

Implementing environmental workshops to foster English oral production skill on students of
11th grade at Municipal Gremios Unidos School

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2019

APPROVAL NOTE

Practicum Committee Signature

Cooperative Teacher Signature

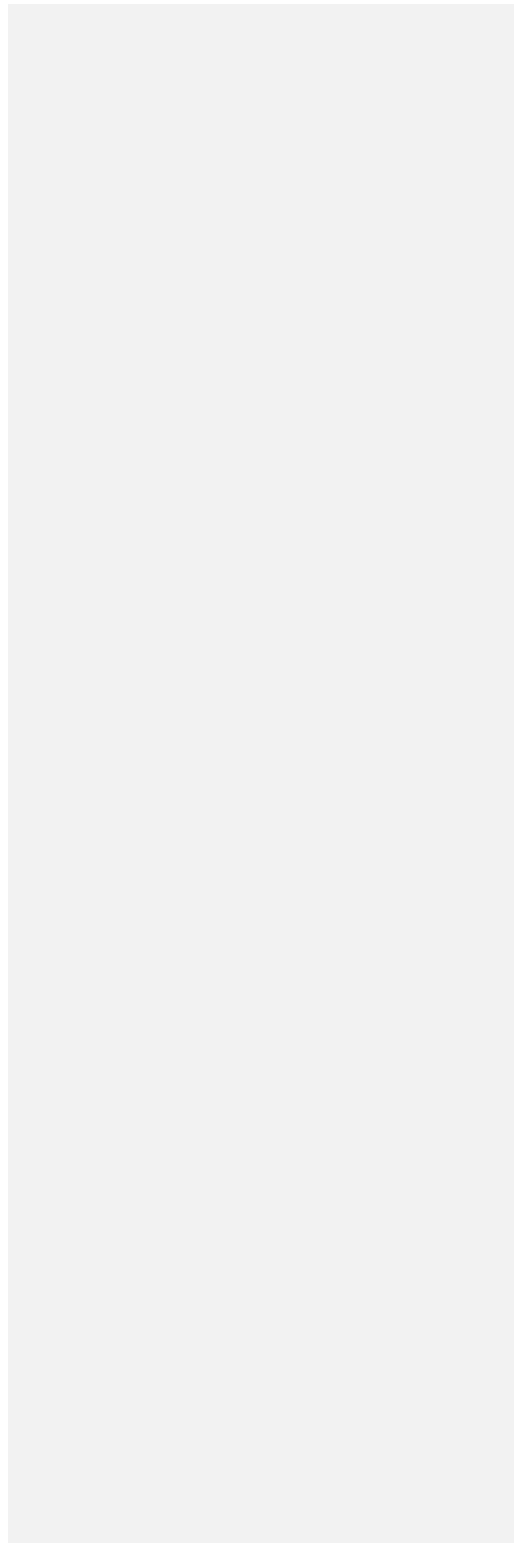


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Presentation of the proposal

This project ~~will be~~ based on implementing environmental workshops to raise awareness of environmental issues to foster oral production skill on 11th students at Municipal Gremios Unidos School. Thus, this project ~~will be~~ divided into four categories or components that are: pedagogical component, ~~research component~~, outreach component and ~~administrative~~ component. First of all, the pedagogical component comprises all the things that ~~will be~~ developed in function of the implementation of the project; meaning: the workshops, activities, English classes, ~~planning~~, the product and the result. Secondly, the research component works on reflective spirit or on the critical thinking that aims to foster the work on resolving social problems or from other domains throughout the use of the language. On the other hand, it is found the outreach component that establishes a main goal that is to have citizens able to communicate in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in the cultural opening. And finally, the administrative component that stipulates that each practitioner must be participant of the extracurricular activities in the institution.

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Introduction

Learning English as a foreign language in schools has been a hard challenge by students to deal with. This can be verified throughout the simple fact that students do not arrive to

accomplish the objectives stipulated by the basic learning standards in terms of the level where a student must be; meaning: A1, A2, and B1. This problem arises from the reason that teaching English has been merely limited to explain grammar. And communicative objectives, that are, the use of all those elements to reach communication through English as a foreign language, have been set aside.

Thus, through various studies aimed at teaching English as a foreign language emphasize the communicative approach that seeks the teaching and use of English through situations of a real context to let the language being used in function of a communicative need. Furthermore, this project ~~will be~~, strictly oriented to work from the communicative approach highlighting a problem that is lived daily not only in a national context, but also globally. Then, in this project, environmental workshops ~~will be~~ addressed in order to work the oral production in students of eleven degree at Municipal Gremios Unidos School.

Otherwise, ~~for~~ Torres (2016) the environmental sustainability of the planet has become a major issue for the global community. Today, there is no doubt that global environmental changes and their harmful manifestations on a diverse scale are the product of human action, of a development model that so far has not considered the natural balance and welfare of ecosystems, the needs and interrelationships of all living species on the planet, and the role that human beings play as part of nature and the fabric of life (p. 3). So, in this project we ~~will~~ take advantage of the school space as it is one of the fundamental spaces to create awareness about the strategic importance of preserving the environment, to generate solutions to the problems affecting it and for the cultivation of environmental behaviors.

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Justification

This project is born from the conception of two problems that work together on a complementary purpose throughout the implementation of the processes that **will be** applied. Thus, we conceive the first problem concerning the learning of English as a foreign language in the different institutions nationally. According to the Education First (EF) English Level Index 2015, which analyzed 70 countries, Colombia is ranked 57th. In the ranking it scored 46,54, which, according to the report, turns out to be very low. Anne-Marie Truscott, from the Centre for Research and Training in Education at the University of the Andes, and a doctorate in bilingual education, said **teachers should approach the interests of students, look for nearby texts, such as music, sport, and thus create new pedagogies. Similarly, technology is an excellent way to achieve this.** On basis of this comment, it is over said that it is necessary to teach English lighting of a real situation and use the language in terms of the communicative approach.

On the other hand, **a** second problem stems from the disregard that mankind has made over time and that concerns the environmental impact and deterioration of this. It is in this way that we seek to raise awareness of the environmental problems we are witnessing. Having identified the two problems, it is important to note that it is from this problem or situation, that an environmental project **will be** undertaken with a view of encouraging oral production in English and also to educate students about current environmental measures and situations.

The need to work on oral production in the use of English as a foreign language in the school, is indispensable because there is a regular performance as regards its performance. This is stated, taking into account the standards for the **foreign language** teaching, **and** all that these dictate in relation to the level and objectives of the different grades.

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Objectives

General objective

- To foster English oral production skill on students of 11th grade at Municipal Gremios Unidos School throughout the implementation of environmental workshops.
- To implement drawing as a language learning strategy to learn vocabulary
- To implement reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- To participate in all the extra activities the high school propose and integrate all these events to the experience of being a teacher.

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Eliminado: Specific objectives¶
To raise awareness of environmental issues and strategies to improve the problems.¶
To learn a metalanguage to arrive to speak about the environmental issues and some strategies to improve them.¶
To improve English oral production skill throughout the implementation of environmental workshops.¶

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Institutional observation

With the objective to carry out the implementation of the integral practicum project in the educational institution, it was of vital importance the gathering of previous data, corresponding to certain elements of the chosen place, with the aim of knowing the school and its components in detail. The aspects that were took into account for the data collection are the following ones: topographical school's location, educative authorities, fundamental aspects of the Institutional Educational Project (P.E.I), rule-book, physical facilities, institutional organization, institutional calendar, teacher timetable and the pedagogical aspects observed in the classroom.

