THE GAME-BASED LEARNING METHOD TO ENHANCE LIBRARY INSTRUCTIONS AND PRONUNCIATION IN EIGHTH GRADE STUDENTS AT MANUELA BELTRÁN HIGH SCHOOL IN SAN JOSÉ DEL GUAVIARE, COLOMBIA: AN ACTION RESEARCH DESIGN

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PRACTICUM

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orgullosos puesto que nosotros podemos transformar a los hombres que cambiarán el futuro de

esta tierra.

APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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Presentation

This proposal is divided into four chapters as follows: The first one, which consists of the pedagogical component that aims at showing the reader how teachers develop pedagogical tools also the different strategies within the classrooms.

In addition, the second chapter is the research component that takes into account the training of practitioners' reflective spirit. It represents the process of reflection that works on different instruments to gather data, which enhance to improve the teaching process. Furthermore, the third chapter is about the outreach component that informs the reader about how the English practitioners work in primary school is.

Finally, the fourth chapter contains the administrative component showing the role that a teacher has during the school life and whose purpose is to help themselves and students to organize all the events during the period of class. The four chapters present what practitioners can offer to the academic community throughout the learning and teaching process seen in the degree.

Introduction

Education in Colombia has become a challenge for teachers especially for those who have the titanic labor of teaching English as a second language in a country where very little is known about the official language. Teaching English, for the National Ministry of Education, has become a priority since its need arises as a result of forming competent citizens who can be in contact with different cultures, economies and form bonds in this interconnected world where

English is the most talked language in terms of trading and commerce, and which it has taken a capital factor owning to Globalization. Thus, it is meaningful the development of the communicative competence that facilitates us to be able to communicate with others what becomes the fact of learning a Foreign Language as highly important.

During the non-participatory classroom observations undertaken in the Manuela Beltrán High School in the course 803 during one week and a half, it was notorious the need of implementing several activities such as games in order to reinforce the comprehension and production competences within the learning environment in order to work in the acknowledgment of some grammar structures what promotes a meaningful learning. Besides, taking into account that the problem evidenced lies on the teacher and in his strategies when teaching a foreign language, students tend to get more bored than before because of the traditionalism model and the lack of new material or tools do not allow the reinforcement and enhancing in the students' learning process.

In that sense, teachers need to provide learners with language that helps them to be involved in contexts in which real language is used; hence, this project will be carried out with the goal of reinforcing students' grammar, vocabulary and pronunciation through interactive games at Manuela Beltrán High School.

Justification

This proposal is carried out in the educational institution Manuela Beltrán, in San José del Guaviare, where after three non-participant observations, the traditional method, the lack of vocabulary and the use of the correct grammar emerge.

When talking about the traditional methods implemented by the teacher, it refers to the lack of creative activities and the monotonous teacher's procedures at the moment of implementing new didactic strategies and due to that, and the number of students per classroom, which is over 40, the correct development of the course is not presented in the classroom and students cannot cover and complete all the topics proposed in the planning. English classes become in a routine, which are based on reviews of previous topics, grammar exercises and doing translation exercises on the board.

Consequently, the implementation of this proposal aids to motivate students through a new strategy that is the use of games in order to awake pupils the interest learning English in a different way. On the other hand, this research allows pre-service teacher working in a primary school where the institution does not count on English teacher and where teachers who are in charge of teaching English do not teach it at it must be taught. Thus, pre-service teacher can work with didactics learnt in all his formation in order to apply strategies which can prepare students better and the practitioner can obtain more experience in his professional formation.

Objectives

General objective

To reinforce library instructions and enhance pronunciation through game-based learning method in 8th Grade students at Manuela Beltrán High School.

Specific objectives

1. To use reflections as a transforming tool of the pedagogical processes

of the integral practice.

2. To provide pre-service teachers with the opportunity of teaching English in a real educational context, in this case, at primary school level.

3. To be part in extra-curricular activities proposed by Manuela Beltrán High School.

Institutional observation

The educational institution Manuela Beltrán (IEMABE) is a public school located in San José del Guaviare. It has primary and secondary headquarters in the same establishment with a single day in the morning hours from 6:30 am to 1:00 pm where more than 80% of its students are victims of armed conflict or displaced. It becomes to San José del Guaviare in a city belonging to the red zone due to the groups outside the law that are in this area of the country.

As for the history of the institution, on February 7, 1984, a group of people worried about the education of their young people in the "Barrio Porvenir", build a school that initially takes its name. In the same year, she receives the name of "Manuela Beltrán School Concentration" in honor of a great hero, being the director Martha Penagos who was in charge of 5 teachers and 180 students from First to Third grade. In addition, night school begins operating with the CAMINA program.

In 1985, the current rector Mrs. Ligia Honoria López Rincón arrived, who with her resources management made the institutional progress possible and who, year after year, was covering all institutional needs and who promoted pedagogical innovations to the school which allowed it to grow in a cultural, social and sports way. Thereby, and thanks to teachers, parents, children, and community in general, who with their will and dedication, made this educational institution an option for the best future and progress of the Guaviare.

Location

The educational institution Manuela Beltrán is located in the northeast of San José del Guaviare, Colombia, specifically in race 18 No. 10 -72 Barrio Porvenir in the urban area of the city.

Institution Authorities

At the head of the institution is the rector, Ligia Honoria López, followed by the coordinators; Primary academic coordinator Mr. Fredy Martínez in the company of the co-ordinator also co-primary Mrs. Elizabeth Villar. We also find in the institution, the high school academic coordinator, Mrs. Lina Mireya Murcia, in the company of the co-ordinating coordinator, also high school, Mrs. Martha Figueredo.

Important aspects of the IEP

This document is the thinking and acting of the educational community; it contains guidelines for the organizational and educational processes of the institution.

Mission

IEMABE is an educational institution that offers the levels of Pre-school, basic and Middle education, with emphasis on Business Management, we help in the construction of Life Projects inspired by the formation of values in search of an integral human being.

Vision

By 2020 IEMABE is seen as a pioneer institution in the construction of life projects committed to the development of the department. Its graduates will stand out for their leadership and participation in the progress of the region.

Principles

The Educational Institution Manuela Beltrán guides its action with the Educational Community based on the principles of knowledge, belonging and service, and from which the values of autonomy, creativity, perseverance, responsibility, reliability, discipline, respect,

civility and cooperation are oriented; it forms integral people who can contribute to Colombian society.

SABER
Dominio de los instrumentos propios del conocimiento para comprender el mundo, al igual que el placer de conocerlo y descubrirlo.

AUTONOMÍA
Conciencia de la persona para construir su propio saber y ser artífice de su aprendizaje.

CREATIVIDAD
Habilidad de combinar el conocimiento, la imaginación y la curiosidad para hacer nuevos conocimientos.

PERSEVERANCIA
Firmeza y constancia para lograr las metas.

PERTENENCIA
Capacidad de conjugar expectativas y proyectos de vida personal con la misión institucional.

RESPONSABILIDAD
Cumplir con los deberes. Perseverar. Ser auto disciplinado. Pensar antes de actuar y dar razón ante sí mismo y ante los demás por nuestros actos y las consecuencias de los mismos.

CONFIABILIDAD
Ser leal y franco. No engañar a nadie ni quitarles nada a otras personas. Cumplir con los compromisos adquiridos consigo mismo, con la institución y los ideales educativos propuestos por encima de cualquier interés.

DISCIPLINA
Capacidad de actuar con perseverancia para obtener un fin. Exige un orden y unos parámetros para lograr los objetivos deseados. Para ser disciplinados hay que actuar de acuerdo a las normas y las leyes. Hay que escuchar a los demás. No culpar a otros de mis errores en omisiones.

SERVICIO
Ejercitar nuestro compromiso social, es decir, contribuir a la calidad de los diversos procesos educativos, a la cualificación de los actores educativos y

RESPETO
Ser tolerante con las diferencias ya sea de opinión o prácticas de los demás. Tener buenos modales y abstenerse de usar un lenguaje insultante. Respetar los sentimientos de los demás. No amenazar ni golpear a nadie.

CIVISMO
Actitud positiva de la persona hacia sí mismo y hacia los demás. Colaborar con los demás, participar en asuntos comunitarios, ser buen vecino, Sustituir el interés individual por el bienestar colectivo. Respetar la autoridad y proteger el medio ambiente.

COOPERACIÓN
Ser amable, tener compasión por los demás y manifestarles aprecio. Expresarles gratitud. Aprende a perdonar y pedir perdón. Obrar con otros para un mismo fin ayudando a las personas necesitadas a salir de las dificultades.

Figure 1. Institutional principles

Objectives

The following are objectives of the Educational Project of the Educational Institution Manuela Beltrán:

☐ Ensure compliance with the aims of education and quality goals.

☐ Generate processes so that the Institution becomes more competitive, improving its capacity for performance, administration and evaluation.

☐ Enable children, girls and young women, and adult women to carry out their own life project by appropriating institutional principles and values.

☐ Consolidate spaces for the development of cultural, social, artistic and sports skills.

☐ Promote and promote ecological education and culture to achieve a healthy and harmonious environment.

☐ Promote a Christian and Catholic education through ethical, religious and moral values, assuming with respect and tolerance the freedom of worship.

☐ Stimulate the integration of the educational community, especially with parents, so that they really contribute to the education and training of their children as direct responsible, so that the Institution finds new forms of coexistence and participation.

☐ Develop pedagogical projects where the educational community is involved.

☐ Seek the pedagogical quality of the Institution.

☐ Satisfy the requirements of a training not only academic, but also for the development of skills towards work performance.

☐ Train in respect and tolerance for cultural, ethnic, religious and linguistic diversity for the construction of peace and peaceful coexistence.

Summary of relevant aspects of the coexistence manual

The manual of coexistence of the educational institution Manuela Beltrán, is a document which is made up of 16 chapters and 122 articles. Within this document, aspects

related to the services offered by the institution, the objectives that guide it, as well as its principles, mission, vision and institutional values can be found.

We also find general aspects such as institutional badges, anthem, shield, flag, institutional motto, correct use of the uniform, requirements for the registration process, among others.

Similarly, taking into account the educational community, within the manual are the rights and duties of students towards the institution in terms of training and coexistence aspects, and in turn, refers to the comprehensive evaluation system. Decree 1290 established by the Ministry of National Education (MEN), where stimuli are established for the promotion of the institution's students. Similarly, at the time of conceiving this manual of coexistence, the institution, in an integral way, wanted to include the role that the parent plays. Thus, it is shown how important it is for the entity and for the process of formation of the student's construct, profiling thus, some rights and duties that must be fulfilled by them, to generate a complete educational climate for students.

Regarding the structure of the school government of the institution, we find that the statute tends to build spaces that promote self-criticism of the current process and proposals for educational development, such as the creation of an academic, executive, electoral council, of students, of parents; along with the presence of a student comptroller.

With regard to managers and teachers, the coexistence manual, within its thorough task of having a suitable teaching staff that meets the institutional requirements, proposes a professional teaching profile. Hence, it is formed in a tripartite manner between knowledge, know how to be and know how to do, so that this in turn, generate change trainers and self-critical people of their own society for continuous improvement.

Institution Philosophy

Within the teaching process, the construction of knowledge is sought to learn by

doing and learn to learn by facilitating the development of creativity, reflection, analysis,

criticism and self-training; advising him for capacity development.

Institutional motto

"Helping to build life projects"

Flag
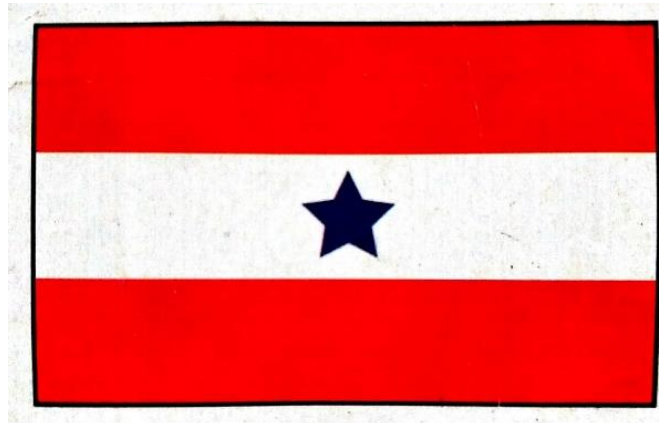
Figure 2. Institution's Flag

The flag consists of three equal horizontal stripes, in its order, red, white

and red; in the center of the white strip a five-pointed star of blue king whose meaning is:

RED COLOR: First color of the solar spectrum means love, effort, freedom.

WHITE COLOR: Color of light, means open field, peace, tranquility, satisfaction, harmony that

must reign in the institution.

BLUE KING COLOR: Means nobility, water, safety and depth in the study.

THE STAR OF FIVE BLUE KEY POINTS: Represents the institution that stands out and stands out for its work, the five points signify the formative axes that are taken into account in the institution.

Shield

<div align="right">Figure 3. Institution's Shield</div>

The main features of the shield are, its frame is made up of a circumference of two black lines leaving a silver background where the name of the INSTITUCIÓN EDUCATIVA MANUELA BELTRÁN is read. The black lines demarcate an open field, symbol of objectivity, principles and universality of spaces. It reads in its emblem "autonomy and wisdom". Demarcation lines, limit, definition, authority and hierarchy.

Anthem

Adopt as the official anthem of the Educational Institution Manuela Beltrán, the lyrics and music created and presented by Mr. Heriberto Ariza and the musical arrangements of Master Oscar Zuluaga.

Educational community

In the Educational Institution MANUELA BELTRÁN the educational community is made up of people who have direct responsibilities in the organization, development and evaluation of the Institutional Educational Project.

- ✓ The educational community is made up of:
- ✓ ☐ The students enrolled
- ✓ ☐ Parents or guardian
- ✓ ☐ Teachers and teacher managers linked to the institution
- ✓ ☐ Psychologist, librarian
- ✓ ☐ General service staff
- ✓ ☐ Graduates to participate
- ✓ ☐ Community representatives

Academic Performance Evaluation

Assessment scale for the areas and subjects in each academic period

The Educational Institution MANUELA BELTRÁN will adopt an institutional assessment scale of zero (0) to fifty (50) points as a qualification of student performance.

The equivalence between the institutional valuation and the national valuation scale is shown in the following table:

INSTITUTIONAL GRADE SCALE (50 POINTS)	NATIONAL GRADE SCALE
46-50	Superior
40-45.9	High
33-39.9	Basic
0.32.9	Low

Table 1. Institutional grade scale

Services
- ✓ ☐ Cafeteria
- ✓ ☐ School guidance or psychology service
- ✓ ☐ Library service

Distribution of the physical plant

The educational institution Manuela Beltrán within its physical training spaces has an area of 10,000 M2 in which you can find all of its facilities allowing you to have everything you need to offer a correct service.

The Institution is divided into 2 groups of blocks. In the first group are elementary students whose physical plant has 9 classrooms on one floor. On the contrary, the second block, in which high school students are located, has 3 blocks of classrooms, 2 of them with two floors and the last one with 3, thus providing 28 classrooms for teaching to the students.

In the same way, the educational institution has 1 multiple classroom, with 3 restaurants, 2 indoor soccer fields, 4 sanitary floors, 1 teacher's room, 1 coordination room, 1 computer room, 1 dance room, 1 library, 1 bicycle shop and 1 yard.

Organization chart of the institution
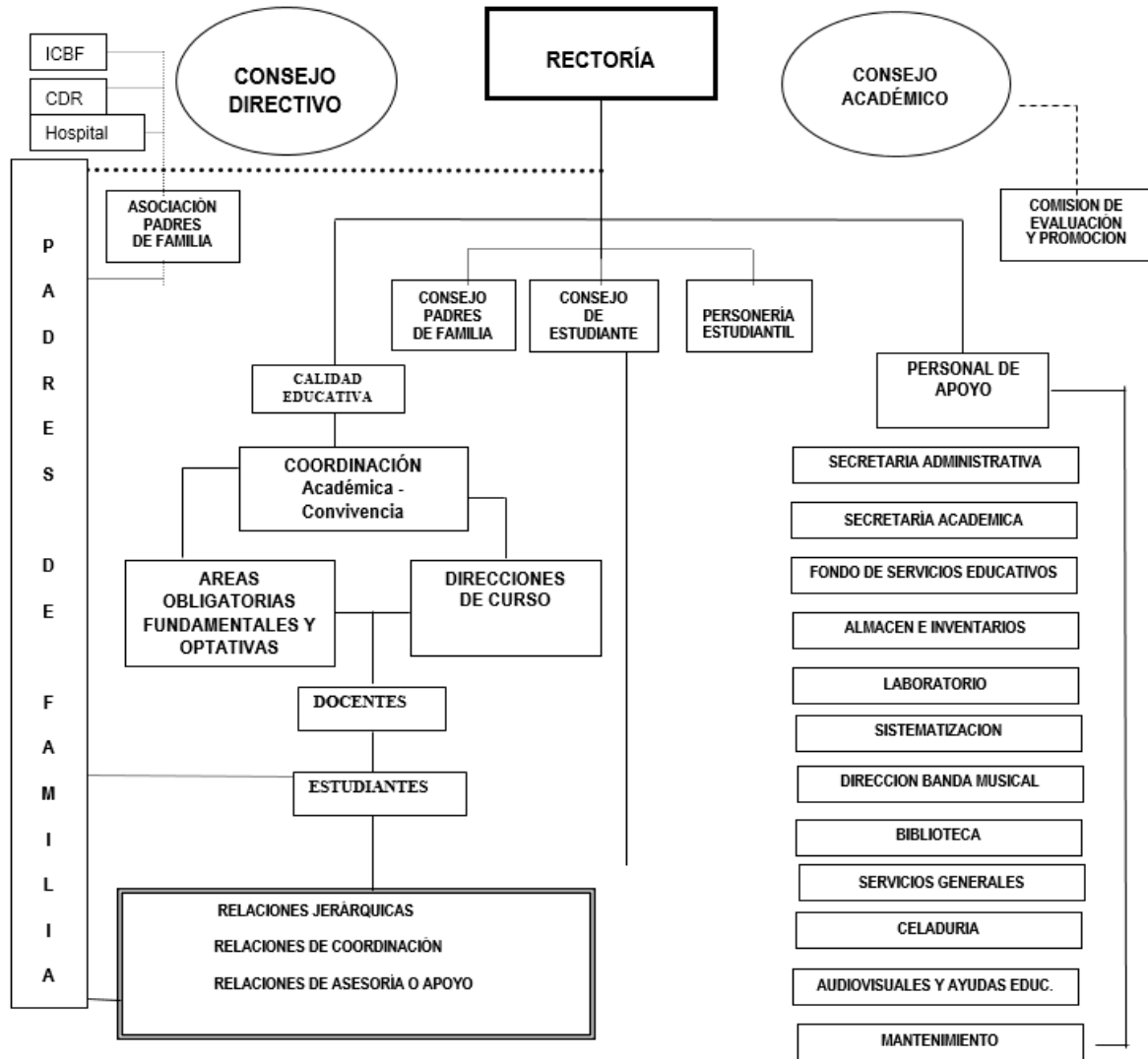
Figure 4. Organization chart of the institution

School calendar of the institution

First semester school period.

1. First academic period: January 21 to March 31

2. Second academic period: April 1 to June 16

Second semester school period.

3. Third academic period: July 1 to September 8

4. Fourth academic period: September 9 to November 24

Institutional Development Activities.

First week: January 14-20

Second week: April 15-21

Third week: October 7 to 13

Fourth week: November 25 to December 1

Fifth week: December 02 to 08

Weeks of student recess.

Holy Week: April 15-21

Half a year: June 17-30

Half of the 2 semester: October 07 to 13

New Year's holiday: December 25-29

New Year's holidays: December 30 to January 19, 2020

Teachers' vacations and teacher managers.

First week: June 17-30

Second week: December 09-29

Third week: December 30 to January 12, 2020

Institutional schedule

It is necessary to point out that, in the Educational Institution MANUELA BELTRÁN,
there are different schedules depending on the activities carried out daily or weekly. This is how
the following schedules are presented at the institution:

Schedule 1 – General Schedule.

ACTIVIDAD	HORA
BLOQUE 1	6:30 a 8:30
DESCANSO 1 (DESAYUNO)	8:30 a 8:50
BLOQUE 2	8:50 a 10:50
DECANSO 2	10:50 a 11:00
BLOQUE 3	11:00 a 1:00

Table 2. General Schedule

Schedule 2 – Group direction.

ACTIVIDAD	HORA
DIRECCIÓN DE GRUPO	6:30 a 7:00
BLOQUE 1	7:00 a 8:50
DESCANSO 1 (DESAYUNO)	8:50 a 9:10
BLOQUE 2	9:10 a 10:00
DECANSO 2	11:00 a 11:10
BLOQUE 3	11:10 a 1:00

Table 3. Group Direction

Schedule 3 – Emergency Schedule.

