

Implementation of Project-based Learning to Enhance Constructive Learning of Students in a  
Public High School in Villa Del Rosario: An Action Research

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Faculty of Education

Foreign Language Degree English And French

University of Pamplona

2019

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**Acceptance Note**

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Principal of the Foreign Languages Program

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Maria Fernanda Padilla Stand

## **Presentation**

This project is divided into four main chapters according to the four components that compose it: pedagogical component, a research component, outreach component and administrative component. The purpose is to guide the lector through the reading of this project. Each chapter describes in detail the procedures, purpose and objectives of the main components.

Following this idea, the first chapter is based on the pedagogical component which leads to the formulation of a project by the pre-service teacher. In this project, the pre-service teacher implements two methodologies, the pedagogical and the research. The most important aspect is the pertinence of this proposal, according to the aspects observed in the school and how the pre-service teacher can support this situation.

The second chapter is the research component. In which the pre-service teacher adopted the macro project proposed by the Foreign Languages Program and follow it in order to guarantee as best as possible to gather data through their practicum process. Moreover, the main purpose of this component was to improve pre-service teachers' reflexive experiences by providing aid. The third chapter is the outreach component, also established by the Foreign Language Program. Its main purpose consisted of extending the pre-service teachers' English teaching process to the rest of the community in need. In this case, students from eleven grade that were about to present the Saber 11 exam. Finally, the fourth chapter is the administrative component in which pre-service teacher gathered and analyzed data from the main events to be occurring in her place of practicum. Its main purpose was to immerse the pre-service teacher in every activity that most of high school develops since she continued with this process when she turns into a real teacher.

## **Introduction**

The acquisition of a foreign language is an important factor in education. Currently, the educational system is trying to turn Colombia into a bilingual country. For this purpose, many programs and strategies have been implemented different strategies have been implemented from the Ministry of Education. Such as: Ingles ¡el reto! Colombia very well and Colombia Bilingüe. (Universidad de Antioquia , 2019). Those programs are composed of a series of documents and different standards produced in the last decade.

In this is way, the foreign languages degree is based on research as an essential tool to improve the pre-service teacher's practicum by implementing a project composed of four components: the pedagogical component, the research component, the outreach component and the administrative component, which assures the integral development of their teaching process.

With the aim to implement this project, the pre-service teachers needed to identify a problem within the educational establishment they were assigned in. Therefore, they had the first week of this extended process to observe and then determine the purpose of the project, according to the specific needs noticed in the educational institution. Once a proper examination and reflexion of those needs was finished, the pre-service teachers did some research in order to propose different solutions and multiple ways to help and make a difference.

During this first week, the pre-service teacher conducted a week of non-participant observation in the institution, it was noticed the students' lack of correct use of the language and production skills. For this reason, the pre-service teacher proposed to work on Project-Based Learning in order to enhance constructive learning in eight grade students. The accomplishment of this proposal was possible thanks to pedagogical interventions done by the pre-service teacher, in

which Project-Based Learning was introduced to students through the topics they were required to learn. According to the curriculum and syllabus previously established in the school, which is based on the National Program for Bilingual Education guidelines.

## **Justification**

Learning a foreign language is a complex process in which it is important to be skilled at the four abilities as exposed by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. The CEFR<sup>1</sup> describes what learners can do across five language skills: Spoken Interaction, Spoken Production, Listening, Reading and Writing. However, in high school, it is evident that most of EFL<sup>2</sup> learners have some difficulties to acquire a proper proficiency level at all the skills.

During the first week of the practicum process, the pre-service teacher implemented non-participant observations within the English courses at San Antonio High School in Villa del Rosario, that allowed her to notice the students' learning, they studied the correct use of the grammar structures in English and most of the learners had an acceptable grammar knowledge. However, when implementing this knowledge in productive skills students are extremely limited, this is due to the constant routine and structure inside the classroom, where they are used to create some sentences, then translate them, then they write the same sentence in different tenses creating the affirmative, negative and interrogative form in all tenses. Thus, one of the most remarkable aspects was students' huge lack of self-confidence when using the language in real contexts which

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<sup>1</sup> Common European Framework of Reference

<sup>2</sup> English Foreign Language

limits the development of their productive skills. As much as observed from classes, this difficulty was due to their constant use of the language through exercises and repetition as they are always repeating the structures and transforming sentences into the different tense they must know. This fact makes them unable to use the language in a real situation. On account of this fact, the Project Based learning can provide the students with the strategies to use their knowledge in real context and construct their own learning by following different steps and accomplishing different objectives. Furthermore, PBL<sup>3</sup> and constructivism can help teenage students to increase self-confidence, increase their English abilities and trust in their equals. (Mergendoller, 2018).

## **Objectives**

### **General objective**

- ✓ To demonstrate the effectiveness of PBL as a pedagogical strategy to teach English as a foreign language.

### **Specific objectives**

- ✓ To improve productive skills by following the different steps in PBL.
- ✓ To motivate learners and give them the opportunity to construct their learning

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<sup>3</sup> Project Based Learning



- ✓ To enhance constructive learning of high school students
- ✓ To challenge the students to think critically about an issue and propose solutions.
- ✓ To illustrate the relevance of what they are learning in school and implement it in a real context.
- ✓ To booster beneficial results within English classes by implementing PBL strategy.
- ✓ To share and discuss the final product with an audience Conceptual Component

## **Institutional Observation**

This practicum stage was composed of a sequence of different aspects and steps that pre-service teachers followed during the pre-service teaching process. One step in the first phase of the process was the institutional observation, in this step the pre-service teacher explored the institution. This explorative phase facilitated better understanding on how the institution was hierarchically organized and what were the functional procedures to follow as a new temporary member of it.

By September 30, 2002, through Resolution No. 000883, issued by the Department of Education Secretariat of Norte de Santander, the Integrated School San Antonio (CISA<sup>4</sup>) is created in the Municipality of Villa del Rosario.

In general, the community presented very good relations with the San Antonio Educational Institution. The institution tended to the development of skills and knowledge of children and young people, according to the needs of the environment, and must continue with the processes of adaptation and improvement of the infrastructure of the headquarters.

The San Antonio Educational Institution strives for an integral education at the preschool, basic and middle school levels. According to the context in which the students live and considering the socio-political, cultural, economic, technological, scientific and ecological aspects. Giving priority to children of school age, located in the surroundings of its headquarters, integrating the community into the institutional life in such a way that they are an active part in the decisions and in the physical, family, cultural and social improvement of the establishment.

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<sup>4</sup> Colegio Integrado San Antonio

From the academic point of view, the institution diplomacies prepare the students to enter higher education, seeking an efficient, ethical and responsible professional performance. In addition, it motivates the students for school life, in such a way that they understand that education is the most effective tool to improve the quality of life and contribute as a citizen to the progress of society. (Istitucion Educativa San Antonio, 2018)

## **1.1. institutional symbols**

The Educational Institution consolidated its institutional identity through the different symbols; signs of belonging and institutional identification that when achieving the appropriate knowledge of these by the educational community help to increase the belonging by the same one. The symbols that identify the institution are: the shield, the flag and the anthem. The Institutional Symbols, characteristics and so on are described below.

