

PBL to foster awareness and culture based on home-made remedies in EFL

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This project was made by two hands, one brain and one heart which several people helped to be alive. Throughout five years the author of this project went through different moments where she thought she was going to give up but it did not happen.

She dedicates this project to those people who inspire her to be better than before. To those two main friends by her side when she was disoriented, to those teachers who dared her to surpass her limits. To those relatives who called her in the worst moments, to her father who taught her that not because she was a young girl, she needed him. To her brothers who cried that day she left home, to her tutor who guide her in this important path. To her mother who was her biggest motivation to go forward.

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

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General presentation of the proposal

Introduction

To educate is a profession which is not about to arrive at any classroom and give some information to students making them to write everything on their notebooks. It is a wrong perception in front of that because the person who decides to be a teacher, she/he has decided to be involved with more than 20 or even 30 people too; students with strong needs, school kids who are searching for an original personality.

Thus, educators have to be immersed in several areas to achieve a good education process since that paternal or maternal figure who inspire kids as well have to encompass transversal fields in order to be a sort of friend and help his or her pupils to overcome their daily educational and personal blockages.

Furthermore, in Colombia's elementary school it is designated just one teacher per grade. This way the educator has to share with the students the important information about every single subject but it would be better if some of these different areas would be under the management of their respective teachers. It means that subjects such as Mathematics, English, Physical Education and even Arts should be shared between students and educators formed in those areas respectively.

However, it does not mean that elementary education teachers are not able to guide those grades or guide those different subjects but it is not a secret that it would be great to have a support in some areas for improving the kids' acquisition knowledge.

In this specific way, Pamplona's foreign language Potential Teachers (P.T) develop an essential role in different Colombian cities. Those carry out their practicum stage in schools (elementary and secondary level) with the objective of learning how to give an excellent class, of acquiring new methodologies, of knowing how a school develop different activities, of solving a problem that the researcher has found in the classroom.

Therefore, Pamplona's P.T bear into consideration four different components helping to reward themselves not only professionally but also personally. These four components complement each other to have as a result one solid and complete project.

The first component is a pedagogical problem that the researcher solved using a didactic method; the second is research component in which P.T try to improve this stage through narratives and reflections; the third is the outreach component which is about to go to an elementary school, be a support for one or two teachers in English classes and interact with kids; and the fourth is the administrative component, here the P.T put into words different activities carried out in the Educational Institution and how he or she as a teacher participated in those.

Justification

Each of the four components has a fixed purpose to make this an integral and complete work considered notably worthy done by a graduated professional of Pamplona's University Foreign Languages student. Each chapter is a phase that the researcher had to complete so as to demonstrate her skills and her vocation as a teacher. Her future work is imperative social and professional; hence, thanks to the optimal development of these four components the near teacher will be able to evaluate, improve and corroborate her strengths and weaknesses in this work since she is going to be concentrated on people.

As a matter of fact, an engineer learns to solve mathematical problems resulting in the feasibility of creating some instrument, a chemist experiments with elements, an architect learns to build and have the creativity to visually make his creations pleasant; but a teacher has in her hands the motivation, the emotions, the aspirations of people (children-youth-adults) who yearn for being one of these above-mentioned professionals. The educator must experience an environment as real as possible even if she has a few months to get her degree and this is the reason why the University of Pamplona requires as the integral practicum the wonderful accomplishment of these four components so as to be a thoughtful educator at the end of this process, to be creative, researcher, participatory as well as to increase the sense of belonging with an institution.

Objectives

General

To corroborate Foreign Languages potential teachers at the University of Pamplona comply with different important requirements to be an excellent English teacher.

Specific

To reach every component of the whole project successfully.

To realize in the practicum stage this is the actual vocation for being followed.

Conclusion

On the whole, this solid project was successfully carried out by the researcher. It is impossible to say that everything planned was developed since there were different activities or situations that interfered with the staging of several proposals thought by the researcher.

However, the accomplishment of each component is a professional and personal enrichment that fruitfully teaches the near professional not only about the real context, but also to be creative educators, teachers who are aware of the different learning styles, of being updated with the different teaching methods that the current shows. Also, to solve any problems in the classroom regardless of what resources educators count on or any situation presented inside the classrooms.

Institutional observation

Taking into account different requirements the University of Pamplona asked, it allows that students reaching those can carry out their practicum stage out of the city: Pamplona. It is important to clarify that Pamplona is a very small town that is inhabited by young people who arrive there to study at the university. This way, almost all the students are from different departments of Colombia. Thus, the University gives students the permission and the opportunity to stage this final practicum in students' hometown. This project was not carried out in Pamplona but in the researcher hometown school.

Keeping this in mind, the whole process was done in Barrancabermeja, Santander. The school chosen by the researcher is called EL CASTILLO located in the south of the city in a middle status quo neighbor called El Cerro. Also, Hernán Feria Morón is the principal of this school and there are four different coordinators 1) Monica Vera in the morning session, 2) Rocío Martinez in the afternoon and night shift, they are the coordinators of the principal headquarter. There are two other coordinators for the A, B, C, D and E headquarters. 1) Claudia Serrano for the B and D headquarters, and 2) Alberto Prada for A and C headquarters.

Every single Educative Institution has to create some rules and assure students some rights too. So, that is why the Institutional Educative Project (PEI in Spanish) is created to inform what is the institution about. This way, the researcher choose the most important aspect of it to situate readers.

School Slogan

Forming integral leaders for this territory of peace.

Shield



Figure A: School shield

Flag



Figure B: School flag

Mission

The Educational Institution El Castillo forms integral men and women leaders who generate processes environment, competent in the field of natural sciences, management and chemical analysis and agro-industrial processes, committed to the exercise of the institutional values and principles.

Vision

At the end of 2019, the Educational Institution El Castillo will be recognized at the regional level as a trainer of integral leaders, competent in the area of natural sciences, environmental management, chemical analysis and agro-industrial process.

Moreover, the institution has some values and principles which govern the whole population so as to have a good cohabitation. Those values are respect, responsibility, tolerance, honesty and solidarity. And, the principles are justice, human dignity, veracity and leadership.

In a similar vein, the school counts on a coexistence handbook. This document consists of ten different chapters in which it mainly mentions certain protocols to follow or to comply to be part of the institution. Similarly, for those people who already belong to this school community they can inform themselves the rights and duties they have to fulfil. Also, people can find there what is the unique way to use uniforms, how to solve a coexistence problem and, the teachers' agreement with the students, with parents, with their bosses and with the institution itself.

Organigram

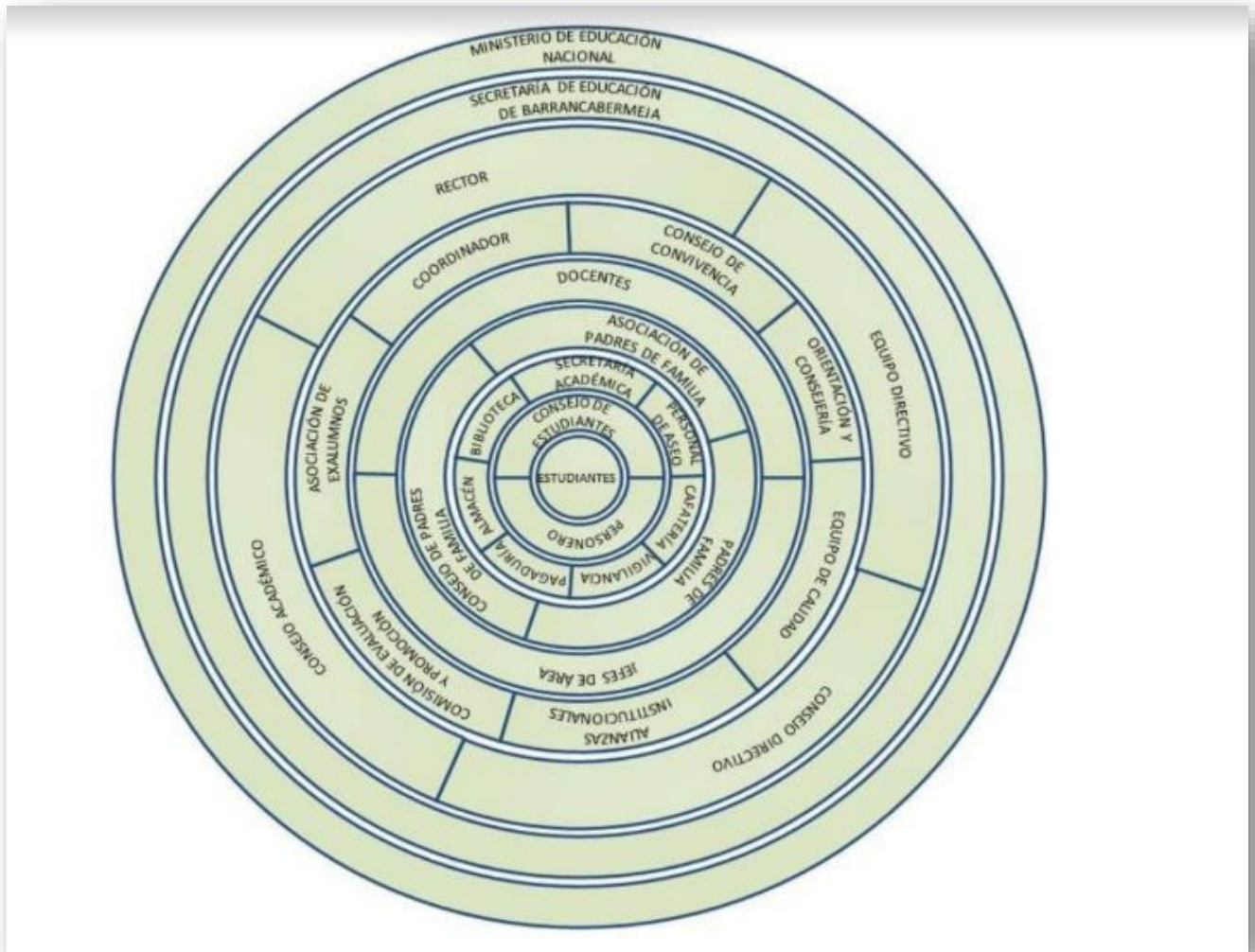


Figure C: School Organigram

In addition, it is important to show the calendar of the institution while the researcher made part of it and also, the timetable of the English teacher in charge in order to clarify the intensity of hours she had to work.

