teacher-student interaction and the use of material and technological resources. The free observation allowed the trainee teacher to examine how the supervisor controlled the students' discipline, and how the supervisor teacher undertakes an inductive methodology to teach grammar topics which makes students to be mechanically adapted to a traditional teaching.

Pedagogical Component

Title

Enhancing oral production through task based learning in virtual environments in 8th grade students at Provincial San Jose High School: An action research.

Introduction

In Colombia, English teaching tends to be a tedious task for unprepared teachers, however, the Colombia educational system seeks for strategies to become students into bilingual professionals. For decades, teachers have followed the most traditional approaches, techniques and strategies to teach English as a second language at schools, and they are based mainly on teaching only linguistic skills forgetting communicative competences in particular.

Nowadays, Colombian public institutions count on technological tools for English teaching, but, teachers do not know how to use it. For this reason, this pedagogical project is based on motivating students to use Portable Electronic Devices (PEDs) as a tool to produce and improve speaking in 8th grade students at Provincial San Jose High School. The interest in improving oral production is based on what the institution curriculum establishes, which is to work on communicative skills for learners, this public school seeks for strategies to put students in communication with others as well as encouraging them to produce orally.

However, due to COVID-19 pandemic, this component will be developed virtually, where students will record their productions at home. To adapt the pedagogical component for students to use correctly the technology, the pre-service teacher proposes students to use their own mobiles to record themselves their oral productions, besides, they will be able to use the laptops which this public institution counts on. The use of technology is so important for students

and professor because it allows them to use it for academic purposes improving and developing communicative skills. “Technology as a tool helps teachers to make language learning for their students easier” (Ahmadi, 2018, p. 16).

Problem

English has been the most spoken language around the world becoming it so crucial within the context of Education, science, technology, among others. English is a vital language for all kinds of professional and personal goals, estimating that 67 countries have English as their official language and 27 countries including also Colombia have English at their secondary official language. (Nishanthi. 2018). However, in Colombia, these statistics do not seem to be concrete, according to the English Proficiency Index. (2018) Colombia ranks one of the lowest level in English skills, a very worrying detail which the ministry of education tries to counteract by implementing the National bilingual program for improving the learning of English as a foreign language at the various levels of schooling.

To drive this initiative proposed by the ministry of education, this pedagogical project is focused on improving speaking as a communicative skill for students to produce what they are learning, increasing their English level and placed them into the level that they should have. In addition, due to the low English level students have and the poor use of technology in public institutions in Pamplona, this project also incentives itself to the creation of a proposal in order to use PEDs (Portable Electronic Devices) to create videos in which 8th grade students will demonstrate their oral productions and the improvement of their oral English skill.

Even when, “Grammar guides how language should be written/spoken in a correct way being this an important part [in learning] but speech should be focused on more” (Saaristo, 2015, p. 291).

Statement of the problem

This pedagogical component seeks to answer the following question.

How could the usage of Portable Electronic Devices (PEDs) enhance 8th grade students’ oral skills at Provincial San José?

Justification

To increase the students’ English level is a tedious task for teachers who are focused on what an educational system orders them to do. However, promoting an initiative to improve communicative skills for learners is what this pedagogical project is interested in. Oral production competence has become the most important communication factor when learning English as a foreign language. To learn how to communicate with others not only teaches students to produce knowledge but it allows them comprehend information from others.

On the one hand, there is a great number of tools, strategies and techniques to encourage students to learn English as a second language, however there is one that students handle frequently, students use Portable electronic devices (PEDs) every time when they are in their houses, even in their classrooms. Surfing the internet, using an online dictionary or chatting on social networks, they all are actions that students get accustomed to. But, most of teachers do not take advantage of these objects and they prefer to conduct their classes following their traditional methods. Additionally, the Provincial San José high school has bilingual labs to develop

communicative activities, however, teachers prefer to carry out their classes into the classrooms conditioning students in an area where they do not feel comfortable at all.

For this reason, the identification of this problem induces the implementation of portable electronic devices which most of students count on. Besides, this project focuses also on taking advantage of those supplies that the participants will use to record themselves, besides, they could use the technological tools offered by the institution to work on their respective English speaking skills supported in oral comprehension activities. These electronic devices are an effective tool to work on listening and speaking with learners because they stimulate their interest in learning English, (Puteh and all., 2014). For them, students prefer interactive activities to boost collaborative learning and the use technological devices. Moreover, to work with electronic devices to improve students' oral skills will submerge students into a creative and dynamic learning process.

Hence, teachers must analyze their role when they are teaching, it is necessary to wonder about their experiences, techniques, strategies and approaches implemented during their classes as trainee teachers, that's why the reflection is done to qualify the pedagogical practice in trainee teachers.

Subsequently, the beneficiary population of this project is 8th grade students from Provincial San José high school, in Pamplona, they are going to take advantage of a pedagogical tool in which the use of PEDs are included; besides, these devices will allow students to reinforce their English skills in and out of their classrooms.

Objectives

General objective.

To enhance oral production through task-based learning and the implementation of PEDs (Portable Electronic Devices) in 8th grade students at Provincial San Jose High School.

Specific objectives.

- To develop sequences and workshops to implement PEDs for enhancing speaking skills.
- To design oral comprehension activities to complement the development of oral production skills.
- To explore the impact of the use of PEDs in 8th grade students
- To analyze how the use of portable electronic devices promotes oral interaction among students.

Theoretical framework

The development of this proposal is linked mainly to the definition and comprehension of essential concepts that cover this pedagogical project. Four different concepts will be introduced to make this project more comprehensible. Portable Electronic Devices, Grammar, listening, pronunciation, speaking and creativity will be the support concept of this action research.

PEDs usage for academic purposes

Portable electronic devices are constantly used by people in different contexts such as science, sport, education among others. However, it is in the educational context where the impact of PEDs is determinant and positive. Keengwe and all. (2011) mention how the use of PEDs such as the laptop increases student engagement and learning, motivation and ability to work individually. A productive tool to increase students' interest in learning English as a

foreign language. The use of PEDs may enhance students' communicative skills; thanks to its settings those electronic devices may increase students' learning.

Additionally, to Synnott the usage of cellphones during classes has demonstrated that:

- a. Students use cellphones during the classrooms as a common action
- b. Students believe that this behavior disrupts the learning process
- c. Teachers believe that this behavior impedes students' learning

Students inaccurately perceive that their peers' use their cellphones more than they do during class time. (2015, p. 167).

Technology in English language teaching

The implementation of modern technology in the education represents an efficient contribution for teachers due to its easy management. Besides, it has become a helpful tool for learners to develop their activities correctly. The application of modern technology increases students' enthusiasm in learning English as well as increasing the students' participation in interactive activities thanks to students' interest in learning virtually (Alqahtani., 2015).

Nowadays, technology is the most useful tool in public and private schools.

The significance of oral comprehension in English language teaching

To comprehend information in a foreign language tends to be the hardest action for learners, however, it is a task that can be controlled and worked with the teacher. To Gilakjani, "learners can improve their listening comprehension through help of teachers, using suitable materials and activities and practicing a lot" (2016, p. 1673). Nevertheless, the efficacy of a language depends on the ability of using listening as an instrument of learning.

Speaking and its importance in English classrooms

Speaking is an active and productive skill used as a tool for communication, this communicative skill is the most important competence to acquire foreign or second language learning. To Srinivas,” everything is linked with speaking skills, in the present modern world” (2019, p. 11). Besides, communication is done through speech which incites students to participate actively in pairs or groups, to develop critical thinking among the learners and interact with people, the most efficient mean of communication in the society.

Task Based Learning, an emergent method of the modern world

Nowadays, most of the teachers do not know which method they are carrying out, however, each one of them has the same role “to teach”, in the modern world, some ingenious methods are coming to light increasing the creativity and replacing traditional methods. The European Commission (n.d) states TBL is a different way to teach languages, helping students by placing them in a situation like in the real world, a situation where oral communication is essential for doing a specific task. Each task provides the learner with new personal opportunity with the foreign language and at this point the teacher must take the responsibility of the consciousness raising process, which must follow the experimenting task activities.

The Grammatical competence in Foreign Language learning

The word grammar has a different meaning for each person however, for school students the word grammar has a common meaning. To Debata Grammar as “an analytical and terminological study of sentences” (2013, p. 482) a structural sequence that forms the language. Other auteurs search their own definition, for instance, to Saacristo “Grammar is the heart of a language” (2015, p. 190), Debata also adds that “the knowledge of grammar helps students in the

correction of mistakes and improvement the written development” (p.483). The student is immersed into a structured learning in which Grammar is his first step.

Writing in the academic setting.

This communicative competence tends to be tedious for many students due to their comprehension complexity, however, it is one of the communicative competences more worked in scholar institutions. Many definitions go around this competence, to Defazio and all, “writing is the comprehension, application and synthesis of new language which encompasses creative inspiration, problem-solving, reflection and revision that results in a completed manuscript” (2010, p. 10).

Pronunciation as an efficient means of communication

A language is characterized to be a means of communication among human beings, however, the pronunciation trends to be the most crucial element when speaking “the production of sounds is used for making meaning” (Gilakjani, 2016, p. 1) this auteur also suggests that “Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning”. Therefore, the pronunciation trends to be a difficult but crucial skill which has restrictions if the user does not have strong basis.

Creativity and its importance in the teaching of English as a foreign language

The creativity is one of the primordial elements that teachers must take in consideration when transmits new knowledge to their students, to Maley and all “Creativity is widely believed to be about letting the imagination loose in an orgy of totally free self-expression which poses future challenges” (2010, p.6) therefore, creativity is an easy option to teach any subject going further than a traditional method.

Literature review

The interest in working with communicative skills was born since the conception proposed by Chang and all who state that “An alternative to the traditional grammar teaching is the communicative approach, focused on making language teaching as in real-world situations” (2006, p. 380). These authors also highlight that Grammar is emphasized by communication through students’ participation and co-operative completion of teaching tasks among students and the teacher.

The teaching of English as a foreign language at public schools is developed through the implementation of strategies that generate knowledge easily for learners, as well as techniques and tools used by teachers as an ingenious idea to teach a foreign language.

One of these essential tools that professors use is *the implementation of electronic devices*. To Khalid and all. (2013) Portable Electronic devices function best when they fulfill a clear instructional goal. Therefore, these technological devices are an excellent supplement to learning and teaching only if the individual is disciplined enough and uses it for the appropriate avenues.

Additionally, Golonka and al (2014) state that technology catches students’ interest in learning as well as increasing their motivation and participation in activities, these authors also indicate that students are excellent manipulators of those electronic elements that facilitate their foreign language learning. This study also affirms that different tasks are worked at home where students can make use of PEDs as a helpful tool to develop their works efficiently.

On the one hand, *the use of technology in English Language Teaching* is growing significantly helping teachers and students to develop communicative abilities. In the educational setting, English has become so crucial that is considered the dominant language in the sciences.

Teaching in conjunction with technology make English language learning easier for students however, there are great number of reasons to use technology in English Language Teaching. It is evident that the rational use of technology for English learning allows students to demonstrate independence, increase students' interest for learning, enable them to build strong content knowledge wherever they find it, finally, students are highly implicated and motivated by the use of the modern technology such as Radio, TV, computers, the Internet, electronic dictionary, emails, blogs, videos among others.