ACTIVIDAD	HORA
BLOQUE 1	6:30 a 7:50

DESCANSO 1 (DESAYUNO)	7:50 a 8:10
BLOQUE 2	8:10 a 9:30
DECANSO 2	9:30 a 9:40
BLOQUE 3	9:40 a 11:00
ACTIVIDAD EXTRACURRICULAR	11:00 a 1:00

Table 4. Emergency Schedule

Schedule 4 – Family parents meeting schedule.

ACTIVIDAD	HORA
BLOQUE 1	6:30 a 7:30
BLOQUE 2	7:30 a 8:30
DESCANSO 1 (DESAYUNO)	8:30 a 8:50
BLOQUE 3	8:50 a 10:00
REUNIÓN DE PADRES DE FAMILIA	10:00 a 1:00

Table 5. Family parents meeting

Schedule 5 – Departure at 12 M schedule.

ACTIVIDAD	HORA
BLOQUE 1	6:30 a 8:10
DESCANSO 1 (DESAYUNO)	8:10 a 8:30
BLOQUE 2	8:30 a 10:10
DECANSO 2	10:10 a 10:20
BLOQUE 3	10:20 a 12:00
ACTIVIDAD PROGRAMADA	12:00 a 1:00

Table 6. Departure at 12 M

Supervisor's English class Schedule

Schedule week 1.

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1	06:30-07:30	602	803	A.P	602	704
1	07:30-08:30	602	803	A.P	602	704
	20 min	D E S A Y U N O				
2	08:50-09:50	403	401	704	503	
2	09:50-10:50	404	402	704	504	

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
	10 min	D E S C A N S O				
3	11:00-12:00		804		803	804
	12:00-01:00		804		803	804

Table 7. Supervisor's English class Schedule week 1

Schedule week 2.

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
	06:30-07:30	602	A.P	804	602	704
1	07:30-08:30	602	A.P	804	602	704
	20 min	D E S A Y U N O				
	08:50-09:50	403	401	704	503	804
2	09:50-10:50	404	402	704	504	804
	10 min	D E S C A N S O				
	11:00-12:00		803	R.A		803
3	12:00-01:00		803	R.A		803

Table 8. Supervisor's English class Schedule week 2

Pedagogical aspects observed

During the week of institutional observation, the practitioner carried out a series of analysis of aspects such as the physical plant and teaching staff of the institution, and the recognition of the educational community. Besides, the reading of different institutional documents, coexistence manual, institutional educational project (IEP), schedules and institutional schedules. Furthermore, inspection of the different resources used into the English

classroom, programmatic contents of the area, teacher schedules and planning, among other aspects that allowed to practitioner to have a starting point for performing the pedagogical proposal to deploy.

Planning.

Regarding the planning by the teacher of the English area, the class preparation was evidenced taking into account the English area plan proposed by the Ministry of National Education (MNE). However, the class plans are carried out every fifteen days by the teacher and the lack of implementation of these plans in the classroom was observed. Despite the fact that teacher prepares the activities based on the proposed topics, these activities are not carried out and the class plan is not followed mostly due to the teacher, lack of time, students' refusal and lack of institutional organization to achieve these plans as the ministry demands it.

Course support material.

Talking about the support material observed in the English classroom, it was possible to perceive the lack of resources of the subject such as methods or books which support the program content of English area, dictionaries among other basic materials for language teaching. Despite this, and taking into account other support materials such as reading books, flashcards and technological materials such as computers, tablets, the teacher prefers not to use them because he does not know how to use those tools for becoming his course more innovating due to his age, what pushes him to perform a traditional class. Therefore, those elements are in the educational institution and are available for both, English teachers and students, but since there is no internet connection and because of the number of students who request these spaces and materials daily, the English teacher prefers to access of more traditional materials such as

photocopies and the use of board. Thereby, the teacher leaves aside the possibility of conducting more dynamic and interactive classes.

Primary.

During the week of institutional observation, the practitioner also had the opportunity to have contact with primary grades and an observation was made in third grade. This is how many shortcomings and gaps were found in terms of planning aspects, materials, contents, among others because in the Educational Institution MANUELA BELTRÁN, in primary school, there is no English teacher for the subject.

In this institution as in the majority of public education establishments, a single teacher is in charge of giving all the subjects of a course and usually this teacher is not too accurate at all. Commonly, these teachers work with files downloaded from the internet and use the Translation of words for knowledge of basic vocabulary in the language. This is how an enormous need is found to support these processes within the extension component, through the implementation of new didactic strategies that can contribute to increase of Basic English language skills taking into account the way children learn in Second grade of primary school.

Practitioner schedules

Schedule week 1.

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
	06:30-07:30		803	A.P		704
1	07:30-08:30		803	A.P		704
	20 min	D E	S A	Y U	N O	

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
2	08:50-09:50	303	302	704		803
	09:50-10:50		301	704		803
	10 min	D E S C A N S O				
3	11:00-12:00		804		803	804
	12:00-01:00		804		803	804
JORNADA TARDE	12:30-01:30	304				

Table 9. Practitioner Schedule week 1

Schedule week 2.

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1	06:30-07:30			804		704
	07:30-08:30			804		704
	20 min	D E S A Y U N O				
2	08:50-09:50	303	302	704		804
	09:50-10:50		301	704		804
	10 min	D E S C A N S O				
3	11:00-12:00		803	R.A		803
	12:00-01:00		803	R.A		803
JORNADA TARDE	12:30-01:30	304				

Table 10. Practitioner Schedule week 2

PEDAGOGICAL COMPONENT

THE GAME-BASED LEARNING METHOD TO REINFORCE LIBRARY INSTRUCTIONS AND ENHANCE PRONUNCIATION IN EIGHTH GRADE STUDENTS AT MANUELA BELTRÁN HIGH SCHOOL IN SAN JOSÉ DEL GUAVIARE, COLOMBIA: AN ACTION RESEARCH DESIGN

Introduction

Teaching English within educational institutions in Colombia has become a challenge for both teachers and students because of the fact that it is not common for students to see English as a common communication vehicle in the Hispanic society and more in Colombia. Ranjbar, N. A., & Narafshan, M. H. (2016) affirm that through English, you can discover entertainment from around the world, besides, English is accepted as the official language in many countries and also it is spoken broadly in other countries where it is not an official language because it is needed in many subjects and careers. (p.142). While it is true, some interactive and technological platforms have encouraged the spirit of curiosity on the part of some children who, in their eagerness to understand the unknown, find English as a barrier that makes it difficult for them to access the diverse audiovisual and didactic content because the majority, or at least those of their interests, are in the world language due to their massive production.

The English teachers, who in their arduous task of guiding students strive to train citizens who are able to interact in the language required by the PEI, find themselves with the titanic work of making this learning meaningful for students taking into account that the context does not favor their learning and that the number of hours established is not the largest, so it delays the process of students and these in turn stagnate in monotonous class sessions which will be

exhaustive and even boring for students, so they hate the subject and see English as an imposition.

Kimora, B. F. (2015), quoting Wright, Betteridge, & Buckby. (2005) asserts that games help the teacher to create contexts in which the language is useful and meaningful. (p.1159). From this section, it is plausible to think that thanks to the interactive, playful and dynamic games in the classroom, the act of teaching by the teachers will be more beneficial. In the same way, learning will be more meaningful since this same will attract more attention of the students, which will encourage them to retain that knowledge and be able to apply it at a certain time.

Justification

This is why this project, guided by the practitioner mentioned, desires to innovate through interactive, playful and dynamic games the way how English is taught in the educational institution, what will make learning more meaningful and incentive in the student the desire to learn the language for motivation and not by imposition. The educational institution, in which this project is going to be carried out, manages a traditional model in which the student has no place in participation class what obligates him to do only the activities proposed by the teacher and it generates in the student a feeling of demotivation since he feels that he is not being proactive in his learning.

Larrañaga, A., (2014) states:

El modelo del profesorado que suelta la lección a sus alumnos y luego los examina bajo un examen estándar ha caducado. (…) Pero lo que hoy en día se buscan son personas creativas, capaces de adaptarse a nuevas situaciones flexibles, que sepan cooperar en equipo, con auto confianza y esto la educación tradicional no nos lo proporciona. (p.5)

While it is true, the traditional model is a model that can have its complications in the classroom because students are obligated to be subjected to rigorous and monotonous activities that are carried out class after class. In the same way, and due to technological advances, those activities are not properly done by students consciously since they abuse of technological platforms that serve the student to do their homework for them, a fact that challenges the current teacher to use techniques that promote autonomous and meaningful learning. The University of Pamplona and the Foreign Languages program in its course of Didactics applied to Foreign Languages, aims to provide society with professionals who can challenge these types of models and who can innovate, from their teaching work, the classroom through material that serves to build knowledge.

Problem statement

Based on the observations made in the first week in the educational institution, it was possible to perceive that the majority of the students are under the light of the traditional model, which makes the learning process of the students difficult and does not advance. Following this demotivation expressed by the students, this proposal seeks to change their perspective regarding the learning of English subsequently, they expressed to teacher that it is the subject that they least liked since the students were limited only and exclusively to write what the teacher wrote on the board which were grammar rules.

However, and aware of this problem, the teacher implements the use of some technological tools as plan b with the hope that students change their perspective regarding the boring idea they have about learning English but, due to the teacher uses those technological

materials in most of his classes, students know that these activities are periodic and express their disagreement against his teaching methodology. Similarly, students ask the teacher to innovate, that there is a variety of activities and classes to combat attention and dispersion deficits, which are reflected in the students' grades.

Taking into account the above, implementing the use of interactive, recreational and educational material in foreign language classes becomes a necessity for the teacher in order to strengthen the student's learning process and foster an adequate academic climate. That is why within the conception of this work the need arose to postulate certain questions, which will help the practicing student to orient his pedagogical project such as:

How does game based learning method enhance library instructions and pronunciation in 8th grade students?

Which activities and games would work better in the development and in the reinforcement of vocabulary, pronunciation and grammar regarding the learning process in 8th grades students?

Which linguistic skill will be the most developed by 8th grade students throughout the use of games and playful materials?

Which activity benefits better the learning process in 8th grade student and why?

Objectives

General Objective.

- To reinforce library instructions and enhance pronunciation through games in 8th grade students at Manuela Beltrán High School in San José del Guaviare.

Specific objectives.

- To propose and design the games that are going to be used according to the skill to develop and the collaborative work.

- To implement strategies to explain and teach grammar, vocabulary, and pronunciation before developing the activities of games.

- To increase learners' interest towards English by implementing funny games.

Theoretical Framework

For the conception of the theoretical framework of this work, several concepts are necessary for better understand by which concepts this work will take place These concepts are game based learning, games, vocabulary, pronunciation, grammar, game-based language learning and total physical response.

Game Based Learning.

This new way of learning has emerged from Trybus (2015) who establishes that this method consists in borrowing several gaming principles and applying them to real-life settings to engage users or students. Thus, this method allows teacher to propose several activities, in this

case games, not just to play in classroom, but also for learning in a playful and dynamic way. Besides, this method will support the research because all the activities that will be designed, those could introduce concepts, and guide users towards an end goal in order to enhance library instruction and pronunciation.

Game.

Within the educational field, various forms of teaching can be found to promote educational learning and one of them, however contradictory it may seem, are games. According to Klimova, B. (2015), quoting Hadfield (1998: 4) defines the game as 'an activity with rules, a goal and an element of fun.' (p.1158). Thus, the game is perceived as a meaningful fun activity governed by rules. In addition, Hadfield proposes that games can be divided according to different principles or depending on the need. That is why the author offers two classifications of language games, which is divided into linguistic and communicative games.

Total Physical Response.

In the teaching process of a Foreign Language, it is increasingly common to see how students who have more participation in classes and use more the kinesics language, they feel that they obtain a more meaningful learning with respect to those who follow a traditional model of teaching. According to Astutik, Y., Aulina, C. N., & Megawati, F. (2019) quoting (Richard & Rodgers, 2001; Rokhayati, 2017) assert that "Total Physical Response is the language teaching method built around the coordination of speech and action; it attempts to teach the language through Physical activity." (p.93). Thus, TPR is proposed as a method of learning style that is tructured in the coordination of command, speech, and movement and attempts to teach the

language through physical movement, which is a popular method for introducing vocabulary about action or movement for early childhood.

Thereby, the implementation of the TPR method can be said to be a success if students can understand and follow what the teachers submitted. However, it is uncommon for teachers who do not understand in applying this method, which makes students confused even not interested in the lessons given, by teachers. Especially in students who want to play, sing and listen to stories.

Vocabulary.

Counting on a wide bank of vocabulary offers to students the possibility to get in context easily and performing them better in spontaneous interactions. That is why, according to Akdogan E. (2017)**,** asserts:

> Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". (p. 34)

Besides, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing and this fact becomes it in a matter more important than grammar because of we can speak without correct grammar structure but we cannot speak without the vocabulary.

Grammar.

Making a parallel between English grammar and Spanish grammar, grammar in general terms is an essential axis in learning a language. Although it is true, their apprentices do not know very well the grammar of the mother tongue, which makes the process of learning a second language difficult due to the context. Based on Goodwin, R. (2016) states that the objective of grammar is trying help us, as well as with those whom we communicate, understand specifics such as when an event occurred, which requires the use of grammatical incidentals. Thus, the author suggests that grammar must be taught to understand better certain situations and how to proceed without committing a linguistic mistake.

Thereby, it is possible to identify that the goal of teaching grammar in a foreign language class is to understand how sentences are used to create different kinds of meaning, to master the underlying rules for forming sentences from lower-level grammatical units such as phrases and clauses, and to practice using them as the basis for written and spoken communication.

Pronunciation.

Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. That is why when learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language. Thanks to pronunciation it is possible to make a mental representation of the phonemes emitted by the emitter whereby, the better a word is pronounced, the better it will be understood. However, English pronunciation is very important for oral communication and communicative competence, it is sometimes neglected in many language teaching programs.

Literature review

In this part, there will be presented previous studies carried out based on the implementation of games considering teaching.

Teaching Speaking: Activities to Promote Speaking in a Second Language.

This study was based on implementing interactives activities to promote speaking in a second language. The author strongly recommends teachers to pay special attention to teach speaking. In addition, Derakhshan, A., Tahery, F., & Mirarab, N. (2015), proposes some oral activities to do in class such as: Discussions, Role Plays, simulations, information gap, Brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference. All these speaking activities were implemented in class giving some recommendations as follows:

- To provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- To try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- To reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

- To indicate positive signs when commenting on a student's response.

- To do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- To provide the vocabulary beforehand that students need in speaking activities.

- To diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

The use of games in the language classroom.

This proposal is focused on using games inside the classroom. Wafi, A. (2019) argues that games can be a good teaching method when teaching foreign languages. Furthermore, this study shows why teachers should use games as a teaching method and it also illustrates how beneficial can be its implementation for the training of each skills for instance reading, speaking, writing and listening. And at the end of the study the author showed three games invention promoted to be worked in the classroom. Besides, it also presents how obtain positive results regarding its maximization on language learning and in the collaborative work.

Teaching English grammar through games.

This project is carried out with the goal of presenting a review of grammar and analysis of the literature on teaching English grammar linked with an overview of grammar approaches and

grammar definitions, as well as games' theory as so forth. Brunvand, S., Hill, D. (2019) fully studies all the methods when applying a game to teach grammar and how effective was the use of games when teaching grammar. The authors concluded that games increase students' achievement, motivation, language acquisition, and interaction during the learning process, being a boost for this process.

Methodology of research process

This is a qualitative research that aims to study a daily teacher's life work in which there will be presented different situations that can be studied involving us as a teacher and as a researcher as Mason (2017) says, Qualitative researching is exciting and important. It is a highly rewarding activity because it engages us with things that matter, in ways that matter. Through qualitative research, we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate. Furthermore, when we interact with people we can significantly take advantage of all those behaviors, relationships and experiences they can offer to us.

Additionally, this study adopted an action research design, that according to Creswell (2017); the action research is the most used. The main idea is to explore a specific issue in order to give a solution, in other words, action research is a systematic procedure developed by educators who collect information, teaching and learning data from students, becoming these elements essential for developing the design accurately. Therefore, this study has systematic procedures because in each class it was implemented a plan, it was analyzed the plan through collection of data.

Besides, this pedagogical component encompasses an action research based on the use of games in order to teach English at Manuela Beltrán High School. As it is known an action research plays a relevant role in research considering that it can generates an impact in each center where it is carried out as a study.

Participants.

This study will be held at Manuela Beltrán High School located in San José del Guaviare, Guaviare mainly with eigth grades in charge of the teacher, these groups are composed of 85 students aged around 12 to 16 years. Additionally, the focus group was 803 because these students are in the middle of the learning process, in addition they learn fast and slow, but they are lively, specifically the participants were 8 given that choosing a huge quantity of students might not be suitable in the data analysis process. The criteria to choose these students is because they present some difficulties when learning English so I want to see their process since the beginning until the end of the practicum process.

Data collection instruments.

In this action research it is remarkable to define the data collection instruments that were used as the way of gathering the data. Hence, the data collection instruments were:

Non participants Observations.

During this study data collection is an important instrument to gather information we might not notice with other instrument.

"The observation process is a three-stage funnel, beginning with descriptive observation, in which researchers carry out broad scope observation to get an overview of the setting, moving to focused observation, in which they start to pay attention to a narrower portion of the activities that most interest them, and then selected observation, in which they investigate relations among the elements they have selected as being of greatest interest" Ciesielska, M., Boström, K. W., Öhlander, M. (2018).

Observation should end when theoretical saturation is reached, which occurs when further observations begin to add little or nothing to researchers' understanding. This usually takes a period of days or months, but, depending on the phenomenon in question, sometimes several yearams. Therefore, non-participant observations allow the research to study to fully study the phenomenon setting an objective and a format to accomplish that goal. There were three non-participant observations with the aim of knowing how the level of the students was.

Participant Observation.

Being part of the phenomenon is advantageous considering that we can remember everything step by step. According to Roulet, T. J., Gill, M. J., Stenger, S., Gill, D. J. (2017) assert that participant observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations. As qualitative researchers, we presume that there will be multiple perspectives within any given community. We are interested both in knowing what those diverse perspectives are and in understanding the interplay among them. There were three participant observations. The purpose of this observations was to verify f games under the subskills.

Journal.

This instrument is really significant given that we as a researcher can express ourselves about what we felt during exploring the phenomenon. Likewise, Tuval-Mashiach, R. (2017). says that rather than attempting to control researcher values through method or by bracketing assumptions, the aim is to consciously acknowledge those values. Keeping self-reflective journals is a strategy that can facilitate reflexivity, whereby researchers use their journal to examine "personal assumptions and goals" and clarify "individual belief systems and subjectivities". In this way, reflection helps to think about all the matters presented in several settings and from that, experience the researcher can infer and analyze for this proposal there will be six journals during the whole study all of them with the objective of reflecting on the work of games under the subskills.

Survey.

Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). Besides, survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods).This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. That is why, along this project surveys will be a an important instrument for gathering data which will be used at the beginning for assessing students about their knowledge talking about the use of game- based learning method and at the end when the project finishes in order to know what do they learn from the project.

Data analysis

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Sharma, B. (2017) various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data"

Inductive analysis method.

Considering the fact of analyzing data collection during the practicum process, it was relevant to implement an inductive data analysis given that it allowed to group common points and generalization. According to Ngulube, P. (2015) quoting Hatch (2002), an inductive data analysis "consist of organizing the particular pieces of evidence with the purpose of finding relations among them in order to arrive to analytical frameworks and generalization, which allows to give a meaning to those phenomena under study". In this term, thanks to this data method, the researcher broadly gets relevant aspects to be analyzed from the particular to generalization within the instruments used. Besides, the analysis process helps the researcher to figure out that working with games and implementing strategies can highly increase students' motivation, development, language acquisition, interaction and achievement when learning throughout playing.

Pedagogical methodology

This pedagogical study aims to enhance learners' speaking skill trough games' implementation. In such manner, to reach the objectives of this project this will be the way of game's implementation.

On account of this, Chang, S., Zhu, N. (2018) identifies five key characteristics of effectiveness of playing games: the game must relate to the learning outcomes; teacher and students must quickly understand how to play the game; the game must not become more important than the learning; the game must motivate students to perform better; and finally students must be able to provide feedback to the teacher on the game.

Additionally, games are an instantly self-correction creator given that the students notices at once if they understood or not the topic already taught. Chang, S., Zhu, N. (2018) note that games provide immediate feedback on student learning sufficiency prior to, rather than after, an exam. Thus, games can highly perform students' skills, in this case, focusing on the speaking which is going to be the base of this study.

Types of games.