Table 1: *School chronogram*

| Date | Activity |
|------------------|--|
| 9 – 12 September | Evaluation Week (3 rd Period) |
| 13 September | Flag Lifting Event |
| 19 September | Evaluation Committee |
| 24 September | Protest about environment care (School) |
| 25 September | Post Grades (3 rd Period) |
| 27 September | Protest about environment care (Environment Secretary) |
| 7 – 11 October | Break Week |
| 5 – 8 November | Second Level Exams |
| 12 – 15 November | First Level Exams |
| 18- 22 November | Closure week |
| 20 November | Flag Lifting Event |

| | |
|--------------------|--|
| 22 November | Christmas Celebration |
| 27 November | Evaluation Committee |
| 2 December | Institutional Auto-evaluation |
| 3 December | Areas Meeting and fulfill requirements to obtain students' portfolios (Onlookers). |
| 4 December | Post Grades (4 th Period) |
| 5 December | Pre-school 5 th Grade and 11 th Grade Graduation. |
| 6 December | Final integration |

Different activities planned by the Educational Institution weekly.

Table 2: *Supervisor timetable*

| DAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|--------|---------|-----------|----------|--------|
| TIME | | | | | |
| 5:50 – 6:50 | 11°2 | 9°3 | 10°3 | 9°2 | 10°1 |
| 6:50 - 7:50 | 10°2 | 9°3 | 10°3 | 9°2 | 10°1 |
| 7:50 – 8:45 | 10°2 | 10°2 | | | 11°2 |

| | | | | | |
|---------------|-----|------|-----|------|------|
| 8:45 – 9:15 | B | R | E | A | K |
| 9:15 – 10:10 | | 10°2 | 9°2 | 11°1 | 11°2 |
| 10:10 - 11:05 | 9°3 | 10°3 | 9°2 | 10°1 | 11°1 |
| 11:05 – 12:00 | 9°3 | 10°3 | | 10°1 | 11°1 |

The timetable the supervisor had to fulfil weekly.

Educational Institution



Figure D: Educational Institution.

This institution is composed of three floors. The principal one is the second floor where is located the entrance, secretary offices, coordinator and principal office, teachers' room, coliseum, a simple cafeteria, the playground and, some classrooms. In the first floor there is a space for practicing choreographies and there is a cafeteria in an open space with some trees around to make a good place for break. Also, in the second floor there is located more classrooms, the library, the bilingual classroom and the computing classroom.

Chapter I - Pedagogical Component

PBL to foster awareness and culture based on home-made remedies in EFL

Introduction

Education in Colombia has undergone certain changes in elementary and high school grades. The Ministry of Education emphasized the importance of not only teaching a subject in the classroom as if the student were just a book with blank sheets to fill; but also, to bear into consideration students' integral development as an essential aspect. This way, the education of children and young people in Colombian institutions has the right to receive a transversal education regardless of which subject is taught.

On the other hand, most teachers in Colombia are not fully implementing this curriculum suggested by the Ministry; and they debate and doubt about the importance of it. Apparently, for monotony or tiredness of taking a 180degree turn, they do not implement it in their classrooms because they do not feel good being out of their comfort zone.

However, it has to be clarified that teachers who take this curriculum as a guide, they do so efficiently and carry out very innovative ideas that catch students' attention in their classes through projects, different ideas in their classrooms without leaving aside the learning process itself. Thereby, this is how it happens in the institution El Castillo located in Barrancabermeja, Santander.

Now, this project is focused on foster awareness and culture about the most common local diseases in the student community. This project aims at doing a sort of review in which people can read advice, warnings and even treatments about these diseases, but those are not only

medicines but also we pretend to share important home-made remedies that can help vulnerable and low income people population to solve common symptoms in a short and sweet way.

Justification

Bearing in mind the context in which this proposal will be implemented: a high school course, it must take into account the Basic Learning Rights (DBA: Derechos Básicos del Aprendizaje). It is about four transversal themes which are suggested by the Colombian Ministry of Education such as 1) Environmental Education, 2) Health and Sex Education, 3) Democracy and Peace, and 4) Globalization. At this point of the year, almost at the end of the second semester, the target population in this project must have worked most of themes. However, there is a free topic which was formerly emphasized, and it is the one the researcher will be concentrated on. Furthermore, the importance of this project lies on two previously identified vital needs.

The first aims at the lack of communication in outdoors and indoor areas. Albeit students understand very well simple or moderately complex phrases, it is difficult for them to give a point of view or thoughts; this is due to the strategy used by the teacher in the classroom. She just speaks English throughout her class which is good because it is based on the general theory of learning, according to which all those things we discover for ourselves, are more firmly settled in our minds than are given to us; but it does not provide meaningful times for young learners to express themselves throughout elementary sentences.

In addition, the second need FOCUSES on sensitizing teenagers about this issue. These schoolboys belong to low income families, they are full interested in technology, especially in cellphones, social networks unaware that it is fleeting happiness dodging future nice life style. As a result, there is a high rate of pregnancy at an early age in the local commune which is located few steps from the institution.

Thus, the fact of giving advice and warnings to this student community will help to spread messages in the school, since it is notable the high level of commitment from almost every student's parents. So, it is inferred that young students shared their parents the conscious activities programmed by the institution to count on their consent side to face bluntly local and common issues. Along these lines, the researcher can contribute positively in the community which surely triumphs on nearby area, the department and probably, on the national lands.

Statement of the Problem

The pre-service teachers of the University of Pamplona are prepared to enter an educational field to teach a foreign language -English or French-, and they are updated about the importance of the four assertive competences for understanding and producing the language in question.

Within the context of this proposal, the English oral comprehension and written comprehension are in a good level understood; however, the lack of production in most of them is notable. They are students full of innovative ideas, full of modern knowledge, they are very creative students; but some of them show a lack when speaking or writing.

Taking this into account, the researcher intends to promote moments of writing based on one of the transversal themes proposed by the Ministry, and concurrently, an environment of awareness would raise inside and outside the classroom.

To start this proposal, the researcher is based on the following questions:

- Can students be sensitized when writing about aspect that affect their community?
- Can be culture promoted through daily problems?

General Objective

- To sensitize local student community about different symptoms and how to treat them with home-made remedies.

Specific Objectives

- To foster background ancient customs that play reliable roles at facing health conditions in the local community.
- To show the local community some health advices that can be shared in the native culture.
- To rise the importance of being an agent playing a chiefly role in the community inner circle.

Theoretical Framework

In order to have a better understanding of the purpose of this research study, it is necessary to define key terms such as: Project based Learning, transversal themes in education and the DBA and culture.

Project Based Learning

There are several chances for students in order to learn constructivist in obtaining cognitive, affective and psychomotor competences as oneself through the project task lifted from the real problems. PBL (Project-based learning) is a constructivist pedagogy that intends to cause deep learning allowing students to use an inquiry-based approach to engage with issues that are vital to the topic studied.

Project based learning has roots in constructivist learning and discovery-based methods, both of which rely on the inquiry process and students' ability to devise solutions based on their individual perspective and thinking (N. Jalinus, R. Azis Nabawi, A. Mardin, 2017, p. 252).

Taking into account this method, students are not leaving aside, they are the core of this method because they learn actively in order to enhance their skills. PBL has been widely recognized as collaborative, progressive, student-centered, interactive, active and deep learning approach, particularly for engineering education (N. Jalinus et al, 2017).

Transversal themes in Education

Transversal competences are described as critical and innovative thinking, interpersonal and intrapersonal skills, global citizenship, physical and psychological health, UNESCO (2005). New

tasks and roles require new competences from teachers such as the “learning to learn” competence (including adaptation to change, self-regulated learning and coping with failure).

These challenges impose on the teacher the need to develop higher levels of knowledge and complex cognitive skills. Renata Čepić *et al* (2015) cited Amadio (2013) who pointed out that the environmental and sustainability issues are reflected in the general objectives of education in several countries and are some of the most common transversal themes of general education curriculum” (p. 10).

DBA (Derechos Básicos del Aprendizaje)

The Ministry of Education in Colombia promotes four themes and in the specific theme the researches are working on guide the teacher giving some aspect to follow as activate students' prior knowledge on the topic of prevention of the most common diseases in their environment; copy the ideas they suggest on the board. When they have shared their previous knowledge of the subject, they are explained that they will, and also to carry out a project to create a campaign to prevent a common disease in your community.

Culture

When teaching a second language teacher have to be updated that teaching culture is an essential part for having a holistic process; a language without culture is just symbols and meaningless draws. Likewise, the teacher plays the role of involving the students in order to motivate them to investigate about different cultures but first of all, to know the own culture and it fosters several activities, i.e the fact of knowing the own culture is as important as the fact of knowing a different one. This way, Hemat Purba (2011) affirmed that culture has to be taught

because it influences beliefs and perceptions, especially as expressed through language, but also through cultural behaviors that affect acceptability in the host community. Those cultural perceptions are well understood by a community due to they share the same cultural context and experiences.

Literature Review

Guiding and teaching students to acquire a second language is not an easy labor to develop; therefore, teachers have to explore other pedagogical tools in order to make students enjoy at the moment of learning and to be sure that it was done effectively.

However, today's teachers must be the main protagonists of changes in classrooms when teaching any subject. Within these different, creative and striking methodologies there is one which is based on Projects in each class. In this case, in EFL classes, this new strategy is even more helpful as it shows learning English in a more deductive way and the student will be with his or her senses focused on what the teacher says.

This way, in PBL classroom, students plan, implement, reflect, and evaluate their own learning by working on authentic tasks, such as solving problem or task which is constructed based on real-world issues (Septyarini, Artini and Nitiasih, 2017). PBL also elevates student's willingness in learning because a successful implementation of PBL in the classroom can increase students' motivation by being fully involved and engaged to the classroom activities.

Thus, in this case it is important to acknowledge that the task is the most important tool here for well developing this project. B. Condliffe *et al* (2017), cited Grant (2002) who stated that a task has to guide the question, has to explain what will be accomplished and embeds the content to be studied. Tasks should be engaging, challenging, and doable as well (p. 57).