Some technological tools are frequently used in and out the classroom in the modern world, most of these tools make the teaching and learning more meaningful, besides, “the *use of videos* in English classrooms can facilitate the students to get more interested in learning and also enhance their communicative competences because they can get rich learning experiences”. (Hadijah, 2017, p. 310). In his study, this author wanted to demonstrate how the videos can be a significant and dynamic tool to see the English language in use besides, he affirms that the use of videos in classrooms is an excellent technique to work communicative skills.

On the other hand, a portable device such as the mobile phone as the most useful electronic element in this modern era, its function plays an important role in English learning.

The Cambridge University Press. (2018) confirms *the usage of mobile devices in the language classroom* trends to have some advantages; one of them boosts collaborative classrooms activities for group writing, speaking or speaking, enrich also classroom activities with authentic language resources through apps and online sites and encourage out-of-schools and lifelong language learning.

But, the use of this electronic devices can directly present a problem for teachers, in this article, they aim at using this device with restriction, avoiding to use it frequently, a limiting

device in the classroom. This technological tool helps the students to be autonomous, and elaborate techniques and strategies for their future works.

Bearing in mind that this pedagogical project aims at improving speaking through *the use of PEDs*, to support this idea Cong-lem. (2018) states that the use of these technological elements improves students' speaking practices and abilities becoming them more confident in public while doing an oral presentation or speech. Practicing oral productions in front of a screen make students to break the ice and participate constantly in interactive activities in and out of the classroom.

All these papers focused on studying the use of technological devices in language classrooms, some articles state their positive impact of the usage of technology in education, besides, their advantages for students' learning.

Research methodology

This methodology was not carried out given that the e-learning methodology did not facilitate the development of this project. Besides, the principal did not allow to conduct any kind of instruments with students, stating that they have already a lot of works to deal with. However, the theory of those research elements was described below.

On the one hand, this pedagogical component adopts a qualitative approach defined by Mohadan who states that the qualitative research is “exploratory and seeks to explain how and why a particular social phenomenon, or program, operates as it does in a particular context”. (2018, p. 2).

On the other hand, an action research is also primordial to conduct efficiently this pedagogical component. To Stringer an action research is “a systematic approach to investigation

that enables people to find effective solutions to problems they confront in their everyday lives” (2014, p.20).

This author also explains the importance to conduct an action research stating that this approach is used by the researcher for different purposes. The first one is to enhance everyday work practices by reviewing goals and procedures, evaluating effectiveness, planning activities and strategies, additionally, this approach serves to resolve specific problems and crises by defining the problem, exploring its context, analyzing its component parts, developing strategies for its resolution, and finally, it is used to develop special projects and programs by planning, implementing and evaluating.

Besides, this author affirms that the action research tends to explore a problem that affects a determine population. In this case, the study takes place at Provincial San José High School in Pamplona, and the beneficiary population may include eight grade students between the ages of 11 to 13 being these students particularly active for learning and they have A1 as an English language level, nevertheless, their level must be A2 according to the MEN (2006). To select the participants, it will take into consideration a voluntary choice or technique in which students will decide if they want to participate in the development of the project. It stipulates to work with 8 or 10 8th grade students.

Instruments

There are different instruments used to gather data in the action research; for instance, observations, interviews and documents. I decided to implement a free observation sheet in order to observe the 8th grade classroom development and atmosphere ([appendix 1](#)) three non-participating observations ([appendix 2](#)) in order to know and describe if students use PEDs for academic purposes, how often students speak in English and Spanish and a semi-directive

interview ([appendix 3](#)) for students to know how they perceive the usage of PEDs as a technological tool for learning English and what kind of emotions students feel at the time to use PEDs to produce oral English skills. On one hand, the observation is a primordial instrument to gather data given that this instrument allows the pre-service teacher to study participants' behavior and attitudes when they use PEDs as a technological tool to enhance oral production. On the other hand, the semi-directive interview will be carried out in order to interact with the participants to know how could PEDs enhance oral skills and how do the participant feel when they use a PED as a tool for improving English language skills. However, the semi-directive has a main aim which Kvale (1996) cited by Datko (2015) explains clearly. To this author the semi-directive interview is used to describe and comprehend the knowledge about the phenomenon studied.

Finally, video tape recording is a primordial instrument to gather relevant data. To Martinez (2013) recordings allow the researcher to valid the information observed giving it credibility to the aspects and situations proposed.

Schedule of the implementation of the instruments

Schedule for gathering data				
Week	Description of the activity	Participants	Objective	Comments
1	Explanation of the project to the students	Pre-service teacher, supervisor and students	To explain the students about the development of the project	
2	Selection of the participants	Pre-service teacher and students	To select the participants to gather the data	
3	Creation of the letter of anonymity (appendix 4)	Pre-service teacher	To write the letter of anonymity	

4	Creation of the non-participating observation sheet	Pre-service teacher	To design the non-participating observation sheet
5	Creation of the semi-directive interview	Pre-service teacher	To design the semi-directive interview for participants
6	Simulation of the video tape recording	Pre-service teacher and one participant	To record a video and a voice recording to confirm their usage.
7	Implementation of the 1 st non-participating observation	Pre-service teacher and participants	To carry out the 1 st non-participating observation with 8 th grade participants
8	Implementation of the 2 nd non-participating observation	Pre-service teacher and participants	To conduct the 2 nd non-participating observation with 8 th grade participants
9	Implementation of the 3 rd non-participating observation	Pre-service teacher and participants	To conduct the 3 rd non-participating observation with 8 th grade participants
10	Analysis of the non-participating observations	Pre-service teacher	To analyze the non-participating observations to gather relevant information.
11	Implementation of the semi-directive interview and video tape recordings.	Pre-service teacher and participants	To conduct the semi-directive interview with participants. To record participants' video tapes.

12	Analysis of the semi-directive interview and recordings.	Pre-service teacher	To analyze the interview and the recordings.
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Additionally, to analyze data gathered, the pre-service teacher will base on what Hatch proposes. To Hatch “data analysis is a way to process qualitative data which the researcher uses to organize and interrogate data to see patterns, identify themes, to discover relationships, to make interpretations and to generate theories (2002, p.78). This author also takes into consideration the interpretative analysis in which the author exposes seven stages that the researcher must follow. The first one is to review impressions previously recorded, then, to record these impressions in memos, the third one is to read the data, after, to identify impressions and record them in memos, the fifth one is to write a draft summary, then, to review interpretations with participants and finally, to write a revised summary.

Pedagogical methodology

Due to the decisions taken by the principal to deal with the COVID-19 pandemic, which were based on the replacement of face to face classes into virtual classes at home, the pre-service could not develop any activity with 8th grade students during the face to face classes given that pre-service teacher only had one face to face week which was used to know students and to participate in some events proposed by the principal.

On the other hand, this pedagogical project is based on the improvement of oral production through the use of PEDs; however, to achieve what is proposed, it is necessary to develop listening activities, bearing in mind that students first comprehend and then producing. The development of these oral comprehension and production activities will be evidenced with the phases of task based learning.

A lesson based on this methodology consists of three states: Pre, during and post task. *The pre task* is about planning how the task will be developed by the students, *the during task*, focuses on the development of the assignments, *the post task* deals with recommendations or follow-up assignments based on the performance of the students”. The idea of following this model is because it offers a clear cycle in which students could have the opportunity to practice listening and speaking meaningfully. (Ellis, 2003, cited in Cordoba, 2018, p.166).

Nevertheless, listening tasks are important to achieve oral productions. To Shamar, 2011. cited by Cordoba, 2018, p. 165) “listening tasks focus on three processes: Comprehending, retaining and responding”. However, to promote listening tasks, (Peachey, 2011 cited in Cordoba, 2018) proposes three stages: *Pre-listening* includes some activities such as setting up the activities, giving time to the students to review the instructions and answering possible questions about the assignments. *The while listening* is for students to listen and present the task, learners are asked to interact with their classmates by asking and answering questions and exchanging points of view. *The final listening* serves to provide recommendations or to assign follow-up tasks that could solve the problems detected in the presentations of the assignments. It is important to highlight that listening will developed in the first phase of TBL. For the second phase of TBL, to promote meaningful oral tasks, Richards (2008) proposes three speaking activities which are worked orally. The first activity is example of *speech models*, they might be oral presentations, stories, anecdotes, even biographies which students will plan as a task. The second activity is *model analysis*, these activities explain how texts are worked and structured linguistically, the third activity is focused on *planning their own speech*, students will develop notes about what they are going to talk about for the teacher to correct and then present it.

Students will focus on the activities proposed by Richards analyzing and developing in a written way their final product before carrying it out.

During all the process, students will have the opportunity to interact and produce own knowledge about a specific subject; however, students will have first to comprehend the topic and familiarize with grammar structures and vocabulary to then producing orally.

For the third stage of TBL “*the post task*” students will record their tasks in a video, it is just there where students will use their PEDs. It is important to mention that participants will have a timing around 30 to 60 seconds to record their presentations, they are going to upload the videos on their own YouTube channels then, share the link with their classmates on a Blogger account created by him ([appendix 5](#)). The videos will be uploaded when the teacher demands them, checking these videos, the teacher and students will analyze their speaking improvement and progress likewise, the subject of these videos will be proposed by the teacher in order to link to grammar topics previously taught. Besides, through a self-evaluation grid ([appendix 6](#)), the students will evaluate their own performances taking into account teacher’s feedback. The teacher may change students’ grades if it is necessary. On the other hand, the teacher will correct students’ productions before recording for students to avoid making mistakes.

In addition, the material and the planning for the development of the activities were created but not carried out. The next schedule demonstrates the activities to develop before the COVID-19 pandemic was announced in Colombia and the principal has imposed preventive measures at the Provincial San José High School.

Timetable of the pedagogical tasks

Table 3. *Timetable with pedagogical tasks*

Learning tasks	Objectives	Type of evidence	Time of execution
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Learning task 1	Express past actions	Evidence:	Didactic sequence:
	making use of grammatical structure and vocabulary about its respective context.	My auto biography	120 minutes Video: From 30 to 60 seconds.
Learning task 2	To express present actions using grammatical structure and vocabulary concerning to its context.	Evidence: My ideal day.	Didactic sequence: 120 minutes Video task: From 30 to 60 seconds
Learning task 3	To express future actions using grammatical structure and vocabulary concerning to its context.	Evidence: My dream profession.	Didactic sequence: 120 minutes Video task : From 30 to 60 seconds.

Pedagogical activities to develop during the face to face classes

To visualize and check what the pre-service teacher did for the development of the pedagogical methodology, the committee recommended to create a Gmail account and create a

drive in which the pre-service will include the hole tasks. To log in drive and upload the workshops among other materials.

The pre-service teacher shares drive link where the tutor will find the respective planning and materials to conduct the pedagogical component.

Drive link: <https://drive.google.com/drive/my-drive>

If you cannot log in, use please the Gmail account.