Keeping this in mind, it is relevant to mention the categories games are split into, Ingvar Sigurgeirsson (1995) has proposed the following categories to divide games:

Games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing- and coloring games, educational card games, word games, story games and question games. In this way, for each class will be mandatory to employ two or three categories that involves self and group work to develop better the speaking skill.

Hence, there will be games specially created to the leaners' needs but also the outline suggested curriculum proposes some games that may be executable during the class, this game can last among twenty and thirty minutes given that as Shanahan et al (2006) statues that time is suitable to work on a game.

Lesson planning.

Mainly, this lesson planning model was implemented but also what Brown (2001) suggests:

Opening: In this part the teacher is going to have the first contact with the learners greeting them and praying as the school demands.

Warm up: this is a break ice activity that motivate students and review somehow the preceding topic already taught.

Introduction of a lesson: it stands for linking the objectives of the lesson with the students' daily life.

Presentation: The teacher explains grammar using different resources no matter what; this is an important part because the students' attention has to be on the teachers' explanation

Production activities: In this section, the students will put into practice the grammar and vocabulary taught in advance.

Evaluation: This phase is relevant given that the teacher assess learners' knowledge and afterwards, the practitioner gives individual feedback to the students in order to correct mistakes and explain errors.

In the process four games were implemented during the ten weeks, the first game was to reinforce grammar; the second one, was to reinforce vocabulary, the third one was to reinforce pronunciation and the last on to reinforce library instructions. It was necessary to take a strategy to work on grammar, vocabulary and pronunciation because game it is a strategy to reinforce these skills and to verify previous activity.

On this occasion, it was decided to follow the planning proposed by the Educational Institution Manuela Beltrán since by internal policies the teachers did not allow to change the format. It is important to mention that the planning in the institution is carried out for 15 days because the time is not enough to deepen the topics properly. See annexes of the planning in the annexes' part.

Planning 1

DISCIPLINAR AREA: ENGLISH	TEACHER: JOSÉ YESID GUTIÉRREZ	PERIOD: FOURTH	GRADE: 803, 804	DATE: September 16th – 30th
TOPIC: GLOBALIZATION: CONSUMERISM	SUBTOPICS: Consumerism: fashion, technology and needs.			
CLASSROOM DIAGNOSTIC				
Actual Status	Reported in SABER test	Wished situation:		
Learning to improve / learning evidence (SABER results)	Aprendizaje, evidencia. *(Consultar el informe por colegio -y las evidencias matriz de referencia de la caja siempre Día E)*			
CBE	Factor, enunciado y subproceso a trabajar.			
LBR	Escribir el DBA en que se profundizará.			
Students characteristics	Describir sucintamente partiendo de los resultados internos.			
Possible solutions	Generar estrategias para que los estudiantes sigan instrucciones (cartelera de puntos).			

CLASSROOM ACTIONS FOR THE DEVELOPMENT OF COMPETENCES			
LESSON MOMENTS	**ACTIVITIES**	**REQUIRED MATERIALS**	**TIME AND PLACE**
Exploration moment	**Questions moment** -The teacher will propose a game called "The hangman". Students will have to guess the word to continue by giving some letter in order to filling the gaps. If students want to participate, they have to raise their hand and they will have to say one letter in English. The words are "globalization", "consumerism", "fashion", "needs" and "technology" . If they do not answer correctly in the attempts established by the teacher, they will lose. Once they have guessed the word, the teacher will ask students if they know the word and what they think about that word. After this first activity, the teacher will explain students about this concept in a general way: Do you know how and where Globalization comes from?	- Board -Markers -Notebooks -Pencils -Photocopies -English dictionary -Board -Markers -Notebooks -Pencils -Photocopies -English dictionary	Tuesday, September the 17TH 2019 Wednesday, September 18th 2019 Classroom 322, 331 Tuesday, September the 17TH 2019 Wednesday, September 18th 2019 Classroom 322, 331

| | **Unknown vocabulary activity**

-The teacher will give them a workshop which students must draw a line in order to match the concept with the correct definition. After that, the teacher is going to ask them for reading aloud.

-Later on, the teacher will give the students the opportunity to discuss about the concepts and the teacher will ask some questions about, what they consume the most?

✓After having listened to them, the teacher is going to explain them, which are the structures, the tenses, and expressions that they must use in order to answer this kind of questions: Expressions to propose / giving solutions through manners of possibility.

• If …then

• I have a proposal (to make)

• You should …

• You must/ mustn´t

• I´d like to… | -Board
-Markers
-Notebooks
-Pencils
-Photocopies
-English dictionary | Tuesday, September the 17TH 2019

Wednesday, September 18th 2019

Classroom 322, 331 |

	- After that, the teacher is going to give students a list of some irregular verbs and later on, the teacher is going to explain the present perfect tense's structure in the affirmative way. The teacher explains that they have to use a: Subject + auxiliary verb (Have + Has) + Past participle verb + Complement		
Practice and structuration moment	**PREVIOUS LESSON REVIEW** The teacher is going to give the grades that students got during the first activity done by themselves. The teacher will make a review of the previous topic which is globalization and the present perfect tense. Afterwards, the teacher is going to explain them that not only exist the affirmative way but also the negative and the interrogative way. Later on, the teacher is going to explain that the	-Board -Markers -Notebooks -Pencils -Photocopies -English dictionary	Friday, September the 20TH 2019 Classroom 123, 222

	negative way is formed of: Subject + Auxiliary verb (have + has + not) + past participle verb + complement And then, teacher is going to explain the interrogative way which is different because there exists an inversion within the clause which is formed of: Auxiliary verb (have + has) + Subject + Past participle verb + complement Once students have taken notes from the board with the explanation, the teacher is going to ask them of forming pairs and He will ask them to get out the list that the teacher gave them the previous class in order to create 9 sentences, 3 affirmatives, 3 negatives and 3 interrogatives in order to check what they understood helped with the list. Besides, the teacher will ask them to use 9 different verbs in order to know the verbs.		

Transference and validation moment	**PREVIOUS LESSON REVIEW** - The teacher will ask students about what they learnt from the previous class. - Once students have answered, the teacher is going to ask them to form 4 groups in order to play a game which the teacher is going to give them one envelope where they are going to find a story in 14 images. -Inside the envelope students are going to find 10 clauses in present perfect tense with the verbs that they have in the list that the teacher gave them. Students have to order those sentences for answering them in a True/False activity and when they finish, they have to write the sentences in a sheet of paper and they will have to write whether those are True or False depending on what they saw on the images. -The group that finishes the first will win and the rest of the groups will be placed taking into account the order they finish.	-Board -Markers -Notebooks -Pencils -English dictionary -Envelope -Images -Board -Markers -Pencils -Photocopies	Tuesday, September the 24th Classroom 324, 222 Thursday, September the 26th

| | - In order to know the results, the teacher is going to give feedback to students in order to check the activity.

QUIZ

- Later on, the teacher is going to ask students to make rows in order to do a quiz about the topic and about the tense that was taught, besides, the quiz is going to be about the list of verbs that teacher gave to students.
- Finally, after having done the quiz, the teacher is going to write down on the board the answer in order to give them the feedback. | | Friday, September the 27th

Classroom 332, 222 |

ASSESMENT PROCESS	
ASSESSMENT PROCESS	**IMPROVEMENT OPORTUNITIES**
Process: The assessment of this lesson will be carried out along the pre, while, post activities.	Students will have the opportunity to participate in all the activities and improve one by one.
Product: Students will be able to create sentences putting in practice what they learnt of the present perfect tense.	The teacher will give a written feedback to each student's production.

Consolidation: Through a quiz, the teacher will assess their knowledge about the topic. Later on, the teacher will give them feedback of the quiz.	

OBSERVATIONS		
DATE OF DELIVERY: Tuesday, september the 17th 2019	**OBSERVATIONS:**	**TEACHER SIGNATURE:**
DATE OF REVISION: Tuesday, september the 17th to Friday 27th september 2019	**SUGGESTIONS AND OBSERVATIONS:**	**COORDINATOR SIGNATURE:**

Table 11.Planning

With the goal of developing grammar, it was necessary to use a strategy that could sharpen students' subskills. For this strategy it was created a chart based on Brown (2002) who stablish some principles for planning.

The following definitions are shown to better understand how the strategies implemented worked when teaching English. All of them were accompanied with a game to prove that the strategy was successful.

How to teach grammar

Inductive approach.

Teaching grammar taking into account an inductive approach is very meaningful given that students will deduct the grammar memorizing the grammar rule. That is why, Chomsky (2002) says that prescriptive and deductive approaches to English grammar teaching (e.g. pattern drills, rule memorization, etc.) have proved ineffective and boring, because the grammar of a language is acquired not through imitation but through abstracting a set of grammatical rules from language.

How to teach vocabulary

Realia.

Realia is a strategy used pretty much to teach vocabulary, it helps the teacher to use real objects and at the same time employ the method total physical response. According to book named How to teach grammar like a pro defines realia: 'the use of realia, or real life objects in ESL classroom can make a huge difference in student learning. It engages them and motivates them to learn. It is fun and sets a more natural environment' (p.7). In this way, using realia might launch a lot the learning process given that they will have a real contact with the object they are learning.

How to teach pronunciation

Pitch lines/curves.

Lin, Fan and Chen (1995) states that the most commonly strategy is to draw pitch lines/curves. Besides drawing the pitch lines/curves, they suggested that teacher blacken the last

stress syllable and put a dot over it. In doing so, students can be expected to produce the appropriate intonation with the correct word stress.

2) **Arrows**. Another simple strategy to teach intonation is to draw arrows over the place where pitch changes. For example,

↗ ↘

A: Can we rent it or buy it? (Combination of intonation)

↗ ↗ ↘

This was the format used for three activities developed taking into account Brown (2001) planning principals.

Chart used to plan games.

As you can see in this chart, it is broken down into several categories for instance the objectives of the class (Linguistic, socio-cultural, and communicative), an opening, the name of the strategy used (Inductive approach), warm up, development and game procedure.

Date:	Grade:
Topic:	
Communicative objective:	
Linguistic objective:	

Name of the game:
Type of game:
Explanation of rules:
The game procedure:
Feedback:
MATERIALS:

Table 12. Example of the chart

ACTIVITY N 1

Date: September the 17th, 2019   Grade: 803

Topic: GLOBALIZATION: CONSUMERISM

Communicative objective: At the end of the class, students will be able to pronounce correctly some concepts, which are linked to globalization.

Linguistic objective: At the end of the class, students will be able to use simple forms in order to form sentences by using the vocabulary and the present perfect tense.

Name of the game: "The hangman"

Type of game: Group game

In this game, the students will use their abilities in order to guess the letters missing in the gaps for discovering the hidden word.

Explanation of rules:

1. The student who wants to participate must raise the hand.

2. The students will have the opportunity to participate once.

3. Students will only have 11 opportunities to guess the word.

4. If someone commits a fault, the teacher will start to draw the hangman.

5. If another student repeats a letter, it will be counted as a fault.

6. If someone says a letter that does not fix in any gap, it will be counted as a fault.

7. If students guess the whole word, they will win.

The game procedure:

Students will have to say a letter; if the letter fits on the gap, they will have another chance to say a letter. If they do not guess the word, they will lose. For this, they will have 11 opportunities; each one of them will have the opportunity of participate. Besides, the most they guess words, the most they will get points to their grades.
Feedback: If they will not be able to guess the word, the teacher will help them and he will explain them the meaning of the word in order to understand a reading.
MATERIALS: Photocopies, Markers, Board, Voice, Dictionary.

Table 13. Chart of the game planning. Activity N° 1

Activity N 1. Session 1, "The hangman"

In the first session, "The hangman" was proposed as the first activity for the introduction of vocabulary and pronunciation about globalization. There, the practitioner notes that there are some shortcomings concerning the knowledge of the same alphabet, in addition to the knowledge of vocabulary in their lexicon. For this, a little review of the letters was done which motivated the students to want to participate at the time of carrying out the activity. Shortly after, the second activity was carried out, which consisted of matching a concept with the most accurate definition in order to socialize them at the end. In the same way, as the vocabulary was introduced, students were told what the unknown words were and their correct pronunciation and accentuation in order to internalize those words and thus give way to the grammatical theme, which was the "Present perfect".

There I could realize that, for this kind of activities, it is necessary to be strict with the rules and make clear the objectives and methods of participation in it.

ACTIVITY N 2

Date: September the 24th, 2019   Grade: 803
Topic: GLOBALIZATION: CONSUMERISM

Communicative objective: At the end of the class, students will be able to write down some sentences in order to make a short story by using the grammar tense taught (present perfect tense).

Linguistic objective: At the end of the class, students will be able to use simple forms in order to form sentences by using the vocabulary and the present perfect tense in a short story. |
| Name of the game: "Tell me a story" |
| Type of game: Group game

In this game, the students will use their abilities and their knowledge from the classes in order to write a short story by using some images, which are inside an envelope. |
| Explanation of rules:

1. The student must conform 4 main groups of 9 people.

2. The students will have to name a main leader. The leader will be the person who will explain the rules to the group once the teacher have told him/her.

3. The teacher will pass them out an envelope with some images. |

4. Students have to take out all the images and they have to start writing sentence about the images by using the present perfect tense. 5. They will have to write 30 sentences 6. Everyone must participate and write at least 3 sentences 7. The group that finishes the first, it will have the major grade.
The game procedure: Students will have to conform the groups and they will have to take out all the images from the envelope. Once they know the chronological order, they will have to write some sentences in order to describe what happens in the story. Students will have to write accurately in order to get the points. The group that finishes the first with all the sentences correctly will be the winner.
Feedback: The teacher will check all the written productions and he will give them the feedback in the next class due to the amount of texts. Right there,
MATERIALS: Envelopes, Images, Pencils, Board, Voice, Dictionary, Translator, Table of regular and irregular verbs.

Table 14. Chart of the game planning. Activity N° 2

Activity N 2. Session 2 "Tell me a story"

For the second session, a deductive activity is carried out in which the students, based on some images given by the teacher, had to make some sentences using the "Present perfect". For this, they are asked to try to help each other in large groups to reach the goal of consolidating the topic. In this part, I could see that some students work better in groups since they can discuss

ideas and opinions. Likewise, they could correct themselves and they could reach the goal, for this, the teacher guided them. However, there are some students who prefer to observe how peers, who are interested in working, let them do the activity and do not participate of it, which promotes that students who are not so productive can get the same mark. That is why, after reflective work, collaborative work should not be done in large groups since some students will concentrate and perform activities more than others perform.

ACTIVITY N 3

Date: October the 1st, 2019   Grade: 803
Topic: GLOBALIZATION: CONSUMERISM Communicative objective: At the end of the class, students will be able to write down and to pronounce correctly some words that are linked to social networks and globalization. Linguistic objective: At the end of the class, students will be able to distinguish some words in order to read several stories that happened to social networks' users and for giving them an advice by using modal verbs.
Name of the game: "Stop"
Type of game: Individual game In this game, the students will use their abilities and their prior knowledge from the classes in order to complete 6 columns with the letters proposed by the teacher.

Explanation of rules:

1. Individually, students must take out a sheet of paper.

2. Students will have to draw 6 columns in a horizontal way. Then, they have to write down some titles with the "name", "last name", "city", "animal", "thing" and "score".

3. The student will have to complete those columns with the letters that the teacher will propose them.

4. This exercise must be completed in English.

5. The student who finishes the first will have to say "Stop", with all the columns fulfilled with the items required and in English.

The game procedure:

Students will have to fulfill with a letter a specific item requested. Once the student has finished, He/she will have to say "stop" and then he/she will have to share his/her answers with all the class. Once the exercise has finished, the student will have to start adding all the scores depending on the amount of letters and the results. The student who has more points will be the winner.

Feedback: The teacher will give them a feedback automatically they finish the exercise. The teacher will tell them how to write them correctly and how to pronounce those words.

MATERIALS: Sheet of paper, Pencils, Board, Voice, Dictionary.

Table 15. Chart of the game planning. Activity N° 3

Activity N 3. Session 3 "stop"

In this session, a game well known to the students was held, "stop" where the teacher gave a letter and the students had to complete the items of name, last name, city, animal and thing; this in order to introduce "modal verbs". In this activity, the practitioner could show that the positive results that were evidenced in the first activity were observed in the second one since the work was individual and the instructions were clear. In the same way, the fact that the activity was a competition, it motivated students to be attentive and to want to finish first to obtain a good qualification in addition to being able to enrich their vocabulary and their pronunciation.

Figure 5. "Stop"

Letter	Name	Last name	City	Animal	Thing	Score
W	William	Williamson	Washington	whale	Whatsapp	—
F	Federic	Fernández	fiorenzi	fox	facebook	—
I	Inés	Illaramendi	Ibagué	Iguana	Instagram	—
T	Thomas	Torres	Tunja	Turtle	Twitter	—
L	Louis	Linares	Lima	Lion	Like	—
S	Sharon	Serna	Sogamoso	Snake	Share	—
R	Ramón	Ramírez	Ragonvalia	Rabbit	Retweet	—
C	Carmen	Castillo	Cali	Cat	Chat	—
P	Paola	Portilla	Palmira	Platypus	Picture	—

Figure 6 . "Stop" and the use of Pitch lines.

Solucion (B-7)

A)
you might build house.
I might do homework.
She must burn the book.

☺). they must not buy clothing
you might not get the
job.
He must not give some.
money

? ▬▬▬▬▬▬

might he have education?
→ might she dinner?
might get a scholarship

Do you think, she might eat
anything?

?
6
Do you think she might eat.
anything?
Do you think, he have educa
tion?
scholarshi

Figure 7. Evidence of one of the activities

Construir a oraciones 3(+) 3(-) 3(?) (5.0)
Mi
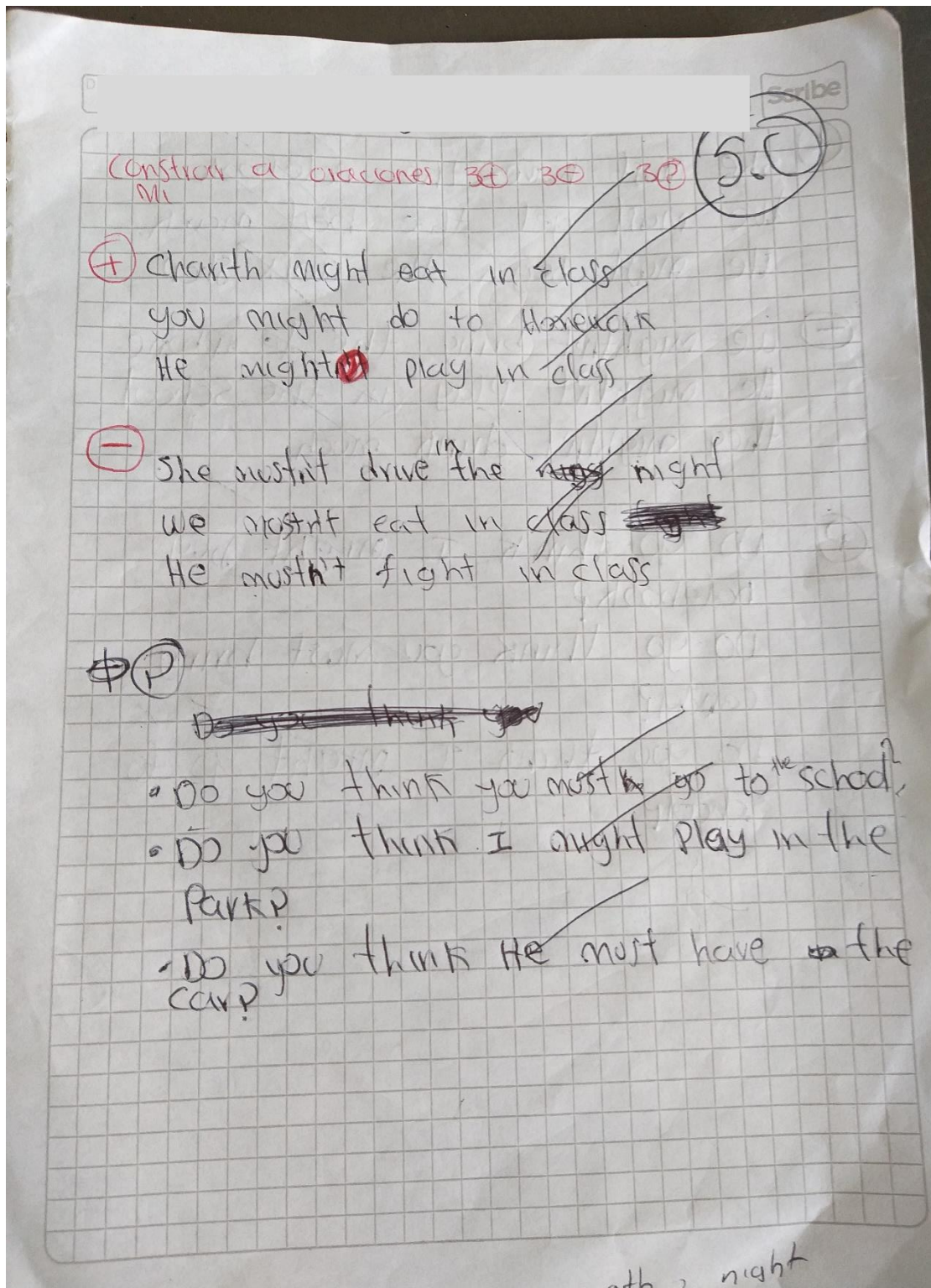
(+) Charith might eat in class
you might do to Homework
He might(m) play in class

(-) She mustn't drive the ~~must~~ might
we mustn't eat in class ~~might~~
He mustn't fight in class

(?)