### **1.1.1. Flag**

The flag is constituted by three stripes of the same size in the superior part the Blue Color, in the center the white color and in the inferior part the green color, these colors came out of fusing the colors of the uniforms of the martial band and the uniform of newspaper, which exist from the decade of the 70 until the present days, in this way respect for the history of the Institution is demonstrated.

By September 30, 2002, through Resolution No. 000883, issued by the Department of Education Secretariat of Norte de Santander, is created the Integrated School San Antonio (CISA) of the Municipality of Villa del Rosario. For this reason, it was agreed that the center of the flag, goes the inscription: "Institución Educativa San Antonio - Municipio de Villa del Rosario", in blue.

*Image 1 The Flag*



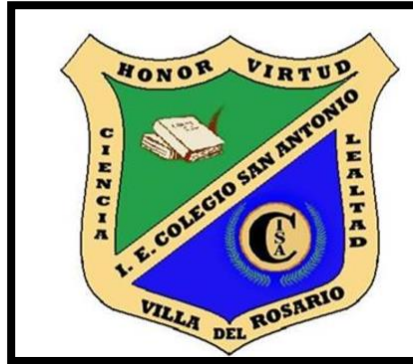
### **1.1.2. The coat of arms**

In the year of 1998 and with the change of the name of the Mixed School San Antonio, by the one of School San Antonio of the municipality of Villa del Rosario, arises the necessity to design a shield for the identification of the Educational Institution. The Rector *Ciro Alberto Solano Quintero*, elaborated the first shield that consisted of a totally white bottom, as sign of purity, with a red border and in the superior part and in blue color the inscription: COLEGIO SAN ANTONIO. In the center of the altarpiece, an open book, with the values: Honor, Science, Freedom, Order. Below the book it referred to the municipality of Villa del Rosario. In the lower part, as a sign of wisdom and triumph, the branches of laurel.

Towards the year 2002 and taking into account the merger of the different educational centers in the new Educational Institution San Antonio and keeping certain elements of the first coat of arms and as respect for institutional history is approved a new presentation in heraldic form

of traditional Swiss type, divided into two parts by a strip where the name of the Institution appears: I. E. Colegio San Antonio.

*Image 2 The Coat of Arms*



### 1.1.3. Hymn

Himno de la Institución Educativa San Antonio: Lyrics: José Expedito Tarazona García.

Music: Antonio Barrera

*Image 3 The Hymn*

CORO  
!Oh! Colegio San Antonio,  
!Oh! mi Escuela tan querida,  
albergándome en su entorno,  
transforma toda mi vida

ESTROFA I  
En la mente de un gran visionario cual  
un niño su imagen formó, con base en  
esfuerzo y la lucha, esta idea se  
cristalizó.

ESTROFA II  
Cual torrente del río caudaloso, por sus  
aulas se ven desfilan con ahínco y  
honor majestuoso, los alumnos que van  
a estudiar.

ESTROFA III  
En la mente la imagen virtuosa se  
convierte en el gran ideal de formar el  
hombre generoso, educado, honesto y  
leal.

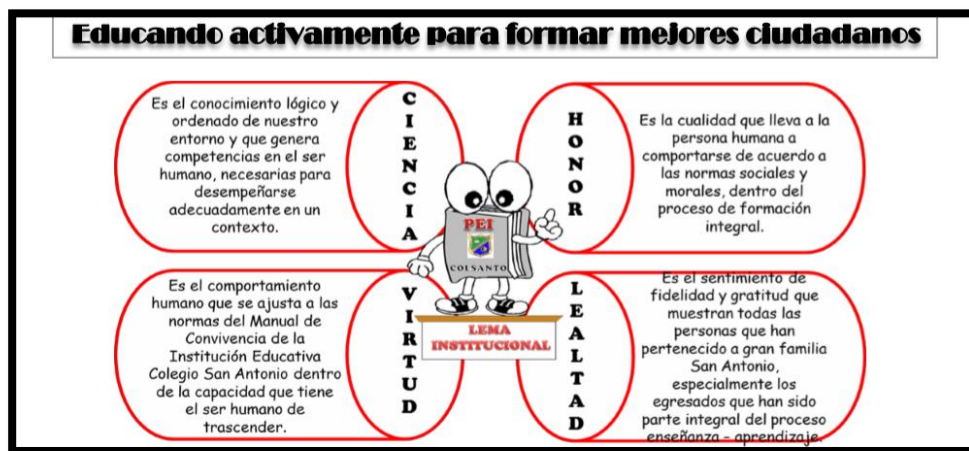
ESTROFA IV  
Muchos genios de amor por la ciencia  
como peones en una misión, redoblaron  
certero su empuje  
con fervor hacia la educación.

ESTROFA V  
Cuando enfrentes las grandes batallas  
siempre lo haces con gran lealtad  
y aunque no se conocen derrotas se  
disfruta con humildad.

### 1.1.4. Institutional motto

The institutional motto, built in common agreement with the educational bodies and considering the purposes of the Educational Project "Actively educating to form better citizens", also contemplates the values enunciated in the shield: Science, honor, virtue and loyalty.

Image 4 Institutional Motto



### 1.2. Topographical location of the school

The San Antonio Educational Institution, is in the Municipality of Villa del Rosario, is an official entity, responsible for providing educational service, which brings together the headquarters: San Antonio School, San Martín Integrated School, Julio César Turbay Ayala School and San Francisco Teaching Center. The methodological proposal that frames the teaching-learning process is based on the postulates of the Active Pedagogy, which responds to the needs of the western area of the Urban Zone of the municipality of Villa del Rosario.

The San Antonio Educational Institution is in the Urban Zone of the municipality of Villa del Rosario, which is part of the Metropolitan Area of San José de Cucuta.

The municipality of Villa del Rosario is in the eastern sub-region of the department Norte de Santander (Colombia), being its geographic coordinates: Longitude west of Greenwich 72° 28'. Latitude North 7° 50'. The limits of the municipality of Villa del Rosario are: By the North: With the Bolivarian Republic of Venezuela and San José de Cúcuta. To the South: With the municipalities of Ragonvalia and Chinácota. To the East: With the Bolivarian Republic of Venezuela. For the West: With the municipality of Los Patios. The surface of Villa del Rosario is 228 Km<sup>2</sup>, which represents 1,053% of the total of the Department Norte de Santander. Its urban area is located at 440 meters above sea level, which generates an average temperature of 30° C.

The San Antonio Educational Institution, is in the western area of the Urban Zone of the Municipality of Villa del Rosario, in the neighborhoods of Gramalote, San Martín, Turbay Ayala and El Páramo to the south. It also welcomes students from San Gregorio, La Palmita and the border towns of San Antonio and Ureña (Táchira State - Bolivarian Republic of Venezuela). They are regions with difficult accessibility, due to the deterioration that has suffered and the complex situation in the country of Venezuela. However, the institution is open to those foreign students.