E-mail: aycg97@gmail.com

Contraseña: vivian170696

Development of the practicum

Face to face practicum

The pre-service teachers who are carrying out their practicums at the Provincial San Jose High School had only a week where they began to play the role as teachers, however, in a short period of time, students could not develop what they had in mind. The supervisor suggested the pre-service teacher to participate in cultural events proposed by the principal, besides, the pre-service teacher used the only one face to face week to encourage students to learn English.

Virtual practicum

In this pedagogical component, one of the most relevant aspects is the role that plays the trainee teacher in conjunction with the supervisor and the students at the public schools.

Therefore, from march 16th, the Foreign Language Program Committee at the university of Pamplona considered as an emergent solution that students would continue their practicum virtually, and recommended pre-service teachers to design didactic material for the Provincial

San Jose community. The committee also suggested the trainee teachers to develop the materials demanded by the supervisor according to his needs.

Consequently, the activities demanded by the teacher are based on the development of online reinforcement workshops for seventh and eighth courses.

In the following timetable will show the activities demanded by the supervisor, these activities cover the dates from march 17th to may 31st, dates established by the committee to develop the respective project.

Table 4. *Practicum activities report*

Type of material	Brief description of the material	Topic	Implementation of the activity was carried out in....	Was the material checked by the supervisor?	Was the activity delivered and worked by students?
1st, 2nd and 3rd reinforcement workshop (8th grades) (Appendix 7)	PDF docs, explanatory video links about the grammatical topic, and information retrieved from internet.	1st workshop: Future tense WILL 2nd workshop: Past simple 3rd workshop: Future tense to be going to	8th grade students at the Provincial San Jose high school.	The PDF docs and their content were checked and approved by the supervisor.	The PDF documents will be upload virtually through the Webcolegios platform. Its delivery time covers from April 19 th to 30 th may. For the 1st workshop its delivery time is from April 17 th to may 1 st .

1st, 2nd and 3rd reinforcement workshop (7th grades)
([Appendix 8](#))

PDF docs, explanatory video links about the grammatical topic, and information retrieved from internet.

1st workshop:
Progressive past

2nd workshop:
can y cannot

3rd workshop:
Progressive present

7th grade students at the Provincial San Jose high school.

The PDF docs and their content were checked and approved by the supervisor.

For the 2nd workshop its delivery time is from May 2nd to may 15th.

For the 3rd workshop its delivery time is from May 16th to may 31st.

The PDF documents will be upload virtually through the Webcolegios platform. Its delivery time covers from April 19th to 30th may.

For the 1st workshop its delivery time is from April 17th to may 1st.

For the 2nd workshop its delivery time is from May 2nd to may 15th.

For the 3rd workshop its delivery

					time is from May 16 th to may 31 st .
Explanatory videos (Appendix 9)	Short and explanatory videos about the first and the second grammatical topic.	Future will and cannot (8 th grade) progressive past and to be going to (7 th grade)	7th and 8th grade students at the Provincial San Jose high school.	The explanatory video and its content was checked by the supervisor.	The explanatory video was already watched by the students, its link was put as a message into the WhatsApp group demanded by the supervisor and created by the apprentice.
1st Workshop correction (Appendix 10)	A digital format that includes the correct answers of the workshop; besides, the red color was used to highlight the answers.	Future tense will workshop correction (8 th grade) Progressive past workshop correction (7 th grade)	7th and 8th grade students at the Provincial San Jose high school.	The digital format and its contents was checked by the supervisor.	Students checked the respective digital format and verified their answers, they also developed an autonomous work correcting each one their mistakes.
2nd Workshop correction	A digital format that includes the correct	Can and cannot workshop correction	7th and 8th grade students at the Provincial	The digital format and its contents was checked	Students checked the respective digital

answers of the workshop; besides, the red color was used to highlight the answers.	(8 th grade) To be going to workshop correction (7 th grade)	San Jose high school.	by the supervisor.	format and verified their answers, they also developed an autonomous work correcting each one their mistakes.
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Practicum activities report, material designed from March 16th to May 31st

To visualize and check what the pre-service teacher did, the committee recommended to create a Gmail account, then, to log in drive and upload the workshops among other materials.

I share drive link where the tutor will find the respective workshops and explanatory videos

Drive link: <https://drive.google.com/drive/my-drive>

If you cannot log in, use please the Gmail account.

E-mail: aycg97@gmail.com

Contraseña: vivian170696

It is necessary to determine that these materials will be saved in a drive document, its respective link finds above the timetable previously shown.

Due to the COVID-19 pandemic is an infectious virus, the ministry of education in conjunction with the president of Colombia approved a legislative decree where stipulates that students must continue their school year at home by developing their classes virtually, besides, asks teachers for implementing technological strategies to teach their subjects, a drastic change that drove the Foreign Language Committee to develop new strategies for apprentices to continue their labors.

At Provincial San Jose high school, the principal took preventive measures to counteract this pandemic, activating his only technological tool “The webcolegios platform” that allows teachers to upload reinforcement activities, to make video conferences and upload students’ grades among other relevant tools. This platform seems to be an easy learning tool for teachers and students who have internet access. Nevertheless, there is a number of students which do not count on internet access, for them, the apprentice developed virtual material which was sent to the academic coordinator who checked the workshops and then to photocopy them, these copies were given to students who did have internet access. Thus, the development of the virtual teaching came to light.

On the other hand, to fulfill the requisites demanded by the committee, the apprentice developed a sequence of activities, such as online reinforcement workshops, sequence of didactic classes (planned to develop them in future cases), didactic material, explanatory videos, groups via WhatsApp, and accessories via zoom. These materials were upload in a drive file folder, where the supervisor can make use of them in future classes.

Drive link: <https://drive.google.com/drive/my-drive>

If you cannot log in, use please the Gmail account.

E-mail: aycg97@gmail.com

Contraseña: vivian170696

Consequently, this pedagogical project was just planned; however, the supervisor can use all the materials and planning created by pre-service teacher to work on his future on-site classes because, nowadays, most of students do not count on internet access to develop effectively this project.

Expected outcomes

The usage of PEDs in the classroom has benefits and barriers for students.

To Thomas et al. (2013) The usage of cellphones in the classroom presents benefits in English learning process, indicating that portable devices can increase students' engagement and motivation for learning a new subject, besides, not only the students can benefit of their electronic devices, but also teachers who claim that PEDs can provide anywhere and anytime learning opportunities, they can increase productivity and collaboration among the students and with the teacher as well.

After using PEDs in 8th grade classrooms, students' interest and engagement increased given that students manipulated so well the technology to look for extra information and resolve their doubts. Besides, they used their cellphones and laptops to construct autonomously their knowledge.

After the English teacher develops what is proposed by the pre-service teacher, the expected outcomes are that

Most of students demonstrated to be interested in using PEDs to construct their own English knowledge, all of them used the portable devices such as cellphones and laptops to see for meaning of an unknown word or sentence, besides, they demonstrated their motivation for learning English through the usage of PEDs, announcing that those technological elements should be used frequently in the classroom by following always teacher's indications and restrictions.

On the other hand, all the participants demonstrated their interest for using PEDs as a tool to enhance oral skills, they signaled that these electronic devices can be used frequently in a classroom achieving pedagogical and academic purposes.

The teacher allowed students to use their portable devices in the classroom to seek for information, to seek for a meaning, to build students' autonomy, to replace traditional classes into modern classes by using technology as a learning tool, achieving students' enthusiasm for learning English as a foreign language.

Conclusions

For decades, the perceptions for the usage of cellphones in the classrooms tend to have a negative impact in everyday school life; however, many authors affirm that the usage of PEDs in the classroom has positive impacts.

To Mork "the usage of cellphones in the classrooms has benefits for students and teachers" (2014, p.132). For students the usage of cellphones allows them to get involved in class, to make learning more fun and exciting, to motivate them to learn, to facilitate group interactions and PEDs serves as a method in which students can get rapid formative feedback on their own knowledge and performance. Additionally, the teachers can permit students to rate their peers' work, presentations, and performances, all more efficiently than traditional methods.

On the other hand, the benefits of the usage of cellphones in classrooms for teachers are: For teachers, PEDs present way for teachers to gauge their students' understanding of taught concepts. Teachers can get feedback on the effectiveness of their instruction. The teacher can simplify both the recording and grading of in-classes quizzes; also, PEDs can save time, and finally, teachers can conduct in-class experiments and explore untapped possibilities of using PEDs constantly in the classrooms.

Likewise, the use of technology in the classrooms brings positive results in different aspects.

Autonomy: Technology allows students to construct themselves their knowledge, to seek for a meaning or find out about how the language is structured guide the students to an autonomous process.

Oral production: Students see the technology as an easy tool to produce their knowledge, through videos and teachers' model, students not only learnt how to expose a subject, but also, to work in real subjects using the English language.

Students' engagement and interest: The use of technology seems to generate in students a meaning of encouragement and engagement, this is due to the teacher knows that technology offers an enormous quantity of tools and settings which facilitate students' learning. Besides, students know so well how to manipulate the technology and this could contribute in the collaborative learning as well.

Recommendations

This pedagogical project can achieve positives results for students and teachers, to work on communicative skills may do the classes and English learning creatively, the usage of PEDs in the classrooms must be a learning tool for teachers and students to teach and learn efficiently. For that reason, the pre-service teacher recommends to carry out this pedagogical project to achieve positive results; besides, this purpose may be a guide for those who regard technology as a futuristic tool for the teaching and learning process.

Research Component

Title

Training of reflective spirit of trainee teachers from the Foreign Languages Program as a tool to qualify pedagogical practicum

Introduction

In the training context in the Foreign Language Program, pedagogical practices of teachers in training are emerging as one of the focuses of interest and update to study and document for improving the teaching-learning for qualification of the education.

Even though there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, Hence, a great number of local studies are especially focused on the problem of learning rather than teaching.

It has been considered appropriated to formulate a project to involve a reflective approach to practice as a way of objectifying knowledge, behaviors, and attitudes that guide the teachers' work; also as an exercise of internalization and conscious exploration of subjectivity own teaching practice, by asking questions and finding information for troubleshooting and even self-recognition.

Problem

At the school, some key aspects of the students from institutional life without question are assumed, they are seen as imprints, stable and unchanging traits that are part of the identity and scholar culture. When events unfold without major disruption, the teacher risks a settling in logic of action that does not allow the pedagogical development and renewal of school culture.

Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, they are invisible. Seen in this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate thought and knowledge transformations to meet the social needs.

Due to this situation, which affects teachers directly, it is required that the process of teacher education, encourages the teachers in training as a future teacher, a critical and reflective spirit that contributes the improvement of their pedagogical practicum, so, they are essential elements that impact and transform their work and their future professional performance.

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a fundamental exercise for students who are developing their comprehensive practice, they evaluate themselves, from installing a critical and constructive look at his own work in the teacher role. To start the study, these following guiding questions are formulated:

- How to implement reflection contributes in transforming own pedagogical processes of the development of integral practice?
- How does the exercise of reflection on the development of critical thinking of pre-service teachers in the analysis of their pedagogical?

Justification

In the educational context, this project formulates as an integral Practicum of Foreign Languages students, it is a part of the professional conception of practice as a spearhead to improve educational processes in schools where application runs. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the

difficulties of the profession, their own actions in order to be focused on the knowledge of pedagogical experiences to address a problematic situation and establish a glance analytical about the fact.