In a similar vein, it is imperative to affirm the current importance of promoting local, national and international culture through the English Language since Language and culture have an inextricable and interdependent relationship. Just as it stands out Murshed Haider Choudhury

(2013) from Mitchell and Myles (2004) who argued that “language and culture are not separate, but are acquired together, with each providing support for the development of the other” (p. 235).

The role of language in the social construction of culture is essential, therefore they conform a holistic knowledge in the learner. Language and culture interact with each other in a way that culture connects to all levels of language use and structures; there is no level of language which is independent of culture. The relationship between language and culture is made meaningful in language learning as “the person who learns language without learning culture risks becoming a fluent fool” (Choudhury, 2013, p. 20).

As the students engage in the social aspects of PBL, students’ communication skill is being activated. Specifically, the students’ communication skills are promoted through some activities such as sharing information, discussing the project, dividing tasks on each group member, writing essay or presentation, presenting the project result, and so forth. So, the real order in the general PBL implementation is 1) the learners and teacher make an agreement and decision about the theme or topic of the project and the method of solving the problem; 2) students design the project by enquiring information related to the project; 3) the students collect, analyzed and organized data to answer the problems or the tasks; 4) the students define the essential point of the project and plan the presentation method; 5) the students design the presentation by analyzing and compiling the essential information about the project; 6) the students present their project by using their communicative skills; and finally, 7) the students evaluate their learning.

Taking into account the previous order, it is important to highlight that the topic of this project would be health because of the needs of this context and also because of the themes given

by the Colombian Ministry of education as a transversal issue when teaching whatever subject is, therefore, it would be taken into account the local culture about home-made remedies, so culture will be included due to culture includes the routine aspects of life and encompasses everything as a total way of life. Culture is focused on common or minor themes including themes such as opinions, viewpoints, preferences or tastes, gestures, body posture, use of space, clothing styles, food, hobbies, popular music, and popular issues, and certain knowledge like, trivia, facts, etc. (Choudhury, 2013, p. 22).

Methodology

Typology of research

Action Research

This research has to be used when the researcher has a specific educational problem to solve. This problem may be assessing the difficulties faced by part-time faculty (Watters, Christensen, Arcodia, Ryan, & Weeks, 1998), ascertaining whether problem-based learning is superior to the traditional lecture. Action research provides an opportunity for educators to reflect on their own practices. Within the scope of a school, action research offers a means for staff development, for teachers' development as professionals, and for addressing schoolwide problems (Allen & Calhoun, 1998) cited by Creswell (2012), in fact, the scope of action research provides a means for teachers or educators in the schools to improve their practices of taking action and to do so by participating in research.

Participants

For the optimal development of this project, the researcher collected different data from her participants in order to demonstrate that the activities had as a result a positive affirmation of this proposal and responding to the main questions proposed. Keep in mind that this project is focused on Project Based Learning the more participants were interested in it would be better. However, in order to assess the progress of all participants, it would be practically impossible for the educator because of the time to carry out all the activities. Hence, for the project were chosen four students randomly from the ninth grade of the educational institution already mentioned El Castillo.

Considering that the participants are young people between 14 and 15 years old, they are so shy about speaking, so the proposed activities were more focused on short writing exercises in order to comment on the proposed activities and to show the researcher different point of views regarding this project.

Instruments

Three sessions were held with journals which the participants presented in a Word document written in their native language in order not to limit their inspiration to the subject.

JOURNAL FOR TEACHER EYLEN.

SESSION 2

PARTICIPANT # 3.

¿Considera usted importante resaltar la cultura local a través de la actividad propuesta en clase por su profesora de inglés? (Preguntar en casa los remedios caseros más eficientes).

Personalmente me agrada mucho la idea de mi profesora. La cultura tiene un valor inmensurable, que no se puede comprar con dinero; pero poco a poco se va muriendo ya que las generaciones no les importa mucho lo que sucede o incluso lo que significa esta palabra: Cultura.

La tecnología de hoy en día consume tanto a los jóvenes que no se fijan en nada más que en ello, así que considero realmente importante el hecho que nuestra profesora Eylen nos inculque un poco más de algo que no sabíamos y será muy importante para nuestras vidas.

Todos en algún momento nos enfermamos y siempre acudimos a mamá o a papá, incluso a nuestros abuelos para que ellos cuiden de nosotros; pero ¿qué sucedería si ellos no están? ¿Y si yo no tengo mucho dinero para comprar medicamento?

A mi mamá le agradó mucho que yo preguntara sobre los remedios caseros. Ella se sonrió y me preguntó que porqué estaba interesado en eso, yo respondí que era una tarea. Pero después de que escribí todo lo que ella me dijo, me di cuenta de cuántas cosas útiles no sabía.

Además de ello, me quedé impresionado con las palabras nuevas que descubrí en inglés. Nombres de ciertas plantas y verbos tan diferentes a los que siempre usaba.

Figure E: Example of one journal.

In each session the researcher gave the participants specific questions to take into account for answering when the main steps were taking place. The questions were focused chiefly on the topic students were working on, the importance of culture and a general point of view about the classes and the final objective of those activities.

It is important to mentioned that one consent form was sent to the participants chosen in which the researcher let them know that they were selected to work on her project but if there was any reason to do not participate, they could send an e-mail, but any refuse was received.

Barrancabermeja, 28 de Octubre del 2019

Estimados,

Estudiantes de noveno grado

Cordial saludo,

Yo, EYLEN JIMÉNEZ identificado con C.C 1096246968 de BARRANCABERMEJA estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos de noveno acompañado de la supervisión de la docente LIZMAGDA LÓPEZ. Me dirijo a Usted con el fin de informarle que ha sido escogido como participante de proyecto de práctica titulado PBL TO FOSTER AWARENESS AND CULTURE BASED ON HOME-MADE REMEDIES IN EFL. Es importante mencionar que la información suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía. Si existe razón mínima para no participar, dar a conocer su decisión a través de un correo electrónico a su docente.

Agradeciendo su atención.

Cordialmente,

EYLEN JULIANA JIMÉNEZ

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Estudiante-Practicante

Licenciatura en Lenguas Extranjeras Inglés-Francés

Universidad de Pamplona

Figure F: Consent form.

Table 3: *Chronogram*

| DATE | September the 26th | October the 24th | November the 13th |
|----------------------------|--------------------|------------------|-------------------|
| ACTIVITY | | | |
| Ask for home-made remedies | X | | |
| Role play | | X | |
| Letters | | | X |

Specific day when each project was developed.

Pedagogical Method

This project is based on the three mains stages of the PBL; the seven steps of PBL model was designed and developed by Nizwardi. The seven steps of PBL model consists of three main stages (primary) then they are broken down into seven stages (secondary).

The primary stages consist of 1) skill competences debriefing, which aims to make students have an understanding about the expected outcome capabilities, have a high motivation because their project task to be solved in the real-world, have an understanding the concept of teaching material, and have the skills of essential learning content conducted, 2) Project work, the student assignment as a project work in PBL model lifted from real-world issues and processing of work stages realistic to a real workplace and relevant to learning outcome, and 3) evaluation, aims to reveal the achievement of the learning process and students competences, so that it becomes a matter for assessment and evaluation (N. Jalinus et al, 2017).

Population

This project is carried out with students of 9th grade in a public school. They are 37 students in the classroom and they are interested in collaborating in every activity developed by the teacher of English, also the need of talking and writing is notable.

Taking into account what shows the Educative Institutional Project (PEI), this educative setting offers service to humble people who are overcoming social blockages through years. A high average of the students' families is situated in the first or second social status and, there are many students who are children of previous undergraduate students who has been able to access to the productive field.

It is important to highlight that the personality of this students is related to creativity, happiness and amusement lovers. They are kind, supportive, respectful, and creative in their personal presentation and offer their friendship unconditionally. However, because of the cultural influence of the families and the sector, gossip is part of the daily living, as well as the party in front of the houses or in the patron saint's festivities. A significant number of aggressive students are found as a result of their own experiences, either within the family or as a consequence of marginalization, abandoned or social migration caused by social violence experienced in the context. In any case, there is a strong desire to overcome.

Tasks

Three main activities were carried out for the final product of this proposal. The first task was about asking in their homes the most efficient home remedies. Students had to ask their parents, grandparents, uncles or even neighbors what home remedies would work most when some random pain arrives at your body. They had to collect that information and bring it to the teacher in an orderly and creative way. Some students clarify their lack of dictionary and internet to translate this information; thus, the teacher allowed them to bring it in their mother tongue: Spanish; and it would be her duty to translate that information in the best way and show it in the following class.