### **1.3. Identification of authorities**

According to the new updated version of P.E.I from educational san Antonio institute since last 2016, this is the hierarchy to follow as presented in the figure below.

*Image 2 San Antonio High School Hierarchy*

**DIRECTIVOS DE LA INSTITUCIÓN**  
**LUIS ANTONIO VELA CAMARGO – Rector**  
**PEDRO JESUS TELLEZ DURAN – Coordinador académico**  
**CONSEJO ACADÉMICO**

<b>INTEGRANTES</b>	<b>CARGO</b>
LUIS ANTONIO VELA CAMARGO	Rector
PEDRO JESÚS TÉLLEZ DURÁN	Coordinador
LUDY DEL SOCORRO CALLEJAS TRUJILLO	Orientadora Escolar
JORGE HUMBERTO CÁCERES LINDARTE	Representante Área Ciencias Naturales
JAIRO OSWALDO VELANDIA PUERTO	Representante Área Ciencias Sociales
LIDIA COLMENARES MORA	Representante Área Filosofía
OCTAVIO ALEXI PINEDA GELVEZ	Representante Área Educación Artística
PEDRO ANTONIO RODRIGUEZ RODRIGUEZ	Representante Área Educación Ética
RUTH AMANDA CALDERÓN JIMÉNEZ	Representante Área Educación Física
EDITH DEL SOCORRO MADARRIAGA S.	Representante Área Educación Religiosa
MARÍA EUGENIA DUARTE RAMÍREZ	Representante Área Humanidades Lengua Castellana
EDUARD NERY PÉREZ ARROYO	Representante Área Humanidades Idioma Extranjero: inglés
JOSÉ ALIRIO BERMÓN JAIMES	Representante Área Matemáticas
JORGE ELIECER MALDONADO MOLINA	Representante Área Tecnología e Informática
YOLEIMA VILLAMIZAR BRICEÑO	Representante Área Media Técnica
LUCY RIVERA SOTO	Representante Preescolar
LUZ MARITZA LEAL CONTRERAS	Representante Programa Necesidades Educativas Especiales–NEE
MARÍA ESTELLA GALVIS LEAL	Invitada por la Sede San Francisco
ROSA ESTHER CALVO GARCIA	Invitado por la Sede Turbay Ayala



## **1.4. Identification of the fundamental aspects from P. E. I.**

### **1.4.1. Mission**

The San Antonio Educational Institution is committed to the personal, social, technological and scientific transformation of the learner, based on Active Pedagogy, within the ethical, moral, philosophical, political, spiritual and environmental principles, from preschool levels to Technical and Academic Media, taking into account the propaedeutic cycles of the process of articulation with higher education institutions and adult education (Human Being Project and Growing Up), recognition of the value of diversity and inclusive character; It is focused on the development of competencies oriented to become an optimal alternative in the labor and professional market.

### **1.4.2. Vision**

By 2019, the San Antonio Educational Institution, in Villa del Rosario, will position itself as an Institution where the educated can build their own identity, strengthening peaceful coexistence, improving their quality of life, growing in values and knowledge, in addition to being a competent graduate at the personal, academic, technical and professional levels.

#### **1.1.1. Learning and teaching objectives**

**1.4.3.1 Institutional objectives**, the objectives in which the development of the Institutional Educational Project is framed are:

- ✓ To integrally form the new citizen considering his individuality, stimulating the creative, innovative and intellectual capacities of the student in each of the areas of knowledge.
- ✓ to Promote the collective and active participation of the Educational Community in the processes of institutional improvement, strengthening the sense of belonging through the execution of projects in the different components that make up the Institutional Educational Project.
- ✓ To develop innovative pedagogical practices from active pedagogy, implementing research strategies, using ICTs as new scenarios that strengthen teaching and learning processes in such a way that they contribute to the improvement of external test results, consolidating the formation of critical, ethical and participative citizens.
- ✓ To develop programs of articulation of the technical means with the superior education or institutions of education for the work and the human development offering opportunities to continue in the Technical, Technological and Professional cycles and/or for the early linkage to the labor market.
- ✓ To make the curriculum more flexible, based on the principles of inter-disciplinarily, transversely and interculturality for the development of scientific thought and skills, considering the attention to vulnerable populations, attention to students with diverse abilities, the conservation and protection of natural resources and the environment.
- ✓ Optimize the use of physical, economic, technological and human resources to ensure the achievement of goals in each of the components of the Institutional Educational Project.

### 1.1.2. Evaluation criteria

Table 1 Evaluation Criteria

ITEM	DESEMPEÑO SUPERIOR	DESEMPEÑO ALTO	DESEMPEÑO BÁSICO	DESEMPEÑO BAJO
<b>SABER SER Y CONVIVIR</b>	Manifiesta un alto nivel de autonomía, responsabilidad y compromiso frente a su labor académica y de convivencia acorde con su edad, generando un ambiente dialógico y cordial con docentes y compañeros.	Asume con autonomía, responsabilidad y compromiso su labor académica y de convivencia, acorde con su edad y desarrollo.	En ocasiones asume sus compromisos académicos y de convivencia de acuerdo con su edad y nivel de desarrollo.	Se caracteriza por no asumir sus compromisos académicos y de convivencia con responsabilidad, demostrando una significativa indiferencia frente a su quehacer.
<b>SABER CONOCER</b>	Manifiesta un alto desempeño académico alcanzando los desempeños en el tiempo previsto o anticipado y profundiza los temas con argumentos y proposiciones.	Alcanza los desempeños propuestos en el tiempo previsto con pertinencia y eficacia.	Alcanza los desempeños propuestos, realizando actividades complementarias de nivelación, recuperación y superación.	Aún con actividades de nivelación, refuerzo y superación, no alcanza los desempeños previstos. Hay deficiencias en la comprensión, interpretación, argumentación y prácticos.
<b>SABER HACER</b>	Presenta a tiempo sus trabajos, consultas, tareas, ejercicios y/o destrezas argumentándolos con propiedad y presentando las diferentes fuentes de información.	Presenta a tiempo sus trabajos, consultas, tareas y/o ejercicios y destrezas con argumentación.	Presenta trabajos, consultas, tareas, ejercicios y/o destrezas con vacíos, fuera del tiempo previsto y sin los criterios esperados.	Pocas veces presenta sus trabajos, tareas, consultas, ejercicios y/o destrezas encomendadas.

Taken from *Sistema Institucional De Evaluación De Estudiantes (Consejo Directivo Institucion Educativa San Antonio, 2016)*.