Concerning the statement of the educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teach, justify the need for this project to provide students with analytical tools and self - observation that distinguish them from the routine action and reflective action. We believe that a thoughtful approach protects the agents in the traditional context of inertia, and authority that permeates the school.

Objectives

General objectives

- To implement and promote critical spirit reflections as a transformative tool of the pedagogical processes of integral practice in pre-service teachers.

Specific objectives.

- To consolidate a group of teachers/pre-service teachers with a critical spirit those reflect and present proposals and alternative solutions to the current problems in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies that the student uses in their pedagogical practice.
- To implement reflection workshops and development of teaching units that can guide the Student/Pre-service teachers' reflection.
- To analyze the own beliefs that are held about the teaching work and about the students.

Theoretical framework

The theories about the teaching profession, the reflection, the reflexive and pedagogical practice, comprise the conceptual framework of this study.

Teaching profession.

One of the fundamental members of any educational institution is the teacher, who has the function of imparting knowledge framed in a certain science or art, but who also has within his responsibilities the integral formation of the students. The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation among management, work and education. Thus, we find that every teacher must comply with some competences in the discipline that allow the teacher to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level whereby they carry out their activity.

Likewise, every teacher must possess competences in the organization of contents, which means that the pedagogical practice not only requires ordering its components to be learned by students, but also to foresee the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the teaching practice.

Reflection as a process.

The reflection is made from a series of stages that cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on the experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow to extract a new structuring of the situation".

The stages of the process of reflection as a process are evidenced in the following scheme: In this case, the reflection consists of a strategic decision: "to select among the range of available techniques which is considered the most effective". This is the way of proceeding of technical rationality.

Development.

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

Social reconstruction.

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

Generic.

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

Reflection promoters.

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

Critical element of reflective thinking.

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

social justice and ethics in education. These authors established classification categories of knowledge:

- Knowledge of the content
- General pedagogical knowledge
- Curricular knowledge (materials, programs, etc.)
- Teaching knowledge and self-professional configuration
- Knowledge of the students and their characteristics
- Knowledge of educational contexts
- Knowledge of fundamentals: philosophical, historical, and axiological

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

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. Planning and self-observation will be the evidences of this project. 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 a qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent to the description, identification and analysis of the own pedagogical practicum. For data collection in this project, it is 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. These three reflective workshops helped us out to share all the thought we have on our minds and tell the experiences lived in the school. To accomplish this task, only one reflective workshop has been developed during the semester. This workshop was carried out virtually using zoom as a technological tool.

It is important to highlight that only one reflective workshop was carried out through the app zoom. ([appendix 11](#)).

Self-observation sheet.

The self-observation sheet has as main objective to guide the pre service teachers towards an own perspective from their professional activity; and from their role in the classroom and in the educational community environment where they belong. During the semester one self-observation sheet was done.

Auto-observación de clase, 2020-1

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 *

cardenas_9611@hotmail.com

Autoevaluación

* 0 puntos

Fecha

13/03/2020

Image 3. Only self-observation sheet

Narratives.

The reflection exercise will allow students to express about their endeavor based on the narrative of their experience as a way to provide meaning to teacher's everyday life. In order to achieve efficiently this goal, five narratives were done during the semester divided as follow.

Two narratives during on-site classes

Three narratives during virtual classes

Class recordings

To have evidence of pre-service teachers do in the classroom allow 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 will allow having an external and constructive view of their pedagogical practices. In this process, practicum students have to record a class of themselves in order to analyze and reflect about how was the process of teaching. Nevertheless, due to the preventive measures taken by the government, these class recordings were not developed. Therefore, the foreign language committee determined that students who were not giving virtual classes, they could not be recorded, to deal with this issue, tutors will check explanatory videos about grammatical topics made by pre- service teachers and they will give their respective feedback.

Nevertheless, due to the preventive measures imposed by the principal, the tutor could not carry out the perspective class recording, so, the tutor just focused on checking the explanatory videos and narratives sent by the pre-service teacher for doing the respective feedback.

Research component timetable

Pre-service teachers who are developing their integral practices at Provincial San José will carry out 10 weeks as teachers.

Table 5. *Development of research instruments*

Activity	Narratives	Self-observation Sheet	Class recording	Reflective workshops
Description of the activity	Five narratives will be conducted during the semester	Only one self-observation will developed during the semester	Tutors will check the explanatory videos made by students, two	Online workshops to know how pre-service teachers' role is developed

	(Appendix 12)		videos have been done so far.	during the semester.
March 16 th to 20 th	X	X		
March 23 rd to 27 th	X			
March 30 th to April 3 rd				X
April 6 th to 10 th				
April 13 th to 17 th				
April 20 th to 24 th				
April 27 th to may 1 st	X			
May 4 th to 8 th			X	
May 11 th to 15 th			X	
May 18 th to 22 nd	X			
May 25 th to 29 th				
June 1 st to 5 th				

Put an X in the appropriate box represents that the work is already done.

Context

This proposal was carried out in the educational institution Provincial San José located at str 5 N° 4-19 in downtown area in Pamplona, Norte de Santander. The school's foundation was officially known under the resolution N° 0011253 December 14th, 2004, which provided the community education in Pre-school, primary and secondary levels. This institution belongs to the calendar A and its character is medium-time for all its educational levels corresponding to Transition, Basic Primary, Basic Secondary and Intermediate Technical.

Socialization role.

This is about how youth learn about values; rules; behaviors; attitudes or aptitudes focus on the dominant social culture in the political and economical context that they belong. This role includes all the socialization processes in which the members of the school participate.

Instructive role.

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

Educational role.

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

Population.

The total population of this study is constituted by twenty-seven students of tenth semester, practitioners of the Program of Foreign Languages French-English of the University of Pamplona.

- The direct beneficiary population
- Teachers in formation
- Teacher's supervisors
- Student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population.

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

- Institutional units linked to the Project
- Foreign Language Program
- Department of Languages and Communication
- Education Faculty

External institutions linked to the Project.

- Colegio José Antonio Galán
- Colegio Brighton
- Colegio La Presentación
- Normal Superior de Pamplona
- Colegio José Rafael Faría
- Institución Educativa Cristo Rey

Results

As a result, the pre-service teacher states that more than 80% of students from five English courses approved their respective online workshops and admitted that each one of the was really organized and its instructions were clear which facilitated their works. Also, the principal in conjunction with the academic and discipline coordinators decided to carry out the virtual classes through an easy management which teachers would develop. Without planning, these online and reinforcement workshops were conducted obtaining the following positive results. The sequence of the online workshops was clear facilitating students' comprehension

Students reflected their interest in learning through technology

- b. The Webcolegios platform offers a great number of tools to continue teaching at home.
- c. Students developed their tasks efficiently in a short period of time.
- d. Teachers counted on virtual platform as a technological tool for emerging cases.
- e. Autonomy is developed by students educating independent individuals.

Additionally, the creation of WhatsApp groups was made up by the teacher in charge in order to organize his respective assignments, it is important to highlight that this app boosts teachers' indications for the efficacy of students' task.

During the integral practicum, the pre-service teachers developed five narratives or written reflections where they included important aspects about their experiences as teachers and analyzed how their practices had improved their didactic and pedagogical skills.

Table 6. *Number of narratives developed during the practicum*

Narratives

	Reflection about:
From March 17th to may 1st	<ul style="list-style-type: none"> • Teachers, parents and students' role during pandemic time. • Transition of face to face classes to e-learning.
From May 11th to 15th	<ul style="list-style-type: none"> • Use of virtual and technological tools during pandemic time. • Design, development and evaluation of material.
From 25th to 29th	<ul style="list-style-type: none"> • Teacher and students' interaction • Evaluating strategies

Narratives developed during the semester, dates and objectives of the reflection activities.

Five narratives and a self-observation sheet were developed during the practicum, these research instruments allowed me to analyze how the implementation of reflection activities contribute to my integral practicum

Consequently, the preventive measures proposed by the ministry of education based on the transition of on-site classes to virtual classes has changed drastically the pre-service teacher's role. Since the pre-service teacher was selected to develop his integral practicum at Provincial San Jose high school, he carried out only one face to face class week intervention which was a short period of time full of cultural events and few English classes. To teach English through the use of technology seemed to be a tedious task; nevertheless, the pre-service teacher was able to face any emergent situation adapting himself to some technological resources used by the public school. During the only one face to face class week, the teacher had the perception to follow the

communicative approach for students to see English as a mean of communication. So that the pre-service teacher planned only one face to face class which was not developed due to cultural factors. The class planning can be didactically created and organized; the supervisor approved the idea to make the planning as the pre-service teacher had learnt with English experts at the University of Pamplona.

In the classrooms, the interaction with students was always active, the pre-service teacher noticed that students could communicate English better if they interacted and tried to speak English even when they never had done it.

The pre-service teacher encouraged students to interact promoting the reasons why the English language is so important nowadays. Students responded to those motivated speeches and started to ask the pre-service teacher for some expressions and questions when they did not understand anything. Besides learning vocabulary, students also were learning grammar structures which were used in future classes. To interact with others, asking questions and using new vocabulary were the activities developed during the face to face class week. On the one hand, each one of the classrooms was organized in ranks, placing the teacher as the main leader in the classroom. Each one of the classrooms counted on chairs numbered according to the students' code as well as two boards which the teacher and the students would make use of. On the other hand, only one task was demanded by the pre-service teacher, in the virtual process, the pre-service designed an online workshop each 15 days, those workshops counted on the sequence of 5 stages, the first responded to the question when did we use this grammatical topic? The second stage made reference to an explanatory video retrieved from internet sites which students watched and took notes of it before showing some examples and structures. The third stage consisted of observing some examples which students would analyze how they were

structured. Bearing in mind their observation, the fourth part made reference to the structure of affirmative, negative and interrogative forms, specifying the particles that is composed of. Finally, students put the previous stages into practice developing some exercises which they had downloaded from the virtual platform to develop at home and sent it again.

The Provincial San Jose high school counts on the virtual platform “webcolegios” which becomes the only technological tool to deal with virtual classes, this platform offers some tools such as the execution of videoconferences, spreadsheets used to grade students’ knowledge, assignation of online homework, which pre-service teacher and his supervisor use frequently. It is through this platform that the pre-service teacher observes students’ learning process. It is important to emphaticize that the principal of this school suggested that the final evaluation was not developed therefore, teachers would evaluate students’ online homework taking into account different aspects such as: Responsibility, spelling and corrections, each one of the aspects mentioned would be a grade for learners.

Besides, parents could call the pre-service teacher or the supervisor to solve doubts in specific schedules proposed by the supervisor. On the other hand, students had 10 days to develop and upload the exercises found in the workshops on the virtual platform. To correct students’ task, the pre-service teachers upload a format of answers on the virtual platform, students would check and correct their own mistakes in their notebooks and then they would take photos to have evidences of their corrections, besides, the pre-service teacher made some explanatory videos as a feedback to check and solve students’ mistakes.