Topographical school's location

According to the minutes of installation of the Sociedad de Artesanos Gremios Unidos "Colegio Municipal Gremios Unidos" is an educational institution that was founded on May 11th

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, 1912 by the following founding members: Victor M. Ontiveros, Saul Matheus Briceño, Victor Manuel Galvis, Juan Luis Vega, Ramon Pelayo, Jose Antonio Fortuna, Froilan Savila and Leandro Cuberos Niño; who met on December 29th, 1909 at 8 pm, in the house of Mr. Meliton Angulo Heredia to make the last debate on the statutes that govern the Society. This school is located in the street 6 AN #4-73 neighborhood Colpet, Norte de Santander, in the city of San José de Cúcuta.

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Figure 1 Colegio Municipal Gremios Unidos

According to the philosophy of this governmental establishment the educational community is regulated by the principles of Colombian education, enshrined in the Political Constitution of 1991 and the General Law of Education (Law 115 of 1994), which indicates that

"education is a process of permanent, personal, cultural and social formation that is based on an integral conception of the human person, their dignity, their rights and their duties ". And its purpose is expressed in Article 5 of Law 115 of 1994, in accordance with Article 67 of the Political Constitution.

The educational action is aimed at making the democratic coexistence a form and an institutional lifestyle, through the development of methodological strategies and forms of agreement that promote the integral and permanent training of educational actors and the socialization of the educational community.

Institutional authorities

The structure of the institutional authorities of Colegio Municipal Gremios Unidos is composed by the principal's office, the coordination office and the secretary's office which is divided into the parent association, the parent council, the student council, the alumni association and the productive sector, whose names are presented in the data table below:

Table 1 *Institutional authorities*

Table 1. Institutional authorities

Charge	Name
Principal	Obregon Rodriguez Jackeline
Coordinator	Pabón Garcia Nelly Maria
Coordinator	Bautista Calderón Rafael Elias
Coordinator	Gallardo Aponte Carlos Felipe
General Secretary	Acevedo Perez Alba Esther

General Secretary	Mendoza Velasquez Ledy Yohana
General Secretary	Patino Sandoval Esperanza

Fundamental aspects of the Institutional Educational Project (P.E.I)

The institutional educational project P.E.I. is a permanent process of human and institutional development assumed as a research and collective construction of the being and the task of the educational community. The institutional educational project aims to create a propitious environment for students to appropriate of meaningful learning, where they can develop skills, attitudes, feelings and knowledge, and where they can assume the values and necessary commitments to improve the quality of life, both personal and social, transforming and enriching their context.

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The Institutional Educational Project is organized by four components: directive component, administrative and financial component, academic component and community component which were very important during the adjustment process of the P.E.I. This school, focused its efforts on certain approaches that guarantees the development of an inclusive, pertinent, integral and qualitative education.

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Mission

The educational institution “Colegio Municipal Gremios Unidos”, has as its mission to offer an educational service aimed at the formation of humans who relate being with knowledge and know-how, reflective thought, participatory, democratic, autonomous, critical, creative, investigative, and technological thinking that allows

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coexistence in harmony with the community and promotes the construction of a dynamic society of changes and transformations in favor of life's quality and a better future for all.

Vision

By the year 2026, the Educational Institution “Colegio Municipal Gremios Unidos” will promote in its students the development of critical and reflective thinking, the curiosity for research, the creativity and the appropriation of values, from their integral training, from a perspective of entrepreneurship, innovation, the promotion of science and healthy coexistence, so that they can fully participate in activities of a social, personal and productive nature, based on the generation of academic, cultural and sport spaces, demonstrating, at all times, respect for each member of the educational community, taking advantage of the current opportunities offered by new technologies in relation to teaching and learning likewise, contributing to the care and the preservation of the environment.

Symbols of the institution

Anthem of the school.

Coro:

Guardad Gremiounidense

I

El lema que el dolor,

La patria es todo el mundo

Ha puesto en vuestras frentes

Que libero bolívar

Virtud, trabajo y amor.

La humanidad es toda

La que Jesús amo.
Colombia es toda América
Atlántico y Pacífico
Son una sola lágrima
Purísima de Dios.

II

El pueblo es el gran árbol
Cuya raíz no muere,
Y en cuya altiva cumbre,
Vive la tempestad,
Da flores como Washington
Como colón da frutos
Y en su fecunda sombra
Sueña la humanidad.

III

El libro es el constante
Amigo que no engaña
El yunque es el maestro.
Del arte de vivir.

Tenemos dos escudos,
La raza y el idioma
Y un estandarte solo
Renovarse o morir.

IV

Es la enseñanza libre
Nuestra mejor bandera,
Para poder el mundo
Con ella convencer
Al par que el intelecto
Hacemos fuerte el musculo
Amamos dos apóstoles
Marino y Santander.

V

Queremos patria bella
Pero que sea muy propia
Sin que un poder extraño
Se crea su protector,
Pues los andinos montes
Tiene cautivo un cóndor
Que da su se lo pierden

Otro libertador

Lyrics: TEODORO GUTIÉRREZ CALDERÓN

Music: FAUSTO PÉREZ

School shield



Figure 2. School shield

School flag.



Figure 3. School's flag

Institutional principles

The scholar institution takes up the principles of Colombian education enshrined in the Political Constitution of 1991 to be developed in an integral manner in all its administrative, pedagogical and community processes. Those principles are:

- Principles that are related to the Political Constitution: The school community must be democratic, participatory and pluralistic; founded on respect for human dignity, on the work and solidarity of the people that integrate it and on the prevalence of the general interest.
- They are essential purposes of the educative institution, to promote the general prosperity and to ensure the effectiveness of the principles, duties and rights enshrined in the constitution; to facilitate participation of all in the decision-making that will affect in some way the life of the educational community.
- The institution recognizes, without any discrimination, the primacy of the inalienable rights of the person.
- The school community must recognize, teach and protect the ethnic and cultural diversity of the Colombian nation.
- It is the obligation of the educational community and the people who belong to it to protect the cultural and natural wealth of the nation.

Quality objectives

- To manage resources effectively, developing inter-institutional agreements that favor the possibility of continuity and the improvement of the quality of academic secondary education.
- To increase the atmosphere of cordiality and respect in the interpersonal relationships.
- To raise the good achievement of human talent through training and continuing education processes.

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- To raise the student’s competence level, providing an appropriate educational service, which contributes to the integral training of our students permanently.
- To increase the settlement of parents and students.
- To increase the efficiency of the processes, carrying out processes of continuous improvement.

Rulebook

The rulebook of the Educational Institution “Colegio Municipal Gremios Unidos”, has as legal foundations: The Political Constitution of Colombia, the Code of Childhood and Adolescence (Law 1098 of 2006); Law 1620 of 2013: "By which the national system of school coexistence and training is created for the exercise of human rights, sex education, prevention and mitigation of school violence", and its regulatory decree No. 1965, of September 11th, 2013; Decree 1075 of May 26th, 2015: "Whereby the Regulatory Decree of the Education Sector is issued" and Law 1437 of 2011: "Whereby the Code of Administrative Procedure and Administrative Litigation is issued" and the Decree 1421 of August 29th, 2017: "By which is regulated, within the framework of inclusive education, the educational attention to the population with disabilities."