### 1.1.3. Inclusion policies: school integration project for students with special educational needs.

The San Antonio Educational Institution started the Special Educational Needs program in April 2005 with 23 students with cognitive disabilities, motor disabilities, low vision and Down syndrome, which were assessed by the professionals of the UAI<sup>5</sup> team, appointed by the Secretary of Departmental Education for this purpose. Because of this situation, the curriculum becomes flexible and relevant to life, capable of appreciating the differences of all learners, of promoting a job that allows the construction of knowledge, in this sense the beneficiaries are all: children, teachers, parents and the community in general.

<sup>5</sup> Unidad de Atención Integral

## **1.2. Summary of the rulebook**

*Decreto 1075 de 2015 Título 3. Capítulo 1 y sección 4, artículo 2.3.3.1.4.1*

The rulebook is a document in which the ethical and moral code of the institution are established. The rulebook encourages students to participate in every exercise of pleasant spaces in order to shape their personality. Every member from the high school assumes and puts the following rules into practice.

The rulebook constitutes an agreement of wills between all levels of the community, which aware of the need for clear rules that harmonize the school and social coexistence of the San Antonio Educational Institution of the municipality of Villa del Rosario were given the task of agreeing the basic behaviors of life, which are embodied in its contents. "It is the institutional framework that regulates community life. It establishes the tasks to follow with the essential objective of seeking harmony within the institution as a foundation, so that it can be considered as generating the right climate to develop the educational process of students and others, to the tenor of safeguarding the rights and freedoms of members of the staff.

The aim of the rulebook is to establish “a pact for significant learning and pacific convivence” through concentration, reforming it and adapting it in accordance with the new pedagogical and legal precepts of the San Antonio Educational Institution and the most pressing provisions and demands, institutional principles, rights, duties, procedures, academic system, agreements and annexes for school coexistence.

Currently a new version of this document is under revision and is waiting for the pertinent evaluation and further approval.

### **1.3. Physical plant distribution of the school**

San Antonio Educational Institution is a small school, there are only one course for each grade except for the eighth and ninth grades, the rooms have the basic structure, the board and the chairs, in addition the classroom agreement is printed and put inside the classrooms, the mission and vision of the school are too. The school has a ICTs<sup>6</sup> classroom but it does not count with internet connection, there are some sport supplies, a small cafeteria, the administrative office and a comfortable teacher's lounge with a TV, video beam and some lockers. The most important aspect to remark is the inclusive structure, there are access ramps all around the school. The state of the physical plant is satisfactory for students and teachers so the teaching process can be properly achieved.

### **1.4. Organizational chart**

The Organigram has the following purposes: It represents the different units that constitute the Educational Institution, with their respective hierarchical levels. It plays an informative role, allowing the members of the organization to know, at a global level, its general characteristics. It serves as an instrument for structural analysis, since it exposes the essential particularities of the organization. They are appropriate to make the principles of the Institution operate.

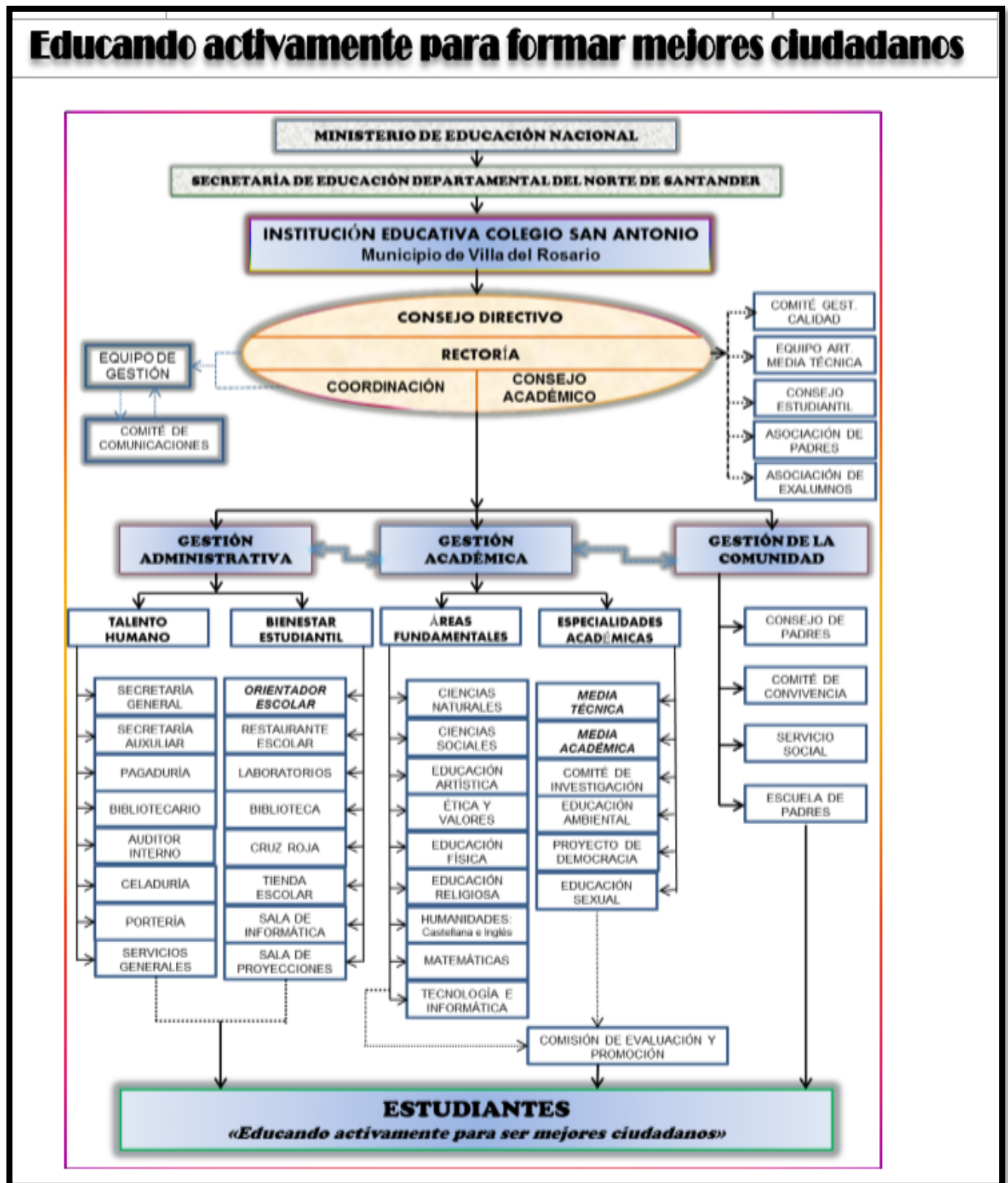
The Organizational Chart of the San Antonio Educational Institution, municipality of Villa del Rosario, presents fundamental aspects such as: the governmental entities in charge of the educational service and that have direct interference, the Directive Management with the

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<sup>6</sup> Information and Communication Technology

organisms of direction, the Administrative and Financial Management with the available resources, the Academic Management base of the teaching and learning process and the Community Management. As a fundamental axis are the learners, to whom the processes of efficiency, efficacy and effectiveness are directed and oriented.