~~Do you think you~~

• Do you think you must go to the school?
• Do you think I ought play in the park?
• Do you think He must have the car?

math , night

Figure 8. Evidence of one of the activities

I must cook cakes
you might run in the park.
She might water the garden
- he mightn't come to the party
- You mustn't write a book
- we mightn't get a job

Do you think I must learn english?
Do you think they might sing in the show?
Do you think you must have power?

I might drink beer
you must burn paper
she might eat fruits
he might'nt Sleep in the house
we mustn't - draw the house
they mustn't drive a car

Do you think I must buy a colours?
Do you think you must give some money
Do you think she might cut a tree?

Figure 9. Evidence of one of the activities

ACTIVITY N 4

Date: October the 22nd, 2019	Grade: 803

Topic: GLOBALIZATION: CONSUMERISM

Communicative objective: At the end of the class, students will be able to write down and to pronounce correctly some sentences taking into account modal verbs and future perfect tense in the real scholar context..

Linguistic objective: At the end of the class, students will be able to distinguish modal verbs and their use for each case.

Name of the game: "Phony Errand"

Type of game: Group game

In this game, the students will use their communicative competences, in this case their listening, speaking and writing skill in order to pass a message out and write it down in a sheet of paper.

Explanation of rules:

1. First of all, the teacher will number students from 1 to 4 randomly.

2. Then, students who have number 1 will form a group; students who have number 2 will form a group, number 3 the same and number 4 the same.

3. Then, ask them to form rows.

4. Call the last student of each row and then, they will have to pass the message out.

5. The message must be whispered to the ear and it will be done once.

6. Nobody could turn around and they could not repeat the message.

7. Once the message has been passed out, the student who is in the other side of the row must write the message.

8. The first group who finishes of writing the sentence correctly will be the winner.

The game procedure:

Students will have to say a number from 1 to 4 in order to form groups randomly. Then, they will have to form rows in order to explain them the rules and later on, the teacher will call the last student of each row in order to tell them the message. Once the message has been said, it will not be allowed a repetition, thus, they will have to pass the message out in the way they understood it. Once students have passed the message out, the last person who is in the other side of the row will have to write it down in a sheet of paper. When the group finishes, everybody will have to raise his or her hands and the teacher will check it. If the sentence is written accurately, the group will be the winner, if they do not, they will lose their chance and they will not have another opportunity to participate in the round.

Feedback: The teacher will give them a feedback automatically they finish the round. The teacher will tell them the correct sentence in order to know if they passed it out correctly or if they did not do it.

MATERIALS: Sheet of paper, Pencils, Board, Voice.

Table 16. Chart of the game planning. Activity N° 4

Activity N 4. Session 4, "Phony Errand"

In this session, an activity called "phony errand" was prepared where the intention was to evaluate the pronunciation of the students and the topic "modal verbs". In this activity the students had to pass a message to the classmate who was in front as a whisper. The rules were simple, nobody could turn around and they could not repeat the message, this also in order to develop their retentive. There the practicing professor could show that collaborative learning plays an important role in the classroom because if one pillar fails, everyone starts to fail. This exercise not only allowed the teacher but the students to identify their flaws and their strengths and to recognize that they themselves should begin to listen to more content in English since in the first messages they wrote the messages as they heard them.

Figure 10. "Phony Errand"

Figure 11. "Phony Errand"

Name: _____ **Date:** _____

understood 0.5 4.5

1. By the end of this quiz, I *will have* ___9___ (understand) the lesson.
2. He *won't have done* (not) (do) the homework by this time tomorrow.
3. *Will* She *have driven* (drive) 500 miles by the time she *arrives* (arrive) to Bogotá?
4. We *will have flown* (fly) 8 times by the end of this day.
5. They *will have studied* (not) (study) the future perfect tense by the time they *done* (do) the exam.
6. *will* you *have come* (come) by the end of the party?
7. Ana *will have built* (build) the building by the end of this year.
8. Joseph *won't have begun* (not) (begin) to sing before Samantha *arrives* (arrive).
9. *will* they *have burnt* (burn) all their exams by the time the teacher *leaves* (leave) the school?
10. At this time next week, the police *will have* *caught* (catch) the thief.
11. By the 8 o'clock, the kids *won't have fallen* (not) (fall) asleep.
12. *Will* we *have been* (be) 2 years in Scotland by the time my mom *arrives?*
13. They *will have* *drunk* (drink) too much by the time they *finish* (finish) drinking.
14. I *won't have finish* (not)(finish) all the dishes by 7 o'clock. 0.5
15. *will* We have *chosen* (choose) a date before they *call* (call)?

Name: _____ **Date:** 12 /06 / 2019

4.8

1. By the end of this quiz, I *will have understood* (understand) the lesson.
2. He *won't have done* (not) (do) the homework by this time tomorrow.
3. *will* She *have driven* (drive) 500 miles by the time she *arrives* (arrive) to Bogotá?
4. We *will have flown* (fly) 8 times by the end of this day.
5. They *won't have studied* (not) (study) the future perfect tense by the time they *do* (do) the exam.
6. *will* you *have come* (come) by the end of the party?
7. Ana *will have burnt* (build) the building by the end of this year. 0.5
8. Joseph _____ (not) (begin) to sing before Samantha *arrive* (arrive). 0.5
9. *Will* they *have burnt* (burn) all their exams by the time the teacher *leaves* (leave) the school?
10. At this time next week, the police *will have caught* (catch) the thief.
11. By the 8 o'clock, the kids *won't have fallen* (not) (fall) asleep. 0
12. *will* we *have been* (be) 2 years in Scotland by the time my mom *arrives?*
13. They *will have* *drunk* (drink) too much by the time they *finish* (finish) drinking.
14. I *won't have finish* (not)(finish) all the dishes by 7 o'clock.
15. *will* We have *chosen* (choose) a date before they *call* (call)?
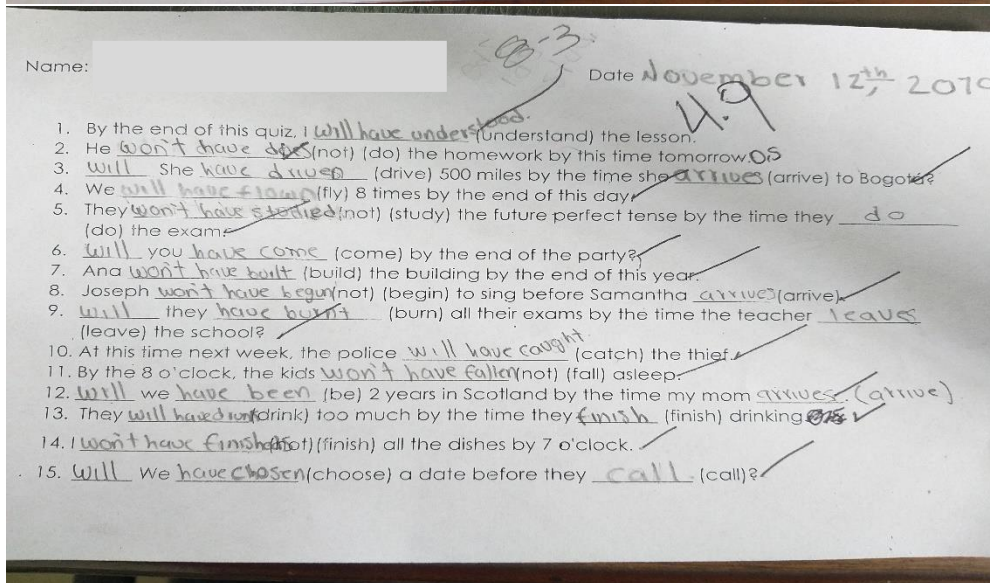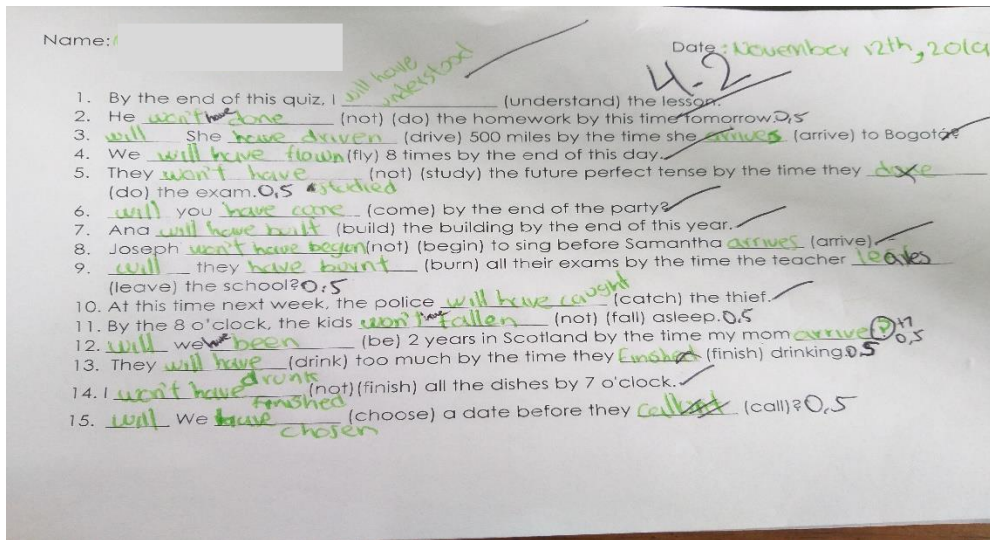
Figure 12. "Results after the game "Phony Errand""

Chronogram

Similarly, the chronogram of activities that was established as a reference point for the conception of project activities is attached. It should be noted that the calendar that was initially proposed was a provisional one but, due to academic and extracurricular activities, the proposed schedule could not be followed with total rigor but it is intended that the activities be fully

fulfilled. Then the comparison between the provisional calendar and the current or actual calendar.

In this part, the practitioner realizes that everything flows normally until the fourth week of proposed activities because the institution organizes extracurricular activities, which make it impossible to correctly track, and plan the calendar, in addition, the practitioner suffered health problems, which made it impossible to finish the work established in the calendar. In view of this, the fulfillment of all the proposed activities arises as a difficulty since there is a delay in the activities and these must be leveled, which makes it difficult to comply fully with the proposed sessions.

However, the practitioner fulfilled with all the activities proposed in the calendar and he could complete with all work in the proposed weeks.

Week	Date	Activity
1	September 16th – 20th Tuesday	Explanation of the project. Rules and topics. Participant observation Contact activity Planning of the first activity
2	September 23rd – 27th Tuesday	First activity application Surveys Application Participant observation Planning of the second activity Journal Entry
3	September 30th – October 4th Tuesday	Second activity application Participant observation Journal Entry
	October 7th – 11th Tuesday	REST WEEK Planning of the third activity

4	October 15th – 18th Tuesday	Third Activity application Participant observation Journal Entry Evaluation week Planning of the fourth activity
5	October 21st – 25th Tuesday	Fourth activity application Participant observation Journal entry Planning of the fifth activity
6	October 28th – November 1st Tuesday.	Fifth activity application Participant observation Journal entry
7	November 5th – 8th Tuesday	Conclution activity Surveys application

Week	Date	Activity
8	November 12th – 15 th	Data analysis
9	November 18 th – 22 th	Evaluation week
10	November 25 th – 29 th	Correcions of the project

Table 17. Chronogram activities

Results

According to the analysis of the instruments, which were the narratives, the entries of the field diaries, the surveys and the participatory observations, it is possible to note that in accordance with the objectives set out in the conception of the research project were almost accomplished. Besides, it is important to highlight that those have served as a guide to establish traceability where the project should take place.

That is why, talking about the first objective, the general one, and based on what was observed in these sessions that I have carried out, which were 4, the games had a positive impact

on the students' disposition at the time of learning. Likewise, the games have served to reinforce the contents that the "Way to Go" method proposes as well as the pronunciation of certain words which in turn reaffirms that game-based learning turns out to be a pedagogical tool that can be beneficial in the teaching and learning process.

Thus, and following the underlying objectives of the general objective, it can be perceived that games in the classroom changed the perspective of students in the classes, since for them it is a relief not to follow a traditional model which it bores and indisposes them. Similarly, the games promote a participatory interest in students when introducing and explaining the topics; in addition, the games served to strengthen the previously taught knowledge that in turn gives good results when evaluating them both, individually and collectively, and it is there where the games helped to create a fun and collaborative learning in the classroom.

For this, the activities were planned according to what it wanted to teach so that, these worked in their application and those were not so demanding for the student in order to not bore or frustrate them. Thus, three categories emerged from the instruments, which are meaningful learning and motivation, Collaborative work and educational environment

Meaningful Learning and motivation

According to certain students, most of them converged on the answers of the interviews where they expressed that they learned the subjects of the foreign language better through ludic games as well as the participants expressed it.

"Porque los estudiantes se divierten y se memorizan bien las cosas."
PARTICIPANT2_SURVEY

"Porque uno aprende y nos enseña más palabras nuevas, además nos podemos expresar por ese medio y es divertido" PARTICIPANT2_SURVEY

According to Trybus (2015), who established that this method consisted in borrowing several gaming principles and applying them to real-life settings to engage students with the learning process, it was possible to identify that this methodology works very well in this population since its age who was between 12 and 16 years old allowed it. Thus, the age was an important factor because they are still too young to implement another learning tool such as ICT's but it does not mean that other cannot work properly. Consequently, this method allowed to the teacher to propose several activities, in this case games, not just for playing in classroom, but also for learning in a playful and dynamic way.

So that, the games were seen by the students as an incentive at the moment of understanding a topic but, after having applied several sessions, the practitioner concluded that the key moment to apply the games is when it is necessary introduce a topic or make a feedback on a subject studied. Besides, the researcher realized that games can be used as a strategy for introducing hard grammar topics to students in order to understand them better or paying more attention compared to the traditional method. Thus, when the student wants to study or remember a subject, they will be able to remember them through the games implemented in class since the learning process undertaken in the sessions were meaningful and motivational.

Collaborative work

Having found this category within the results was something positive since, the students, who reflected that learning through games was very good, arrived to the conclusion that by doing it individually, they advanced but when it was done in a group, it was faster.

"Sí, es que a veces a uno solito le queda más duro en cambio si hay más gente en el grupo, uno sabe quién puede hacer tal cosa y pues rinde más." PARTICIPANT3_SURVEY

"Yo la verdad sí puedo hacer las cosas sólo y no me voy quejar de que me toca duro pero una ayudita nunca está demás. Además, así aprendo a conocer a mis compañeros; sus virtudes y sus falencias." PARTICIPANT5_SURVEY

Thus, and according to Wafi, A. (2019), who established that collaborative learning could be one of the advantages that the inclusion of games could have within the classroom, postulated that in the exercise and in the game, teamwork could give positive results for everyone who conformed the group. This was evidenced in the course of the project since, when students were assigned some work groups, they were motivated a little more compared to when they had to work alone because the pressure was lower and they could ask or resolve doubts among themselves.

In the same way, this methodological exercise also served to create academic and social ties among students since; they were able to recognize their weaknesses and strengths. Besides, students felt more confident because the fact that they could fail, it would not be seen any more as a limitation since, previously, students had the tendency to make fun of themselves when they made mistakes and the did not do correct themselves as they do today. In the same way and as a

conclusion of this result, the fact of being able to work together in a competition, which it had as a major prize a qualification, encouraged them to handle situations of group pressure, mood situations in favor of obtaining the best qualification and winners status in the classroom.

Educational environment

This result was the final sample that through games and recreational activities in the classroom, it is possible to have an ideal or optimal educational environment for teaching English since, as some participants showed, the games gave a different perspective to the class of the others. In this way, and according to the voice of the participants, they stated that:

"Este tipo de experiencias me permiten aprender mucho más y vuelven la clase más divertida" PARTICIPANT4_SURVEY

"Nosotros nos concentramos más jugando que cualquier otra cosa y mientras vamos jugando vamos aprendiendo y eso vuelve las clases más lindas." PARTICIPANT2_SURVEY

Thus, and according to Derakhshan, A., Tahery, F., & Mirarab, N. (2015) who established that games within the classroom promote an optimal and ideal educational environment, postulated that this was achieved thanks to convergence of collaborative work and the motivation that students achieved through learning games and recreational activities.

Therefore, it was observed that the results obtained both by the instruments, as well as by the theory proposed by the authors, come close to the fact that, thanks to the games and the utility given to them as a pedagogical tool in the classroom, the results and performance of the

students were optimized. So, pedagogical games can work as a boost to the classes or just for having fun in the classroom; besides, those generate a vision on them, a different perception from what other subjects may offer them and this in turn promotes that Students are more interested in learning English at school.

Conclusion

Based on what was applied and what was interpreted in the information and in all the practitioner experiences, it is important to say that the purpose of this study was to determine whether game-based learning could work in elementary school where acquisition of knowledge of students was a little low related to English. The participants displayed positive attitudes towards the games proposed because they knew the most part of them and they felt that the approach contributed to their learning. The majority of students accepted this learning method and hoped to continue using this approach in the future. The students also expressed that learning in this way could assist them to gain knowledge not only in English but also in the other subjects and the game-based learning method increased their interest when learning. The activities demonstrated that the games significantly increased the student's knowledge related to helpful vocabulary, library instructions and pronunciation of some words. Moreover, the use of games and the game-based learning also enhanced learning motivation and learning effectiveness. However, it would have been better get involved more time undertaking this project because the time was not enough and, at the end of the project, it was evidenced at the moment of processing the information. Besides, students' unwillingness did not allow getting an information-nourished base, which it can generate some doubts that could not be solved.

Thereby, I suggest that future studies conduct in-depth surveys on student attitudes towards learning using games to identify the elements that arouse interest and how knowledge is acquired from playing games. The practitioner and teachers discovered that following the interactions elicited by games, the students became closer to their teacher and their peers. The students also preferred a grouped arrangement rather than single separated arrangement in rows.

Thus, future studies could conduct further analysis on the learning process and student-student interaction during educational games and investigate how they influence game-based learning. Finally, this study suggests that future researchers can create educational games for other subjects such as mathematics and science.

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CHAPTER II

RESEARCH COMPONENT

Introduction

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

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

It has been considered to design a project that involves a reflective approach on the practicum

with the aim of objective knowledge, behavior and aptitudes that helps to guide teachers' labor.

Additionally, as an assimilation, immersion, and mindful exploration exercise upon the own teachers' subjectivity. By means of questions wording and searching of information to seek a solution for any problem and for the self-recognition.

Justification

The design of this Project in the foreign languages integral practicum context focuses on a more professional conception of the practicum as a cutting edge to sharpen educative processes in centers where PRADO is held. It is considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it. In agreement with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it is justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish between a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

Statement of the Problem

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

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

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

In the case of the Foreign Languages degree in the University of Pamplona, the reflection is conceived as a fundamental exercise so that students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role.

Statement of the problem

To start this study, the following guiding questions are formulated:

• How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to development of integral practice?

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

General objectives

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

    • To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

Specific objectives

    • To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.

    • To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.

    • To identify and to analyze the strategies that the student uses in his / her pedagogical practice.

    • To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.

    • To analyze one's own beliefs about the work of teachers and students.

Theoretical Framework

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

Teaching profession.

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

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

Reflection.

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

Reflection as a process.

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

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

Figure 13. Stages of reflection

Reflection as a theme.

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

On a second level, the reflection about the implicit presuppositions in the specific practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. It is opted the application of educational criteria to the teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

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

Pedagogical practicum

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

Academic practicum.

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

Social efficiency practicum.

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

Development.

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

Social reconstruction.

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

Generic.

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

Reflection triggers.

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

Critical element on reflective thinking.

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

These authors established classification categories of knowledge

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

7. The knowledge of fundamentals: philosophical, historical, and axiological

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

element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective, subjective, and inter-subjective.

Methodology

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

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

Reflective workshops.

The reflective workshops have a fundamental purpose to guide students-teachers' reflective process, but at the same time to socialize and share own experiences of their endeavor to enrich their process and insert new tools that allow them to transform their pedagogical practicum. This three reflective shops helped us out to share all the thought we have on our

minds and tell the experiences lived in the school.