Additionally, this rulebook is divided into ten chapters which present a detailed information of different guidelines that each one of the members conforming the educational institution must followed with the purpose of maintaining the order, some of those chapters show certain data related to the profiles of the students, teachers and parents, the democratic participation, the rights, duties and prohibitions, the scholar coexistence committee, the situations

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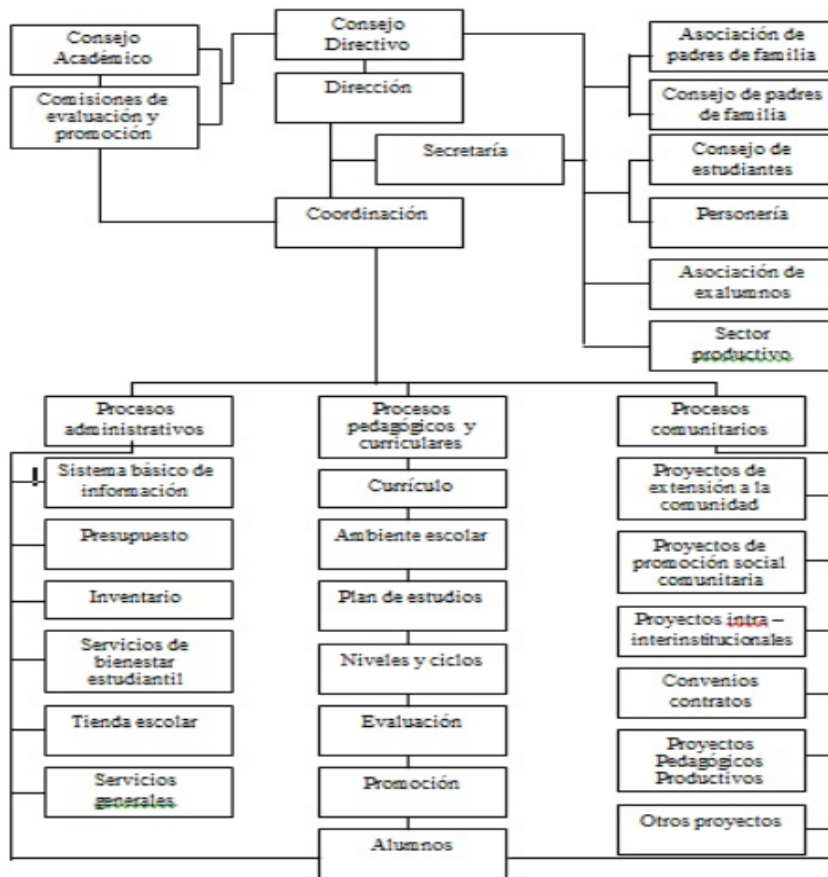
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that affect the scholar coexistence, the rating scale, stimuli and recognitions and besides about the uniform, school day and absence.

Institutional Organization

Figure 4 Institutional organization



Pre-service teacher schedule

Table 2 Pre-service's schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
1		10-05	11-05	11-04	10-04
2		11-01		11-04	10-04
3		11-05		11-01	10-03
4	10-04	11-05		11-01	10-03
Break					
5	10-05	11-02	11-03	11-03	
6	10-05		11-03		11-02
7	10-03	11-04			11-02

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Pedagogical aspects

A week of observation was undertaken in order to analyze or examine the students of the plant. Those students the teacher is working with. Basically, the teacher works with two degrees which are: 11 degrees and 10 degrees, also, from these degrees other sub degrees are detached or differentiated by the technique to which each one belongs to.

The English teacher is in charge of teaching English to each and every one of the sub groups for grades 10 and 11 by giving an account of this, and the observations that could be made throughout the week, It is recognized that groups of students of certain degrees present with misconduct to such an extent that the objective of the class is almost always interrupted and does not allow for good teaching. On the other hand, there are also groups where students are interested in learning and this can be seen through their continued participation in

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class. Normally, the teacher would start the class by reviewing the subject of the previous lesson and then continue to explain the class for that day by focusing her objective on the communicative attempt, leaving grammar as something implicit.

Chapter I Pedagogical Component

Implementing environmental workshops to foster English oral production skill on students of 11th grade at Municipial Gremios Unidos School

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Introduction

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The teaching of English as a foreign language in educational institutions in Colombia has been conceived as one of the challenges with the most contingencies to achieve. Primarily, this has been designed in such a way as the teaching of English given to students has not been the most appropriate and it is because the teaching of English has been limited merely to the teaching of good use of english, setting aside practice as regards the four communicative skills that a language understands.

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In this way, there have been many studies that have defended the position of teaching English, giving more importance to communicative intention, and little to the good use of the language. Consequently, it is based on the premise of teaching English on the basis of a communication objective in which the intention is to use the language in order to communicate something relevant to a real-life context. It is also intended to provide instruction in the proper

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use of the language in an analytical manner in which students learn grammar as an observation rather than as they have traditionally been doing.

Given the above case, this project will aim to work the English language based on the implementation of environmental workshops in order to establish a real context theme to use the language accordingly.

Justification

This project is born from the conception of two problems that work together on a complementary purpose throughout the implementation of the processes that will be applied. Thus, we conceive the first problem concerning the learning of English as a foreign language in the different institutions nationally. According to the Education First (EF) English Level Index 2015, which analyzed 70 countries, Colombia is ranked 57th. In the ranking it scored 46,54, which, according to the report, turns out to be very low. Anne-Marie Truscott, from the Centre for Research and Training in Education at the University of the Andes, and a doctorate in bilingual education, said "Teachers should approach the interests of students, look for nearby texts, such as music, sport, and thus create new pedagogies. Similarly, technology is an excellent way to achieve this." On basis of this comment, it is over said that it is necessary to teach English lighting of a real situation and use the language in terms of the communicative approach.

On the other hand, A second problem stems from the disregard that mankind has made over time and that concerns the environmental impact and deterioration of this. It is in this way that we seek to raise awareness of the environmental problems we are witnessing. Having identified the two problems, it is important to note that it is from this problem or situation, that an

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Eliminado: Learning English as a foreign language in schools has been a hard challenge by students to deal with. This can be verified throughout the simple fact that students do not arrive to accomplish the objectives stipulated by the basic learning standards in terms of the level where a student must be; meaning: A1, A2, and B1. This problem raises from the reason that teaching English has been merely limited to explain grammar. And communicative objectives, that are, the use of all those elements to reach communication through English as a foreign language, have been set aside.

→ Thus, through various studies aimed at teaching English as a foreign language emphasize the communicative approach that seeks the teaching and use of English through situations of a real context to let the language being used in function of a communicative need. Furthermore, this project will be strictly oriented to work from the communicative approach highlighting a problem that is lived daily not only in a national context, but also globally. Then, in this project, environmental workshops will be addressed in order to work the oral production in students of eleven degree at Municipal Gremios Unidos School.

→ Otherwise, For Torres Maritza (2016) the environmental sustainability of the planet has become a major issue for the global community. Today, there is no doubt that global environmental changes and their harmful manifestations on a diverse scale are the product of human action, of a development model that so far has not considered the natural balance and welfare of ecosystems, the needs and interrelationships of all living species on the planet, and the role that human beings play as part of nature and the fabric of life (p. 3). So, in this project we will take advantage of the school space as it is one of the fundamental spaces to create awareness about the strategic importance of preserving the environment, to generate solutions to the problems affecting it and for the cultivation of environmental behaviors.

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environmental project will be undertaken with a view of encouraging oral production in English and also to educate students about current environmental measures and situations.

The need to work on oral production in the use of English as a foreign language in the school, is indispensable because there is a regular performance as regards its performance. This is stated, taking into account the standards for the teaching of a foreign language and all that these dictate in relation to the level and objectives of the different grades.

Objectives

General objective

- To foster English oral production skill on students of 11th grade at Municipal Gremios Unidos School throughout the implementation of environmental workshops.

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Specific objectives

- To raise awareness of environmental issues and strategies to improve the problems.
- To learn a metalanguage to arrive to speak about the environmental issues and some strategies to improve them.
- To improve English oral production skill throughout the implementation of environmental workshops.

Statement of the problem

The learning of English has become a challenge for students of the different educational institutions in Colombia. This has been pronounced from many reasons and one of the main reasons concerns to limit oneself to teaching grammar without a communicative objective that starts from a real situation. Thus, the aim is to work on the oral production in English of the 11th grade students at Municipal Gremios Unidos School starting from the implementation of workshops focused on the awareness of the environmental problems that we currently

witness. Having established this problem arising from the need to work together on two topics in order to cooperate on both objectives, the following question is set out:

Comentado [U9]: Cuáles dos temas? No se mencionan se mencionan en la justificación.