During the pandemic time, some anxiety and stress symptoms appeared in teachers, students and parents. Dealing with this pandemic issue is a hard task for community of Pamplona who were not prepared, many of them were worried for their children’s school year, some

worried for facing economic needs, so that, the supervisor in conjunction with the pre-service teachers used motivating speeches to accompany parents and students. It is important to remark that parents are a crucial part of students' learning, from their houses, they are guiding their children's homework, besides they also play the role as teachers instilling responsibility and autonomy for their kids.

Finally, the pre-service noticed that students could be encouraged through motivational speeches about the importance of English nowadays. At the beginning of each class, the pre-service teacher focused on students' interest, the interaction between the teacher and students developed frequently in English, students learnt some expressions and how to ask questions, ex. How can I say _____ in English? With these sentences, students immersed into the English Language usage into the classroom, all students evidenced to be active participants in English courses. Students' interest for learning English was born of the idea of speaking English is more attractive. To hear the teacher speaking in English motivated them to do it during 4 hours every week. Nowadays, students write message in English with short expressions and if they have doubts, if they make a mistake, they accepted to be corrected by the teacher.

Conclusions

The instruments used to analyze how the implementation of narratives and self-observations can work in function of pre-service teachers' role allowed the teachers to describe their works in their practicums.

On the one hand, the reflection process was analyzed through five narratives and one self-observation grid served to explore about the pedagogical practice of the pre-service teacher.

The experience acquired during the integral practicum proved that students feel more comfortable using technology as a learning tool. Besides, working at home, students can resolve their doubts watching explanatory videos, seeking for meaning of an unknown word or translating sentences to their mother tongue.

On the other hand, these instruments allowed the pre-service teacher to know his weaknesses and strengths during the development of his classes. Statement that teaching is not an “easy task”. Being a teacher is to guide students inside and outside of the classroom. For this reason, teachers must reflect every day about their actions to resolve doubts and problems found in and out of the classrooms.

Concerning to the reflective question “How does the implementation of the reflection and critical analysis in the pedagogical process contribute in the transformation of your practice?”

Reflecting about your skills must be a daily task, many of us dream of being the best teacher for our kids and students. However, it is a daily reflective activity, our teaching skills must leave a positive mark in students’ lives.

Outreach component

Awareness of the English language in primary schools in the city of Pamplona

Presentation

When reading this proposal, the reader will find a twofold objective: to organize in a project the social impact of the Language Program from the implementation of the extension component to the community of Integral Practicum, and to sensitize students of the elementary school to the basics of the foreign language, in this case, English.

It presents in the first instance, the justification, the objectives of the project, its characterization and the lines of contribution to which it contributes.

The theoretical framework guiding the proposal, the population to be benefited, the timetable and the budget estimate table to be prepared by each participant are presented below.

Participating in world policies in the academic, cultural and economic fields, motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more equitable conditions for the personal and social development of the country.

In the basis of promoting English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched its bilingual policy in 2004. The main objective of which is to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural opening. This is how the Ministry has been implementing a wide range of strategies at the various levels of education with a view to

achieving this goal, a clear example of which is the creation of English quality standards for basic and secondary education, the definition of a sound and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work carried out by the secretariats of education, public and private universities and language centers. However, the results obtained so far have not been very encouraging since many of the nation's educational institutions have not yet been impacted by it.

Regarding the primary education, the Government is advocating the expansion of the coverage of English language education for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes, and therefore the results of evaluations implemented at the national level are not very encouraging.

The University of Pamplona of Colombia, seen as a public training institution for trainers and more specifically the Bachelor's Degree Program in Foreign Languages English-French, has come close to the reality facing the primary school in the city of Pamplona as regards the National Bilingual Policy. Many of the educational institutions in this city do not have English teachers to meet the training needs of the primary sector.

Recognizing this reality and the problems it generates, the present proposal of social projection seeks to meet the needs of training in English, of the primary school population in the city of Pamplona and to integrate the foreign language training of students of the English-French Foreign Language Degree Program into the educational reality of this sector to deal with, to reduce the gap between public and private schools in the foreign language area.

Government policies identify the problem, but their attention is not covered by legislation, effective support is needed, for the specific case, by trainers in the area of foreign languages, so that the results of the examinations, the tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language allows to be at the forefront of the own needs nowadays the world demands. That is why it is necessary to implement and work on this process from the very beginning of children's schooling so that when they complete their basic education cycle they have a basis for continuing this learning in secondary education, vocational secondary and higher education, so as to more people are trained in this area.

The aim of this project is to raise awareness of the teaching of English in primary schools in the city of Pamplona, contributing to the basic foreign language training that is necessary and essential at these levels. For this reason, it is carried out as part of the extension component to the community of the integral practice developed by students of last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of English teaching in the primary education sector.

The realization of this project favors both institutions and the student population of the city of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice. This benefit results in the possibility for primary school children to have contact with the foreign language and in turn with students who complete their university training process so that they know the educational realities and needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

Objectives

General objective

The implementation of this social extension project by the Bachelor's Degree Program in English-French Foreign Languages of the University of Pamplona is aimed at the following objectives:

To meet the needs of the children of the primary school in the city of Pamplona.

To integrate the foreign language training of students of the English-French Foreign Languages Degree Program into the educational reality of teaching English at the primary school in the city of Pamplona.

Specific objectives

In order to have a better understanding the issues raised above, this proposal will seek to:

To familiarize the child of the primary school of Pamplona with fundamental knowledge of English.

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

To link the training of students of the Bachelor's Degree Program in Foreign Languages English-French with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

Typology of the project

This is a formative project, disciplined in the area of curriculum; open to institutions where the Integral practice is carried out and offer basic training in primary education in the city

of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal articulates the social projection, transcends the institutional space and makes possible the articulation of the PLEX Degree to the Pamplona community.

The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and extension to the community of the University and the degree.

Contribution Lines

Contribution to academic training in the field of foreign languages.

Citizen education (attention to problems in the educational environment that tend to reduce the inequity of the education system)

Projection to the school community at university and program level

Theoretical Framework

Teaching of the languages

International Linguistic Policies

For several years, UNESCO has been concerned with the role of languages in the global context. At the general conference in 1999 it adopted the term 'multilingual education' to refer to the use of at least three languages: the mother tongue, a regional or national language, and an international language. This resolution was based on the idea that the requirements of national and global participation, and the special needs of culturally and linguistically different communities, can only be met through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just a means of communication, but a true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, at the same time, support the learning of international languages that provide access to global communication and information exchange. To achieve this, UNESCO suggests promoting multilingualism and intercultural dialogue, as well as developing policies for translation, in all possible ways, of written and visual materials with a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now an inescapable necessity, but it is also the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet points out; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being as long as it allows it to develop properly in different contexts. The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

National Program of Bilingualism

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at disseminating the English language as a foreign language, through the national bilingualism program launched in 2004 with three specific lines of work: institutions of primary, secondary, higher education, programs of education for work and human development; ethno-

education; and flexible models of education. This program aims to train competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

Bilingualism

Bilingualism refers to the different degree of dominance by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual finds himself. Therefore, according to how you use another language, other than the native one, these languages are considered second languages or foreign languages. MEN (2006)

The teaching of English in primary school

The acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual, as well as factors specific to the socio-cultural and educational context such as the curriculum are involved, the methodology used and the training and updating of the Foreign Language Teacher, among others. Thus, the importance of reaching the point of understanding how the child learns and incorporates a Foreign Language becomes necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) o LE and how this process relates to the native language of the child. From what was previously written Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to LE. The acquisition of language is done naturally and unconsciously in the form of a comprehensible input, which is processed and internalized, while learning involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as part of a continuous process between the unconscious and the conscious. The authors raise their point of view on the subject and differ for the purposes of this dissertation, the terms learn and acquire interchangeably because the SL can be acquired through recreational activities in an inductive and natural way that also involves processes of learning. It is important to note; however, that the contributions of Krashen and Terrel (1983) in terms of the natural approach of language are relevant to the process of acquiring SL in children and support the method of Total Physical Response (TPR) proposed by Asher (1976).

According to Krashen and Terrel (1983), the child acquires a language in three stages:

Pre-production is the stage in which the child develops the ability to hear and understand language through gestures and actions, is a period characterized by silence. Therefore, at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.

Early Production. It begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

To support the above mentioned on the acquisition process of a LE it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children

construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who state that from the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional block at the moment to express in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

Why learn LE in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) quoted Madrid and McLaren (1981) who state that there are different types of reasons justifying learning a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

Children who start foreign language study at school tend to achieve more positive performance than others.

Children show not only a special ability to imitate sounds and colloquial expressions but also a great flexibility, spontaneity and daring that exceeds those of young people and adults.

Children tend not only to be afraid of making mistakes, but they often acquire and transmit meaning through gestures and pantomime.

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

In summary, it is noted that the human learning process is based on experiences with the environment in which it is influenced by cultures that predominate and identify their idiosyncrasy and autonomy; especially in the young population in the childhood life cycle, where from an infinite number of theories from the psychological field. It is argued that sociological learning takes place through the observation and listening to sounds that focus on the senses of each individual. Emphasizing that the process of cognition from mental processes directs and leads to a meaningful learning in children who are at the beginning of learning especially from an LE.

The context of Pamplona

The city of Pamplona has basic and secondary education institutions, mainly of a public nature. Most of them are grouped by general colleges as follows:

Escuela Normal Superior, which has as headquarters the escuela rural Cariongo, el Instituto la Aurora.

Colegio Provincial San José, which has as headquarters the Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez.

Águeda Gallardo School in Villamizar, which has the Holy Trinity School, escuela el Escorial, Nueva Iser, Jardín Nacional.

Instituto San Francisco de Asís: it is in charge of the Colegio José Antonio Galán, Colegio de Cristo Rey.

There are also two institutions which do not have the status of a general school, but provide basic and secondary education of a public nature. These are the following:

Colegio Técnico la Presentación

Institución Educativa Brighton Bethlemitas.

In this context, students of the Degree in Foreign Languages of the University of Pamplona carry out their integral practice and make social projection in primary schools.

Subprojects

This space intends to establish a line of action for the Program of Languages in relation to the Social Projection. In this regard, the implementation of the community outreach component, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which he or she performs the integral practice.

The objective of this proposal is framed within the conception of social interaction of the university with the community of Pamplona through the design and implementation of a project to support training in English.

Beneficiary population

The direct beneficiary population:

It is composed of the student academic community of the primary schools of the city of Pamplona in which the Integral Practice is implemented. The number of participants will be defined at the end of the observation period. The population is estimated to range from 50 to 60 students per institution.

- Elementary School Students
- Teachers of Primary Basic Language and Area Courses

- Foreign Language Program Students-Trainees

The beneficiary indirect population:

- Foreign Languages Program Community
- Pamplona Educational Community

Institutional units linked to the project

- Foreign Language Program
- Department of Languages and Communication
- Faculty of Education
- Directorate of Social Interaction

External institutions

Colegio José Antonio Galán

Normal Superior Pamplona

Colegio Técnico La Presentación

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institución Educativa Brighton Bethlemitas

Conclusions

The Provincial San Jose high school (headquarter) is a public institution for the secondary courses, its education is offered to students from 6th to 11th grades who are interested in learning a number of subjects proposed by the ministry of education. Bearing in mind that the outreach project is specifically based on the awareness of English in Primary schools, the outreach subproject was not carried out due to the following factors.