Image 2 Organization chart



## 1.5. Timetable of the educational institution

Educational establishment San Antonio creates its timetable annually, at the beginning of the scholar period, all the activities are established and follow according to the following timetable.

Image 5 Timetable

			
<b>INSTITUCIÓN EDUCATIVA SAN ANTONIO</b> RESOLUCIÓN N° 005145 26 NOVIEMBRE DE 2018  DANE: 154874000024 NIT: 807002632-1 "Educando activamente para formar mejores ciudadanos"			
<b>CALENDARIO ACADÉMICO</b>			
FECHA	PERI	ACTIVIDAD	RESPONSABLE

Image 6 Timetable 9.2

2019-04-23	2	Día del Idioma	Docente encargado de la Izada de Bandera
2019-04-26	2	Día de la Secretaria	Docentes comité social
2019-04-26	2	Escuela de Padres	Docente Orientadora
2019-04-29	2	Escuela de padres	Docente orientadora
2019-04-30	2	Escuela de padres	Docente orientadora
2019-05-08	2	Consejo estudiantil	Consejo estudiantil
2019-05-15	2	Día del educador	
2019-05-20	3	Revisión de libros reglamentarios	Coordinador
2019-05-21	3	Revisión de libros reglamentarios	Coordinador
2019-05-22	3	Revisión de libros reglamentarios	Coordinador
2019-05-23	3	Revisión de libros reglamentarios	Coordinador
2019-05-31	2	Día de la Madre	
2019-05-31	2	Transversalidad	Docente líder transversalidad
2019-06-04	2	Bimestrales	Docentes
2019-06-05	2	Bimestrales	Docentes
2019-06-06	2	Día del Alumno	Docentes
2019-06-06	2	Bimestrales	Docentes
2019-06-07	2	Bimestrales	Docentes
2019-06-13	2	Día de San antonio	Docentes
2019-06-14	2	Inaguración de Interclases	Docentes
2019-06-14	2	Cierre periodo	
2019-07-09	3	Entrega de informe al comité evaluador	Docentes



## 1.6. English Class Schedule of the Supervisor

INSTITUCION EDUCATIVA SAN ANTONIO  
English Techer' schedule

Eduard Nery Perez

Table 2 English Techer's schedule

course	MONDAY						TUESDAY						WEDNESDAY						THURSDAY						FRIDAY					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
7.1			X				X																					X		
8.1		X										X							X											
8.2	X									X					X															
9.1					X																X									X
9.2									X					X											X					
10.1							X										X												X	
10.2					X							X						X												
11.1															X							X	X							

## **1.7. Pedagogical aspects observed**

During the first week, the pre-service teacher went to the scenario in order to conduct the observation in the institution. During this period the pre-service teacher observed the way the high school functions from the general to the detailed aspects. From that, some pedagogical aspects were noticed. The supervisor prepared the class according to the syllabus previously proposed for each course; students' interactions were positive. However, the learners rarely worked on groups and the use of the target language was limited to the commands implemented by the teacher.

### **1.10.1. Planning**

The teacher followed the topics proposed on the syllabus for each course, as the English class took place one hour three times a week. The teacher divided the topic in three moments as well, the first day he explained the topic, the second day the students reviewed the topic and the teacher proposed an activity and in the final class of the week the teacher checked the activity and provided some feedback.

### **1.10.2. Interactions among students**

As observed in the class, the activities proposed by the teacher were mostly individual. Following the class dynamics, the teacher proposed grammar activities in which students translated some sentences, then wrote those sentences in past, present and future tenses in their

affirmative, negative and interrogative forms with answers. However, the students could help each other during the feedback time, those activities were repetition activities and grammar focused only. Students were kind to each other most of the time. Notwithstanding, there were moments of indiscipline and bad behaviorism inside the classroom.

### **1.7.1. The students in front of the new learning**

In this aspect, most of the activities proposed by the teacher were done individually, each student did the activity in their notebook. It is important to remark that the teacher introduced the new topic from the previous one, in this way the new topic looked familiar to the students.

On the other side, students from 8th grade, showed disciplinary problems. Although the students followed the teacher's commands when doing some exercises or when asking for silence. Some among them were pretty interested in learning and were very participative in classes, so the environment was enjoyable.

### **1.7.2. Evaluation**

According to the SIEE<sup>7</sup> the evaluation system was composed of several items, additionally it was based on qualitative and quantitative criteria. Inside the English courses, the teacher implemented

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<sup>7</sup> SISTEMA INSTITUCIONAL DE EVALUACIÓN DE ESTUDIANTES

the formative evaluation and at the end of the period he implemented the self-evaluation and the co-evaluation.

### **1.7.3. Use of the target language**

When the teacher arrived in the classroom, he spoke English to catch the students' attention. However, the explanation of the topic was done in the mother tongue, also the instruction for the exercise and homework. The target language used in the classroom covers a 40% of the hour only.

## **2. Pedagogical component**

### **Chapter I:**

#### **Implementation of Project-based Learning to Enhance Constructive Learning of Students in a Public High School in Villa Del Rosario: An Action Research**

##### **2.1. Introduction**

The main objective of this proposal was to demonstrate the effectiveness of PBL as a pedagogical strategy to apply the knowledge of a foreign language in a real context. Currently, humans are required to face the specific challenges of the real world every day in every context. Future professionals are called to make difficult decisions that challenges their critical thinking and judgement. The industrialized and globalized world demands professionals able to face and solve real problems. Hence, the industries always choose the person with a high level of stress management, teamwork and problem-solving abilities. Therefore, the educational system must be adapted to the market needs, and prepare the future professionals at the context they must face in the future.

In Colombia, PBL is becoming more important inside the classroom, the new objectives established in the DBA <sup>8</sup> encourage teachers to implement projects and articulate those in the curriculum. (Equipo Colombia Bilingüe, 2016). Taking these facts into consideration, the pre-service teacher decided to implement Project-Based Learning among eight grade students at San Antonio Educational Institution to Enhance Constructive Learning in English. To accomplish this

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<sup>8</sup> Derechos Básicos de Aprendizaje

proposal, the pre-service teacher proposed the project to the learners, established the main activities to accomplish and finally talked to them about the final product.

## **2.2. Statement of the problem**

Taking advantage of the opportunity to conduct non-participant observations, in the second week of the practicum stage process, the pre-service teacher highlighted the main issue that affects eighth graders.

Despite the students had the basic grammar knowledge, it was difficult for them to put this information into a real context. The reason was the methodology implemented during their English courses, the learners were used to follow the grammar rules, change the verb form and complete the vocabulary. But, when one extra word was added to the sentence, they got confused. For instance, when doing an exercise, they had to change the verb form. In the observation's week the pre-service teacher noticed that the students had the idea about the general structure of the sentence, they used the grammar rule starkly but when the structure changed or an extra word was added to the sentence, they got really lost. Therefore, they needed to understand the general meaning of the sentence and to know how they could put all those grammar components together and used those in a real context or situation.