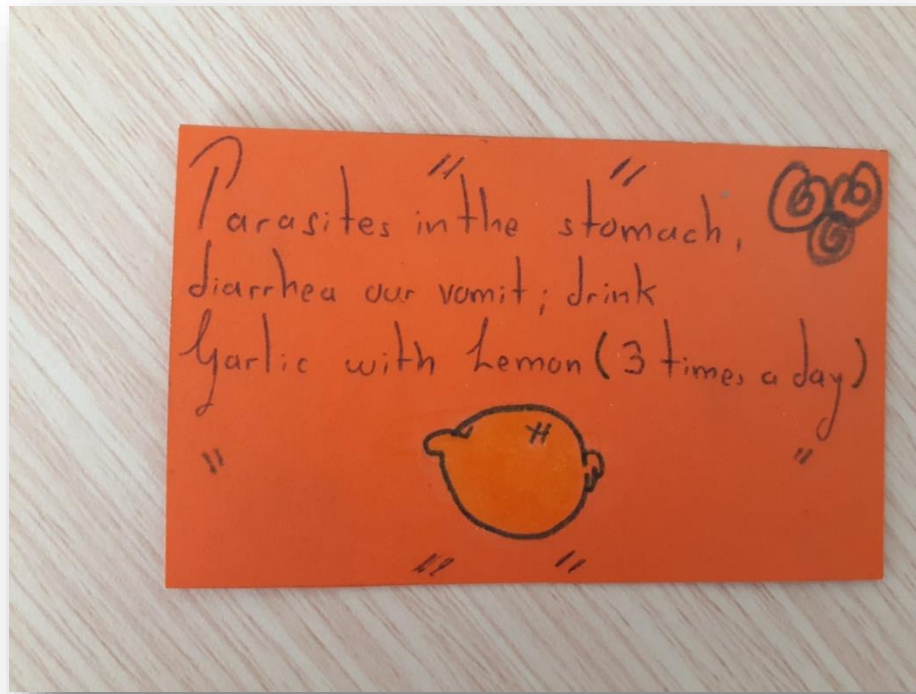
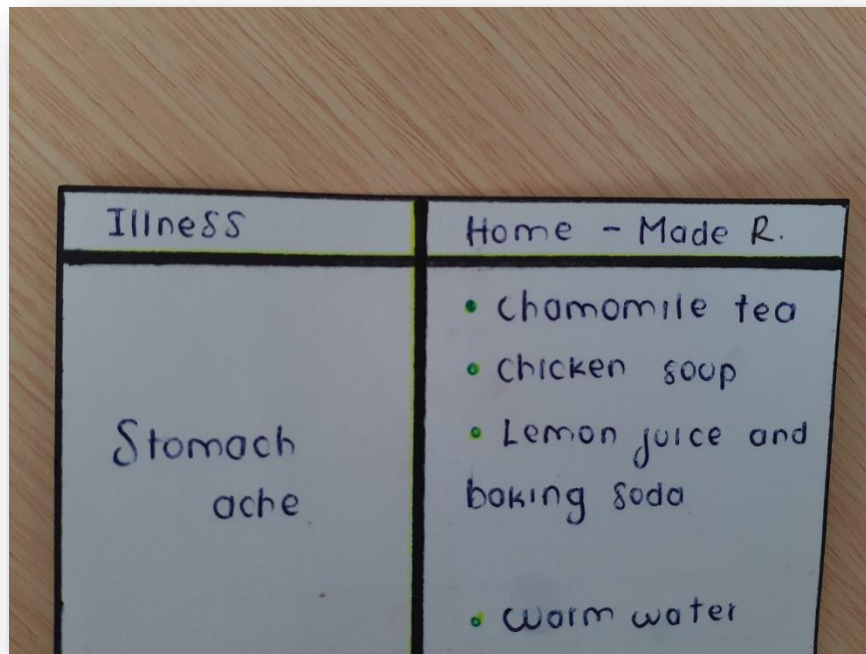


Figure G: First task H.M remedy



| Illness | Home - Made R. |
|--------------|---|
| Stomach ache | <ul style="list-style-type: none">• chamomile tea• chicken soup• Lemon juice and baking soda• warm water |

Figure H: First task H.M remedy 2

Letting the previous information known in English, the second activity developed was a role play. The teacher after certain grammatical classes, she gave them a brief conversation between a doctor and a patient feeling a general pain, the doctor prescribed certain medicines and the patient withdrew from the doctor's office. This conversation was a model for the students, as they had to create their own conversation. With the teacher's help, who was very attentive to any doubt, the students clarified everything regarding pronunciation, coherence and vocabulary.

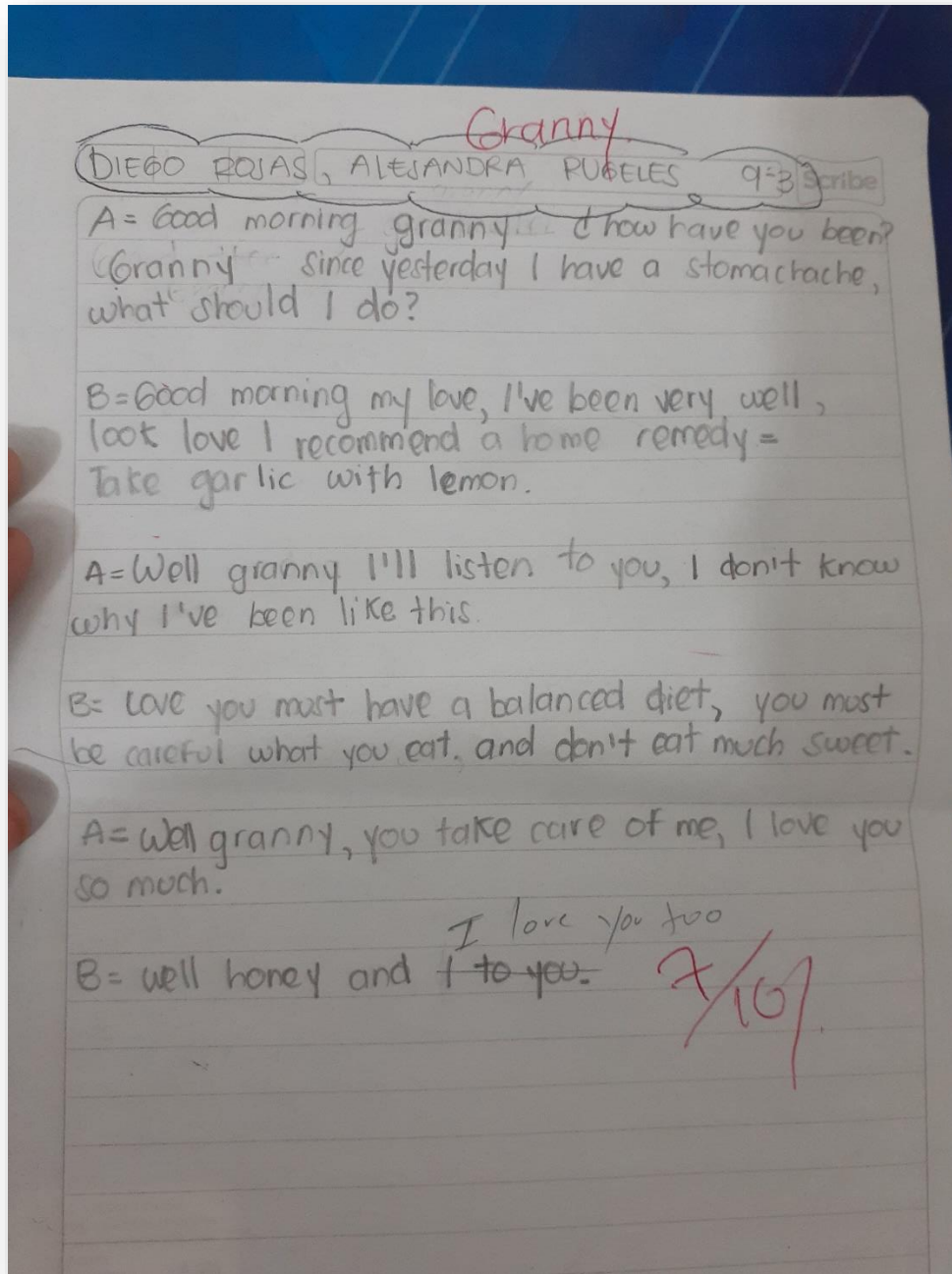


Figure 1: Second task - Conversation

The last task was about to write a letter to one friend who was abroad telling him or her some difficulties the writer had been going through regarding his/her health; but, thank to one near relative and some home-made remedies, she / he is ok now. The participants had to bear in mind some accurate and necessary steps to do that. To choose an Anglophone country, to create a sort of stamps, to choose one or two symptoms and their respective home-made remedies.



Figure J: Third Task – Envelope

Dear Kate

Hi, I know it has been a long time since the last day we met, I wanted to tell you that everything has happened and that I have also got sick of everything but the good thing is that my grandmother invents some home remedies not so rich but if they have served a lot. The time I got a cough, my grandmother made me take boiled tea with honey. The time I couldn't with my headache, I put a warm cloth on my forehead. The day I couldn't with my cramps made me drink cinnamon water. The day I was giving depression made me eat two green bananas. I hope to see you again and if you get something like this, I hope this data helps you.

I miss you, take care.

I love you, Nicol Duarte.

Figure K: Third task - Letter

Findings

Keep the whole data collected in mind, the researcher appreciated that culture is very important to be fostered. Also, the participants were very motivated to do activities in class different from just write grammar rules on their notebooks.

Notably, grammar, vocabulary, syntax are essential aspects when learning a second language; but motivation and attention too. Thus, to keep students motivate the teacher can plan different exercises focus on those aspects that the Minister of Education gives as a guide to form integral human beings.

After participants gave all the information, the researcher could realize specific categories.

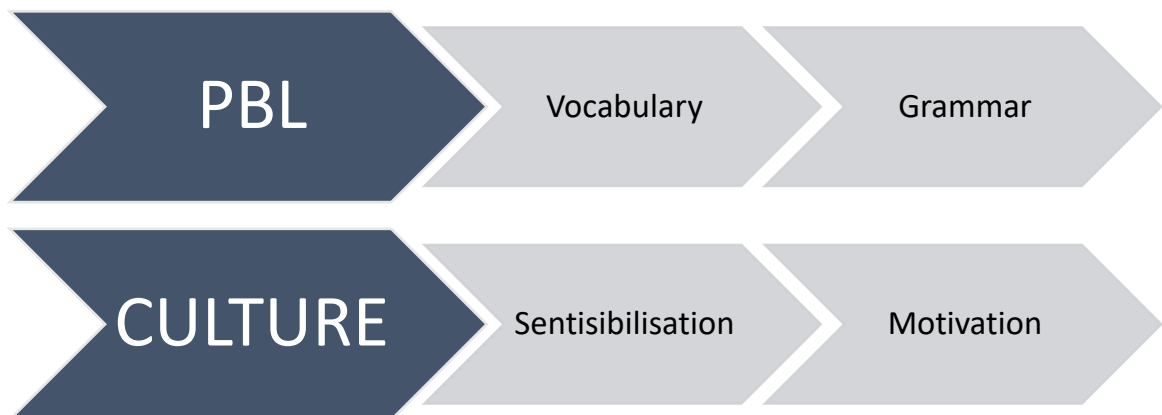


Figure L: Chief categories

In order to corroborate the information is important to take into account participants' opinion. All participants gave their perspectives in their mother tongue.

“La cultura es muy importante hoy en día; sin embargo, no todas las personas conocen el valor tan inmenso que tienen nuestras costumbres, nuestros dialectos, nuestra manera de resolver problemas. Realmente me agradó al igual que a mi abuela esta idea. Considero muy importante resaltar la cultura a través de nuestras clases” p. 1

It is appreciated that this participant shows his feeling of belonging with culture. It is important to scrutinize the real meaning of this word and how deep it could arrive. In any classroom of EFL culture has to be shared and socialize for understanding better the target language.