1. The Provincial San Jose high school (headquarter) is only for secondary courses from 6th to 11th grades.
2. The principal of this public institution banned practitioners who were developing their integral practicum at the headquarter to develop their outreach project in other institutions.
3. Due to the preventive measures established at the Provincial San Jose high school to counteract the COVID-19 pandemic, students are saturated with homework and the principal did not allow the development of extra activities for four main reasons:
 - a. Few students count on internet access
 - b. E-learning is more tedious and exhaustive
 - c. Few students have electronic devices PEDs.
 - d. Feedback makes part of pedagogical and didactic sequences.

Consequently, the outreach project was not carried out due to the causes previously presented. On the other hand, concerning this emergent issue, the Foreign Language program committee understood the situation and decided that the pre-service teachers who were conducting their role as teachers would not develop the respective outreach subproject.

Administrative component

Introduction

To play the role as a teacher not only is to teach a subject according to what you know, but also it is to be part of those extra-curricular activities proposed by the institution. The Provincial San Jose High School is known for being a catholic and devoted institution that commemorates and celebrates the most representative religious, cultural and academic events of the school year.

Being a teacher is to immerge into different scholar aspects and adapt to what the academic context offers; besides, the University of Pamplona establishes in its vision and mission the capacity of turning students into upstanding professionals therefore, to be integrated of those extra-curricular activities not only allow pre-service teachers to be part of the public institution but also to grow as professional teachers.

Moreover, staying in the institution and being collaborative and helper, represents the role what a teacher actually plays.

Objectives

General objective.

To participate actively in the extra-curricular activities established by the Provincial San Jose High School.

Specific objectives.

To collaborate in the organization and development of activities proposed by the school.

To propose activities of control for the efficacy of the activities.

To incite comradeship among colleges in support of making the activities efficiently

To respect the highest and lowest authorities of the institution

Methodology

As a member of Provincial San Jose High School community, the trainee teacher must participate constantly in the activities proposed by the public institution, whether it is to play the role a supervisor throughout scholar day or to be part of cultural events, the trainee teacher must demonstrate his interest in collaborating and cooperating actively.

Timetable of activities

Due to the COVID-19 pandemic and the preventive measures established by the ministry of education, only two events were developed during the pre-service's integral practicum.

These activities were carried out in March. The rest of the activities established during the first term were not carried out for the factor previously mentioned.

Table 7. *The development of cultural events before pandemic*

DATE	Event
FROM MARCH 02 ND TO 06 TH	<ul style="list-style-type: none"> Students' leader election.

FROM MARCH 09TH TO 13TH

- Flag-raising ceremony organized by 6th grade students and teachers in charge.
- Women's day event organized by the discipline coordinator for girls only.

Activities proposed during the face to face classes.

Flag-raising ceremony organized by 6th grade students and teachers, this academic event was developed the first week of march, the idea of this event was to award a girl for each secondary course, the woman selected should accomplish the following characteristics:

- a. Responsibility
- b. Leadership
- c. Collaboration

Students indicated to be excited for their role in the classrooms; additionally, each teacher in charge should congratulate them for their labor. It was a significant action which demonstrated that women are still considered as collaborative and responsible individuals. The planning of this event was carried out as follow.

1. Regards on behalf of the academic coordinator
2. Prayer developed by a 6th grade student
3. Hymn of Cucuta, Pamplona and the public institution
4. Selection of girls of each grade
5. Applauses and closure

Women's day event organized by the discipline coordinator for girls only, the pre-service teacher observed during the second week of march how the public institution still teaches

Respect as an important value, organizing an event where only girls participated; on one hand, the academic coordinator gave each one of the students a motivational card which demonstrated the importance of being women, on the other hand, the pre-service teacher in conjunction with the supervisor designed an emergent activity to congratulate to women, this activity consisted of saying some phrases concerning to women's day. Each male student talked in front of the class, and she felt excited for their classmates' interventions.

Those events were developed during the first and second week of march before the pandemic came to light, the pre-service teachers identified and learnt about those academic events that teachers and students still preserve important values such as respect, team spirit, responsibility and leadership among others which have been taught over the years.

On the other hand, due to the transition of face to face classes to virtual classes, the extra-curricular activities and events were suspended. However, in order to develop extra-curricular activities to the efficacy of pre-service teacher's role during this first term, the Foreign Language program committee organized a timetable with four online workshops in order to compensate for the postponement of extra-curricular events. The aim of these online workshops is to approach students to the school context of primary and secondary courses besides, these workshops are addressed by the practicum coordination.

Table 8. *Academic training workshops*

Workshops	Date	Workshop about...	Workshop objective
1st online workshop	From April 20 th to 24 th	The usage of technological tools for the development of virtual classes	To teach pre-service teachers the importance of using technology as a tool to carry out virtual classes.

2nd online workshop	From May 04 th to 08 th	Elementary learning laws for primary.	To divulge pre- service teacher about the awareness of Elementary learning laws for teaching in primary.
---------------------------------------	--------------------------------------------------	------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------

Conclusions

Due to Pandemic, the principal canceled cultural, religious and academic events in the institution. Before the COVID-19 was announced, only two events were carried out during the 1st term and where the pre-service teacher observes and was part of them.

The pre-service teacher can affirm that the two events allowed him to understand that the teacher not only stays in the classroom teaching a new subject, but also his role is to participate, create and organize events with his course. In addition, everything is celebrated in the institution, respecting academic traditions and instill important values such as responsibility, humility and respect in children in formation.

Another important aspect to emphasize is that the principal, coordinators and teachers at the Provincial San José give cultural and religious attachments meaning. Something that caught the pre-service teacher's attention.

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Appendix 1, *Free observation sheet***Free observation sheet**

Date : _____

Timing : _____

Course : _____

Number of students : _____

Observation N° : _____

Researcher : _____

Observation objective

Objective of the class (communicative, linguistic and cultural)

Organization of the class



Timing	Description	Comments



Appendix 2. Non-participating observation

Non-participating observation sheet**Date :****Grade:** 8th**Number of students :****Pre-service teacher :****Timing :****Observation N° :****Objective**

To describe how students use their PEDs for academic purposes

To identify how often students speak in English in the classroom

Timing	Description	Comments

Appendix 3. Semi-directive interview sheet



Entrevista semi-directiva para los participantes

Esta entrevista está organizada en una sola sección en donde el participante responderá a un listado corto de preguntas referente a la percepción y las emociones que evoca el uso de aparatos portables y electrónicos dentro del salón de clases y a la frecuencia en la que el profesor trabaja habilidades comunicativas en clase de inglés.

Frecuencia de habilidades comunicativas orales en clase de inglés

1. ¿Para usted, a qué hace referencia la producción y oral en el aprendizaje de las lenguas extranjeras?
2. ¿Trabaja su profesor la competencia de producción oral en clase de inglés?
¿Qué tan a menudo lo hace?
3. ¿Qué tipo de actividades propone su profesor de inglés para el trabajo de la competencia de producción oral? ¿Cuál de las actividades mencionadas utiliza el docente con mayor regularidad?
4. ¿Considera usted que estas actividades son necesarias?

Percepción de los estudiantes acerca del uso de APE (Aparatos Portables y Electrónicos) en el salón de clases.

1. ¿Cómo percibe usted el uso de aparatos electrónicos y portables como el celular, o el portátil dentro del salón de clases para fines académicos?
2. ¿Qué emociones evoca usted al tener el permiso de la profesora para usar el celular o el portátil en clase de inglés para fines académicos de la asignatura?

¡Gracias por su participación en esta entrevista!



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Pamplona, ____ de _____ 2020

Apreciado Padres de familia

Cordial saludo

Tengo el agrado de dirigirme a usted para pedir su permiso para que el estudiante _____ quien cursa en octavo _____ participe en la investigación acción "El mejoramiento de la competencia de la producción oral a través del uso de Aparatos electrónicos y portables con estudiantes de 8vo grado del colegio Provincial San José".

En términos generales, este proyecto pretende indagar sobre el uso de aparatos electrónicos y portables. Cabe resaltar que, para la recolección de datos, los estudiantes deben usar sus celulares para grabar videos y sus voces. El practicante creó un blog privado para que los estudiantes vean sus productos finales en cualquier momento.

En tal sentido, le solicitamos su colaboración como padre de familia de los participantes de este curso para realizar las siguientes actividades de recolección de información:

Una entrevista semi-estructurada realizada en lengua materna. Igualmente debemos informar que, para propósitos de análisis, las entrevistas serán grabadas. Toda la información que se obtenga será llevada con la más estricta confidencialidad y anonimato características del ejercicio investigativo y pedagógico.

Sin otro particular,

Atentamente,

 Docente en formación

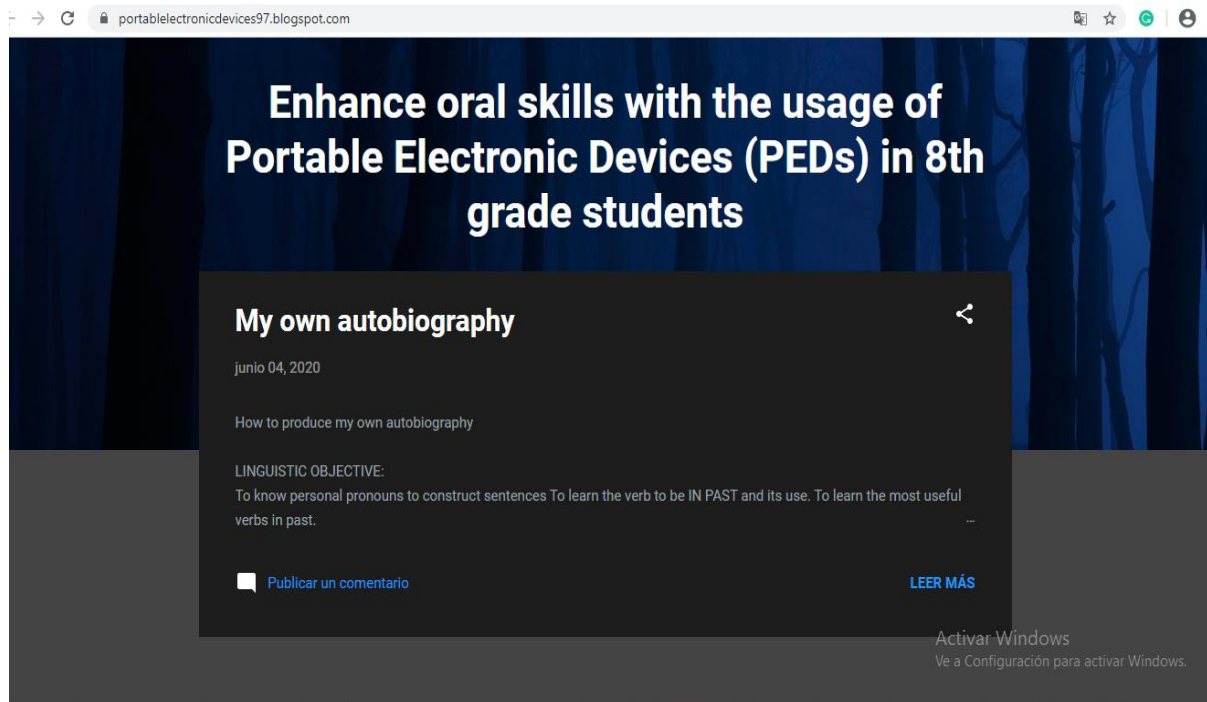
 Docente titular



Formando líderes para la construcción de un
 nuevo país en paz

Appendix 5. *Blogger*

Link: <https://portableelectronicdevices97.blogspot.com/>



The screenshot shows a web browser window with the address bar displaying "portableelectronicdevices97.blogspot.com". The main content area features a dark blue background with a forest scene. A large white text overlay reads: "Enhance oral skills with the usage of Portable Electronic Devices (PEDs) in 8th grade students". Below this, a dark grey box contains the following text: "My own autobiography" (with a share icon), "junio 04, 2020", "How to produce my own autobiography", and "LINGUISTIC OBJECTIVE: To know personal pronouns to construct sentences To learn the verb to be IN PAST and its use. To learn the most useful verbs in past." At the bottom of this box are two buttons: "Publicar un comentario" and "LEER MÁS". In the bottom right corner of the browser window, there is a Windows watermark that says "Activar Windows" and "Ve a Configuración para activar Windows."