- How can the implementation of workshops aimed at raising awareness about environmental issues help to foster English oral production skill of students 11th grade students at Municipal Gremios Unidos School?

Theoretical framework

Key words: Oral production skill, Environmental issues and environmental workshops.

Comentado [U10]: Deben presentarse como subtítulos. Cuando se habla de "Key words" es porque se presenta un abstract, no un theoretical framework

This project ~~will be~~ based on the communicative approach due to its main goal aims to foster English oral production skill throughout the implementation of environmental workshops that meet the requirement of being a subject that goes back to a real situation. So, in this part the communicative approach ~~will be~~ explained in terms of the necessity of applying it to support what it is ~~seeked~~ to accomplish in terms of objectives.

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The communicative approach states that language learners must learn how to use the language in terms of communication instead of highlighting the grammar learning. It is important to learn grammar, but real learning of a foreign language does not come from memorizing all the grammar rules, instead of that, it arises when a real situation is taken or when the attempt is to use the language in terms of understanding a situation or when the attempt is to talk about something using the metalanguage. It is in this way that real learning arises from the necessity and learners create their own language and try to communicate despite of the mistakes of use.

According to Jack C. Richards (2006), a learner can develop communicative competence by:

- Using language for different purposes and functions.
- Varying the use of language according to the settings and participants.
- Producing and understanding different types of text.
- Maintaining communication despite linguistic limitations through the use of different strategies.

Oral production skill

According to Bygates (1991) is the ability to assemble sentences in the abstract, that occur and adapt to the circumstances of the moment. That is, take rapid decisions, properly integrating them, and adjusting them accordingly with unexpected problems appearing in different types of conversation. On the other hand, O'Maley and Valdez (1996) say that oral production refers to the ability to negotiate meanings between two or more people that are related to the context where the conversation takes place. Another definition is which Brown and Yule (1983), which consider the oral production as an interactive process where a meaning is constructed that includes producing and receiving, as well as processing information. meaning depends on the context in which the interaction takes place, including the participants, their experiences, the environment and the purpose of communicating. It is often spontaneous, has beginnings and endings, and it has a development.

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Environmental issues

Environmental problems are therefore antagonisms or disturbances that occur in the natural environment. It may be the effect of pollution, such as an oil spill in the ocean or the release of toxic gases into the atmosphere. The human being is responsible for environmental problems. When the disorder occurs by the action of nature, there is talk of a natural disaster (like the eruption of a volcano). The failure at the Chernobyl nuclear power plant in 1986 is a clear

example of how serious environmental problems can be caused by human activity. The explosion at this nuclear power plant released large amounts of Europium oxide, boron carbide, uranium dioxide and other toxic substances into the environment, causing hundreds of thousands of people to suffer.

Environmental workshops

Environmental education is the [link](#) concept between education in its broadest definition, protection of the environment and development; it is the integral education itself with all its components, oriented towards problems, whose true magnitude has recently begun to be understood.

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In this case, we understand and define it, not only as a positive process or as a reorientation and articulation of disciplines, as considered in [Tbilisi](#), but as a permanent educational process aimed at awakening the need to universalize human ethics and to induce individuals to adopt consequent attitudes and behaviors that ensure the protection of the environment and improving the quality of life of humanity in the present and the future; all of which entails acquiring awareness and action.

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Literature review

The objective of this project is to foster English oral production skill on students of 11th grade at Municipal Gremios Unidos throughout the implementation of environmental workshops.

Thus, it is remarkable to mention that two objectives ~~will be~~ developed together to cooperate at the accomplishment of each other. Furthermore, the section of literature review worked on the basis of: Environmental education, The improvement of English oral production skill.

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Environmental education.

Environmental education is a topic that concerns every single person around the world. Not only do we find that Colombian people is being educated about this topic, but also, we do find that people in other countries is being well-educated about this. However, the problem with environmental degradation has grown up since a long time ago. This can be verified throughout the strong climate change. Despite of the efforts to educate people about the environment and the preservation of this, efforts have not been enough and this can be seen with the naked eye just by looking at urban areas and how they are filled with garbage, the high concentration of toxic gases by carbon dioxide emissions, among other problems that affect the environment.

The government and ministry of education have had a big hard challenge on educating people at environmental education. Since the new millennium a lot of studies have been conducted to check and evaluate the impact that environmental education has had on education.

Velez [and](#) Londoño (2016) “it is necessary from a first stance that the environmental education come from formal sectors given that they have a real knowledge concerning environment as well as the correct pedagogical strategies that can be used in formal and informal sectors of education”. (pag. 184)”

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Another important meaning regarding environmental education is “sustainable development” that is defined as the process that lets the individual comprehend interdependent relations with his surroundings (Ministerio de Ambiente y Desarrollo Sostenible, 2002. pp. 18-19). Following this, Berdugo [and](#) Motaño (2017) conducted a study in which various universities along the country were put under study to analyze how environmental education was integrated in different levels taught in those higher education institutions. Findings revealed that superior institutions try to integrate environmental awareness in extracurricular courses of the different programs so that every student has access to these sensitizing courses. These factors improved the

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level of awareness among students, added to a philosophy that tries to highlight the importance of sustainable development in professional fields and helped to create a friendly environment in the campus. In Colombia, schools or educational institutions have raised awareness among the population.

At Municipal Gremios Unidos School students little know about environmental education and the strategies to raise environmental preservation. This is why it is important to apply a project that aims to improve such aspects in environmental preservation. Indeed, students had worked on an environmental chart that comprises environmental projects.

Improving English oral production

In the field of the foreign languages teaching and learning, speaking has been a difficult skill to develop on students because of the complexity that this skill comprises on its performance. A student becomes capable of handling with the oral skill when he has acquired the sufficient knowledge to use it correctly, for this, it is important to highlight the work on specific tasks that demand to use the language even if there exist mistakes. Some studies have addressed the development of the oral production in schools. Szpotowicz's (2012) study shows the improvements made on the oral production skill with specific-planned lessons that demonstrated that students have better performance when putting them into real situation through tasks which they can relate to.

Also, since these tasks allowed the students to make decisions about their process, they were encouraged to make better presentation planning by developing the tasks they were more interested in. For this study, students are expected to plan and organize oral presentation on which they will present ideas and messages related to the conservation of environment to other students and the community. Handling the speech in both languages and in order to achieve this, the teacher will help him to find the most effective strategies for a good talking.

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

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On the other hand, it was found that improving this skill (oral production) comprises a set of steps that learners must follow, in this project, one of the strategies are implemented to motivate students to work on oral production aiming at a communicative attempt. In order to acquire this ability it is necessary that student implements learning strategies that help him improve his pronunciation, vocabulary, among others.

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Over time, the teaching-learning subject of English has been studied by many experts, with the purpose of finding effective methodological strategies to teach and learn this foreign language. These investigations have yielded various theories that have contributed to explain this phenomenon more thoroughly and an attempt has been made as the ultimate goal to achieve apprentice communicate effectively through it. For this, numerous investigations and studies, have been carried out with the purpose of improving this process. Many of the researchers who have made contributions in this area of knowledge has concluded that there is an enormous complexity when it comes to learning a language foreign in addition, there are many factors that

can affect (Ramos, 2006, p.1). As regards the teaching-learning strategies of English, several contributions, which we will cite below:

O'Malley et al. (1985) in the United States, studied the strategies used by the students to learn, improve and retain the foreign language. For this investigation, interviewed 70 high school students and 22 teachers respectively, in order to determine the familiarity between the use of student strategies and if teachers taught and / or they encouraged their strategies in their classes. The field study included three instruments, two interview guides, one for the students and another for teachers; and an observation guide for classes and strategies reported. In their conclusions, the authors managed to establish that the two groups of students "Beginners and intermediates" managed to identify and report the external use of a wide variety of learning strategies, being the most outstanding the metacognitive, cognitive and social strategies. Where it was possible to observe that intermediate students were more liable to use metacognitive strategies more often than beginners.