Also, another participant pointed out

“Personalmente me agrada mucho la idea de mi profesora. La cultura tiene un valor inmensurable, que no se puede comprar con dinero; pero poco a poco se va muriendo ya que las generaciones no les importa mucho lo que sucede o incluso lo que significa esta palabra: Cultura.” p.3.

As well, to emphasize this perception about the importance of the own culture this participant wrote

“Resaltar la cultura es super importante porque es hacer los lazos aún más fuertes. Tu conocimiento es lo que te forma como la persona que eres.” p.4.

Likewise, these participants affirmed the essential role played by different methodology when teaching a new language.

One of the participants confirmed that

“Su actitud, sus actividades diferentes lo emocionan a uno, como si fuera un niño pequeñito esperando por el momento del descanso.” p. 2.

And another participant added

“Fueron clases super organizadas, llenas de actividades, ella tiene mucho carisma y energía y todas esas tareas motivaban para llegar a clase.” p.1.

Bearing into consideration this information gathered, PBL motivates student in the way that this is a different way to teach and they really love to be out of the chair just writing information. Also, it is a matter of fact that PBL teaches to solve problems making students as agents of the real context, school boys immersed in society.

Another important aspect is the home-made remedies collected by the researcher. There were several home remedies but the researcher just chose the most repetitive ones, because the most times it is used, the most efficient it is. Thus, the researcher showed the students the results of this gathering process.

Some parents have declared in front of the teacher with interest to know the real reason of the project about asking for home-made remedies; thus, at the moment of clarify the main objective they show to be liked by it, they want to leave a legacy with the culture of them; also two single students' mothers suggested a result of this research that can be accessible to all local mothers.

Conclusions

As a general summary of this whole process, it is imperative to clarify the importance of practicing different methodologies in a classroom. The teacher should always be reading and researching new trends to bring this to her classroom and thereby entertain his students so that they are encouraged to learn.

On the other hand, as teachers, raising awareness of different problems in the environment and with students finding an answer or solution, is an important step since teachers' future remains on the hands of critical, transversal and mediating young generation.

Recommendations

Bearing in mind that this project is focused on local culture, it would be great to research in other cultures about this same topic and try to make a comparison. There are many natural things that due to the weather do not raise in other country, but what can be the foreign people home-made remedies?

In addition, there are several methodologies to work in class which keep motivated the students, what can be the best one for secondary level students?

Chapter II - Research Component

The training of the pre-service teachers' reflective spirit of PLEX, a training tool to qualify the pedagogical practice

Introduction

When training the pedagogical practicum of the pre-service teachers in PLEX (Programa de Lenguas Extranjeras) they highlight as important topics to study and to research the improvement of the teaching-learning process, for the education quality.

Additionally, it exists an interest to understand and modify the pedagogical practicum, also concerning the local studies, focusing more on learning issues than teaching issues.

It has been considered to develop a project with a reflective approach, in which the development aims to objectify knowledge, behavior, and attitude towards the educational work; also as exercise of internalization, immersion and examination of the own subjectivity as teachers, throughout questions and looking for information, in order to solve problems and self-recognition as well.

Justification

The formulation of this project in the context of practicum stage of the PLEX's students is a part of the conception of professionalizing practicum such as a starting point to improve the educational processes in the institutional centers where teaching practicum PRADO (Práctica Docente) is carried out. It is considered that conferring importance to the role of reflection in the teaching process is the first step to understand the difficulties associated to this profession, one's actions and interest towards the knowledge of the different models and approaches to pay attention to any complex situation and establish an analytical look on the action.

Taking into account what was exposed by the educational philosopher, John Dewey a pioneer in the field of reflective thinking in the education, there is a need justified address to this project in order to provide students with necessary tools of analysis and self-observation in order for them to establish a difference between the mere routine action and the reflective action. We consider that a reflective approach prevents the agents from a traditional context of inertia and authority that prevail at school.

Statement of the problem

At school, the core elements of the constitution of the subjects are assumed, of the institutional life without doubts, they are often seen as imprints, stable and invariable features that are part of the identity and culture of the school. When the events unfold without any major alterations, there is a risk for the teacher to get stuck in a logic of action which does not allow the pedagogical evolution and the renovation of the school's culture to take place.

A pre-service teacher without reflection does not lead to the emergence of problematic situations; these realities are ignored, they are invisible. This way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way, of cultural reproduction becoming a barrier to the emergence of emerging practices aimed at generating transformations of thought and knowledge, to care for social needs.

Due to this situation, which affects teachers in a greater or lesser extent, it is crucial that the teacher training process promotes a critical and reflective spirit in the future teacher that contributes to the improvement of their pedagogical practices; thus, this stage can have an impact and transforms their work and their professional performance in the future.

In the case of the Bachelor of Arts degree in Foreign Languages in the University of Pamplona, reflection is conceived as a fundamental exercise, in order for students at their integral practicum stage, to self-evaluate, to establish a critical and constructive look at their work in their teaching role. To start developing this study, these are the questions that guide this research:

- In what way does the implementation of reflection contribute to the transformation of the pedagogical processes that are inherent at the moment of developing the integral practicum stage?
- How does the reflective exercise influence the development of a critical spirit in the pre-service teachers when analyzing their pedagogical work?

General Objectives

- To implement reflection as a transforming tool of the pedagogical processes inherent to the integral practicum.
- To promote a critical thinking among pre-service teachers that allow them to analyze their pedagogical work.

Specific Objectives

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum and be inserted into the institution effectively.
- To identify and analyze the different strategies implemented by pre-service teachers during their pedagogical practice.
- To develop reflective workshops and didactic units as a guide towards pre-service teachers process of reflection.
- To analyze teacher's and student's beliefs about the teaching profession.

Theoretical framework

The theory of the teaching profession, reflection, reflective practice and pedagogical practice constitute the conceptual framework of this study. With the intention of making clearer these covered concepts, in a near connection with this research project, we are going to do a closeness to each one of them.

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education.

This is how we find that every teacher must fulfill competencies in the discipline that allow him/her to have mastery of a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level at which he develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be learnt, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection

When talking about reflection, it is claimed that implies an approach to different conceptions about this notion. For that reason, aspects such as reflection as a process and reflection as a theme will be taken into account to deepen its definition (Correa Molina et al 2010).

Reflection as a process

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "a type of reflexive dialog with the situation, where language works out well for the experiences' access of an individual, what would allow a new structuring of the situation"

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

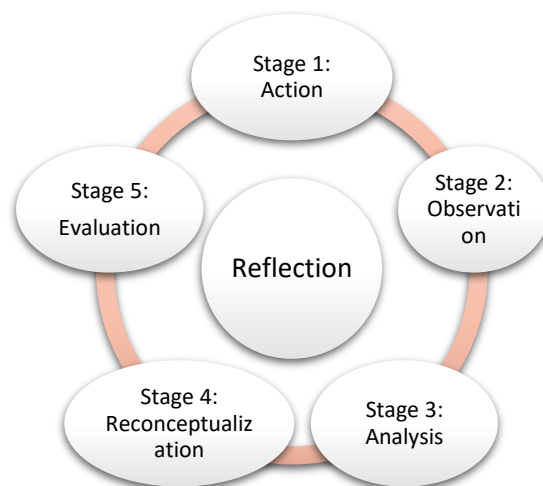


Figure N: Reflection as a process

Reflection as a theme

The conception of reflection is based on a theme related to this concept. For this, it was taking into account what Grimmet et al (1999) cited by Correa Molina et al (2010) stated, they affirmed that reflection is based on three different perspectives: reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice

To update and to qualify the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions.

The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

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

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention (Sacristán 1999).

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analysed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom. There is a need to articulate the ever-changing social reality to our pedagogical work as it is evidenced by the existence of numberless attempts to explain school phenomena and the search for different ways to address these phenomena so as to make school work effective.

Pedagogical practicum

For the analysis and reflection on practice, it is considered appropriate to turn methodologically to a conceptual operation of the classification of the practice itself; to meet this purpose, it is assumed Zeichner's proposal, who has established various modalities of practice such as:

Academic practice

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency

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

From development

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

Social reconstruction

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers

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

The critical element in reflective thinking

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established a set of orderly-arranged categories of knowledge as follows:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, among others.)
4. Teaching knowledge and professional configuration
5. Students' knowledge and their features
6. Knowledge of educational contexts
7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument.

This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

Methodology

The methodological strategy proposed has, as its central axis, a process of continuous reflection that, in addition, contemplates the organization of meetings intended to strengthen the group of student-practitioners as an initial path to address educational and professional issues. The principles of organization are autonomy, planning, and self-observation.

In order to assess the incidence of the reflection proposed in this practicum stage, a process of socialization and systematization will be carried out.

This study follows a qualitative research approach, from the perspective of reflection as a professionalizing space that will greatly contribute to the description, identification, and analysis of the pedagogical practice itself. For collecting the data of this research, the following instruments are proposed:

Reflective workshops

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practicum. In this practicum stage, the researcher carried out two different reflective workshops in which she could notice some important aspects when teaching and also to reflect about herself and what to improve.

Objectives

To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation checklist

The main objective of the self-observation checklist proposed is to guide the pre-service teacher towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community, and it is developed once at the end of the whole practicum.

Keeping this in mind, the potential teacher could appreciate that this sort of exercises helped her to notice some aspects that are important and is she could better develop; when answering those questionnaires, she realized what was going wrong or what was going perfect on her classes. It is essential to reflect oneself so as to improve the process that has been developed. This way, this exercise is very accurate to do so.

Auto-observación de clase, 2019-2

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

Dirección de correo electrónico *

sylenji04@gmail.com

Autoevaluación

*

septiembre 26 2019

Autoevaluación *

septiembre 26 2019

I. PLANIFICACIÓN

FIGURE O: Auto-Observation

Narrative

The reflection exercise allows the students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life. It is important to mention that eight different narratives were developed through this project. Those eight instruments applied helped the teacher too much in order to focus herself on the aspects she had to do in a better way and also on those aspects that she was alright.

Narrativa #8. EYLEN JIMÉNEZ.