Objectives

➢ To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.

➢ To socialize criteria, share ideas and directives to assume their pedagogical practicum.

➢ To qualify, facilitate and be set in an effective way to the school.

Data collection

Self-observation card.

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

Narrative.

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

Class recordings.

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

practicum students have to record a class of themselves in order to analyze and reflect about how was the process of teaching.

Context.

On February 7, 1984, a group of people worried about the education of their young people in the "Barrio Porvenir", build a school that initially takes its name. In the same year, she receives the name of "Manuela Beltrán School Concentration" in honor of a great hero, being the director Martha Penagos who was in charge of 5 teachers and 180 students from First to Third grade. In addition, night school begins operating with the CAMINA program.

The educational institution Manuela Beltrán (IEMABE) is a public school located in San José del Guaviare. It has primary and secondary headquarters in the same establishment with a single day in the morning hours from 6:30 am to 1:00 pm where more than 80% of its students are victims of armed conflict or displaced. It becomes to San José del Guaviare in a city belonging to the red zone due to the groups outside the law that are in this area of the country.

Socialization role.

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

Instructive role.

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

Educational role.

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

Population

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

The direct beneficiary population

Teachers in formation, teacher's supervisors, and student community of the centers of implementation of the Integral Practice.

Indirect beneficiary population.

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

Institutional units linked to the Project

o Foreign Language Program

o Department of Languages and Communication

o Education Faculty

External institutions linked to the Project.

o Manuela Beltrán High School

Chronogram

Similarly, the schedule of activities is presented below.

TIMETABLE FOR DATA COLLECTION									
WEEKS	1	2	3		4	5	6	7	8
	September 16th – 20th	September 23rd – 27th	September 30th – October 4th	October 7th – 11th	October 15th – 18th	October 21st – 25th	October 28th – November 1st	November 5th – 8th	November 12th -15th
Narratives report	■	■	■		■	■	■	■	■
Self-observation checklist			■				■		
Class recordings			■				■		

WEEKS	9	10
	November 18th – 22th	November 25th – 29th
Narratives report	■	■
Self-observation checklist	■	
Reflective workshop		
Class recordings	■	

Figure 14. Chronogram of activities

Results

In this research component, collection data instruments played an important role in practitioners teaching process given that thanks to that reflection next and current practitioners can improve their skills when teaching in different contexts as well as gaining some experience living the role of a teacher.

Narratives.

Thanks to the narratives, I was able to realize several aspects of the classroom. For example, diversity in the classroom causes different types of needs to be established since these groups behave differently when learning. For this, it is proposed that the approach with these types of needs and students should be to listen and also the teacher should propose alternatives but always with the aim of being seen as a help rather than as an obstacle, an aspect that teachers do not take into account.

In the same way, the management of the discipline and the strategies used to have adequate classroom control must innovate since students tend to get used quickly to the proposed rules from the beginning and later, they begin to behave as if they do not it will matter. In turn, the narratives also express the lack of resources in the classroom and their respective organization, a real fact that the teacher must assume and overcome and which can delay the development of classes in addition to discouraging students to turn on.

Taking into account that our process as teachers began 8 weeks ago, I, as a practitioner, have realized 5 reflections which have helped me identify both my weaknesses and my strengths when teaching. In the same way, I have reflected in these weekly reports everything that has

happened to me, from the health problems that I have had as well as somewhat demotivating situations that make me rethink if I am really doing my teaching practice correctly. In short, all these experiences serve to understand how you can improve as a teacher in the future and thanks to this tool, the teacher can see his own process and criticize it in a more subjective way in front of the real situations for solving and improving them.

Therefore, criticism and reflection must be a permanent part of the teacher's process to achieve the utopia of giving a perfect class or at least, try to be perfect in the process. In this way, the practitioner not only looks for being a center of knowledge but also being a trainer of values and critical awareness useful to form the future actors of society.

Self-observation.

In view of the narratives, which more subjective stories, our coordinators and our tutors in this part of the project proposed us to perform periodic self-observations, which would help them to identify specific guidelines as well as some situations that maybe we do not mention in the narratives stories. Those can be class planning, what topics are presented or how they are chosen in relation to the need we have. All these topics are chosen based on what is established by MEN, which dictates the specific and basic Learning Rights for English, which facilitates or guides us in the selection of the topics. Likewise, the self-observation tries to know how we do the development of our classes and how they are presented to the students and if there is a mistake between what is presented to the students and the evaluation. All these aspects allow us to reflect on the activities that we carry out in the classroom that encourage the learning of the topics, which give a rough account of the work done as a teacher and how it can be improved in order to train and form, critical citizens and formed in values.

Observation and reflection workshops.

Observational workshops are effective instruments for collaborative work among practitioners as a collective reflection can be made in which the differences that exist between institutions regarding the academic and institutional processes and a continuous accompaniment of the practice which at the same time allows for recommendations among the peers and in this way the individual processes are strengthened and guided taking into account the experiences of others.

Class recordings.

The class recordings is another tool which has served to reflect on the various situations that occur in the classroom which may have an impact on the development of the same class. Aspects such as the climate in the classroom, the organization of the classroom, knowing how the subjects are taught and how it could be improved in the process, the interaction that exists between the teacher with the students and the students with the students themselves and how to attend to the different needs in the classroom so that no one is left behind, they are situations that can be evidenced in these footages in order to reflect and to be critical in the teaching process. There is is possible to realize how we as teachers carry out our methodology to show if this relationship works or not and how we could do for improving it in favor of student learning. In the same way, these recordings are evaluated by our classmates, which also tends to not only a self-evaluation of the process but also a more objective hetero-evaluation that helps the teacher's development in search of better strategies.

To sum up, during these ten weeks of the practicum the process has increased a lot and

the experience obtained was significant for each trainee teacher. Also, self-observation could

assess my personal process during the whole practicum stage so in that order, I could bear in

mind what was positive or negative when teaching. Besides, the video-recording w

as an important tool because with this I was able to judge my teaching process, besides the chart

fulfilled by my partner in the exercise done by her, it gave another perspective in my practicum

process, in what aspect I was doing it good and what in those I had to improve it. Moreover, I

felt comfortable with my work during these ten weeks and I am happy since, as a teacher I have

enhanced all my skills in matters of knowledge, experience, and didactics and so on, all this in

lights of this reflective process presented week by week. Reflection process made a great

progress on teacher lives so from the teaching process arose the following categories.

Methodology.

I consider my methodology has been improved taking into account that I could realize

what I am doing wrong thanks to the feedback given by my supervisor after observing my class

considering that I took all the negative aspects in a good way and I try not to do them again. This

process is a continuous learning process and even teachers can learn from practitioners as

practitioners evidently can learn from teachers. In addition, the pedagogical component has

helped to this improvement highlight the pedagogic methodology used.

Evaluation.

This category is really important in the field of teaching, we as teachers will be

confronted to do evaluations all the time, personally, I have this in mind every time whether I am

doing an activity, or after explaining a topic, or judging my teaching process. I can say that now I am aware of evaluating all the time all my process or students' process.

Planning.

Planning has taught me that with a well-planned-structured class we can have organization when teaching something that is really important for a teacher, knowing what to do afterwards, and what not to do depending on the context presented. Also, planning is a guide to develop a class successfully and a very important tool that all teacher should have in mind.

Interaction.

This is essential for me given that the teachers are model to follow by the students so if a teacher have well communicative competences it can transmit security to the students, thus, the interaction with the students would be easier. I would like to highlight that speaking all the time in English is not suitable because the learners can get bored due to the misunderstanding. So, it is important to alternate mother tongue with the target language.

Beginning student's motivation

Personally speaking, I reckon it is really significant to motivate students from the very beginning of the class, until the end because they need to be motivated and that is one of my goals every day, promoting motivation among them letting them know that they are important and they can learn English.

Classroom activities.

Nowadays, working with teenagers is a tough work according to my experience as a teacher because their learning process is different from a century ago. It is required to create activities that they like and in which they can learn at the same time. That is one advantage of my

pedagogical component and the main objective of this proposal which is the use of the game-based learning so I try to implement games using strategies depending on what I want to teach whether grammar, vocabulary or pronunciation. Thus, I think I have improved activities creation I have in mind that they are innovative and wholesome.

Classroom resources and organization.

This category is important in a daily life teaching process because classroom resources and organization play a significant role in students learning process we as teacher have to take into account these aspects when planning a class and also this is linked with the atmosphere of the classroom as well as the teaching-learning tracking process.

Finally, to reach the objectives of the component there were some instruments used for the data collection as class recordings, narratives, self-observation.

Conclusion

During these ten weeks, I am certain that reflection has helped me to become a better teacher and evaluate myself to notice if I am doing things right or wrong. Also, this helped to assess the practicum teachers to do things better when being in this teaching context. It is not an easy task to be a teacher at all so for this reason everyday there is a reflective process to see what happens inside and outside the classroom.

- Reflection should be taken as all of the teachers in order to become better teachers.

- Narratives can help us to realize and express how I feel in a week of work

- Using the instruments mention before is essential because they provide a lot of assessment giving us things we alone do not realize.

Reflective question

How does the implementation of reflection and the critical analysis in pedagogical practicum contribute in the transformation of your practice?

It is important to emphasize that these instruments of reflection and all the reflection in themselves, must continue to be applied not only in teaching practice but also in all facets since, these allow us to be critical and objective regarding the learning process for becoming it in a utopian process. In addition, as a teacher, I will continue in this work of self-reflection in order to improve my teaching work and in this way, I could be the teacher that I always dreamed. For this, it is necessary to live certain situations that help us gain more experience in our process as teachers since we are the only people who know all the details, feelings, of the situations lived in the room.

CHAPTER III

OUTREACH COMPONENT

Introduction

This chapter presented the activities that would be developed inside one of the headquarters of the institution with the aim of incorporating the use of games with students in order to promote learners' motivation and extend student's knowledge of English in the classroom. This project attempted to improve learners' oral skills, as they were students from primary they did not have an English teacher, they only had access of what the teachers poorly knew about the language. The main idea was to create a learning atmosphere for children where they could feel comfortable when learning English. Teachers were always looking for strategies where the students could interact in the foreign language.

In doing so, this project propose the use of games are useful to draw children's attention. This project will open the door to new teaching experiences, especially in primary schools where students are full of expectations, and willingness to learn something new. In the same way, it gives the opportunity for students to keep improving other skills such as reading and writing, because they are children who are still in the process of enhancing the four skills in their mother tongue.

Justification

Nowadays, in Colombia the institutions which only have English teachers in primary are private schools, that is the reason why the teaching practice will allow to supply this necessity through a project that aims at supporting English learning from primary with the purpose of creating strong knowledge basis of the language in order to have access to a higher educational quality, Although the ministry provides projects of bilingualism for the country, these are not correctly developed at all primary schools to face a growing world of the foreign languages.

During the observation week, it was possible to identify some difficulties in the English learning process. In addition, it was possible to demonstrate that the students of each group are provided with an English level deficit for the four communicative skills; since the knowledge of the language is limited, they have an English teacher prepared in the realm of English. For that reason, during some observations it was possible to state that children must extend its knowledge in vocabulary related to its habitual environment.

Objectives

• To meet the English Teaching demands of child population in primary school in San José del Guaviare city.

• To integrate the foreign languages education of the students belonging to the Foreign Languages English-French program to the educational reality in primary school in San José del Guaviare city.

Specific objectives

• To familiarize schools' children of San José del Guaviare city with fundamental knowledge of English.

• To teach English through games as a didactic to develop speaking skills in 3rd grades at Manuela Beltrán High School.

• To create lesson plans adapted to the learners' learning needs.

• To promote strategies that foster students' participation in each class and implement didactic material for learning of the different topics.

Methodology

During ten weeks of the development of this project, it will be implemented activities that prepare learners to explore this skill, in this way, students can be promoted and helped in all their skills. The purpose of this study is to foster the learning language process of the L2 more precisely in speaking. It is considered to plan one lesson per week in order to achieve success,

but exclusively in the English area. This proposal will be carried out with 3rd grade (301, 302, 303, 304) graders. 4 hours per week that means 1 hour per group. This project aims to supply a necessity of students from public primary schools, especially with children. The main aim of this outreach component is to improve communicative skills of third grade students through games and flashcards implementation in order to enhance speaking at Manuela beltrán High School. That is why, according to Sarah, C. (2018) estates that flashcards are handy sources to have and can be useful at every stage of the class. They are a great way to present, practice, and recycle vocabulary. Flashcard is one of the easy media for teaching in the classroom in any technique. In addition, the pre-service teacher will be working with third graders four hours per week following what the textbook demands and creating innovating activities and didactic material that wake the students' interest to learn.

BLOQUE	HORA	LUNES	MARTES	MIERCOLES	JUEVES	VIERNES
1	06:30-07:20					
	07:20-08:10					
	40 min	D E	S A	Y U	N O	
2	08:50-09:50		**302**			
	09:50-10:50	**303**	**301**			
	10 min	D E	S C	A N	S O	
3	11:00-12:00					
	12:00-01:00	**304**				

Table 18. Pre-service teacher's primary schedule

Development of the component

For the development of this component, all institutional needs were first taken into account to provide the support in the area of English, for this, through non-participatory observations, it was attested that the elementary students of the educational institution lacked of a teacher in the field of English, which harmed and truncated the children's learning process. In addition, the most part of teachers are pedagogues and this fact shows that they do not have enough knowledge in English and when they try to teach it, they do it in a traditional way, writing the words on the board in both English and Spanish. Besides, the teachers do not do the drilling exercise on the students since they are aware that they do not have enough knowledge to do it.

That is why, together with the evidence, the need arose for the practitioner was to propose the project based on the use of flashcards so that, through this visual tool, student could be able to learn in a more fun way concerning vocabulary and, with the help of the English practitioner, they could develop listening and oral production skills.

Similarly, the practitioner not only focused on teaching vocabulary but also focused on familiarizing students with certain commands such as, "Did you finish?" or "Teacher, may I go to the bathroom please?" among other things. Thus, children begin to be habituated with English and they began to look at this subject with another perspective, a fact that was seen positively by the directives and by the same teachers in charge.

For this, as in the pedagogical component, the methodology carried out was, first of all, to conceive a class planner in order to establish the class moments where the ones to be carried out

were explained; where learning will be focused through repetition and flashcards as a

pedagogical tool to follow an adequate and stable course.

Planning

Right here one of the planning proposed in order to follow the topics established for each session.

UNIVERSIDAD DE PAMPLONA
PRÁCTICA INTEGRAL-INSTITUCIÓN EDUCATIVA MANUELA BELTRÁN

PLAN DE CLASE SEMANA 2

Público: Tercero de primaria	**Nivel:** A1
Fecha: 16 – 20 septiembre 2019 **Tiempo:** 1 hora	**Material:** • Flashcards, • Worksheets, • Tablero,
Docente: José Yesid Gutiérrez Quintero	**Tema:** The parts of the house
Objetivo Lingüístico: Identificar 10 partes de la casa en inglés de forma oral y escrita (Roof/techo, Wall/pared, floor/piso, door/puerta, window/ventana, chimney/chimenea, living room/sala, kitchen/cocina, bedroom/habitación, bathroom/ baño)	
Objetivo comunicativo: Pronunciar correctamente cada parte de la casa	
PROCEDIMIENTO	

Warm up : Tiempo : 10 minutos
Se saludará a los niños y se les preguntará como están.

El docente introducirá el tema a través de una pregunta: ¿Cómo sería la casa de sus sueños?
Después de conocer las respuestas de los niños, el docente les va a pedir que vayan dibujando con él la casa de los sueños en el cuaderno.

Desarrollo- Explicación del tema: Tiempo: 25 minutos
El docente enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada parte. El docente irá dibujando a la vez cada parte de acuerdo a su gusto e irá escribiendo en el tablero cada elemento dejando tiempo para que los niños dibujen y copien también.

Actividad de Producción y Evaluación: Tiempo: 20 minutos

Después de enseñado el vocabulario y de haber pronunciado correctamente cada parte de la casa, los niños deben resolver una ficha donde les preguntan donde se encuentra cada personaje, allí deben poner la parte de la casa donde el dibujo se encuentra pero en inglés. Al final de la actividad el docente revisará la ficha y asignará una nota. **(ver anexo 2)**

Tarea: Tiempo: 5 minutos
Los niños deben colorear la ficha hecha en clase y traerla pegada en el cuaderno para la próxima clase.

Referencias:
https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources

https://www.education.com/worksheet/article/parts-human-body/

https://www.educima.com/wordsearch/spa/index.html

Table 19. Primary planning

Primary chronogram topics

In addition, the calendar it is also attached in order to demonstrate all the activities that have been carried out.

Week	Date	Topic	Flashcards aids
1	September 16th – 20th	Parts of the house	Songs, pictures, flashcards.
2	September 23rd – 27th	Parts of the body	
3	September 30th – October 4th	Parts of the school and materials	
	October 7th – 11th	Places	
4	October 15th – 18th	Professions	
5	October 21st – 25th	Animals	
6	October 28th – November 1st	Food	
7	November 5th – 8th	Planets	
8	November 12th - 15th	Means of transport	
9	November 18th – 22th	Musical Instruments	

Table 20. Primary chronogram topic

Conclusion

As conclusion about this component, the practitioner could establish that the work done with the child population has begun to bear significant results since the students begin to use all the vocabulary they have been taught in the sessions. In turn, it is inferred that the work is being carried out properly since, both teachers and students, have been pending sessions and with the enthusiasm to learn more. Likewise, the institution expresses its gratitude and its relief since the concern on the part of the principal's thoughts about the fact that they did not have English teachers in primary school, was remarkable and this created flaws that the professors of more advanced degrees could not correct. That is why, I believe that the work done in this institution is being carried out with affinity and forcefulness, which motivates me to continue working as I have been doing to fulfill the institution, the fellow teachers and, above all, the children.

Moreover, we found the need through teaching English in primary, to ensure that the teaching staff of the institution are equipped with the necessary tools and materials to enable them to conduct English classes in a meaningful way even if they do not have the language level sufficient for this task. We proposed that they were at least trained to use innovative, easy and effective methodologies for English vocabulary skills to be implemented seamlessly in the classroom. For this, the practitioner through the execution of his classes with flashcards methodology has somehow taught the pedagogue teachers in charge of observing the classes, a strategy for teaching vocabulary in English and engaged with different teachers to let them the flashcards, lesson plans and all the material. Thus, they can replicate these strategies next year and they will be able to achieve the minimum standards required by the institution.

Reflective question

In which way to meet this need, whether in primary school or with tutoring, has it contributed to the pedagogical practice?

The fact of being able to contribute to areas where a teacher is needed in English is something that helps in training process, not only of the teacher but also of being a human being, since this experience helps to show that children are much more grateful than students of major courses are. This motivates me as teacher to continue promoting these spaces of academy. Likewise, the fact of being able to help teachers who are not specialists in this language already promotes a collaborative work, which it will be reflected in future classes and in the children's results.

CHAPTER IV

ADMINISTRATIVE COMPONENT

Introduction

Being a teacher not only consists of going to the classroom and working with students on a certain topic. Being a teacher means working on diverse aspects as well, to implement values, to understand students' problems, to become a friendship hand to students and more importantly, to collaborate with the school itself, to have sense of belonging, to make cooperative work with other teachers, and to help in the activities established by the school.

In this way, the pre-service teacher will be involved in the school activities, to keep permanency in the building in order to give aid, if needed, to teachers and directors and to get a better understanding of the school and to achieve the same time an insertion in the scholar context.

Manuela Beltrán high school in its annual chronogram purposes some academic and cultural events throughout the year in which most of the teachers get involved. In order to be part of those activities, the pre-service teacher will participate as well to cooperate and collaborate in the organization and development of some of those activities being inside or outside the institution.

Objectives

General Objective

• To get involved in the teaching ambiance by having a participant collaboration in the activities and events developed by the school.

Specific Objectives

•   To collaborate in the organization of events and activities inside and outside the school.

•   To become an active member in the activities proposed by the institution.

•   To give aid and support to other teachers in the development of cultural activities.

Methodology

During the last term (4th) of classes of 2019 at Manuela Beltrán High School, diverse activities, such as masses, celebrations and extracurricular events will be carried out in which the pre-service teacher should take place. Other important aspect the pre-service teacher has to attempt to is to deliver the students' grades to their parents or people in charge of them. Besides that, it is imperative the permanency in the school. The pre-service teacher should stay in the school for the whole journey, starting from 6:30 a.m. to 1:00 p.m to keep abreast of everything inside the institution. During this period inside the institution he has to grade the students' notebooks, prepare didactic material and to be prepare to the following classes of each day.