As a conclusion of the exhaustive study concerning language learning strategies, it is aimed at implementing the communicative approach can be also inferred as a language learning strategy due to the implementation of the specific tasks and the demanding communicative goals.

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Methodology

The implementation of this environmental project aimed at promoting the oral production of students and seeking to make students aware of the environmental deterioration and the preservation of this same, will be developed over 10 weeks in which five workshops aimed at working on the environment will be implemented. It is important to emphasize that this implementation of the project will be strictly linked to the work of an English book that students of eleven degrees are using, as well as an environmental education project booklet called "PRAE" presented by the Ministry of Education for the purpose of educating students on the subject of the

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environment. The English book that students are working on is called: - “English please! 3” and it is a book aimed to work on the communicative goal for letting students to infer about the grammar or good usage of the language, and communicate something in terms of a topic. This book also contains a unit merely concerned to environmental education.

Below js shown a schedule relevant to the working hours of the supervising teacher and it will be, also shown n the days on which each and every workshop with the students will be held.

Schedule of the groups I am going to work with

Table 3 Selected group

	Monday	Tuesday	Wednesday	Thursday	Friday
1		10-05	11-05	11-04	10-04
2		11-01		11-04	10-04
3		11-05		11-01	10-03
4	10-04	11-05		11-01	10-03
<u>Break</u>					
5	10-05	11-02	11-03	11-03	
6	10-05		11-03		11-02
7	10-03	11-04			11-02

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Table 4 Chronogram

	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
	week	week	week	week	week	week	week	week	week	week

1 st workshop:				X								Eliminado: X
2 nd workshop:						X					Eliminado: X	
3 rd workshop									X			Eliminado: X
▼											Eliminado: 4 th workshop ... [1]	

Research Methodology

Type of Research:

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

The Instruments of Data Collection:

The study ~~will be~~ conducted using several data collectors to obtain the necessary information to complement data. ~~These~~ instruments ~~will be~~ divided into pedagogical instruments and research instrument presented below:

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Pedagogical Instruments

- Workshops.
- Final product: Recycling rims to plant plants there inside the school.

Research instruments

- Three journals.
- Two interviews
- Survey

Comentado [U15]: Explicar cada uno de los instrumentos con base en autores

Project design

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

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Methodology of the implementation of the pedagogical proposal

11th grade students of Municipal Gremios Unidos have three hours of English per week. As the topic of the period was "environment" it was easy to adapt the objectives of the classes to the ones of the project. In total there were three workshops in which the students had to talk about the topic. In each workshop, there was a worksheet. The methodology consisted on brainstorming the environmental issue, repeat the vocabulary, working on the grammar topic,

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filling the chart and then the productive part concerned to the oral production. At the end of the course, it was proposed to do a final product of reusing rims to talk about the importance of this. This was a perfect opportunity to show students' advancement in their English learning and oral proficiency.

FINDINGS AND DISCUSSION

The process of analyzing the information concluded in the step of creating the matrix (annexes) where three different kind of instruments were analyzed by means of the triangulation duct. Meaning that; in order to analyze all the information, it was necessary to scrutinize the data collected in each instrument in a concerted way. Having put the instruments, two categories appeared: first of all: the category of oral production and secondly, environmental education.

Oral production

Szpotowicz's (2012) study shows the improvements made on the oral production skill with specific-planned lessons that demonstrated that students have better performance when putting them into real situation through tasks which they can relate to. During the fourth period of class, students were asked to do some activities concerning environment as the global topic, and there were specific sub topics from that topic. In total, three environmental workshops were implemented with the students, first of all, one environmental workshop was concerned to global warming, secondly, to deforestation and finally, to hazardous waste which was the main topic to handle with the final product. According to the analysis of the journals that were conducted on basis of each workshop, the advance of students went in an escalating way. (1st journal) Students advance was slow; they present hardships and difficulties when trying to understand simple messages in English. Furthermore, when they were asked to produce or say something in English using the grammar topic of the day. This day, it was possible to work properly on the pronunciation, because it was noticed that students advanced on pronunciation but little on the

Comentado [U16]: Bajo qué autor se estableció esta metodología pedagógica. Falta profundizar en la descripción presentada. Hace falta mencionar también el tipo de análisis de datos y las etapas que se siguieron para el proceso de categorización y codificación de la información.

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use of the language and on the productive part. (3rd journal) First of all, students seemed to be more confident of the activities to do this day, they were able to pronounce correct autonomously and maybe it is because that kind of vocabulary is what we have worked during the previous courses, even though they mispronounced some words, they did a nice work. It is important to remember that these students are not foreign language students. Instead, they are attached to the standards that are supposed to be accomplished in terms of some objectives. As it can be seen in those two transcriptions of the first and third journal, there was an evident progress on student's performance skill, but, not only on their oral production, but also on memorizing vocabulary and using the language better than the first time. This also can be verified throughout the interviews where students affirmed having improved their English learning in terms of vocabulary and in terms of pronunciation. They also affirmed having enjoyed the activities that were implemented in each workshop. It is important to say that the factor that they mentioned previously, go beyond the subcategories that emerged from the two categories: pronunciation, advance of students, vocabulary, environmental workshops and environmental issues. So, having said that, students affirmed having improved in their learning process considering those factors as subcategories hereby.

In conclusion, oral production skill was worked on students of eleven grade implementing environmental workshops and everything indicates that having worked on it has allowed students to improve their English learning process and overall, in the oral production skill considering factors such as a good pronunciation, the participation in English in classes, the oral presentations and the vocabulary.

Environmental workshops

On the other hand, a second category emerged from the matrix conducted to analyze the information gathered by using the three instruments hereby. This category was named

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Comentado [U19]: Más de 40 palabras

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Comentado [U20]: Voz participante? Dónde aparece?

Comentado [U21]: La discusión está muy básica y elemental. No hay sino 1 autor para referenciar. Es importante e imperativo que se profundice en la descripción de resultados.

“Environmental workshops” and it is because the four participants mentioned having enjoyed all these activities regarding the topic of environment to work English. It was necessary to work on these kinds of workshops, first of all, because one of the objectives was to raise awareness of the importance of the environment and secondly, because on basis of this topic, an opportunity was seen to work with students on English departing from this topic. The government and ministry of education have had a big hard challenge on educating people at environmental education. Since the new millennium a lot of studies have been conducted to check and evaluate the impact that environmental education has had on education. Velez and Londoño (2016) “it is necessary from a first stance that the environmental education come from formal sectors given that they have a real knowledge concerning environment as well as the correct pedagogical strategies that can be used in formal and informal sectors of education”. (pag. 184), According to the three journals, two interviews and the survey; having implemented environmental workshops in English classes was the key of the evolution of students in English. In all the interviews and in the survey, they mentioned having enjoyed the activities implemented in English classes. They affirmed that thanks to these activities, they felt comfortable and they felt motivated when working because they did not have to work longer with the book which was an activity that they had to every day. All this finding and statement of the fact that “having applied environmental workshops was the key to arrive to improve English on students of eleven grade” can be verified in the answers given by students regarding the questions conducted in each interview. Also, this could be verified by considering their grades and also, by watching the videos and the way they performed oral skill in classes. It is important to know that they are not foreign languages students and that we are not away of a context where teaching English is demanding because of the context, but it is a fact that students improved their oral performance thanks to the innovation of having applied different activities to the ones that they came working with the other teacher.