### 2.3. Justification

The use of grammar structures is the base of high school English classes, the students learned by heart rules and structures and then they followed them in the best way they could. The English teaching methodology at the San Antonio Educational Institution followed a traditional grammar translation method. In this institution, there was not a guide book thus the material was created and proposed by the English teacher and the topics were proposed according to the DBA<sup>9</sup>. However, the methodological purpose that borders the teaching and learning process in the Educational Institution San Antonio is based on the postulates of Active Pedagogy, which responds to the needs on the environment.

The English class did not give the impression to be active at all. It demonstrated a lack of the correct use of the language in real context and production skills.

Thereunder, Project Based Learning has become the forefront of the new educational models of the 21st Century. It is important to mention that its success in education is due to the high levels of motivation and skill development it generates in children. (Gimnasio Los Caobos, 2017). The main mision in teaching is generate significant experiences to the learners so they can learn properly. In addition, the learning acquisition must accomplish their immediat needs, they must be able to contextualize their knowlegde and use it into the real context.

Project Based Learning technique can be applied in order to improve the students' major issue, which is the lack of the correct use of the language in real context and production skills.

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<sup>9</sup> Derechos Básicos de Aprendizaje

Moreover, this technique also helped reinforce students' constructive knowledge as a process in which its main focus is to use its different strategies together. (Mergendoller, 2018).

Piaget, (1977) states that "Constructivism is based on the belief that knowledge cannot be simply given by the teacher at the front of the room and students to just listen in their desks. Rather, knowledge must be constructed by learners through an active, mental process of development". Based on that, the student followed the criteria and figured out their difficulties. Furthermore, by implementing project-based learning, students from San Antonio Educational Institute would be able to articulate the knowledge acquired in the classroom in a real context, learners would understand and overcome a problem previously presented.

## **2.4. Objectives**

### **General objective**

- ✓ To demonstrate the effectiveness of PBL as a pedagogical strategy to teach English as a foreign language.

### **Specific objectives**

- ✓ To improve productive skills by following the different steps in PBL.
- ✓ To motivate learners and give them the opportunity to construct their learning
- ✓ To enhance constructive learning of high school students
- ✓ To challenge the students to think critically about an issue and propose solutions.
- ✓ To illustrate the relevance of what they are learning in school and implement it in a real context.



- ✓ To booster beneficial results within English classes by implementing PBL strategy.
- ✓ To share and discuss the final product with an audience

## **2.5. Questions**

### **Main question**

- ✓ How does PBL enhances constructive English learning?

### **Specific questions**

- ✓ How does my hero project help learners to develop productive skills in English?
- ✓ How does PBL challenge the students to think critically about an issue and propose possible solutions?

## **2.6. Theoretical framework**

Relevant sources have been consulted in aimed to guide this project. Thus, the main scientific articles on the subject have been cited and the main theories and models that relate to the research have been analyzed. In this theoretical framework the following terms are described, project-based learning, constructivism and productive skills.

### **2.6.1. Project based learning**

Project based learning provides the students the opportunity to construct their knowledge, in addition they are gaining affective, cognitive and psychomotor competences while conducting the project task lifted from the real problems. (I. Milentijevic, Ciric, & Vojinovic, 2008). This approach has been AN increasingly popular trend in the 21st century. Thanks to the implementation of PBL, the students gain the opportunities to engage in a real-world problem. “Project-based learning constructs driven paradigms to students in which the problem could “drive” them to the core concept of a particular subject” (Farhana , Zaidatun , Abd Halim, & Mohamad , 2017)

A general definition stated that “Project-Based Learning is simply a method of structuring curriculum around projects. These projects highlight the process of learning itself by offering authentic, inquiry-based activities for learners to access content, share ideas, and revisit their own thinking” Heick, (2018). According to the theory previously mentioned, some relevant aspects to highlight about the relevance of PBL is that this approach goes beyond the academic purposes, while the process, students collect information, resources and organize work. This approach often requires students to collaborate among them, design, be creative, revise, and share their ideas and experiences.

This project implements the Activity-Based Learning model, as explained by Heick, in the site web teachthought, (2019) This type takes a kind of constructivist approach, in which the idea is to encourage students to construct their own learning through “hands-on activities” often with manipulative and opportunities to experiment. Concurrently, the implementation of this model is

supported by constructivism, the students develop the activities while constructing their own learning.

### **2.6.2. Constructivism**

Constructivism it is a learning theory that was found in psychology and explains how people might acquire knowledge and learn. The theory proposes that humans construct knowledge and meaning from their experiences. Constructivism is not a specific pedagogy. Piaget's theory of constructivist learning has had a wide-ranging of impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements as Piaget, (1977) stated “learning occurs by an active construction of meaning, rather than by passive recipience”. Constructivism is a theory of learning that is based on the idea that knowledge is constructed by the learner and based on rational activity. Learners are considered active actors seeking meaning. Constructions of meaning may initially bear little relationship to reality that makes the learning process significant. (College of Education, 2001)

The Theory of Constructivism explains how learners construct their own understanding. A project-based learning requires students to be involved in authentic activities in which they can experience learning by doing.

From a constructivist point of view, students are constantly developing their knowledge based on the experiences and from the experiences they live personally, learners play a reflective role in this process. They are constructing knowledge based on the cognitive processes. Although constructivism is a philosophy of how one acquires knowledge, it is imperative to have an instrument that combines many of the constructivist practices to effectively help learners to create

knowledge and PBL is such an instrument. (Nurul Farhana , Zaidatun , Abd Halim, & Zakiah Mohamad , 2017).

### **2.6.3. Productive skills.**

There are two productive abilities in English, those are speaking and writing. They are also known as active skills and can be compared as the receptive skills of listening and reading. In the classroom, activities such as working with literature and project work, seek to fit in work on both receptive and productive skills. (British Council , 2018). In addition, The CEFR proposes spoken and written interaction as productive skills. (Council of Europe, 2001).

Consequently, the implementation of PBL was a useful strategy to improve the learner's productive skills in San Antonio Institutional Education because in this project learners were asked to write and speak in the target language. Since, all the activities were created to encourage students to produce in the target language.

## **2.7. Literature review**

In order to carry out a pedagogical project based on Project-Based Learning it is important to manner the pertinent documentation process and do some research about its methodology and its results in different stages and contexts. Therefore, two categories emerged. Project Based Learning benefits for the students and Project Based Learning procedures followed by the teacher and the students.

### **2.7.1. Project Based Learning benefits**

Several teacher-researchers have centered their attention on the benefits of PBL. For instance, English, (2018) conducted a quasi-experimental study incorporating PBL into a classroom in a high school into the American History course. The objective was to create a text based on the Vietnam War. Additionally, to create an experience of civic participation and student engagement.