Chronogram of institutional activities and events

CUARTO PERIODO: septiembre 9 a noviembre 22

FECHA	ACTIVIDAD	RESPONSABLES
09 de septiembre	Jornada curricular complementaria: Registro de notas en plataforma.	Directivos docentes – Psicoorientación
10 de septiembre	Comisiones tercer período	Comisión de evaluación
13 de septiembre	Tercera entrega de informes académicos y de convivencia a acudientes.	Directores de grupo – Directivos docentes
	Feria de la ciencia y la creatividad de primer ciclo	Docentes primer ciclo
11 de septiembre	Consejo académico	Directivos docentes
16 al 27 de septiembre	Tercera jornada de oportunidades de mejoramiento	Docentes
17 de septiembre	Exposición de frisos	Docente Etica
18 de septiembre	Escuela de padres	Gestión comunitaria
18 de septiembre	Eucaristía	Psicoorientación - Grado 9°
19 de septiembre	Feria de la ciencia y la tecnología	Ciencias naturales – Informática y tecnología
23 de septiembre	Jornada curricular complementaria: coordinación de convivencia	Directivos docentes - Psicoorientación
27 de septiembre	Día de la fraternidad	Docentes de ética y religión
26 de septiembre	Comité de convivencia	Directivos docentes
01 al 31 de octubre	Cartelera	Enfasis - Grado 4°
01 de octubre	Consejo directivo	Rectoría
07 de octubre al 25 de noviembre	Apertura de plataforma y registro de calificaciones del cuarto período	Secretaria académica Docentes de asignatura Directivos docentes
02 de octubre	Eucaristía	Psicoorientación - Grado 10°
05 de octubre	Muestra empresarial	Enfasis
07 de octubre	Jornada curricular complementaria	Directivos docentes - Psicoorientación
16 de octubre	Consejo académico	Directivos docentes
21 de octubre	Jornada curricular complementaria	Directivos docentes - Psicoorientación
21 de octubre al 08 de noviembre	Entrevista de evaluación docentes y directivos docentes decreto 1278	Rectoría
23 de octubre	Eucaristía	Psicoorientación - Transición
	Escuela de padres	Gestión comunitaria
29 de octubre (miércoles 23 de	Pre-comisión cuarto período	Directivos- Docentes- Directores de grupo

octubre)		
31 de octubre	Comité de convivencia	Directivos docentes
01 al 22 de noviembre	Cartelera	Educación física - Grado 5°
02 de noviembre	Exposición de ritmos	Música
05 de noviembre	Consejo directivo	Rectoría
06, 07 y 08 de noviembre	Festival de danzas y reinado del folclor Manuelista	Danzas – Directivos – Docentes-
11 al 22 de noviembre	Apertura de plataforma y registro de calificaciones	Directivos - Docentes
	Resultados evaluación de desempeño docentes y directivos docentes escalafón 1278	Rectoría
13 de noviembre	Eucaristía	Psicoorientación - Grados 11 y 10°
	Entrega de símbolos	Grado 11°
14 de noviembre	Comisión cuarto período	Comité de evaluación y promoción
18 al 22 de noviembre	Cuarta jornada de oportunidades de mejoramiento	Docentes
25 de noviembre	Comisión final	Comisión de evaluación
21 de noviembre	Comité de convivencia	Directivos docentes
29 de noviembre	Cuarta jornada institucional de convivencia para trabajadores institucionales	Gestión comunitaria
03 de diciembre	Graduaciones transición	Directivos docentes – Docentes de transición
04 de diciembre	Clausura: primero a décimo	Directivos docentes- Docentes de primero a décimo
05 de diciembre	Graduaciones undécimo	
06 de diciembre	Entrega de informes a la SED	Directivos docentes

Figure 15. Chronogram of institutional activities and events

Institutional events and activities

For the development of this component, the participation of the practitioner as an active member of the institution in each of the activities proposed by the school in the schedule of activities previously presented in the proposal was necessary. The practitioner participated and collaborated in the different institutional activities such as the English Day, the Manuelist science fair, the business show and the different teaching activities proposed by the institution's authorities such as the E-day or day of academic excellence; which has allowed him to create a sense of belonging to the institution and become more familiar with the teaching work that is not only limited to the execution of the classes.

English Day.

Although English Day is an activity that corresponds to the area of English to which the practitioner belongs, due to the date of beginning of the practice in the institution, the practitioner did not have the opportunity to be part of the organization, realization and execution of the day; it only played the role of observer and external participant.

This day was held on August 30, the date on which the practitioner still did not make his formal presentation at the institution, but because he was extended, an invitation to be part of the different activities to know the level of English The practitioner attended the school and was part of it as an observer.

The day served the practitioner as a starting point to see the level of language in the students and teachers of the institution. Activities were carried out around the festivities and regions of Colombia divided by courses where many activities proposed by the English teachers were well seen by the practitioner since they indicated that there is a high level of commitment to the subject on the part of the students. Activities such as gastronomic samples, traditional costumes, games and cultural and project samples were the different activities evidenced during the day that was finally evaluated in an area meeting.

Manuelista science fair.

The Manuelista science fair was an activity that was carried out by teachers of natural, physical and chemical sciences of the institution on September 19; where the entire educational community was part of the day where the different science projects and experiments made by students of all grades were shown.

The role of the practitioner in this institutional activity was the course guide during the

day; this means that the practitioner had to take charge of a course at a predetermined time to ensure that the visit to the fair was made at the times established by The institution. In the same way, it was the duty of the practitioner to evaluate the fair through a survey in order to gather the aspects to improve for next year.

Business show.

The business show was an institutional activity in charge of teachers of business emphasis and was carried out by the students of 10th and 11th where on one day they presented their entrepreneurship projects worked on the subject of emphasis in partnership with SENA who prepare them to have an opportunity to start a business once they graduate from school.

The practitioner played the role of responsible for the course, which means that he had to take responsibility for an elementary group to take them to visit the business sample outside the school at the Guaviare governorate facilities within the town center. The practitioner had to guide the students to the point of the business show and take a tour with the students until they were brought back to the institution.

E Day or Excellence Day.

On September 24, the day of excellence was held at the institution where all teachers met at a time of 6:30 am to 1:00 pm in the school premises in order to evaluate the processes that were they carry out in each of the subjects to review what is serving and what should be improved to execute it the following year.

On this day no students were cited, work teams were formed by grades and the different subjects were worked taking into account the failure statistics to propose new processes that help institutional excellence and the improvement of state test scores among other aspects.

The practitioner played a role of collaborating teacher in the area of English and was

included in the activities like the other teachers, contributing ideas and proposals to be reviewed for next year.

Conclusions

In this part, the practitioner realized that the tasks to maintain the proper functioning of an educational institution are several in order to have a harmonious environment. Similarly, the practitioner recognized that students and parents sometimes did not recognize the sacrifice that teachers must make to fulfill their duties and institutional events. And talking about this last factor, the practitioner, thanks to the duality that he has as a direct and indirect actor in the process, realized that parents need to get more involved with their children because if they do not do it themselves, then they will start to blame teachers.

This led me to reflect that parents believe that the main fault is the teacher before making a retrospection as well as the directives of the same educational institution. Then, it is necessary to generate awareness on parents and do not leave the students alone in the process since if they fail, it is not precisely because of the teacher since it fulfills its guiding task, but because of the fault of the same parents who see the educational institution as a place where they can leave their children a part of the day to take care of them which is depressing.

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Appendixes

Appendix 1. Planning # 1

DISCIPLINAR AREA: ENGLISH	TEACHER: JOSÉ YESID GUTIÉRREZ	PERIOD: FOURTH	GRADE: 803, 804	DATE: September 16th – 30th
TOPIC: GLOBALIZATION: CONSUMERISM	SUBTOPICS: Consumerism: fashion, technology and needs.			

CLASSROOM DIAGNOSTIC		
Actual Status	*Reported in SABER test*	*Wished situation:*
Learning to improve / learning evidence (SABER results)	Aprendizaje, evidencia. **(Consultar el informe por colegio -y las evidencias matriz de referencia de la caja siempre Día E)**	
CBE	Factor, enunciado y subproceso a trabajar.	
LBR	Escribir el DBA en que se profundizará.	
Students characteristics	Describir sucintamente partiendo de los resultados internos.	
Possible solutions	Generar estrategias para que los estudiantes sigan instrucciones (cartelera de puntos).	

CLASSROOM ACTIONS FOR THE DEVELOPMENT OF COMPETENCES			
LESSON MOMENTS	ACTIVITIES	REQUIRED MATERIALS	TIME AND PLACE
Exploration moment	**Questions moment** -The teacher will propose a game called "The hangman". Students will have to guess the word to continue by giving some letter in order to filling the gaps. If students want to participate, they have to raise their hand and they will have to say one letter in English.	- Board -Markers -Notebooks -Pencils -Photocopies -English dictionary	Tuesday, September the 17TH 2019 Wednesday, September 18th 2019 Classroom 322, 331

	-The words are "globalization", "consumerism", "fashion", "needs" and "technology" . If they do not answer correctly in the attempts established by the teacher, they will lose. Once they have guessed the word, the teacher will ask students if they know the word and what they think about that word. After this first activity, the teacher will explain students about this concept in a general way: Do you know how and where Globalization comes from?	-Board -Markers -Notebooks -Pencils -Photocopies -English dictionary	Tuesday, September the 17TH 2019 Wednesday, September 18th 2019 Classroom 322, 331
	Unknown vocabulary activity -The teacher will give them a workshop which students must draw a line in order to match the concept with the correct definition. After that, the teacher is going to ask them for reading aloud. -Later on, the teacher will give the students the opportunity to discuss about the concepts and the teacher will ask some	-Board -Markers -Notebooks -Pencils -Photocopies -English dictionary	Tuesday, September the 17TH 2019 Wednesday, September 18th 2019 Classroom 322, 331

	questions about, what they consume the most? ✓ After having listened to them, the teacher is going to explain them, which are the structures, the tenses, and expressions that they must use in order to answer this kind of questions: Expressions to propose / giving solutions through manners of possibility. • If …then • I have a proposal (to make) • You should … • You must/ mustn´t • I´d like to… - After that, the teacher is going to give students a list of some irregular verbs and later on, the teacher is going to explain the present perfect tense's structure in the affirmative way. The teacher explains that they have to use a: Subject + auxiliary verb (Have + Has) + Past participle verb + Complement		

| Practice and structuration moment | **PREVIOUS LESSON REVIEW**

The teacher is going to give the grades that students got during the first activity done by themselves.

The teacher will make a review of the previous topic which is globalization and the present perfect tense. Afterwards, the teacher is going to explain them that not only exist the affirmative way but also the negative and the interrogative way.

Later on, the teacher is going to explain that the negative way is formed of:

Subject + Auxiliary verb (have + has + not) + past participle verb + complement

And then, teacher is going to explain the interrogative way which is different because there exists an inversion within the clause which is formed of: | -Board
-Markers
-Notebooks
-Pencils
-Photocopies
-English dictionary | Friday, September the 20TH 2019

Classroom 123, 222 |

	Auxiliary verb (have + has) + Subject +		
	Past participle verb + complement		
	Once students have taken notes from the board with the explanation, the teacher is going to ask them of forming pairs and He will ask them to get out the list that the teacher gave them the previous class in order to create 9 sentences, 3 affirmatives, 3 negatives and 3 interrogatives in order to check what they understood helped with the list. Besides, the teacher will ask them to use 9 different verbs in order to know the verbs.		
Transference and validation moment	**PREVIOUS LESSON REVIEW** - The teacher will ask students about what they learnt from the previous class. - Once students have answered, the teacher is going to ask them to form 4 groups in order to play a game which the teacher is going to give them one envelope	-Board -Markers -Notebooks -Pencils -English dictionary -Envelope -Images	Tuesday, September the 24th Classroom 324, 222

	where they are going to find a story in 14 images.

-Inside the envelope students are going to find 10 clauses in present perfect tense with the verbs that they have in the list that the teacher gave them. Students have to order those sentences for answering them in a True/False activity and when they finish, they have to write the sentences in a sheet of paper and they will have to write whether those are True or False depending on what they saw on the images.

-The group that finishes the first will win and the rest of the groups will be placed taking into account the order they finish.

- In order to know the results, the teacher is going to give feedback to students in order to check the activity.

QUIZ

- Later on, the teacher is going to ask students to make rows in order to do a quiz about the topic and about the tense | -Board
-Markers
-Pencils
-Photocopies | Thursday, September the 26th

Friday, September the 27th

Classroom 332, 222 |

that was taught, besides, the quiz is going to be about the list of verbs that teacher gave to students. - Finally, after having done the quiz, the teacher is going to write down on the board the answer in order to give them the feedback.	

ASSESMENT PROCESS

ASSESSMENT PROCESS	IMPROVEMENT OPORTUNITIES
Process: The assessment of this lesson will be carried out along the pre, while, post activities.	Students will have the opportunity to participate in all the activities and improve one by one.
Product: Students will be able to create sentences putting in practice what they learnt of the present perfect tense.	The teacher will give a written feedback to each student's production.
Consolidation: Through a quiz, the teacher will assess their knowledge about the topic. Later on, the teacher will give them feedback of the quiz.	

OBSERVATIONS

DATE OF DELIVERY: Tuesday, september the 17th 2019	**OBSERVATIONS:**	TEACH
DATE OF REVISION: Tuesday, september the 17th to Friday 27th september 2019	**SUGGESTIONS AND OBSERVATIONS:**	COOR

Appendix 2. Matching activity

1. Match the concept with the correct definition. Junte el concepto con la definición correcta.

TECHNOLO

FASHION

NEEDS

GLOBALIZATION

CONSUMERISM

The worldwide movement toward economic, financial, trade, and communications integration.

It is the theory that states a country that consumes goods and services in large quantities will be better off economically.

It is a popular aesthetic expression in a certain time and context, especially
in clothing, footwear, lifestyle, accessories, makeup, hairstyle and body proportions.

The definition of technology is science or knowledge put into practical use to solve problems or invent useful tools.

It is a desire or requirement of something.

Appendix 3. Images activity

Appendix 4. Quiz

NAME: DATE:

1. Fill the gaps using the present perfect tense. Llene los espacios usando el presente perfecto.

    a. Sara _____ _____ (to dream) with her father.
    b. María & Pedro _____ (not) _____ (to go) in a week.
    c. Pluto _____ (not) _____ (to be) considered a planet.
    d. I _____ _____ (to feel) her absence in my life.
    e. _____ we _____ (to drink) a coke last night?
    f. Serna & Cante _____ (not) _____ (to do) the quiz and they _____ _____ (to burn) it.
    g. The teacher Vela _____ _____ (to eat) some empanadas meanwhile we do the exam.
    h. _____ the teacher Yesid _____ (to bring) the exams?
    i. _____ you _____ (to break)the mirror?
    j. You _____ (not) _____ (to fight) against Thanos.
    k. _____ you _____ (to give) the gift to your mother?
    l. Camilo & Felipe _____ (not) _____ (to catch) the rabbit in the garden.
    m. _____ Adrian Smith _____ (to build) the Burj Khalifa building?
    n. Some of my partners _____ _____ (to forget) the answers.

Appendix 5. Planning # 2

DISCIPLINAR AREA: ENGLISH	TEACHER: JOSÉ YESID GUTIÉRREZ	PERIOD: FOURTH	GRADE: 803, 804	DATE: October 1st – 18th
TOPIC: GLOBALIZATION: CONSUMERISM	SUBTOPICS: Consumerism: fashion, technology and needs.			
CLASSROOM DIAGNOSTIC				
Actual Status	*Reported in SABER test*	*Wished situation:*		

Learning to improve / learning evidence (SABER results)	Aprendizaje, evidencia. *(Consultar el informe por colegio -y las evidencias matriz de referencia de la caja siempre Día E)*
CBE	Factor, enunciado y subproceso a trabajar.
LBR	Escribir el DBA en que se profundizará.
Students characteristics	Describir sucintamente partiendo de los resultados internos.
Possible solutions	Generar estrategias para que los estudiantes sigan instrucciones (cartelera de puntos).

CLASSROOM ACTIONS FOR THE DEVELOPMENT OF COMPETENCES			
LESSON MOMENTS	**ACTIVITIES**	**REQUIRED MATERIALS**	**TIME AND PLACE**
Exploration moment	**Questions moment** - First of all, the teacher is going to star greeting students and then he is going to ask them about what they learnt from the previous class but, before starting with the class, the teacher will give them the grade from the previous quiz, besides, the teacher will give the answers the answer to the students in order to correct them and they can show the corrections later. - Later on, the teacher will propose a game called "The Stop". Students will be given of a letter and they have to fill the spaces with a name, a last name, a city, a fruit, an animal and a thing, obviously in English; the letters will be F, I, T, W, M. - The student who finishes the first will shout "Stop" and then, the student will have to raise the hand in order to share the words that added in the columns. - Once the activity have finished the teacher is going to ask if some of them have written the word Facebook, Whatsapp, Instagram, Twitter	- Board -Markers -Notebooks -Pencils -Photocopies -English dictionary -Board -Markers -Notebooks -Pencils -English dictionary	Tuesday, October the 1st 2019 Wednesday, October the 2nd 2019 Classroom 322, 331 Tuesday, October the 1st 2019 Wednesday, October the 2nd 2019 Classroom 322, 331

	& Messenger in order to introduce the new topic.		
	- Afterwards, the teacher will introduce new topic that is social networks in order to know the consequences and the advices that students could give to others in order to take care of them but, for constructing that structure, the teacher will explain them that they have to use "modal verbs".	-Board -Markers -Notebooks -Pencils -English dictionary	
	- The teacher will explain the meaning of the modal verbs, when do we use and what for. For that, and due to the time, the teacher will explain them three modal verbs, the Can, Should and Could in affirmative, negative and interrogative way.		Tuesday, October the 1st 2019 Wednesday, October the 2nd 2019 Classroom 322, 331
	Subject + Modal verb + Infinitive verb + Complement		
	Subject + Modal verb + not + infinitive verb + complement		
	And then, teacher is going to explain the interrogative way which is different because there exists an inversion within the clause which is formed of:		
	Modal verb + Subject + Infinitive verb + complement		
	- After that, the teacher will ask them to write some advices about a problematic that they know in order to measure what they learnt by using the modal verbs, both, what they learnt from		

	the previous class and what they will have learnt that day. - Afterwards, the teacher will check the exercise and he will give them the grade. **PREVIOUS LESSON REVIEW** The teacher is going to give the grades that students got during the first activity done by themselves. - Later on, the teacher is going to make a review about the modal verbs taken into account the previous class. Afterwards, the teacher will explain other modal verbs such as might, must, would. - Also, the teacher will explain them that there exits an affirmative, a negative and an interrogative way. - Afterwards, the teacher will ask them to make couples, then, the teacher is going to require them that, between themselves ask questions about their lives and then the partner is going to give them advice by using the modal verbs taught. - Afterwards, the teacher will check the exercise and he will give them the grade.	-Board -Markers -Notebooks -Pencils -English dictionary	Friday, October the 4th 2019 Classroom 123, 222
Practice and structuration moment	**PREVIOUS LESSON REVIEW**		

	- The teacher is going to give the grades that students got during the first activity done by themselves. - Later on, the teacher will ask them to say one number from 1 to 3 in order to conform 3 groups. - Afterwards, the teacher will tell them that they are going to perform an activity called "Phony Errand". First of all, they have to conform the groups, then they will be given of some sentences in English where students will have to pass the message out to their partners. They will have just one chance to do it, repetitions won't be allowed and, in order to tget the point, the message will have to arrive clear to the person who is going to write it down in a piece of paper. The messages will contain some sentences with modal in order to evaluate what they understand. - After that, the teacher will socialize them a worksheet with some problems about those social networks presented by teenagers and adults and the teacher will ask them, What could you help them? Or how could you advised them? For doing this, students will have to take into	-Board -Markers -Notebooks -Pencils -Photocopies -English dictionary - Scraps of paper	Tuesday, October the 15th 2019 Classroom 222, 324

	account the structure that was taught by the teacher and students will have to write 3 affirmatives sentences for each case.		
Transference and validation moment	**PREVIOUS LESSON REVIEW** - The teacher will ask students about what they learnt from the previous class. - In order to know the results, the teacher is going to give feedback to students in order to check the activity. **QUIZ** - Later on, the teacher is going to ask students to make rows in order to do a quiz about the topic and about the tense that was taught, besides, the quiz is going to be about the list of verbs that teacher gave to students. - Finally, after having done the quiz, the teacher is going to write down on the board the answer in order to give them the feedback.	-Board -Markers -Pencils -Photocopies	Thursday, October the 17th Friday, October the 18th Classroom 332, 222

ASSESMENT PROCESS

ASSESSMENT PROCESS	IMPROVEMENT OPORTUNITIES
Process: The assessment of this lesson will be carried out along the pre, while, post activities.	Students will have the opportunity to participate in all the activities and improve one by one.