Comentado [U22]: Quienes? Cuáles fueron sus comentarios? De qué instrumento se obtuvieron?

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Comentado [U24]: Dónde están los aportes de estos tres instrumentos? No hay voz participante que los soporte ni autor que los profundice

CHAPTER 2

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

Introduction

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

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

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

Justification

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

interested in the knowledge of the models and approaches to attend a problematic situation and to establish an analytical look.

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

Problem

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

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

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the process of teacher training, encourage the teacher in training, in the future teacher, a critical spirit and reflection that contributes to the improvement of their pedagogical practicum,

for these in turn are essential elements that impact and transform their work and their future professional performance.

In the case of the Foreign Languages program at the University of Pamplona, reflection is conceived as a fundamental exercise for students who perform their integral practice, to self-assess and to install a critical and constructive view of their work in the teacher role. To start this study, the following guiding questions are formulated:

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

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

General Objectives

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

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the current problems in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies that the student uses in their pedagogical practice.
- To implement reflection workshops and development of teaching units that guide the reflection of Student-Practitioners.

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➤ To analyze one's own beliefs about teaching work and about students.

Conceptual Framework

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

■ The teaching Profession

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

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competencies in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in which he develops his activity. Similarly, every teacher must have some skills in the organization of content, which is the pedagogical practice not only requires ordering its components to be learned by students but forecasting for the conditions of teaching in the educational context or outside it. The most immediate function that teachers must develop is to design or forecast the practice of teaching.

■ The Reflection

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

The Reflection as a Process

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

The Reflection as a Theme

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

The Reflective Practicum

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

Eliminado: Figure 3. Reflection process chart ¶

The teacher plays a central role in the current educational world; acts in a complex space subjected to a constant change determined by the interaction of various factors and conditions.

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

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

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

According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge. the reflection is applied to the selection and appropriate use of the teaching strategies that the teacher will use. On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. it is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts. In a third Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

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Pedagogical practicum

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

Academic Practicum

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

Social Efficiency Practicum

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

Developmental

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

Social reconstruction

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

Generic

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

Activators of reflection

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

Critical element of reflective thinking

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

These authors established classification categories of knowledge:

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

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

Methodology.

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labor problems. The principles of organization are autonomy, planning and self-observation. To review the incidence of the reflection proposal on this practice, a process of socialization and systematization of the same take place.

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

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

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

Objectives

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

Self-observation card

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

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Narrative

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

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Class records

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

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Context

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

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

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

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

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

Socializing Function

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

Instructional Function

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

Educational Function

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

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Population

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

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The direct beneficiary population:

Teachers in training.

Supervising Teachers.

Student community of the Integral Practice implementation centers.

The indirect population benefited:

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

Institutional dependencies linked to the Project

❖ Foreign Language Program Department of Languages and Communication Faculty of Education

❖ Gremios Unidos School

Expected Results

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

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

FINDINGS

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

Narrative reflective texts: During the ten weeks of practicum, the practitioner had to send a narrative where they tell the tutors and practicum coordinators how the process of teaching was going, if it has suffered changes, or a difficulty is being presented within a classroom of the

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school itself. What the pros and cons of being a practitioner in that school were, and how methodologies and techniques were affected by the experience of being a real teacher.

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

Classroom observations during the institutional week: The institutional week, as mentioned before was a pre-stage on the practicum where the students learn about how the school works, its PEI components, how is physically divided and what is the philosophy they follow. During this period, the practitioner out some classroom observation in which he identifies what are the main aspects of the English class at this school. I decided to do an observation in each group I was going to work with, and in these activities, I noticed some important aspects that guided my plans to work on the school as well as the design of my pedagogical planning according to the learning methods the students had.

From the observation, I noticed two important aspects that were going to lead my practicum development. First, the methodology implemented in every grade of the school during the English class was practically the same. Where worksheet and grammar exercises were the main pillar of the English learning. And secondly, students didn't develop any reflective skill

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during these classes. Primary skill needed in the implementation and development of PBL. That's why I reformed the methodology of my project to be adequate for them to understand the tasks they had to solve and make them simpler.

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

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

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

Conclusion

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

- ✓ Pre-service teaching effectiveness is enhanced when the practitioner has a self-reflective method to evaluate his own work.
- ✓ Activities and techniques change during the practicum process while the teacher realized what is best for his classes.
- ✓ The major goal for a pre-service teacher is to supply solutions for a better learning in students, filling up possible gaps in the teacher methods.

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CHAPTER 3

Outreach component: “Implementation of drawing as a language learning strategy to learn vocabulary in Municipal Gremios Unidos School”

Introduction

This pedagogical project aims **to work** with children in peripheral zones where the majority of people present difficulties and hardships in LEFL (**l**earning English as a **f**oreign **l**anguage). This may be caused because of the pedagogical model applied in schools in peripheral zones is not the most suitable to arrive to a meaningful learning of English. Applying a non-proper pedagogical model in teaching English process could carry negative effects in the learning process of children such as: losing interest in the matter, children find every content difficult, children get frustrated and find English as the worst thing in their lives, etc.

Teaching English to children in schools has become a hard challenge, especially in peripheral zones where barely **do** we find access to the new information technologies. Thus, it is realized that teaching English as a foreign language to children in peripheral zones is a challenge that entails many limitations. First of all, the constraint of teaching English in not the best conditions talking about infrastructure and the other limitation regards to work with insufficient support or resources.

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Hereby, in this project there ~~will be~~ a joint of leisure activities focusing on teaching English throughout drawing. Highlighting the linguistic and communicative proficiency, it is intended to work vocabulary, pronunciation and oral production. Implementing leisure activities is a key aspect of this project, due to it is hoped to break up with the paradigmatic assumption assumed by children that learning English is a boring, demanding and hard task to deal with.

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Justification

Teaching English as a foreign language in peripheral zones has become a demanding and hard challenge, especially to children who generally suffer of inattention. Thus, they present hardships and difficulties in their learning process, mostly in English. This problem is also promoted by the irregularities presented in high schools where there are not the best conditions to work in; this situation comprises: regular infrastructure, the non-access to the new information technologies, implementation of traditional pedagogic model to teach English, etc.

Considering the previous situation, it is important to begin working with children in peripheral zones incentivizing the Actional Approach where children get more interested in learning English throughout a pedagogical project. This is why this pedagogical project aims ~~to~~ ~~work~~ with children in peripheral zones to practice and enhance their English learning process throughout drawing. Furthermore, this project seeks to train children in: vocabulary, pronunciation and oral production.

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General objective

- To implement drawing as a language learning strategy to learn vocabulary

Specific objectives

- To motivate students to learn vocabulary throughout the draw
- To encourage students to participate in all the activities.
- To promote student’s knowledge throughout the implementation of drawing as a language learning strategy.

Development

This outreach project will be developed on basis of the following schedule:

Activity	Objective
First workshop: Let’s draw our feelings!	Linguistic objective: ✓ To learn vocabulary concerning feelings and emotions. ✓ To learn the verb to be. Communicative objective: ✓ To write about the mood.
Second workshop: Let’s draw our ideal profession.	Linguistic objective: ✓ To learn vocabulary about professions. ✓ To learn the form “want to”. Communicative objective:

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Con formato: Justificado, Interlineado: Múltiple 1,15 lín.