La semana que transcurrió del 11 al 15 de Noviembre fue bastante exhausta pero muy productiva. En mi caso, viví algo que no estaba planeado vivir. Mi supervisora me llamó desde el sábado en la mañana para preguntarme si nos podríamos reunir un momento que tenía algo muy importante que comentarme. La verdad me asusté pero al final fue un hecho que me llenó de orgullo. Mi supervisora la invitaron a un congreso en la ciudad de Bogotá acerca de los profesores que hacen parte de la comunidad de Microsoft, y ella estaba muy entusiasmada de ir pero tenía que responder claramente con la institución. Me dijo que ella ya había tenido varios practicantes pero que conmigo era la primera vez que se sentía confiada de proporcionarme los cursos sin ninguna preocupación gracias a la responsabilidad que yo le había demostrado durante este tiempo trabajando al lado de ella. Así que me pidió el favor de dar clases a todos los cursos de ella, los cuales serían 3 novenos, 3 décimos y 2 onces. Me explicó los temas que estaba tratando con cada curso y me preguntó por diferentes actividades que yo pudiera realizar, se las propuse y le gustaron mucho. Me felicitó y con gran agrado me dejó toda una semana con los chicos.

FIGURE P: Narratives

Class recordings

By keeping a track record of student-practitioners performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices; and the researcher could carry out two different class recordings. Also, the potential teacher carried out the analysis of one partner's class recording. This sort of activity helped to be critical teachers too for giving comments or advice in front of a different person's class.

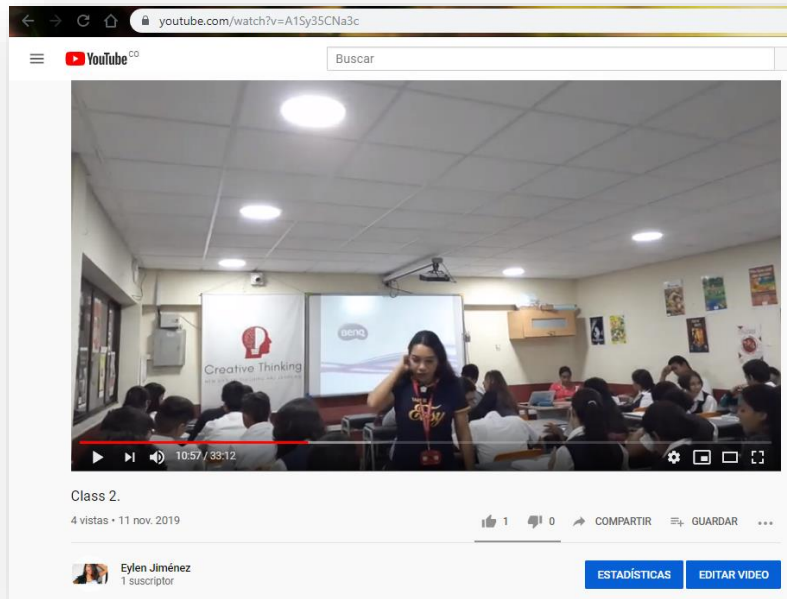


FIGURE Q: Class recording

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACION
DEPARTAMENTO DE LENGUAS Y COMUNICACION
LICENCIATURA EN LENGUAS EXTRANJERAS (INGLES Y FRANCÉS)

FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE

NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE: Yeidí Gutierrez

NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO: Eyleen Jiménez

TIEMPO DE CLASE OBSERVADA: 26 minutos 49 segundos

| CRITERIO A OBSERVAR | COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE | ASPECTOS POSITIVOS | ASPECTOS POR MEJORAR |
|---|--|---|---|
| METODOLOGÍA | | | |
| Número de actividades implementadas | Se evidenció 1 actividad en la reproducción del video. | Motiva a los estudiantes y les entrega resultado de quices y les dice cómo pueden nivelar dicha nota. | Tal vez avanzar un poco en las actividades pero el grupo con el cual estaba trabajando era un poco difícil y numeroso; sin embargo, hizo su mayor esfuerzo. |
| Que habilidad se trabajó más | La habilidad de producción oral y producción escrita | La habilidad oral y escrita fueron desarrolladas por medio de la actividad "Phony Errand" promoviendo el trabajo colaborativo. | Tal vez este aspecto se sale de las manos del profesor ya que, por lo evidenciado en el video, fueron alrededor de 40 estudiantes. |
| Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase | Sí. Se evidencia la apertura, el saludo a los estudiantes y la actividad que iban a realizar. | El profesor en todo momento hace las transiciones adecuadas para la clase y esto a su vez denota una organización y anterior preparación. | El cierre de la clase o cierre del tema no fue evidenciado en el mismo video ya que, según el plan, este está diseñado para 15 días de desarrollo. |
| La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural | Evidentemente, tanto los objetivos lingüísticos y comunicativos se ven reflejados en la actividad. | El profesor promueve, dentro de los objetivos lingüísticos, la reproducción de un mensaje e cual tiene como generalidad los | Tal vez el orden de los estudiantes pero como lo dije anteriormente, es un grupo numeroso y él hizo su mejor esfuerzo |

Práctica Integral
2019

FIGURE R: Analysis of one class recording

Population

The total population of this study is composed of 32 pre-service teachers from the Foreign Languages program English - French of the University of Pamplona.

Direct benefited population

The direct benefited population of this proposal were students from 9th grade of El Castillo School.

- High school students.
- Language courses field teachers in high grades.
- Foreign languages students-practitioners.

Indirect benefited population

- Foreign languages community program.

Institutional dependencies articulated to the project

- El Castillo School
- Foreign Languages English – French program
- Languages and communication department
- Faculty of Education

External institutions linked to the project

- José Antonio Galán High School

- Normal Superior Pamplona
- La Presentación High School
- José Rafael Faría High School
- Educational Institution Cristo Rey
- Águeda Gallardo High School
- Brighton School

Places and scenarios proposed for developing the activities of the project II semester 2019

Official educational institutions of the City of Pamplona in which the proposals of the Integral Practicum are implemented.

Table 4: *Chronogram*

| DATE (weekly) | NARRATIVE | AUTO-OBSERVATION | REFLECTION WORKSHOP |
|----------------------|-----------|------------------|---------------------|
| 16- 20 September | | | |
| 23 – 27 September | X | X | |
| 30 Sept.- 4 October | X | | |
| 7 – 11 October | X | | X |
| 15 – 18 October | | X | |
| 21 – 25 October | X | | |
| 28 Oct. – 1 November | X | | |
| 5 – 8 November. | X | X | X |

| | | | |
|------------------|----------|----------|--|
| 12 – 15 November | X | | |
| 18 – 22 November | X | X | |
| 25 – 29 November | X | | |

It is checked every week worked on narratives, auto-observations and reflection workshops

Table 5: *Project budget*

| Type of cost | Contributions to the projects | Participants' and institution's contribution | TOTAL |
|---------------------------------|--------------------------------------|---|---------------|
| Material | Photocopies | UniPamplona | 100.000 |
| Printed | Photocopies of certificates | UniPamplona | 30.000 |
| Equipment or facilities | PLEX | NA | NA |
| Meetings for socializing | 2 meetings per semester | 20.000 pesos per practicums 20.000 per teacher 20.000 per tutor | 520.000 pesos |
| | Classrooms | UniPamplona | N A |
| TOTALS | | | |

Money needed to carry out this proposal.

Findings

Teaching practice has been a very crucial moment for the personal and professional growth of the future foreign language teachers. In this very important stage the student who takes the role of teacher must learn to self-reflect with the aim of improving each one of his interventions and in the same way, to be a better example in front of his/her students. Likewise, the support of a teacher with so much time executing this profession and receiving his/her recommendations, suggestions, advice is a huge advantage.

Moreover, there are many factors the researcher has learned through interventions and reflections that are pertinent to show. One of the most important things that has emphasized the fact of being a teacher is that her role is not just to teach, it is not to support, it is not to suggest, it is not to guide. The real role of the teacher is to entertain. A teacher who gets his/her students to entertain in class, gets them interested, gets them to want to be in his class and gets them to be attentive to what the teacher says and this emphasizes a lot in the planned activities.

Taking into account the classes developed by the researcher, those classes were planned with various activities and with little grammar explanation. Researcher's supervisor suggested that she has to be guided by the method through projects (PBL), 95% of the class the researcher spoke in foreign language and they are always attentive to understand. In the classroom that she executed her class is a classroom that has a smart board and it was a challenge for me to leave behind the traditional board and take practically all her classes on the computer to be able to explain in the best way the activities.

Due to this, students are almost all the time attentive and interacting, thinking, asking and, to be honest, it generates a very good environment in the classroom. However, it is impossible to deny that there are moments of disorder. At that moment, the potential teacher called the student by his or her name, or she just keeps in silence with eyes-contact on the student who generates disorder; it has been a good strategy, and she did not need to force her voice.

Conclusion

In conclusion, this process of auto-observation is very relevant at this stage for all of us as future educators. Here we see our shortcomings and virtues. Perhaps in the instant right moment we cannot see what is wrong, but when writing down about it, we can perceive everything from an objective point. Likewise, it could be appreciated what activities were better developed in the classroom, and also the audience the researcher worked better with. It helps her to know herself as a professional. On the whole, it has to be affirmed that the objectives proposed were achieved.

Chapter III - Outreach Component

Awareness project towards English Language in Pamplona's elementary school

Introduction

Participating in global policies taking into account the academic, cultural and economic fields motivates the Colombian Government to encourage foreign languages learning on different educative settings around this country; that way, the citizens have the opportunity to participate in cultural exchanges that allow them to get more fair possibilities regarding personal and social development of the country.

Looking to foster the fact of learning English as a foreign language in Colombia and to make Colombian people more competitive, the Ministry of National Education launched a policy of bilingualism in 2004. This policy aims at "having citizens able to communicate in English, with international-comparable standards that insert the country in the processes of universal communication, in the global economy and in the cultural opening"¹. That is how this Ministry has been implementing different wide strategies in the different levels of education in order to reach this objective. A specimen of this is the creation of English quality standards for elementary and high education, defining a coherent solid system of evaluation and, the description and development of training plans.

This program has been developed around the country and it has completed the work done by the secretaries of education, by public and private universities and by language institutes; nevertheless, the gathered results are not very encouraging so far,

since many national schools have not been impacted for this program.