Appendix 6. Self-evaluation grid

Self-evaluation grid

Estudiante: _____

Grado: _____

Profesor: _____

Trimestre I

Asignatura: inglés



Escala a utilizar:

5. Eficiente

4. Sobresaliente

3. Aceptable

2. Regular

1. Deficiente

Ponga una x según la escala que usted considere

N°	Aspectos a evaluar	Eficiente 5	Sobresaliente 4	Aceptable 3	Regular 2	Deficiente 1
1	Sigue el modelo del profesor para desarrollar sus producciones orales					
2	Desarrolla con atención y dedicación los trabajos de comprensión oral propuestos por el profesor.					
3	Genera un buen modelo con pocos errores para luego crear su propia discurso					
4	Utiliza los aparatos electrónicos portables para buscar el significado de vocabulario desconocido					
5	Se esfuerza por trabajar autónomamente en el desarrollo de las producciones.					

Appendix 7. . Example of the first online workshop for 8th grade students

INSTITUCIÓN EDUCATIVA COLEGIO PROVINCIAL SAN JOSÉ
SEDE PRINCIPAL
TALLER 3 DE INGLÉS
USO DEL CAN Y CANNOT



USO DEL CAN Y CANNOT

Tema:

Para el inicio de este taller deberá tener en cuenta los siguientes pasos.

1. Instrucción (Cuándo usar Can y Cannot)
2. Ver un vídeo (Explicación del tema can y cannot)
3. Ejemplos (afirmativo, negativo, interrogativo)
4. Ejercicios para reforzar el tema previamente visto

Let's start!

1. Instrucción, Cuándo usar CAN y CANNOT

¿Cómo utilizamos este auxiliar?

Se conoce como un verbo auxiliar modal porque necesita de otro verbo para sacar su significado.

Es frecuentemente usado para remarcar HABILIDAD, POSIBILIDAD Y PETICIONES

Ejemplo:

I can play video games with you

You can jump so high

She cannot swim quickly

- ✦ I can swim quickly. (*Yo puedo nadar rápido*)
- ✦ They can walk slowly. (*Ellos pueden caminar lentamente*)

2. Ver vídeo sobre el uso de CAN Y CANNOT (Explicación y estructura)

<https://www.youtube.com/watch?v=ulG6fkv85g>

Ejemplo

Afirmativo: I can walk quickly
Negativo: I cannot walk quickly
Interrogativo: Can I walk quickly?
Answer : Yes, I can / No, I cannot

Estructura

Afirmativo

Pronouns	+	can	+	verb	+	complement
You		can		dance		bachata.

Negativo

Pronouns	+	cannot	+	Present of regular verbs	+	complement
You		cannot		dance		bachata.

Interrogativo

Auxiliar	+	Pronoun	+	verb (present)	+	complement ?
----------	---	---------	---	----------------	---	--------------

Can	you	dance	bachata ?
-----	-----	-------	-----------

Todos los verbos usan el mismo auxiliar can sin modificaciones:

I	CAN/ CANNOT
YOU	
SHE	
HE	
IT	
THEY	
WE	

Ejemplos

Afirmativo: Can

❖ I can run to Bucaramanga without stopping.	Yo puedo correr hasta Bucaramanga sin parar.
❖ You can run to Bucaramanga without stopping.	
❖ She can run to Bucaramanga without stopping.	
❖ He can run to Bucaramanga without stopping.	
❖ It can run to Bucaramanga without stopping.	
❖ They can run to Bucaramanga without stopping.	
❖ We can run to Bucaramanga without stopping.	

Negativo:

forma corta: can't

Forma larga: cannot

Forma Larga	Forma corta
<ul style="list-style-type: none"> ❖ I cannot run to Bucaramanga without stopping ❖ You cannot swim quickly 	<ul style="list-style-type: none"> ❖ I can't run to Bucaramanga without stopping ❖ You can't swim quickly

Interrogativo:

Can we sing very well? ¿Podemos cantar muy bien?

Yes, we can

No, we cannot

Material de apoyo

Es necesario revisar estos links con el fin de familiarizarse más con el uso del CAN Y CANNOT.

<https://www.ingenierogeek.com/2013/12/curso-ingles-medio-gratis-uso-de-can-cannot-verbo-defectivo.html>

3. Ejercicio**1. Put the words in the correct order.**

- ❖ Spanish can speak I ---- **I can speak Spanish**
- ❖ you CD a can burn? _____
- ❖ she but can can't dance she sing _____
- ❖ swim they can 100 meters? _____
- ❖ they jump can't _____

2. Write 5 sentences about what you can and 5 about what can't do.

e.g. I can play the piano, but I can't play the guitar.

Actions what I can do

Actions what I cannot do

3. Complete these sentences with can or can't.

KIERAN Hi Carl! What's that?

CARL It's my guitar.

KIERAN (1) _____ you play the guitar?

CARL Yes, I (2) _____

KIERAN Wow! CARL (3) _____ you play a musical instrument?

KIERAN No, I (4) _____, but I (5) _____ sing.

CARL Oh! I (6) _____

KIERAN (7) _____ you play the piano?

CARL No, I (8) _____, I (9) _____ only play the guitar.

Appendix 8. Example of the first online workshop for 7th grade students

INSTITUCIÓN EDUCATIVA COLEGIO PROVINCIAL SAN JOSÉ
SEDE PRINCIPAL
TALLER DE INGLÉS
PAST PROGRESSIVE



PAST TENSE

Tema: Past sentence con **Was / Were + ing**

Para el inicio de este taller deberá tener en cuenta los siguientes pasos.

1. Instrucción (Cuándo usar pasado continuo)
2. Ver un video (Explicación del tema pasado continuo)
3. Ejemplos (afirmativo, negativo, interrogativo)
4. Ejercicios para reforzar el tema previamente visto

Let's start!

1. Instrucción, Cuando usar pasado continuo

¿Cómo utilizamos este tiempo verbal?

El Past CONTINUOUS (pasado progresivo) es una forma del verbo que muestra que la acción estaba en progreso en un momento dado o en un periodo dado en el pasado.

por ejemplo:

❖ Yesterday at 7 o'clock Judi was washing the dishes.
(Ayer a las 7 horas Judi estaba lavando los platos.)

❖ Judi was washing the dishes the entire evening.
(Judi estaba lavando los platos toda la tarde.)

INSTITUCIÓN EDUCATIVA COLEGIO PROVINCIAL SAN JOSÉ
SEDE PRINCIPAL
TALLER DE INGLÉS
PAST PROGRESSIVE



El Past Progressive (Pasado Progressivo) se usa frecuentemente junto con el Simple Past (pasado simple).

Por ejemplo:

- | |
|--------------------------------------------------------------------------------------------------------------------------------------------|
| <p>❖ While Judi was washing the dishes, the phone rang.
(Mientras Judi estaba lavando los platos, sonó el teléfono.)</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------|

Ejemplos:

Acciones que estaban en progreso en un momento dado o un periodo dado en el pasado:

(Los verbos están en **negrita**)

<p>He was flying all day. (Estaba volando todo el día.)</p>

<p>Yesterday morning the kids were playing. (Ayer a la mañana los niños estaban jugando.)</p>

<p>He was sitting outside for too long. (Estaba sentado afuera durante mucho tiempo.)</p>

<p>Last night at 8 o'clock we were dancing. (Ayer a las 8 de la noche estábamos bailando.)</p>

<p>He was working at 10 o'clock this morning. (Estaba trabajando hoy a las 10 de la mañana.)</p>

2. Ver video sobre el uso de pasado continuo (Explicación y estructura)

<https://www.youtube.com/watch?v=IN1CUGU7308>

3. Ejemplos y estructura

Afirmativo: I was working at 10 this morning
Negativo: I was not working at 10 this morning
Interrogativo: Was I working at 10 this morning?
Answer : Yes, I was / No, I was not

Estructura

Afirmativo

Pronouns	+	Past of verb to be	+	verb(ing)	+	complement
You		were		dancing		at the
disco, yesterday.						

Negativo

Pronouns	+	Past of verb to be	+	Not	+	verb(ing)	+	complement
You		were		not		dancing		at the
disco, yesterday.								

4. Ejercicio

1. Complete the story with the verbs in parenthesis. Use the past continuous:

One evening, I (1) was going (go) home with my cousin Ana. We (2) were walking (walk) through the forest when we heard a strange noise. We looked around but it was dark and it (3) was raining (rain), so we didn't see anything. We continued going home but then suddenly we stopped. Two people were in the path and they (4) were talking (talk) loudly. We were really scared. There are many scary stories in our village. The most horrible story is about two women who were killed by a murderer while they (5) were working (work) on their house. Maybe it was them? We thought about running away when one of the people said my name. It was my brother Mario – he (6) was waiting (wait) for me to come home!

2. Complete the sentences with the verbs in parenthesis. Use the past continuous.

0. The children (play) **were playing** football during the week.
1. It (rain) hard during the soccer game.
2. I (study) English for five years in London.
3. Mary (be) always (borrow) my books.
4. Peter (practice) the guitar before the competition.
5. Susan (drive) when the accident happened.

6. My friends (fight) during the whole night at the club.
7. Daniela (teach) language for ten hours.
8. I (try) to get a new job.
9. Jane (plan) to go to the cinema with her parents.

Appendix 9. *Explanatory video*

UNIVERSIDAD DE PAMPLONA
COLUMBIA

UNIVERSIDAD DE
PAMPLONA
La Academia al servicio de la Vida

Progressive past

Alex Yesid Cárdenas Granados

0:00:12

Activar Windows
Ve a Configuración para activar Windows. 0:06:11

*Appendix 10. Workshop correction format***Corrección del ejercicio****1. Complete the sentences with will ('ll) in positive form:**

- a) If I arrive late, I (call) **will call** you.
- b) They (help) **will help** you.
- c) Maybe he (stay) **will stay** at home tonight.
- d) Peter (buy) **will buy** the tickets.
- e) I hope that my boyfriend (cook) **will cook** dinner tonight.