Con formato: Fuente: Sin Negrita

	<ul style="list-style-type: none"> ✓ To say our ideal profession.
Third workshop: Let's draw our ideal house	<p>Linguistic objective:</p> <ul style="list-style-type: none"> ✓ To learn vocabulary regarding to the parts of the house. ✓ To learn the form "this is" and these are" <p>Communicative objective:</p> <ul style="list-style-type: none"> ✓ To present our ideal house.
Fourth workshop: Let's draw a portrayal of us	<p>Linguistic objective:</p> <ul style="list-style-type: none"> ✓ To learn the parts of the body. ✓ To learn vocabulary about physical description. <p>Communicative objective:</p> <ul style="list-style-type: none"> ✓ To describe our physical appearance.
Fifth workshop: Let's draw our city	<p>Linguistic objective:</p> <ul style="list-style-type: none"> ✓ To learn vocabulary regarding to places of a city. <p>Communicative objective:</p> <ul style="list-style-type: none"> ✓ To present the city where they live in terms of

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Con formato: Justificado, Interlineado: Múltiple 1,15 lín.

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	places that this one has.
Sixth workshop: Let's portrait our family.	<p>Linguistic objective:</p> <ul style="list-style-type: none"> ✓ To learn vocabulary about the members of the family. <p>Communicative objective:</p> <ul style="list-style-type: none"> ✓ To present your family.

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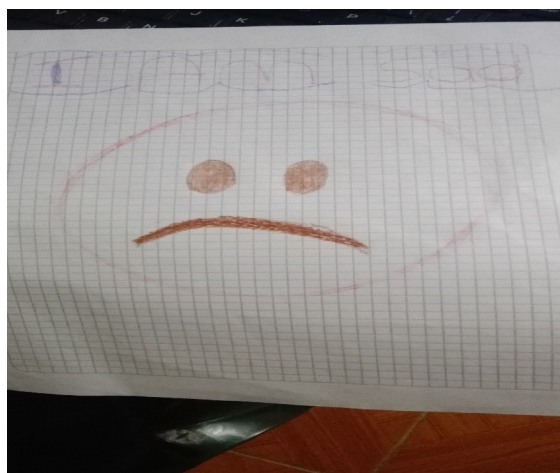
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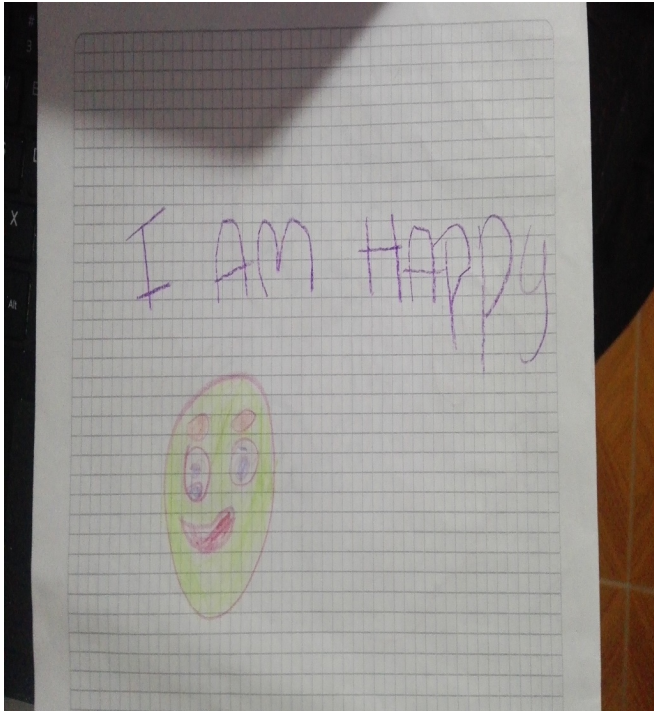
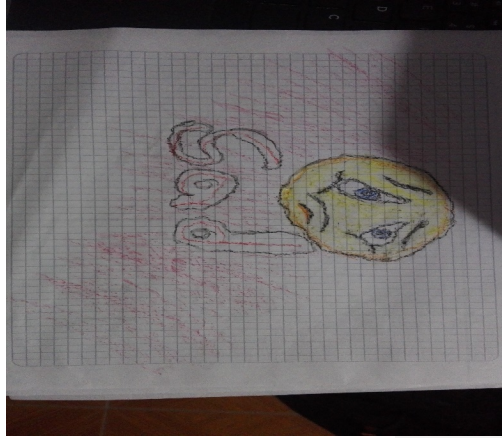
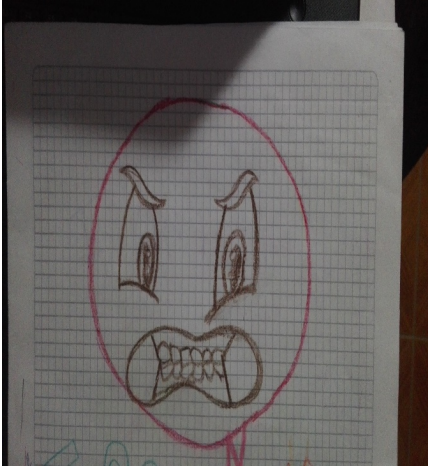
Findings

On basis of the workshops implemented with students of primary school in Gremios Unidos, it is important to say that not all of them enjoyed the activity of drawing, and this was because some of them did not like it, that is why some of them did not work on class, meanwhile the majority worked and liked the activity. On all the workshops, there was a repetition exercise concerning the vocabulary to work on the day. Furthermore, if the time was not enough, the workshop must be developed at home. The vocabulary was taught in a different way to the traditional way, because this time students had the opportunity to draw what we were studying as vocabulary. They learnt the pronunciation and they memorized the writing form of the words. Implementing drawing as a language learning strategy to learn vocabulary raises from the necessity of working with children in a different way to let them learn having fun.

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Implementing drawing as a language learning strategy to learn vocabulary in order to respond to the needs of low academic performance students at Gremios Unidos High School has given many advantages in those students who have difficulties in the language. With this project, students had had the opportunity to reinforce their lexicon by attending to the schedule proposed by the pre-service teacher. It was an accessible schedule to each student under her direction.





Chapter 4

Administrative component

Introduction

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

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

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General Objective

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

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Specific Objectives

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

Methodology

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

Table 5 Institution's chronogram

<u>Date</u>	<u>Period</u>	<u>Activity</u>	
2019-09-02	3	Bimestrales	Comentado [U26]: Español? Eliminado: Fecha Eliminado: do Eliminado: ividad Con formato: Fuente: Sin Negrita Con formato: Fuente: Sin Negrita Con formato: Fuente: Sin Negrita Con formato: Fuente: Sin Negrita Con formato: Fuente: Sin Negrita
2019-09-03	3	Consejo de padres	Con formato: Fuente: Sin Negrita
2019-09-05	3	Reunión de comité	Con formato: Fuente: Sin Negrita
2019-09-06	3	Fin de bimestrales	Con formato: Fuente: Sin Negrita
2019-09-10	3	Calificación de comportamiento social	Con formato: Fuente: Sin Negrita
2019-09-11	3	Continuación de la calificación de comportamiento social	Con formato: Fuente: Sin Negrita
2019-09-13	3	Celebración en honor a las madres	Con formato: Fuente: Sin Negrita
2019-09-13	3	Finaliza tercer periodo	Con formato: Fuente: Sin Negrita
2019-09-16	4	Inicio del cuarto periodo	Con formato: Fuente: Sin Negrita
2019-09-17	4	Reunión del COPASST	Con formato: Fuente: Sin Negrita