The students were requested to produce an original textbook on the Vietnam War founded exclusively on primary sources the instructor provided them. By creating their original history on the Vietnam War, they were simulating the work of historians. All over the school year, learners worked as a cooperative unit to raise funds at school events in order to surprise a class guest speaker, the guest was a Vietnam veteran. Participants in this project were students enrolled in the American History course in a Midwest urban high school.

Data was analyzed by an analysis of variance (ANOVA) because of unequal variances. Findings were positive, the student's grades were significantly improved in comparison to the previous year. The students were open and enthusiastic about the potential class project the teacher proposed, and they were interested in helping in any way they could. What's more the students were happy to help the community and make an impact by sharing their acquired knowledge.

Project based learning goes beyond the theory. In Anderson, Mabley, & Ventura Medina, (2018) Problem-based learning (PBL) has been assumed by engineering education as one technique to improve students' performance and engagement while providing an environment for them to develop entrepreneurial competencies. The data reported on in this paper was took from videos of the third year undergraduate PBL sessions. And it was collected from a core Chemical

Engineering Design module during two semesters. This study took place at a UK university from September 2016 – March 2018. The data was examined using qualitative content analysis (QCA).

In this study, The theoretical background is based on the social constructivist view of learning in which learning is grounded in an individual's experience and knowledge constructed based upon these experiences and is influenced by the social environment.

The results of this study show that the students were focused on exploring the fact that this PBL structure demonstrated by only one or two students who are also most dominant within the team discussions but not necessarily appointed by the team or by an established rotation as leaders. However, this leadership situation can be negative, some students became dominant and complicated the process with their panthers. Students were able to solve unfamiliar problems in a PBL group, they used the PBL cycle to structure the practice.

To continue with the PBL benefits Alrahlah, (2016) stated on the critical review the advantages of this approach over traditional methods. The author stated that PBL-based courses exhibit superior professional skills and significant learning compared to traditional methods. The primary goal in this approach is to show the students with the relevance of the subject they are working on. PBL is constructed to promote numerous learning goals such as helping students to build reflexible knowledge basis, become effective collaborators, improve problem-solving skills and motivate students intrinsic learning. Some PBL advantages presented in this review are: communication, teamwork, improved motivation and enjoyment.

In addition, in Gallardo's & Castaño's, (2016) research, 131 pre-service teachers were monitored when they conducted different tasks. Results reveal that, in Problem Based Learning, working in groups is the greatest time consumer although is distributed relatively homogeneously.

Furthermore, Reflections on the consequences of time allocation research offers valuable opportunities to improve the quality of teaching-learning processes.

The authors highlights that monitoring studentS' time allocation provides significant information on the strengths and weakness of the teaching process. Besides, in PBL students spend most of their time processing the assignment by working in groups and individually.

### **2.7.2. Project based learning procedures**

Finally, Jalinus, Nabawi, & Aznil, (2017) conducted a study in which the main objective was to reveal the effectiveness of the seven steps of Project Based Learning in order to enhance the student's productive competences. During this process, PBL was implemented in two places at different times, one author was at Akademi Komunitas Negeri Tanah Datar and the other at the Akademi Komunitas Negeri Pesisir Selatan in a group of 26 students. The method implemented was action research of the course of linking practice.

As Cited in Jalinus, Nabawi, & Aznil, (2017). The seven steps of PBL model were proposed in Nizwardi Jalinus and Ramli. (2016). This model was validated by expert judgment with Aiken coefficient 0,796 and is reliable to be implemented in vocational learning process. And it was revealed that the implementation of those steps can help students to improve the learning activities and make them significant for them.

The seven steps consist of: (1) the formulating the expected learning outcome, (2) understanding the concept of the teaching materials, (3) skills training, (4) designing the project theme, (5) making the project proposal, (6) executing the project' tasks and (7) presentation of the

project report. The study showed that the implementation of seven steps of PBL were practiced and effective to enhance student's productive competences. (Jalinus, Nabawi, & Aznil, 2017).

## **2.8. Research methodology**

This project adopted the qualitative research typology to explore and interact with the population under study. For this, observing the participants' behaviors and relationships in quotidian contexts is allowed plus generating changes in them.

Creswell, (2018) states action research as “the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem”. Due to that reason, the pre-service teacher had the possibility to have a direct contact with the population, be closed to them and promote beneficial changes in their school life. Besides, an action research was suggested for implementing this study in the field to its versatility for gathering data with a qualitative typology, which allowed the pre-service teacher to generate positive changes as well AS interacting and being a member of the community. Likewise, this design provided the pre-service teacher the useful tools she needed to make her reflective process. “Action research designs often utilize both quantitative and qualitative data, but they focus more on procedures useful in addressing practical problems in schools and the classrooms” (Creswell J. W., 2018).



### **2.8.1. Population and setting**

The anticipated setting to implement this pedagogical project was the Educational Institution San Antonio, where the population was the students from eight grades, they are thirteen and eighteen years old. Selecting participants was one of the most important steps when conducting action research. Hence, the pre-service teacher selected the Homogeneous Sampling proposed by Creswell (2012) in which the researcher selected certain people because they have similar characteristics. “In homogeneous sampling the researcher purposefully samples individuals or sites based on membership in a subgroup that has defining characteristics”. In this research, those similarities between participants were: their ages, the grade, their socioeconomic statuses and their interest in learning English and participate in the activities proposed by the pre-service teacher.

## **2.9. Instruments for data collection**

The instruments for data collection were a key aspect in the development of this project. Qualitative data collection was a complex process in which the pre-service teacher identified the types of data that addressed the research questions. The instruments implemented in this project to gather data, are described below.

### **2.9.1. Active participation observation notes**

Observations were key in this qualitative research, in the process of gathering data, observations gave the researcher the advantage of getting the information by observing participants directly from the setting and observe their natural behavior. (Creswell J. , 2012).

Creswell J. (2012) states “A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe” (p. 240).

Participant observation gave the pre-service teacher a better understanding of what was happening. Meanwhile, when more facts occurred during the implementation, the pre-service teacher wrote them down in the comment section of in order to stretch more details about the process. It was by associating and conflicting the observation notes taken from the pre-service teacher observations that common themes emerged, which eventually helped direct and further the action research process. (Blodgett, 2010). Appendix, Participant Observation.

### **2.9.2. Document analysis**

Documents provided a valuable source of information in qualitative research. “Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters” (Creswell J. , 2012, p. 223).

The pre-service teacher created a teacher evaluation criterion to organize and qualified the learner’s productions, the folders were collected and revised following the different items presented on the assessment criteria implemented to give points from one to ten this framework

described the different objectives learners needed to achieve while doing this project. Productive skills were punctuated implementing this instrument.

The learners organized the final productions into a folder meanwhile the pre-service teacher implemented document analysis to organize the different activities into categories, the information obtained from this instrument was vital in the organization of the findings in this study. In addition, the pre-service teacher identified participants with their last name in order to give them grades but also protecting their identity. Appendix Teacher evaluation criteria.