Bearing into consideration elementary education, the National Government tends to make wider the fact of teaching kids English due to the lack of English teachers who can guide a good teaching-learning process in several educative settings, thus, this causes not desirable results in the National evaluations applied.

The University of Pamplona in Colombia as a public institution which educates educators and, specifically the bachelor's degree of Foreign Language English-French, has approximated the reality facing Pamplona's elementary education bearing in mind Bilingualism National Politic. A lot of Pamplona's educative institutions do not count on any English teacher to fulfill educative necessities in elementary schools.

Recognizing this reality and the problematic generates this social proposal aiming at attending those critical necessities of this population in this city: Pamplona, and at integrating the foreign language process of the bachelor's degree's students in this sector's educative reality in order to minimize the gap existing between public and private schools in the foreign language area.

Certain governmental politics identify this problem; nevertheless, their attention are not concentrated in reaching it with normativity because there is a lack of economical support, teacher in foreign languages to make those exam's, test's and students' results are coherent with the educated Colombian proposal.

Justification

The learning process and the acquisition of foreign languages allow to be updated about the proper necessities that the whole world needs. This way, this process mentioned is necessary to handle itself and work on itself too since the very start of the kids' schooling process in order to finish it and after that, kids have fundamentals permitting to continue this teaching-learning process in the elementary, high and superior education to make these people more aware of this area.

This project aims at raising awareness of English teaching in primary schools, contributing to the basic foreign language training that becomes necessary and paramount at these levels. For this reason, it is carried out as part of the community in this outreach component of the practicum stage developed by students of last semester of the Bachelor of Arts degree of Foreign Languages in English and French at the University of Pamplona, as a way to contribute to the strengthening of English education in the primary basic sector.

The fulfillment of this project suits in a high degree perfectly and in a mutual way both Pamplona's institutions and its student population, as well as the B.A degree of Foreign Language and the students who develop their practicum stage. This benefit results in the possibility for primary school children having contact with the foreign language and in turn with students who finish their university training process to know

the real and educational needs of the environment and that way, they can assist, intervening in processes impacting on the improvement of these needs.

Proposal general objectives

The launch of this social outreach Project, from the Bachelor's degree of Foreign Languages English-French of the University of Pamplona directs towards these objectives:

- Deal with the English education necessities of the childish population from Pamplona's elementary schools.
- Include the bachelor's degree of Foreign Languages' students' education in real educational context when teaching English in Pamplona's elementary schools.

Proposal specific objectives

Looking for a wider previous aspects comprehension, this proposal searches:

- To familiarize the Pamplona's primary school child with fundamental knowledge of English.
- To involve students of the B.A degree of Foreign Languages English-French in the processes of teaching English in the Pamplona's elementary schools.
- To coordinate the training of students of the B.A degree of Foreign Languages in English and French with the social outreach programs offered by the Office of Social Interaction of the University of Pamplona.

Project typology

This is a formative and disciplinary project in the curriculum area. It is available to the institutions where the practicum stage is permitted and those which offer elementary education in Pamplona; it is part of the formation project of the B.A degree of Foreign Languages of the University of Pamplona. This proposal is articulated to social projection, it becomes known in the institutional area and makes possible the articulation of the degree of PLEX to the community of Pamplona. The main objective at the pedagogical and communicative level is concentrated on the institutional lines of projection and outreach to the community of the University and the B.A degree.

Contribution lines

- Contribution to the education in Foreign Languages area.
- Citizen education (give attention to the educative context problems which are prone to reduce iniquity inside the educative system)
- Projection to the whole educative community at the University and Program level

Theoretical framework

Languages teaching

International linguistics politics

“The UNESCO has been worried for several years because of the languages’ role around the world. In its general conference in 1999, it got the term “multilingual education” as the meaning of the use of three languages at least: the mother language, a regional or national language and an international one. This resolution starts from the idea of attending through the multilingual education, the national and global requirements and the attention of particular necessities of different cultural and linguistic communities. Cruz M, Loyo G, & Mendez E, (2011).

The UNESCO (2003) considers that languages are not only the communication means, but they represent the NIDO of slangs, they carry inside personalities, values and visions of the whole world. That is why, it is proposed as a principle for cultural diversity to keep and make stronger the languages’ diversity - including those isolated or NÓMADAS populations - and, at the same time, to support the foreign languages’ learning which offers access to the global communication and to the information exchange. Thus, in order to reach that, the UNESCO suggests to foster multilingualism and intercultural dialog as well as to develop politics for translation in every context as

it would be possible, writing and visual material to promote a regular cycle of ideas and artistic works”.

According to Lima M, (2006) “nowadays, learning a foreign language is fairly important, but always taking into account the cultures they represent. Languages constitute soul and populations’ consciousness” continued this poet “they are the best instrument to access other cultures, histories, points of view, and the different understandings of the world. They abolish distance and to get closer science and technology”. All kind of learning is extremely chief for the human being sociability; thus, it allows human to function properly in different contexts; learning a foreign language involves as professional as personal life of a person permitting that this process can be successful and beneficial in his/her knowing and savoir faire.

National Program of Bilingualism

Colombia, as the other countries in Latin America and in the world, has adopted academic policies addressed to expand English as a foreign language through the national program of bilingualism launched in 2004 with three specific work lines: elementary and high schools; higher education; ethno-education; and flexible models of education. This program aims at the formation of competitive and productive human talent in a worldwide context in different fields of action. (MEN, 2006, p.6).

This table shows the desirable levels for the program of bilingualism in 2019:

Table 6: Language levels

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

Fuente: Adaptado de Altablero (2005).

Taken from: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

Bilingualism refers to the different degree of domination that an individual uses to communicate in more than a language and culture. This degree chiefly depends on the context in which this individual is. Therefore, according to how a language is used, different from the native one, these languages are considered as second languages or

foreign languages. MEN (2006).

English teaching in elementary schools

According to Yaser A, & Chacon C, 2011 “the acquisition of a foreign language is a complex process in which several cognitive and affective multiple variables character inherent to the individual as well as factors specific to the sociocultural and educational context such as the curriculum, the methodology used and the training and updating of the teacher of foreign language, among others” (p.69-76).

That way, the importance of getting to the point of understanding how children learn and incorporate a foreign language, it is essential to scrutinize the theoretical foundations that elucidate the learning or acquisition of a second language (L2) or a FL (Foreign Language), and how this path relates to the process of the mother tongue. From this statement, Krashen (1991) cited by Yesser A & Chacon C, (2011) make a distinction between the concepts of acquisition and learning regarding the FL. They affirmed that “the acquisition of language is done naturally and unconsciously in the form of understandable input, which is processed and internalized, while learning involves learning in a conscious way the rules of the language” (Yesser, A. & Chacon, C, 2011, p. 69-76).

“This distinction has been questioned because it is complex to delineate both terms which are part of a continuous process between the unconscious and the conscious”, the authors also show their point of view regarding the topic and they differ “for the purposes of this dissertation, the terms <<learn>> and <<acquire>>

interchangeably because the EL can be acquired through leisure activities in an inductive and natural way that also involves learning processes” (Richard Amato, 1996). It is important to emphasize that the contributions given by de Krashen and Terrel (1983) in terms of the language natural approach are very relevant for the process of a FL acquisition in children and support the Total Physical Response (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983) a child learns the language in three stages.

Pre-production: where the child develops the ability of listening and comprehending the language through gestures and actions (no-verbal), it is featured by the silence. Therefore, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without highlighting the oral production.

Early production: the child starts saying one or two words or phrases. It is suitable to focus on the meaning rather than grammar mistakes.

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

To back up the aforementioned about the foreign language acquisition, we can state according to Berko and Bernstein (1999), cited by Yesser A & Chacon C, (2011) “The ability of children to learn, understand, discover and formulate communicative ways in a foreign language lies mainly in the need of establishing new social

approaches"; consequently, they affirm that

"Children construct through language the meanings of the world around them and establish their own criteria of semiotic interpretation of each concept they discover. For this reason, the learning of the SL must be based on the previous knowledge and the schemes of the mother tongue since the representations developed in previous apprenticeships and previous experiences constitute the framework for building through the LE, new mental schemes or expand existing ones" (p. 467).

Yesser A & Chacon C, (2011), cite Ausubel (1986) who stated

“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 are far removed from the adult, who is usually more prone to affective blockage when expressing themselves in another language”. From these previous approaches, it is clear that age is a factor in learning English as an LE, particularly in acquiring pronunciation. That is, the younger the child is more likely to develop the pronunciation of a native”.

Why to teach a Foreign Language in elementary schools?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid and McLaren (1981) who affirm that there are merely pedagogical and formative reasons which support

foreign language learning process at school. For example, based on various studies, it is indicated that:

- Children who start studying a foreign language at school are prone to keep a level of performance more positive than others.
- Children show not only the capacity of imitating sounds and colloquialisms but also a great flexibility, spontaneity and the audacity that surpass teenagers' and adults'.
- Children not only are prone not to fear to make mistakes but also to acquire and transmit meaning through gestures and pantomime.
- Children are at a stage in which the plasticity of their brains makes it easier for them to acquire languages.

To sum up, human beings' learning process is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; specially in the young population in their childhood cycle, where an uncountable quantities of theories from the psychological, sociological fields argue that the learning is given by the observation and listening of sounds that put main attention in the senses of each individual; emphasizing that the process of cognition from the mental processes guide and lead to a significant learning in children who are at the beginning of learning specially a Foreign Language.