2019-09-18	4	Fin de valoración en la plataforma	Con formato: Fuente: Sin Negrita
2019-09-18	4	Reunión de directivos	Con formato: Fuente: Sin Negrita
2019-09-19	4	Entrega de consolidados	Con formato: Fuente: Sin Negrita
2019-09-19	4	Envío virtual de consolidados	Con formato: Fuente: Sin Negrita
2019-09-20	4	Apertura de la plataforma para subir novedades del tercer periodo.	Con formato: Fuente: Sin Negrita
2019-09-24	4	Comisión de evaluación grados en la mañana.	Con formato: Fuente: Sin Negrita
2019-09-25	4	Comisión de evaluación grados en la tarde.	Con formato: Fuente: Sin Negrita
2019-09-27	4	Reunión de padres de familia	Con formato: Fuente: Sin Negrita
2019-09-27	4	Actividad de salud ocupacional	Con formato: Fuente: Sin Negrita
2019-10-07	4	Receso estudiantil	Con formato: Fuente: Sin Negrita
2019-10-14	4	Finaliza receso estudiantil.	Con formato: Fuente: Sin Negrita
2019-10-18	4	Izada de bandera.	Con formato: Fuente: Sin Negrita
2019-10-18	4	Izada de bandera jornada de la tarde.	Con formato: Fuente: Sin Negrita
2019-10-25	4	Día E	Con formato: Fuente: Sin Negrita
2019-10-30	4	Reunión del COPASST	Con formato: Fuente: Sin Negrita

Findings

With regard to the role of a teacher, it is important to emphasize that a teacher is not limited to teaching functions in the classroom. On the other hand, a qualified teacher is one who faces situations where he/she is in need of help with extracurricular tasks where he/she must also be involved with the determination and creativity of himself/herself to be able to expedite all those extracurricular activities in which he or she is required to participate. This is how it is not an alien case of my integral practice, because as a teacher I saw the need to participate in activities that went outside the classroom, for example, to accompany the students from eleven to the Seine so that they could be informed about the techniques offered by this institution, as well as the games made there. From the participation of the flag ~~lifts~~, to the business fairs that were held in the school so that students could make known their potentialities in terms of their performance in the technique to which they belonged. All those extracurricular activities in which I was immersed, helped me to train as a possible organizer who knows how to mediate with the structure or organization of events in which I have to play a role either as spokesperson and counselor. All this helps to understand that the teacher must ~~be prepared~~ for the remote possibilities of being a pillar to the student so that the student learns not only from activities done in the classroom, but also outside these as they are in flagging, leisure activities, among others.

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Comentado [U27]: Revisar presentación de referencias según APA 6ta edición

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Anexes

Instruments

First Interview

Date: 31 – 10 – 2019

Aim of the interview: To know what the global idea of students about environmental workshops is.

1. What do you understand for “environmental workshops”?
2. What kind of environmental workshops do you know?
3. Have you ever had the opportunity to work on “environmental workshops”, if you have, what kind environmental workshops have you done?
4. What advantages do you consider that implementing environmental workshops can carry to the community?
5. What do you understand for “PRAE”?

Second Interview

Date: 01 – 11 – 2019

Aim of the interview: To know the self-evaluation regarding the progress of students along the implementation of the project.

1. How do you feel after having worked on environmental workshops to improve oral production skill in English?
2. What improvements have you noticed on your English oral performance?
3. In which way do you think that having implemented those environmental workshops helped the scholar community to raise awareness about the environmental issues?
4. What shortcomings there were along your English oral performance from the beginning of the project to the end of this?
5. How would you work on those shortcomings?

Survey

Date: 23 – 10 – 2019

- Read the following statements and tick the frequency for each item according to your experience.

Statements	Yes	No	Why?
I speak in English in classes when I am asked something.			

I work English oral production during all English classes.			
I work on a communicative goal in English classes.			
I feel motivated when working English on basis of a communicative goal instead of grammar objectives.			
I work English in classes on basis of a grammar goal.			
I feel unmotivated when English classes only revolve around grammar objectives.			
I memorize better the vocabulary when I am asked to put into practice what I am learning.			

GROUP: 11-05	LEVEL: B1	DATE: 17 - 10 - 2019
LINGUISTIC OBJECTIVE: To learn vocabulary concerning environmental issues and strategies to resolve them.	PRAGMATIC OBJECTIVE To talk about the strategies, they think are consistent and to mention some things about the environmental issues	SOCIO-CULTURAL OBJECTIVE To compare the environmental issues happening in Colombia and contrast them with other problems.

To review comparatives and superlatives		
	MATERIALS: Video, video beam and board and chinks.	TOPIC Routine
STAGES	DESCRIPTION OF THE ACTIVITY	TIME
Opening / warm up:	Teacher starts the class with the students showing them a video with subtitles about the different environmental problems in the world (Appendix1) afterwards, teacher shows another video (Appendix 2) about some strategies to improve the situation concerning each of the environmental problems. Afterwards, teacher ask to students some questions concerning the video.	20min

<p>Explanation of the topic</p>	<p>At this moment teacher writes on the board the vocabulary and explain to them the meaning with some synonyms. Afterwards, teacher does an exercise of repetition with students about the vocabulary. Furthermore, teacher explains to them the use of comparatives and superlatives (a topic previously worked on the unity of the book we work with them) Then, teacher demands to students to compare the situation of our country with United States.</p>	<p>20 min</p>
<p>Production Activities</p>	<p>In this part, teacher will request the students to say the sentence they have written on their notebooks. And having finished with that, teacher will request the students to go out to play a game called “stop” to practice the vocabulary with the phrase: “I declare the war to” For this game, strategies will compete against environmental issues.</p>	<p>30 min</p>

Closure	Finally, the teacher will thank the students for their participation and attention in the class.	5min
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TEAM:

Alexon leal Fredy Remolina 11-02.

ITEMS	THE PLANET 100 YEARS AGO	THE PLANET NOWADAYS
HOUSING Alojamiento	On the planet 100 years ago the accommodation were large.	but now they live in much smaller apartments
PLANTS AND TREES Plantas y arboles	100 years ago there were many kinds of trees and plants	but now they are very scarce for the construction of parks.
RIVERS AND OCEANS Rios y oceanos	100 yrs ago the rivers and oceans were not so contaminated.	but now they are completely contaminated
MOUNTAINS AND VALLEYS Montañas y valles	100 years ago the mountains and valleys were full trees.	but now they are mostly deforested.
ANIMALS Animales	100 years ago the animals were not in danger of extinction	but now there are very few species.
CROPS Cultivos	100 years ago there used to be a lot of natural crops.	but now most are genetically modified
PEOPLE Personas	100 years ago people used to be more cultural.	but now they lost a tot of culture.

TEAM:

Shirley Rodriguez
Yuleicy Urena

ITEMS	THE PLANET 100 YEARS AGO	THE PLANET NOWADAYS
HOUSING viviendas	the housing use to woods	But now it does brick.
PLANTS AND TREES	before there were more forest	Now, it does for the housing, peoples.
RIVERS AND OCEANS rios	there used to be more water.	Now, doesn't water. drought.
MOUNTAINS AND VALLEYS	before there were much mountains and valleys	Now, it doesn't for industriations
ANIMALS	there were much animals	But, now does endan- gered animals
CROPS cultivos	before there were more production the crops	Now, doesn't for the industries
PEOPLE personas	There were less the people.	Now does more the people.

























MY LEGACY AS AN INSPIRING TEACHER

What aspects about my lesson planning am I going to continue improving?

- The controlled practice to make sure my students master their skills.
- The Assessment in each stage.
- Definitely Classroom Management especially the reward system.

How am I going to keep on mentoring teachers and working with colleagues collaboratively at my school?

- Promoting reflection practice with my colleagues to innovate and to experiment new ideas to benefit our students.

What's my legacy to foster English Language Learning at my school?

- To empower my students through English Competences.
- To collaborate and share with other teachers.
- To inspire with my actions.
- To promote Hard- on and Reflection.

What do I feel proud of as an English teacher at my school?

- I feel proud of my students' behaviour and attitude.
- I feel proud of the teachers' team and how we get along with one another.

This is the legacy which teacher **ALEXI CÁCERES RANGEL** would like to leave to the students, colleagues and the principle of the school. **GREMIOS UNIDOS** as a token of appreciation for their support.

Love your profession.

La educación es de todos. **Mineducación**

BRITISH COUNCIL 80 AÑOS EN COLOMBIA