Product: Students will be able to create sentences putting in practice what they learnt from the modal verbs in some real situations.	The teacher will give a written feedback to each student's production.
Consolidation: Through a quiz, the teacher will assess their knowledge about the topic.	The teacher will give them feedback of the quiz.

Appendix 6. Game "stop"

Appendix 7. "Phony errand"

Appendix 8. Reading about social network problems

Tatiana Domínguez.

"Once I had a problem on the social network Facebook when a group of friends and I had a closed group in which we talked about many things and one day a friend came up with the idea of sending semi-nude photos to the group and it turned out that the supposed friend was a man and uploaded all the photos to the social network labeling each one what almost led me to commit suicide. "

Harold Vargas.

"Once I had a problem on the WhatsApp social network because I had a friend who I used to tell him everything that happened to me, once I went out with a lady who had a family and who was also a friend of him. I was so excited that I decided to tell him and what I did not know was that he took me screenshots of the conversation and made the viral message chain with all his contacts until he reached the lady with whom I was dating which generated me a huge problem and why they almost killed me. "

Jodie-Leigh Neil

Instagram says it does not allow content that encourages or promotes eating disorders and eliminates that type of material as soon as it is detected on its platform. Jodie-Leigh Neil was one of them. This young British woman says that the social network made her anorexia, from which she is now recovered, worse. "I was dying. In fact, if it wasn't for the immediate treatment, I wouldn't be where I am today. Besides, my anorexia really loved Instagram. My photos were very graphic, they were pure skin and bones and anorexia makes you believe you need to be like this. Instagram reinforced that. "

Justine Sacco

Before starting a trip from New York to South Africa, she wrote on Twitter in December 2013: "I'm going to Africa. I hope I don't get AIDS. Just kidding. I am white!". The tweet provoked thousands of comments as a racist and cost her her position as director of communication for InterActiveCorp (IAC), an important company that manages the communication of portals such as Ask.com or Vimeo.

Appendix 9. "Quiz about modal verbs"

Name:
Date:
Grade:

1. I _____ watch the movie last night. My TV was broken.
    Could   can't   couldn't

2. I _____ open the door last night, the key was stuck in it!
    couldn't   shouldn't   can't

3. _____ you hear that storm yesterday?
   Can   should   could
4. I enjoyed my trip to Paris because I _____ speak a little French.
   Could   should   can

5. _____ you speak Russian when you went to the university in Moscow or did you learn later?
   Can   could   should

6. _____ I borrow your phone for two seconds? Thanks.
   Could   should   can

7. Both my sisters _____ dance ballet. I think they do it very well!
   Should   could   can

8. I see that he's shouting something, but I _____ hear what he's saying at all.
   couldn't   shouldn't   can't

9. What do you think I _____ do?
   Should   could   can

10. People should _____ that the world has changed.
   Understanding   understand   to understand

11. Those children _____ be at school.
   Could   can   should

12. That motorcyclist _____ be wearing a helmet.
   Could   should   can

Appendix 10. Survey

Universidad de Pamplona
Licenciatura Lenguas Extranjeras Inglés-Francés
Práctica Integral
Proyecto: *"THE GAME-BASED LEARNING METHOD TO ENHANCE LIBRARY INSTRUCTIONS AND PRONUNCIATION IN EIGHTH GRADE STUDENTS AT MANUELA BELTRÁN HIGH SCHOOL IN SAN JOSÉ DEL GUAVIARE, COLOMBIA: AN ACTION RESEARCH DESIGN"*
Docente practicante: José Yesid Gutiérrez Quintero

Objetivo del proyecto: Reforzar las instrucciones de los métodos y mejorar la pronunciación a través de juegos en estudiantes de octavo grado de la Institución Educativa Manuela Beltrán en San José del Guaviare.

Objetivo de la encuesta: Conocer a través de la perspectiva de los participantes sus en opiniones acerca del uso de los juegos como herramienta pedagógica para la enseñanza del inglés.

Consideraciones éticas: Las identidades de los participantes de este proyecto no serán reveladas. Todo el material fotográfico y fílmico será usado con fines netamente académicos. De la misma manera cabe resaltar que los participantes no recibirán ningún reconocimiento monetario por esto y que serán informados de los resultados de esta investigación acción.

PREGUNTAS

1. ¿Cree usted que los juegos pueden ser útiles en el proceso de enseñanza y de aprendizaje en inglés? ¿Por qué?

    R= Si porque tenemos que aprederno, lo de ingles para poder ganar

2. ¿Cómo pueden los juegos ayudar a los estudiantes a aprender inglés?

    Que sean visuales para aprender mas rapido

3. ¿Debería verse el juego cómo una estrategia para el aprendizaje del inglés? ¿Por qué?

    Si porque nosotros nos concentramos mas jugando que en otra cosa

4. ¿Ha tenido usted algún profesor que hay implementado el uso de juegos en el aula para la enseñanza del inglés anteriormente? ¿Fue significativa esa experiencia?

    no

5. ¿Le gustaría aprender inglés por medio de juegos? ¿Por qué?

    Si Porque mas me concentro y mas apiendo

Appendix 11. Survey

Objetivo del proyecto: Reforzar las instrucciones de los métodos y mejorar la pronunciación a través de juegos en estudiantes de octavo grado de la Institución Educativa Manuela Beltrán en San José del Guaviare.

Objetivo de la encuesta: Conocer a través de la perspectiva de los participantes sus en opiniones acerca del uso de los juegos como herramienta pedagógica para la enseñanza del inglés.

Consideraciones éticas: Las identidades de los participantes de este proyecto no serán reveladas. Todo el material fotográfico y fílmico será usado con fines netamente académicos. De la misma manera cabe resaltar que los participantes no recibirán ningún reconocimiento monetario por esto y que serán informados de los resultados de esta investigación acción.

PREGUNTAS

1. ¿Cree usted que los juegos pueden ser útiles en el proceso de enseñanza y de aprendizaje en inglés? ¿Por qué? porque nos enseña y nos podemos expresar por ese medio y es divertido.

2. ¿Cómo pueden los juegos ayudar a los estudiantes a aprender inglés?
porque nos deja una enseñanza.

3. ¿Debería verse el juego cómo una estrategia para el aprendizaje del inglés? ¿Por qué?
porque uno aprende y nos enseña más palabras nuevas.

4. ¿Ha tenido usted algún profesor que hay implementado el uso de juegos en el aula para la enseñanza del inglés anteriormente? ¿Fue significativa esa experiencia? Si fue.
Una experiencia y porque. uno se divierte y aprende mucho más.

5. ¿Le gustaría aprender inglés por medio de juegos? ¿Por qué?
Si megustaria aprender. por medio de juegos porque aprende mucho mas nuevas palabras en ingles.

Appendix 12. Survey

Universidad de Pamplona
Licenciatura Lenguas Extranjeras Inglés-Francés
Práctica Integral
Proyecto: *"THE GAME-BASED LEARNING METHOD TO ENHANCE LIBRARY INSTRUCTIONS AND PRONUNCIATION IN EIGHTH GRADE STUDENTS AT MANUELA BELTRÁN HIGH SCHOOL IN SAN JOSÉ DEL GUAVIARE, COLOMBIA: AN ACTION RESEARCH DESIGN"*
Docente practicante: José Yesid Gutiérrez Quintero

Objetivo del proyecto: Reforzar las instrucciones de los métodos y mejorar la pronunciación a través de juegos en estudiantes de octavo grado de la Institución Educativa Manuela Beltrán en San José del Guaviare.
Objetivo de la encuesta: Conocer a través de la perspectiva de los participantes sus en opiniones acerca del uso de los juegos como herramienta pedagógica para la enseñanza del inglés.
Consideraciones éticas: Las identidades de los participantes de este proyecto no serán reveladas. Todo el material fotográfico y fílmico será usado con fines netamente académicos. De la misma manera cabe resaltar que los participantes no recibirán ningún reconocimiento monetario por esto y que serán informados de los resultados de esta investigación acción.

PREGUNTAS

1. ¿Cree usted que los juegos pueden ser útiles en el proceso de enseñanza y de aprendizaje en inglés? ¿Por qué? = Si Porque Es Pedagojia del Proceso der aprendizaje del Estudiante

2. ¿Cómo pueden los juegos ayudar a los estudiantes a aprender inglés?
desarrolla la Parte Creatica del estudianta

3. ¿Debería verse el juego cómo una estrategia para el aprendizaje del inglés? ¿Por qué?
Si Porque lo Pueden' tomar como una recocha.

4. ¿Ha tenido usted algún profesor que hay implementado el uso de juegos en el aula para la enseñanza del inglés anteriormente? ¿Fue significativa esa experiencia?

no, o

5. ¿Le gustaría aprender inglés por medio de juegos? ¿Por qué?
Si Porque le deja una Enseñanza clara.

Appendix 13. Survey

Objetivo del proyecto: Reforzar las instrucciones de los métodos y mejorar la pronunciación a través de juegos en estudiantes de octavo grado de la Institución Educativa Manuela Beltrán en San José del Guaviare.

Objetivo de la encuesta: Conocer a través de la perspectiva de los participantes sus en opiniones acerca del uso de los juegos como herramienta pedagógica para la enseñanza del inglés.

Consideraciones éticas: Las identidades de los participantes de este proyecto no serán reveladas. Todo el material fotográfico y fílmico será usado con fines netamente académicos. De la misma manera cabe resaltar que los participantes no recibirán ningún reconocimiento monetario por esto y que serán informados de los resultados de esta investigación acción.

PREGUNTAS

1. ¿Cree usted que los juegos pueden ser útiles en el proceso de enseñanza y de aprendizaje en inglés? ¿Por qué?

    Si por que por medio de ellos la persona aprende mas.

2. ¿Cómo pueden los juegos ayudar a los estudiantes a aprender inglés?

    Por que los estudiantes se divierten y se memorisan bien las cosas.

3. ¿Debería verse el juego cómo una estrategia para el aprendizaje del inglés? ¿Por qué?

    Si por que los estudiantes jugando se destacan y aprenden.

4. ¿Ha tenido usted algún profesor que hay implementado el uso de juegos en el aula para la enseñanza del inglés anteriormente? ¿Fue significativa esa experiencia?

    Si, pues hemos jugado y competido ambas cosas las cuales han ayudado mucho en el aprendizaje.

5. ¿Le gustaría aprender inglés por medio de juegos? ¿Por qué?

    Si, para aprender mejor.

Appendix 14. Survey

PREGUNTAS

1. ¿Cree usted que los juegos pueden ser útiles en el proceso de enseñanza y de aprendizaje inglés? ¿Por qué?

Si porque es mas pedagogico y es mas facil de aprender

2. ¿Cómo pueden los juegos ayudar a los estudiantes a aprender inglés?

Pues es may entretenedor y nos ayuda a memorizar

3. ¿Debería verse el juego cómo una estrategia para el aprendizaje del inglés? ¿Por qué?

Si porque a todos nos gusta la recocha y pues es may facil que aprendamos todos

4. ¿Ha tenido usted algún profesor que hay implementado el uso de juegos en el aula p enseñanza del inglés anteriormente? ¿Fue significativa esa experiencia?

No y pues si fue chevere esa experiencia por que aprendi mucho mas.

5. ¿Le gustaría aprender inglés por medio de juegos? ¿Por qué?

Si por que no me aburrivia rapido y mantendria entretenia

Appendix 15. Journal entry # 1

JOURNAL ENTRY # 1

September, the 17th 2019

This day I was very scared with the class because I was going to be the first contact I was going to have with the 803 grade students, that is, my population to carry out the pedagogical project. It is important to highlight that it was a group of around 40 students and that it was 11:10 AM and it is hard to work with them a h this hour with this amount of students. When I arrived in the classroom and I was preparing to take out all my materials to start the class, the students looked at me with a strange sensation and after I did the personal presentation, I explained the purpose of my presence in the classroom.

Once I finished, I wrote a title in English which was "The hangman" and then, I started to make a few lines on the board. I asked the students that if they knew what the word meant in English and the students started to separate the words and try to guess them, they said: - "Man is *hombre*, verdad teacher?", and I said yes, that they were right but, what did "Hang" mean and they said to me: - "*Volar*", - "*Fuerte*", - "*Escondido*".

Shortly after, they were able to associate the lines and the title and a student in the background, one of the quietest in the classroom, raised his hand and said: - "Teacher, eso no quiere decir "*Ahorcado* "", and I told him Yes, that was the answer and in this way we said "*Ahorcado*" in English. Then, the students were excited because it was unusual for them to start the class with a

game. Both, the teacher and students, felt a good energy in the classroom and an excellent willingness to start working. But, when I told them the rules and that in order to fill in the blanks, they had to tell me the letters of the alphabet in English and they frowned, moreover, some dared to say that they had never been taught the alphabet.

In view of this, I discovered that student learning varies greatly in the way in which the teacher has contact with them since when they finished complaining, I proposed to review the entire alphabet together and so we did, we reviewed the alphabet and thus we gave way to the development of the activity. The word they had to discover was "globalization" and it took about 6 minutes to discover the word, but the fact that they could participate in a class so actively motivated them to pay attention to all indications and want to encourage collaborative work.

After this, I went on to explain the issue of globalization, what it was, when it arose, why it arose and for what. Right after the explanation, I gave the students a sheet with a "matching" activity in which they themselves, with the help of the dictionary, had to discover what the concept said and thus be able to match it with the corresponding definition. Two people did this activity and when they finished, I began to line up students to share with us what the general idea of the text was and with which definition the concept was best related and read it in English with the teacher's help.

There I realized that students have a phobia of expressing themselves in public and more if they do so in English because they disrespect each other and treat each other badly, very badly. Once this part of the activity was finished, I asked the students to tell me the words that they did not understand, this in order to write them on the board and to teach them the pronunciation of the mimes. Among the words, I found "Fashion", "worldwide", "needs", "goods". Once I wrote these

words on the board, I wrote the translation of them and told them how they are pronounced, where the respective accent was going and when they are used.

Once this part of the class was finished, I proceeded with the explanation of the grammatical theme that in this case was the "perfect present", there I went back and asked the students what the pronouns were in English and they, in unison, answered me that were the "I", "you", "we", "she, he, it" "they" and "you". I told them that it was good, that they had learned them throughout their years of study and besides that, I asked them what the conjugation of the verb "to have" was in English and in the same way, just as we did the exercise of alphabet, all together we review the conjugation of the verb "to have". Next step, I also explained that they had to add a verb in the past participle to be able to construct the sentences at that time and the students were getting confused.

In view of this, I decided to make the examples in Spanish, I told them that this time was very different from "past simple" or "continuous tenses" and, as they did not use this time or in Spanish, they found it a bit difficult to assimilate.

I can say that during the development of this first session, the students were very collaborative and, that in view of their age, which ranges from 13 to 17 years, their interest in learning through games is still latent. Besides, and despite that this strategy is seen as contradictory in the classroom, if there exists a proper management of group and time, the games can help in the classroom not only to encourage collaborative learning but also for students to have more learning significant.

Appendix 16. Journal #2

JOURNAL ENTRY # 2

September, the 24th 2019

In this session of the course, the students were already familiarizing themselves with the process and with the practitioner; they went from seeing as an enemy, to a person who is interested in helping them in a different way than they used to. Within the same perceptions that they had, they said that they had never done any activity to start a class and more if those were games because they themselves were so undisciplined that, due to the disorder they made, they had to stop the activities of this nature.

For this opportunity, and taking into account that the students had already learned the "present perfect" in the affirmative, negative and interrogative form, the students felt that they had already learned something in comparison to what they manifested in front of other teachers, something that made me happy, very happy.

For this day, I had carried out an activity that consisted of, first, forming groups of nine people. Then, once the groups were formed, they themselves were going to choose a leader and I was only going to give the instructions of the activity to leaders. We were going to make a "Phony errand" with the instructions between the leaders of the group and the members of the group.

Once the leaders knew the information, I gave them an envelope with some images that told a story of a drop of water and a drop of fire in which they, through the chronological order offered

by the story, they were going to narrate it using the present perfect. The only condition was that, in view of the number of members, they could take out the notebook, the dictionary and the list of verbs that were given to them last class, they could not ask the teacher anything at all to thus promote collaborative learning.

The students began to work with their classmates and among themselves they were realizing the mistakes they were making and they were correcting. Some of them realized that even when they made the phrases in Spanish, they were bad because those were done in "past simple" and that was not the subject to be evaluated. In the same way, some students were delegated to make two or three sentences each and there was one that translated them. In addition, some students tried to invent actions or situations to the images already proposed and among themselves they corrected themselves since they had to follow the orders that the teacher had given them and do it only with what the images projected. Also, some students wanted to invent words and once they saw the act as funny, they verified in the dictionary how it was spelled correctly and corrected it.

At the end of the activity, some students, under the stress of not being able to count on the teacher to ask, were a little frustrated. On the other hand, other students were very happy with the activities and with the fact that education and the classes will be based solely on them and on the production that they could do since the teacher, in this case my supervisor, based their classes in a traditional way.

As results I could see that even the students less interested in the subject wanted to participate in the groups and be able to say "I did this prayer" or "I contributed this to the work", in order to feel important for the least what would have been effort. I say that in order to have an adequate educational environment, students must be given the opportunity to express themselves and to be able to do the work in the easiest way, this in order that, as I said before, they can feel that they

are useful and do not get discouraged in the teaching process. Moreover, collaborative work can encourage students to do not attract other students to the unwillingness to do nothing in class and do not promote indiscipline.

Appendix 17. Journal entry # 3

JOURNAL ENTRY # 3

October the 1st, 2019

Inside the classroom, a positive energy on the part of the students was beginning to be felt in front of the classes that the practitioner proposed. Some students expressed their own interest to the teacher and they told him that I wish he could continue with this kind of class sessions since they learned in a more fun and enjoyable way but, just as there were these kinds of students, there was another kind of population which did not collaborate with the activities and because this was reflected in the notes.

For this day, the teacher led an activity already known to most of them, "Stop", when the teacher wrote the word on the board the students began to associate it with the word "STOP" that were in the signs of transit; So the professor decided to explain what it meant. Once the concept was explained, the students became very anxious and eager to participate, for this, the teacher asked them to take out a sheet of paper and draw 6 columns, one with the name, one with the last name, one with the city, one with animal, one with color and the last with the total.

Once the last student made the column, the teacher continued with the activity and made an example with the letter "A", before starting the teacher explained that it was a competition, not a game, that it was individual and that the student to get the highest point number in less time would be the winner, which served as an incentive for all students to decide to participate in the activity. There the students raised the doubt that if the activity was in Spanish or English and the teacher told them it was in English but the students, due to the low lexical acquis they have, expressed their nonconformity and in view of this problem, the teacher decided that the students would take out the dictionaries and tools with which they could help.

After the teacher explained the rules and made everything clear they started with the letter "W"; When the students saw this letter, they were afraid because they didn't know what to write because they were under pressure and anyone could win. Once they finished with this letter, the student who won began to say their results and, given that he was the only one with those results and absolutely all in English, he was the unquestionable winner.

The same happened with the letter "T", "F", "I" and the students, seeing that this student was the one who always won, began to bully him and to suggest that I tell him not to participate since he always won. Obviously I couldn't do that because I would discriminate against him because of his intellectual abilities and he was the only one who did the whole exercise in English.

Then, I began to complete the table with more letters and in the box of things I proposed to write certain words that we would later use in a reading. While writing the words, I added the intonation arrows so that the students pronounced the words well, this together with their

respective translation.

As a result, I could show that this activity was very helpful and significant, since the students showed empathy in front of the class and this has been seen in the previous sessions since if games are used to teach and more if they are the ones that You know, it will be much easier to participate and learn. In addition, this activity allowed students to begin to distinguish the sounds taught and associate them with the words learned.

In this way, students began to become more interested in the class since, as stated by them, the teacher did not teach them much pronunciation of words or new vocabulary. Likewise, the students who were less interested in the class made an effort to integrate and in view of their lack of knowledge, their interest and their desire to keep up with their classmates led them to ask for help among themselves. Also, these students showed a slight improvement in their perception and disposition towards the English area.

Appendix 18. Journal entry # 4

JOURNAL ENTRY # 4

October the 22nd, 2019

In this session of the course, the students were in expectation of what activity they were going to carry out during the class. On this occasion I decided to take a game to the classroom that had the same impact that the previous activity generated, which was the "Stop" where all the students

decided to participate by will and where the collaborative work was an essential part of the session.

So after having analyzed the previous classes, the previous plannings and having arranged with my supervisor, I decided that the best game option was one in which they had to use production and comprehension skills. Once I thought about the activity, I wrote the title on the board which was "Phony Errand", I asked the students that if they knew the word and some associated the word phony with telephone, something they were right at but they didn't know what It meant the other word.

Once they gave up, I told them that the word meant "broken phone", they just heard the word, immediately associated it with the game and the mood of frustration became a fun mood because the students looked forward to another activity in which they could have fun and learn. So, this activity I decided to carry out to reinforce the theme of "modal verbs" which had been learned very well by them.