2. Complete the sentences with will in negative form:

- a) I (answer) **will not answer / won't answer** the question.
- b) My brother (lock) **will not lock / won't lock** the door.
- c) The boy (catch) **will not catch / won't catch** the ball.
- d) I (read) **will not read / won't read** that magazine.
- e) We (send) **will not send / won't send** that present to my uncle.
- f) My grandmother (open) **will not open / won't open** the door.
- g) The children (eat) **will not eat / won't eat** fish.
- h) He (listen) **will not listen / won't listen** to the radio.
- i) I (drink) **will not drink / won't drink** beer.
- j) It (rain) **will not rain / won't rain**.
- k) You (ask) **will not ask / won't ask** him.
- l) The teacher (test) **will not test / won't test** our English.

3. Complete the sentences with will in interrogative form:

-
- a) (you / go / to the party) **Will you go to the party ?**
- b) (James / open / the window) **Will James open the window?**
- c) (your mother / cook / a cake) **Will your mother cook a cake?**
- d) (she / get / married) **Will she get married?**
- e) (you / help / me / with my homework) **Will you help me with my homework?**
- f) (What / we / eat) **What will we eat?**
- g) (When / Megan / be / famous) **When will Megan be famous?**
- h) (they/ visit/ their grandparents) **Will they visit their grandparents?**
- i) (we / meet /Rihanna) **Will we meet Rihanna?**
- j) (I / earn/ lots of money) **Will I earn lots of money?**
- k) (Who / drive / us / into town) **Who will drive us into town?**
- l) (you / meet / that boy) **Will you meet that boy?**
-

En archivo adjunto envío el taller ya resuelto

Cada punto vale 0.173 x _____ puntos buenos que obtuvo, en total son 29 puntos válidos.

Para la validez del punto se tuvo en cuenta los siguientes aspectos.

1. Correcta escritura de los verbos y auxiliares
2. Mayúsculas en los nombres propios y en los inicios de las oraciones
3. Correcta estructura
4. Signos de puntuación

← → ↻ webcolegios.com/docente_asignar_compromisos1.php ☆ 🔍 🗑️

3	INGLES	Desarrollo de Guía	Buenas noches queridos estudiantes! Espero todo marche de maravilla a pesar de la pandemia. En archivo adjunto envío el taller #2 referente al verbo modal CAN Y CANNOT. En este se aborda los mismos pasos del 1er taller, al final del documento encontrará un paso de ejercicios el cual debe desarrollar y enviar por este medio en archivo PDF, tiene hasta el día Domingo 10 de Mayo antes de las 6pm para poder enviarlo. Cualquier duda o inconveniente reportarse al número 3118519926 en el horario de 8am a 5pm. Pase una estupenda semana y estaremos en contacto para seguir aprendiendo. Por favor escribir al número anteriormente dejado para agregarlos a un grupo de whatsapp.	2020-05-04	2020-05-04	📄 🔗 🔗 🔍 ✎ 🗑️ 📁
	INGLES	Desarrollo de Guía	Buenas tardes mis queridos estudiantes! En archivo adjunto agrego la solución del primer taller virtual. Por favor check it up! , lo corrige en su cuaderno y estudie. Al final del documento encontrará los criterios que se tuvieron en cuenta para la clasificación de la misma. Buen día.	2020-04-30	2020-04-30	📄 🔗 🔍 ✎ 🗑️ 📁
	INGLES	Desarrollo de Guía	Buenos días mis niños! Espero todo se encuentre muy bien, bendiciones. En archivo adjunto agrego el primer taller a desarrollar, revisen cuidadosamente cada uno de los puntos de este taller. Con el fin de tener una mejor comprensión del mismo, este taller está estructurado de la siguiente manera: 1. cuándo utilizamos oraciones futuras 2. revisar video de complementación 3. ejemplos 4. estructura gramatical 5. ejercicios. Alguna pregunta o duda me la hace saber a través	2020-04-21	2020-04-21	📄 🔗 🔗 🔗 🔍 ✎ 🗑️ 📁



videotutoriales


idea

Activar Windows
Ve a Configuración para activar



Appendix 11. Reflective workshop

 **Práctica profesional** 
Adriana U., Belha U., Danilo U., David Arzuaga U., David U., Gherson U., Guajiro U., Heiner U., I

 **Join our Cloud HD Video Meeting now**
Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and us04web.zoom.us

Mayeini Garcia le está invitando a una reunión de Zoom programada.


Tema: Primer taller de reflexión
Hora: 2 abr 2020 05:21 PM Bogotá

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Appendix 12. Narratives developed during the face to face classes and the virtual classes

ALEX YESID CÁRDENAS GRANADOS

NARRATIVE 1

FROM 17 MARCH TO 02 MAY

The coronavirus disease (COVID-19) pandemic has drastically affected the way to carry out the compulsory attendance lessons, this happens due to the virus is contagious and attacks when people are so close each other even whether they are not. Those consequences led the ministry of education to take preventive measures, and go for turning the face to face classes into e-learning lessons. A fact which local institutions were not prepared at all.

At the provincial San Jose High School, in Pamplona, the Principal Montañez ordered his teachers to use the Webcolegios platform (a well-equipped app) to give classes. From now on, my supervisor and I organized a chronogram with those tasks and workshops to develop. Our first task was to make contact with the students and their parents. It was a tedious work because most of the students did not count on any mobile phone, besides some of them were living in rural zones.

After having made contact with most of them, my supervisor assigned me to develop six grammar workshops bearing in mind five instructions. 1. ex. When can I use "Progressive past"? 2. How is it structured? 3. Examples, explanatory video and finally exercises that students should complete. It is also important to emphasize that only two workshops were uploaded to webcolegios platform so far, and students had already downloaded and done them. To check the workshops, I took into account the following criteria. 1. Responsibility 2. Correct grammar structure and Spelling. For feedback, we had created a group with parents and students on WhatsApp, besides, we asked them how to carry out the suitable correction. Most of them recommended to work through "Zoom" (a conversational app), other asked the teacher for uploading the workshop corrected in order to identify their mistakes.

For accessories, the supervisor assigned me to create a short and explanatory video once a week, bearing in mind the most common students' mistakes.

On one hand, the teacher's work increased forcing herself to deal with technology, something which she was not used to. This issue involved her and the practitioner into an exhaustive time consuming, due to the work was tripled.

On the other hand, heads of household are worried because their children are not learning in the same way besides, some of them do not know how to deal with this issue, they are frequently complaining for their economic problems and asking for help to the principal, and the teacher in charge particularly.

To deal with those consequences provoked by that stealthy virus, the teacher and I had to impose new roles, organizing ourselves in matter of time and tutorials for students. To work in support of our students and their parents is our main role therefore, to make aware

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Alex Yesid Cardenas Granados

From 11th to 23rd may

2nd narrative

The preventive measures proposed by the ministry of education based on the transition of face to face classes to virtual classes has changed drastically the pre-service teacher's role. To teach English through the use of technology seemed to be a tedious task.

During the pandemic time, some anxiety and stress symptoms appeared in teachers, students and parents. To deal with this pandemic issue is a hard task for community of Pamplona who was not prepared, many of them were worried for their children's school year, some worried for facing economic needs, so that, the supervisor in conjunction with the pre-service teachers used motivating speeches to accompany parents and students. It is important to remark that parents are a crucial part of students' learning, from their houses, they are guiding their children's homework, besides they also play the role as teachers instilling responsibility and autonomy for their kids.

For the virtual process, the pre-service designed an online workshop each 15 days, those workshops counted on the sequence of 5 stages, the first responded to the question when did we use this grammatical topic? The second stage made reference to an explanatory video retrieved from internet sites which students watched and took notes of it before showing some examples and structures. The third stage consisted of observing some examples which students would analyze how they were structured. Bearing in mind their observation, the fourth part made reference to the structure of affirmative, negative and interrogative forms, specifying the particles that is composed of. Finally, students put the previous stages into practice developing some exercises which they had downloaded from the virtual platform to develop at home and sent it again.

The Provincial San Jose high school counts on the virtual platform "webcolegios" which becomes the only technological tool to deal with virtual classes, this platform offers some tools such as the execution of videoconferences, spreadsheets used to grade students' knowledge, assignation of online homework, which pre-service teacher and his supervisor use frequently. It is through this platform that the pre-service teacher observes students' learning process. It is important to emphasize that the principal of this school suggested that the final evaluation was not developed, therefore teachers would evaluate students' online homework taking into account different aspects such as: Responsibility, spelling and corrections, each one of the aspects mentioned would be a grade for learners.

As a result, the pre-service teacher states that more than 80% of students from five English courses approved their respective online workshops and admitted that each one of the was really organized and its instructions were clear which facilitated their works. Also, the principal in conjunction with the academic and discipline coordinators decided to carry out the virtual classes through an easy management which teachers would develop. Without planning, these online and reinforcement workshops were conducted obtaining the following positive results.

- a. The sequence of the online workshops was clear facilitating students' comprehension
- Students reflected their interest in learning through technology
- b. The Webcolegios platform offers a great number of tools to continue teaching at home.
- c. Students developed their tasks efficiently in a short period of time
- d. Teachers counted on virtual platform as a technological tool for emerging cases.
- e. Autonomy is developed by students educating independent individuals.

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Alex Yesid Cárdenas Granados

3rd Narrative

From 25th may to 01st June

The pre-service teacher was able to face any emergent situation adapting himself to some technological resources used by the public school.

It is important to emphasize that the principal of this school suggested that the final evaluation was not developed, therefore teachers would evaluate students' online homework taking into account different aspects such as: Responsibility, spelling and corrections, each one of the aspects mentioned would be a grade for learners.

Additionally, the creation of WhatsApp groups was made up by the teacher in charge in order to organize his respective assignments, it is important to highlight that this app boosts teachers' indications for the efficacy of students' task. Besides, parents could call the pre-service teacher or the supervisor to solve doubts in specific schedules proposed by them. On the other hand, students had 10 days to develop and upload the exercises found in the workshops on the virtual platform. To correct students' task, the pre-service teacher uploaded a format of answers on the virtual platform, students would check and correct their own mistakes in their notebooks and then they would take photos to have evidences of their corrections, besides, the pre-service teacher made some explanatory videos as a feedback to check and solve students' mistakes.

Finally, the pre-service noticed that students could be encouraged through motivational speeches about the importance of English nowadays. At the beginning of each class, the pre-service teacher focused on students' interest, the interaction between the teacher and students developed frequently in English, students learnt some expressions and how to ask questions, ex. How can I say _____ in English? With these sentences as an

example, students immersed into the English Language usage into the classroom, all students evidenced to be active participants in English courses. Students' interest for learning English was born of the idea of speaking English is more attractive. To hear the teacher speaking in English motivated them to do it during 4 hours every week. Nowadays, students write a message in English with short expressions and if they have doubts, if they make a mistake, they accepted to be corrected by the teacher.

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