Places and settings

Table 7: *Timetable*

| | | | | | | | | | | | | | |
|---|---|----------|----|-----|----|----------|----|-----|----|---|----|-----|----|
| | observation | | | | | | | | | | | | |
| 2 | Sub-project formulation | | | | | | | | | | | | |
| 3 | Implementation of sub-projects in the institution | | | | | | | | | | | | |
| | ACTIVITY | November | | | | December | | | | | | | |
| | | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| 4 | Consolidation of the report | | | | | | | | | | | | |
| 5 | Evaluation of the results and the impact | | | | | | | | | | | | |
| 6 | Socialization. Interaction with the target population | | | | | | | | | | | | |

Table 9: Pre service teacher timetable

| DAY OF THE WEEK NUMBER | TUESDAY | FRIDAY |
|--|---------|--------|
| Sep. 10 th and 13 th | X | X |
| Sep. 17 th and 20 th | X | X |
| Sep. 24 th and 27 th | X | X |
| Oct. 1 st and 4 th | X | X |
| Oct. 15 th and 18 th | | |
| Oct. 22 nd and 25 th | X | X |
| Oct. 29 th and Nov. 1 st | X | X |
| Nov. 5 th and 8 th | X | X |

| | | |
|--|----------|----------|
| Nov. 12 th and 15 th | X | X |
|--|----------|----------|

Findings

In this process of outreach, which is directly related to a population of children, it has been an excellent benefit for the professional and personal enrichment of the potential teacher. This experience opens the door to a real world where there is a great need to teach children this important subject as good and dynamic as possible. It is impossible to deny the elementary school teacher gets a great responsibility with all the children who are his/her students, because the essential foundations of learning lie there.

This way, the emphasis to be placed on each subject is important; but bearing into consideration English as foreign language, it is a subject that is usually set aside or incorrectly taught. Thus, this collaboration in elementary schools is an excellent setting for us as teachers, as well as for students who are very receptive to any knowledge that can be shared with them.

Considering the context, the potential teacher in the English area has carried out several activities with the students of second and third grade of elementary school being very didactic, getting students to get out of their chairs and not just write in their notebooks.

Furthermore, to develop these classes, it is important to have a concrete planning to avoid wasting time and not having clear objectives regarding the learning desired for

the students. However, the teachers in charge of the elementary grades have a very basic knowledge in this second language, then the planning is done in Spanish and in a simple way in a notebook as suggested by the supervisor.

Conclusion

Concluding this chapter, the outreach component has to continue being implemented at the final practicum stage at the University of Pamplona because it is a support that the student gives to the local community and this helps the university to get positive comments and to spread around the country the level of ours, students if this university.

Moreover, the gratitude expressed by kids are irreplaceable, this work with them is profitable because it demonstrates that Foreign Languages teacher of the University of Pamplona can face any kind of publics or settings.

Chapter IV – Administrative Component

Extracurricular activities

Introduction

In this administrative space there is the possibility to participate in activities established by the institution helping the integration of the pre-service teacher with the other teachers in the institution. This allows to develop competences of work in groups, since it is important to emphasize that the activities guided by teachers are very different from the activities that students are used to.

The pre-service teacher can carry out projects or be part of those already established, and, this way not to be someone isolated, but on the contrary, participatory and dynamic. These activities offer a scenario the most akin to the real one that pre-service teachers are going to confront when working in a school or institution.

In a similar vein, the institution in question offers several moments out of the

quotidian days of class to show the real objective of giving classes; a teacher has to be updated about the more activities proposed in the school, the most engaged students will be.

Objectives

General

- To be part of different activities established by the institution dynamically and creatively.

Specific

- To participate in each activity if the supervisor allows it.
- To foster new projects in order to show your level of commitment with the institution.

Methodology

The different activities established at the school are previously affirmed as educative, creative and representative for its students. The creative thinking is important for the individuals and the society, so as teachers as students can contribute with this.

According to L. D. Crane (1983) creative thinking skills are essential for students. This hypothesis also support that students must learn thinking and reasoning skills to realize their fullest potential in today's society.

In view of this, many studies have focused on the creative thinking, and offers a different perspective by saying that twin thinking can be developed. This sort of thinking is a particular type which is related to the nature of both creative and critical thinking.

Crane (1983) stated that creativity is a part of being critical. While the argument is

considered rational, there are others who state that being critical is part of creativity. He emphasized the importance of linking the two together: “it should never be forgotten that creative and critical thinking are two sides of the same coins: one is of little use without the other” (p. 361). In order to produce higher order thinking, the mind should simultaneously assess and produce, judge and generate thoughts. They also require imagination and intellect.

Table 10: *Chronogram*

| Date | Activity |
|------------------|--|
| 13 September | Flag Lifting Event |
| 19 September | Evaluation Committee |
| 24 September | Protest about environment care (School) |
| 27 September | Protest about environment care (Environment Secretary) |
| 12 – 15 November | First Level Exams |

| | |
|------------------------|--|
| 18- 22 November | Closure week |
| 20 November | Flag Lifting Event |
| 22 November | Christmas Celebration |
| 27 November | Evaluation Committee |
| 5 December | Pre-school, 5 th Grade and 11 th Grade Graduation. |

The potential teacher participated in almost every activity proposed by the Educational Institution. Those activities are very fruitful or even funny. Some of them reward too much the potential teacher learning process because it makes her know how a meeting is developed, the importance of them, also, what are the main topics teachers talk about in the development of those. On the contrast, there were other different unifying and rec activities in which both students and teachers made part of. This school El Castillo are so proud of being a family and they express that on these kinds of activities.

Several teacher support strongly that because it fosters the fact of educate integral students. School boys who are critical, who know team spirit, who are solving current problems. This school has a strong agreement with all society.



Figure 5: Extracurricular activity

Findings

Bearing in mind this aspect, different activities proposed by the institution where the potential teacher is developing her practicum stage. Some activities were inside the institution and other out of it. These different events help to understand that the fact of being teacher is not just to come to a classroom and share knowledge, being teacher is being part of a community, of a family that pretends to be happy and to spend time together is different moments of the year. To be a teacher, is to be a creative person who is remembering every festivity of the year in order to instill the students the importance of them.

In this institution has been carried out different movements, activities, projects and

the students are very engaged with that, and it is evident that they are learning transversally. Plus, this institution has an emphasis of environmental care, so several of these activities are concentrated on this aspect.

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AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

I. PLANIFICACIÓN

| | Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área. | | | | |
|--|---|--|--|--|--|
| | Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. | | | | |
| | Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes. | | | | |
| | Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. | | | | |
| | Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación. | | | | |
| | Planifico mi actividad educativa de forma coordinada con el resto del profesorado. | | | | |

Observaciones y propuestas de mejora

II. REALIZACIÓN

Motivación inicial de l@s estudiantes

| | | | | | |
|---|--|--|--|--|--|
| 1 | Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. | | | | |
| | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 2 | Planteo situaciones introductorias previas al tema que se va a tratar. | | | | |
|---|--|--|--|--|--|

Motivación a lo largo de todo el proceso

| | | | | | |
|---|--|--|--|--|--|
| 3 | Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. | | | | |
| 4 | Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real. | | | | |
| 5 | Doy información de los progresos conseguidos así como de las dificultades encontradas. | | | | |

Presentación de los contenidos

| | | | | | |
|---|--|--|--|--|--|
| 6 | Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes. | | | | |
| 7 | Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.) | | | | |
| 8 | Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc. | | | | |

Actividades en el aula

| | | | | | |
|----|--|--|--|--|--|
| 9 | Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas. | | | | |
| 10 | En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo. | | | | |

Recursos y organización del aula

| | | | | | |
|----|--|--|--|--|--|
| 11 | Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase). | | | | |
| 12 | Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado | | | | |
| 13 | Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica. | | | | |

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos

| | | | | | |
|----|--|--|--|--|--|
| 14 | Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc. | | | | |
| | Facilito estrategias de aprendizaje: cómo buscar fuentes de información, | | | | |

| | | | | | |
|---|---|--|--|--|--|
| 5 | pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s | | | | |
|---|---|--|--|--|--|

Clima del aula

| 6 | Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias. | | | | |
|---|---|--|--|--|--|
| 7 | Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas. | | | | |
| 8 | Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes. | | | | |

Seguimiento/ control del proceso de enseñanza-aprendizaje

| | | | | | |
|---|---|--|--|--|--|
| 9 | Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula. | | | | |
| 0 | Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas. | | | | |
| 1 | En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición. | | | | |

| | | | | | |
|--------|---|--|--|--|--|
| 2 2 | En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición. | | | | |
|--------|---|--|--|--|--|

Atención a la diversidad

| | | | | | |
|--------|--|--|--|--|--|
| 2 3 | Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza-aprendizaje | | | | |
| 2 4 | Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades. | | | | |

Observaciones y propuestas de mejora

III. EVALUACIÓN

| 1 | Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área. | | | |
|---|---|--|--|--|
| 2 | Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área. | | | |
| 3 | Realizo una evaluación inicial a principio de curso. | | | |
| 4 | Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos. | | | |
| 5 | Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes. | | | |
| 6 | Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas a l@s estudiantes para la mejora de sus aprendizajes. | | | |
| 7 | Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos... | | | |
| 8 | Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación. | | | |

Observaciones y propuestas de mejora

TALLERES DE REFLEXIÓN

TALLER No 1

ELEMENTOS PARA REFLEXIONAR

No creemos en la lectura o en la escucha pasiva, sino en la reflexión y construcción realizada al hilo de la propia tarea, en el propio proceso, poniendo en diálogo la teoría de la que partimos con la práctica que llevamos a cabo. Por ello, antes de comenzar a leer la primera parte, conviene contestar a las siguientes preguntas.

I. Reflexión individual

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles y qué consecuencias.
2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.
3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.
4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone?
5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos y cómo lo trabaja?

II. Poner en común, con el equipo, las respuestas a estas cuestiones

Organizar un contraste de opiniones con el equipo de trabajo y deducir en qué aspectos se está más de acuerdo y en dónde se ponen las diferencias.

Una vez contestadas estas preguntas, se puede comenzar a poner en diálogo la propia experiencia profesional con lo que, a continuación, se plantea.

Estar de acuerdo o en desacuerdo no es lo importante, sino que esta actitud de diálogo es lo que nos hace reflexionar y seguir buscando. Éste es un libro abierto que puede seguir siendo escrito por cada uno.

TALLER DE REFLEXIÓN NO 2

PARA REFLEXIONAR

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el profesor a partir del currículo oficial y que concreta en Unidades Didácticas.

Objetivo: Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

Tarea: Reflexionar y tomar decisiones de forma individual y en equipo.

I. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes?
2. ¿Qué experiencias educativas de las que tiene programadas cree que les enseñan a vivir?
3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su asignatura/área y no están incluidos?

II. Puesta en común con el equipo docente con el grupo de práctica

1. Análisis de las cuestiones anteriores.
2. Toma de decisiones respecto a aquellas decisiones que ayuden a una mayor coherencia del equipo en su acción educativa.