So, to start the activity I decided to make the rules clear from the beginning. For this, I listed them from 1 to 4 so that the groups were formed in the most impartial way possible; Added to this, I asked them to be in rows and to choose a leader at each end of the row, a leader who received the message in English and who could transmit it in the best way and another student who had sufficient skills to Write the message correctly at the end of it.

At first, the students did not like the idea of having to replicate a message in English because, according to them, they did not understand what they were saying but after doing certain essays, the messages became clearer. Additionally, I told them that this activity was a competition and that the group that had the most correct sentences would clearly be the winner and get a good

grade. This served as an incentive for students to be motivated to participate and to pay attention to the prayers that were on their way.

At the beginning, some students did not understand the message and they wanted to sit down, in front of this, I proposed that they change their position with a classmate so that they could participate in the activity and when they finally found their point, they decided to stay there and they began to enjoy and enjoy the activity more. In addition, when students wrote the message on paper, at the end of each sentence I gave them feedback and corrected them. This part of the activity was the funniest for the students since, as I corrected, the students realized that what they said did not match at all with what they wrote on the paper and this generated an environment and climate nice in the classroom since, although it is true that the mistakes were small, the students looked at him as something funny and they did not start looking for any culprit since the activity was done by everyone and this was the result.

Something to highlight was the fact that, despite making fun of their own mistakes, they were motivated and encouraged to pay more attention and be more careful in transmitting the message as a single mistake could harm them. Thus, this activity taught me that the best educational and teaching environments are achieved when collaborative learning is promoted in view of the fact that the students themselves learn to recognize their virtues and their shortcomings to achieve an objective. Another aspect that I could observe in this dynamic is that students are more resilient when there is an incentive involved, in this case the note and finally, that games are a very valuable tool to promote the integration of all students in the classroom.

Appendix 19. Narrative # 1

San José del Guaviare es un municipio que está ubicado en el departamento del Guaviare al sur del país, limita con el Meta, el Caqueta, el Vaupés, el Guainía y el Amazonas. Debido a su ubicación geográfica, el desarrollo en esta parte del país no es tan acelerado como en otros municipios y a raíz de esto, no presta los servicios dignos que una ciudad capital debería de ofrecer a sus ciudadanos, entre esos la educación.

La educación en San José del Guaviare está regida por la secretaría de educación que, en función de ente garante de dicho servicio, muestra que la mayoría de estudiantes de colegios públicos, entre esos la Institución Educativa Manuela Beltrán, son o fueron víctimas del conflicto armado y por amenzas o por viomencia se vieron en la.necesidad de desplazarse al casco urbano.

La Institución Educativa Manuela Beltrán, en cabeza de la rectora Ligia Honoria López, fue fundada en 1984, 8 años después que se le fuera conferido el estatus de municipio, ha albergado miles de estudiantes en sus aulas entre esos, estudiantes de escasos recursos y desplazados por la violencia.

Al ser un colegio público, la institución no cuenta con el derecho de poder elegir con cuánta población trabajar puesto que es su obligación formar ciudadanos de bien dentronde sus instalaciones. Las instalaciones de la institución no han sufrido ningún cambio desde que el colegio fue construído lo que hace que las inclementes condiciones climáticas degeneren el estado de la planta física.

Los estudiantes de esta institución educativa son niños y adolescentes entre los 6 a 19 años de edad, personas muy respetuososas, agradecidas y alegres, cualidades que caractizan a personas de esta edad. Los profesores también son personas integras dispuestas a ayudar tanto a sus estudiantes como asus colegas con el fin de crear un ambiente de sana convivencia y hospitalidad.

Appendix 20. Narrative # 2

José Yesid Gutiérrez Quintero

1094278400

Reflexión # 2

En esta segunda semana de labores académicas dentro de la institución, tanto los profesores como los estudiantes, me observaban de manera más mesurada puesto que para ellos se volvió costumbre encontrarse con el practicante diariamente. En esta semana no se hicieron observaciones no participativas y se consagró más que todo en la retroacción a los profesores de lo que fue observado en la primera semana. Del mismo modo, el supervisor procedió a evaluar al practicante de manera oral sobre los contenidos encontrados en el manual de convivencia así como lo establecía el cronograma de actividades.

El día viernes se procedió con la entrega de boletines y reunión de padres, en este espacio yo aproveché la oportunidad de dirigirme hacia los padres de familia para explicarles lo concerniente al proyecto y que para ello necesitaba los consentimientos de los estudiantes en vista de que ellos eran menores de edad. Los padres de familia al principio no me tomaron muy en serio en vista de la edad y tal vez del semblante de joven pero el profesor encargado de curso les pidió el favor de que me colaboraran con la petición ya que los beneficiados iban a ser los estudiantes del grado en cuestión.

De ahí llegué a la conclusión de que para los padres de familia es motivante que una persona que no es tan mayor para la edad de sus hijos es un plus motivador para que participen de actividades que puedan servir de aliciente para sus hijos a esforzarse por seguir con sus estudios, no descuidarse y sobre todo, a tener acceso a la educación superior.

Appendix 21. Narrative # 3

Reflexión #3

JOSE YESID GUTIERREZ QUINTERO
1094278400

En la tercera semana del semestre en curso se inició el proceso de docente con los cursos de 301, 302, 303, 304, 704, 803, 804. Para ser sincero, mientras iba caminado en el pasillo que me conduciría al salón sentía mucho miedo puesto que la coordinadora me dijo que estos grupos eran de los más difíciles en el colegio y que si no era con regaños los muchachos no marcharían adecuadamente y yo no quería trabajar con ellos de una forma tradicional y monótona. Allí me surgió una duda enorme, qué tenía que hacer para ganarme su aceptación?. A las 11 AM, con el grado 803, esperé que todos entraran, ellos atónitos me miraban de arriba abajo y se murmuraban que yo quién era y qué haría. Cuando hice mi presentación personal, ellos quedaron un poco asustados puesto que ellos jamás pensaron que yo sería su profesor de inglés, después de ello; los estudiantes empezaban a participar activamente con el fin de que yo los pudiera ver y lo pudiera conocer mejor.

Empezamos con una actividad "The hangman" y allí tendría que descubrir la palabra del tema central que era la Globalización, cuando la descubrieron les propuse una actividad de emparejamiento en la cual tenían que unir el concepto con la definición correcta. Una vez acabaron corregimos la actividad en clase y proseguí a enseñarles el tema gramatical. Tengo que decir que los estudiantes se portaron de una forma súper amable y atenta conmigo, fueron muy activos y colaboradores y yo al ver este resultado positivo en mi primer curso decidí hacer los mismo con 804 y 704 puesto que el tema era exactamente el mismo y el resultado fue el mismo, un éxito. Mi profesor estaba estupefacto al ver que los estudiantes estaban atendiendo una clase sin hacer bulla ni molestándose entre ellos y me deseó la mejor de las suertes pues me dijo que era porque sólo había novedad y que eso les intrigaba, que sacara provecho de ello y que nos los aburriera con las mismas actividades.

A partir de esto me fue posible entender que ciertas situaciones trascienden en estos adolescentes y más de esta edad en la que son muy desapegados del estudio y muy tranquilos con lo que respecta al curso de su vida. Yo me tomé el atrevimiento de contarles experiencias acerca de la universidad y me encantó que la mayoría de ellos quisieran ser profesionales para poder aportar a la sociedad y a sus familias. Así pues, mi rol como profesor es tratar de seguir incentivando a estas futuras generaciones a

Appendix 22. Narrative # 4

Reflexión # 4

José Yesid Gutiérrez Quintero
1094278400

Durante esta cuarta semana de actividades académicas, se quiso promocionar el trabajo colaborativo en los estudiantes para que así pudieran conocer las fortalezas de ellos por medio de un juego en el que consistía entregar una serie de sobres de colores con historias. Los estudiantes tenían que narrar una historia la cual allí se reflejaba por medio y haciendo uso del presente perfecto en donde tenían que construir un total de 20 oraciones. Para la actividad se les fue permitido el uso de del cuaderno abierto, el uso de diccionarios y el uso de una tabla con ciertos verbos irregulares que se les fue entregada con anterioridad en el transcurso de la semana 3. Si bien es cierto, los grupos eran numerosos ya que los grupos oscilan entre los 40 a 47 estudiantes por salón pero un hecho llamo mucho mi atención el cual era que todos querían participar, cada uno quería hacer una oración y terminar de primero en la actividad.

Si bien es cierto, el presente perfecto es un tema gramatical complejo pero los estudiantes mostraron una leve mejoría en cuanto a la formación de oraciones utilizando este tiempo. Así mismo, todos los grupos aprobaron la actividad con buenas notas. Sin embargo, en el momento que hicieron el quiz, los estudiantes se asombraron porque iban a ser evaluados ya que esto no era natural en su proceso de aprendizaje pero iban confiados puesto que ya había hecho varios ejercicios para practicar dicho tema y esto se vio evidenciado en la calificación de la prueba.

Por otro lado, los estudiantes de 7mo también fueron evaluados con dos pruebas, la primera era un taller basado en una lectura sobre los hecho y datos geográficos más importantes de Colombia para utilizar los comparativos y los superlativos y la segunda actividad fue un quiz para medir la adquisición de dicho tema gramatical.

Los resultados de ambas pruebas de ambos cursos fueron analizados y se llegó a la conclusión de que por medio de juegos y actividades lúdicas se

Appendix 23. Narrative # 5

Reflexión # 5

José Yesid Gutiérrez Quintero
1094278400

En esta quinta semana de labores se empieza a sentir el cansancio por más de que exista la vocación. En el transcurso de la misma, a la altura del día martes todo iba transcurriendo con normalidad, ya había dado mis clases de primaria en la que les enseñé las partes de la ciudad y los edificios y me encontraba en el último bloque de horas con el grado 803, allí les estaba dando la retroalimentación del quiz que se les había aplicado la semana anterior. Antes de comenzar la clase, el profesor decidió felicitar a los estudiantes debido a que la gran mayoría había pasado el quiz, hecho que los mantenía más motivados pero más hiperactivos de lo normal. Ese día ellos fueron grabados y se dieron cuenta, los llevó a no colaborar en el buen desarrollo de la clase.

Después de haberles dado la retroalimentación, el profesor decide empezar la clase por medio de un juego llamado "Stop" con el cual el profesor introducirá el tema de las redes sociales con el fin de enseñarles los "verbos modales". Una vez el profesor hizo la explicación, los estudiantes poco a poco se empezaron a adaptar al tema y lo fueron entendiendo muy bien.

El día miércoles, a eso de las 3:30 AM, un dolor horrible me despertó, era a la altura de la cabeza y comprometía parte del cuello y de la espalda, así que esperé a que fueran las 6:30AM para ir al colegio y exponer mi caso. Hablé con la rectora, con los coordinadores, con mi supervisor y todos me entendieron, ellos me dijeron que hiciera lo que tenía que hacer y que inmediatamente después me fuera para urgencias o para mi EPS. Cuando llegué al salón, los estudiantes me miraron muy extrañados, con cara de preocupación y entre ellos se murmuraban que qué era lo que estaba pasando conmigo en ese momento.

Appendix 24. Self - observations

Auto-observación de clase, 2019-2

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

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico

Appendix 25. Class recordings

Appendix 26. Planning outreach component

UNIVERSIDAD DE PAMPLONA
PRÁCTICA INTEGRAL-INSTITUCIÓN EDUCATIVA MANUELA BELTRÁN

PLAN DE CLASE SEMANA

Público: Segundo grado	**Nivel:** A1
Fecha: 23 – 27 septiembre 2019 **Tiempo:** 1 hora	**Material:** • Flashcards, • Worksheets, • Tablero,
Docente: José Yesid Gutiérrez Quintero	**Tema:** The parts of the house
Objetivo Lingüístico: Identificar 10 partes de la casa en inglés de forma oral y escrita (Roof/techo, Wall/pared, floor/piso, door/puerta, window/ventana, chimney/chimenea, living room/sala, kitchen/cocina, bedroom/habitación, bathroom/ baño)	

Objetivo comunicativo: Pronunciar correctamente cada parte de la casa

PROCEDIMIENTO

Warm up : Tiempo : <u>10 minutos</u>
Se saludará a los niños y se les preguntará como están.

El docente introducirá el tema a través de una pregunta: ¿Cómo sería la casa de sus sueños?
Después de conocer las respuestas de los niños, el docente les va a pedir que vayan dibujando con él la casa de los sueños en el cuaderno.

Desarrollo- Explicación del tema: Tiempo: <u>25 minutos</u>
El docente enseñará el tema a través de tarjetas coloridas o flashcards con las cuales los niños podrán escribir e identificar mejor cada parte. El docente irá dibujando a la vez cada parte de acuerdo a su gusto e irá escribiendo en el tablero cada elemento dejando tiempo para que los niños dibujen y copien también.

Actividad de Producción y Evaluación: Tiempo: <u>20 minutos</u>

Después de enseñado el vocabulario y de haber pronunciado correctamente cada parte de la casa, los niños deben resolver una ficha donde les preguntan dónde se encuentra cada personaje, allí deben poner la parte de la casa donde el dibujo se encuentra pero en inglés. Al final de la actividad el docente revisará la ficha y asignará una nota. **(ver anexo 2)**

Tarea: Tiempo: <u>5 minutos</u>
Los niños deben colorear la ficha hecha en clase y traerla pegada en el cuaderno para la próxima clase.

Referencias:
https://www.cambridge.org/es/cambridgeenglish/catalog/primary/fun-starters-movers-and-flyers-2nd-edition/resources

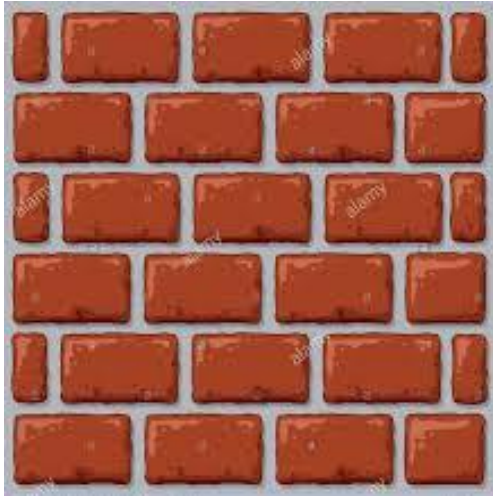https://www.education.com/worksheet/article/parts-human-body/

https://www.educima.com/wordsearch/spa/index.html

Anexo 1

Door

Window

Floor

Wall

Kitchen

Bed
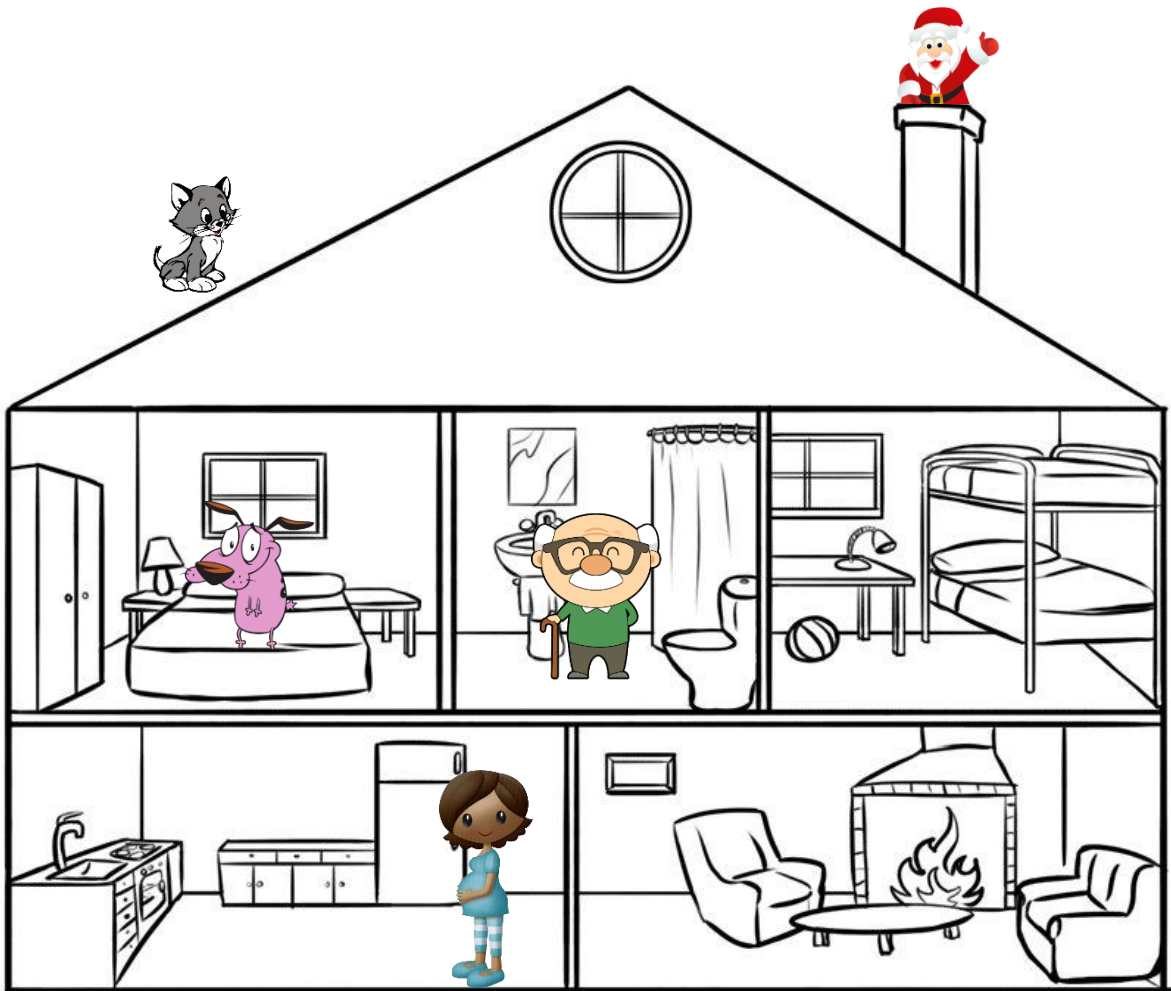
Bathroom

Room

Roof

Chimney

Anexo 5

EVALUACIÓN-PARTS OF THE HOUSE

Name: _____   Date: _____

Complete the sentence with the English part of the house depending on where the person or animal is.
*Completa la frase con la parte de la casa en inglés dependiendo de la ubicación de la persona o el animal.*

1. Papá Noél se encuentra en _____.
2. El gatito esta en _____.
3. El abuelito está en _____.
4. El perrito se encuentra en _____.
5. La mamita se encuentra en _____.

Monday, Sixteen of september two thousand nineteen

Parts of the house

May I go to the bathroom, Ple

Techo = Roof = Ruf

Puerta = Door = Door

Ventana = Window = güindou

Garage: Garage = garash

Sendero: Path = pad

Buzón de Cartas = Letter box /
Lererboks

Patio = Garden = garden

Cocina = Kitchen / kitchen

Comedor = Dining room /
Daining rum

Habitación = Bedroom / bedro

Baño = Bathroom / Bad rum

Sala = Living room / Livinrum

Chimenea = Chimney / Chimni

Sótano = Basement / Beisment
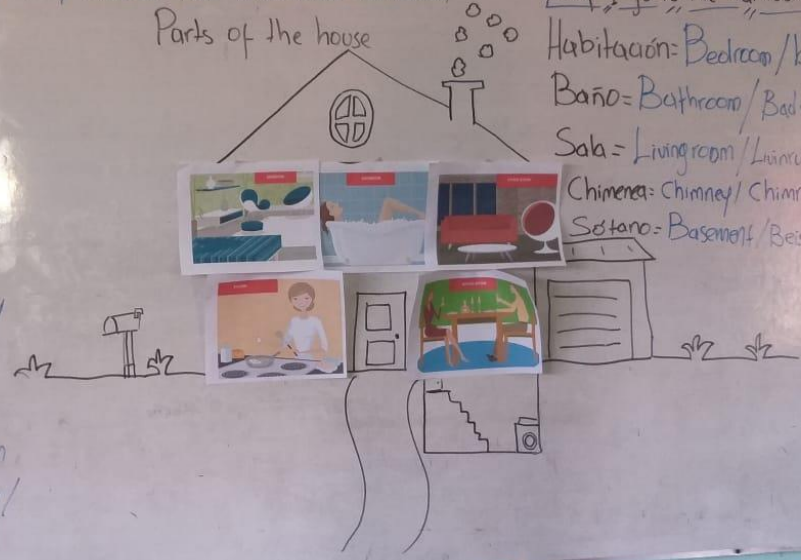
Appendix 27. English day

Appendix 28. Manuelista science fair and Business show

Appendix 29. E day