### **2.9.3. Open ended questionnaires**

With regards to the data collection process, the pre-service teacher took the possibility to go deeper on details during this process. Student questionnaires were used to effectively drive instructional content while supporting the students' learning process. (Blodgett, 2010).

The pre-service teacher implemented a Google Questioner in order to explore students' perception of the PBL technique at the end of its implementation process this instrument helped the pre-service teacher to understand the learners' perception about their own learning process and their progress in English implementing the PBL in class. Google Questioner was the tool implemented to facilitate the learners' participation. According to Zapier, (2019) "Google Forms—along with Docs, Sheets, and Slides—is part of Google's online apps suite of tools to help you get more done in your browser for free. It's easy to use and one of the simplest ways to save data directly to a spreadsheet, and it's the best sidekick to Google Sheets' spreadsheets".

This instrument was first revised by the research tutor and after some changes it was piloted by other pre-service teachers that provided some feedback. This stage proved viability of this

instrument. The final part was the implementation of this instrument with participants, the pre-service teacher asked for the cooperation of the computer science teacher who allowed her to attend his class and applied the questioners in the computer room taking advantage of the internet connection and the computers.

This instrument facilitated the process of data analysis because it organized the information in different graphics and the pre-service teacher wrote the respective memos in order to organize conclusions and possible findings. Appendix 4 Google formulary

## **2.10. Data analysis technique**

Likewise, data analysis in qualitative research focused on qualities, the process of data analysis in action research was no small task. Subsequently, in the role of the action researcher, the pre-service teacher truly followed only where the data led her. Although, an early stage in qualitative analysis was data organization, it was a critical stage because of the large amount of information gathered during the development of the study. Moreover, in order to facilitate the data analysis and to find collation in the data collected, the pre-service teacher implemented a typological analysis method according to Hatch, (2002) this method consists of dividing the general data set into groups or categories based on predetermined typologies, those are generated from theory, common sense, or research objectives. The typological analysis was selected because it allowed the pre-service teacher to establish the pervious categories she wanted to identify while conducting this study and organize data following specific criteria and categories. Appendix Typological analysis.

### *Schedule of instruments implementation*

week	Institutional observation	1	2	3	4	5	6	7	8
Non-participant observation	x								
Participant observation			x	x	x	x	x	x	x
Checklist and notes			x	x	x	x	x	x	x
Document analysis (final product)								x	x
Questioners								x	x

*Image Research Timetable*

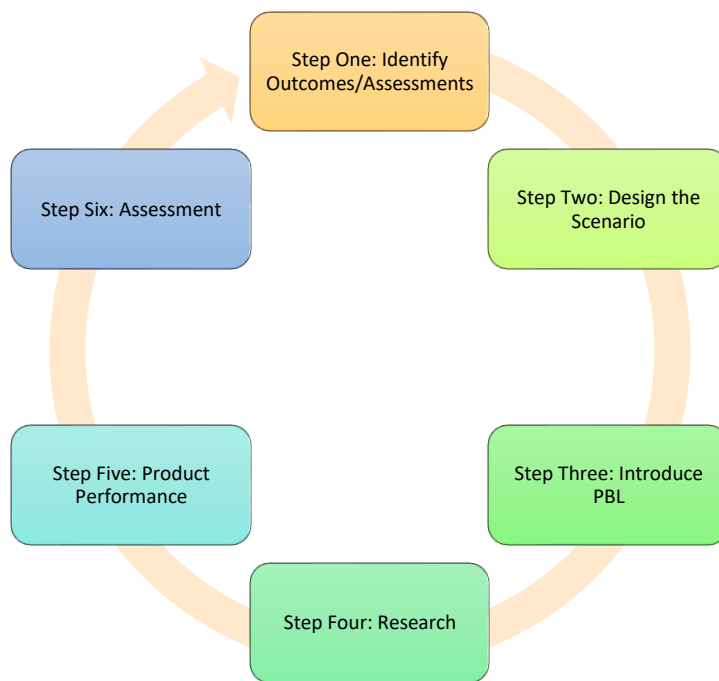
### **2.11. Ethical considerations**

While implementing this project, several aspects were considered to protect participants' privacy. The pre-service teacher is responsible to respecting the participants' rights the integrity of participants was always prioritized. Also, the pre-service teacher asked for the participants' consent to be part of this study, participants knew that they did not receive an economic reward in this project. Also, anonymity of individuals was guaranteed. In the same way the researcher, implemented a pseudonym in order to protect his/her identity. Finally, the gathered information

was password protected, in order to keep safe all the gathered data. During the research all kinds of communication were done with honesty and transparency.

## 2.12. Pedagogical methodology

The pedagogical methodology in this project was based on the procedure of the project-based learning. Nowadays, the state is constantly encouraging schools to unite project-based learning as a part of classroom instruction and as an indicator of school quality.



(Lyons, 2015)

*Image 1 PBL steps*

Following this step, the pre-service teacher proposed a project based on Activity Based Learning type of PBL. The learners were part of this project adopting the activities proposed by the pre-service teacher.

The participants were students from eight grades who attend a public high school in Villa del Rosario, the project was carried out during the English courses. The students had English classes three hours a week and one of those hours was dedicated to the implementation of this project. The students developed the activities proposed by the pre-service teacher in the English classes and the learners organized the documents in a folder.

The PBL proposed is described in the following section.

### ***2.12.1. Creating my hero.***

#### ***2.12.1.1. Project members:***

Eighth grade student's central headquarters

#### ***2.12.1.2. Statement of the problem:***

The learning of a foreign language is a key factor in the overall development of future professionals. With a view to motivating this learning in a creative and natural way, the pre-service teacher proposed the creation of a personal hero and its story, representing the principles and values proper to the students of the Educational Institution San Antonio.

#### ***2.12.1.3. Justification:***

In Colombia and in the world, the representation of a pet or an animated figure is important for some institutions, this character represents a sense of belonging and promotes the best values on which the institution or team has been founded. In San Antonio educational institution, the existence of such a figure represented a way to motivate students not only to use English outside

the classroom, but also to foster positive civic and cultural behaviors both within and outside the institution.

**2.12.1.4. General objective:**

- ✓ TO Create a hero based on real characteristics and values

**2.12.1.5. Specific objectives:**

- ✓ To improve productive skills by following the different steps in PBL.
- ✓ To motivate learners and give them the opportunity to construct their learning.
- ✓ To enhance constructive learning of high school students.
- ✓ To challenge the students to think critically about an issue and propose solutions.
- ✓ To share and discuss the final product with an audience

**2.12.1.6. Methodology:**

This project was implemented weekly; each class learners developed one activity proposed by the teacher, the students worked in class following the guide of the pre-service teacher, those activities were appropriated to facilitate the creation of the hero and his or her background. As part of the process learners carried a folder that facilitated the organization of the different activities.

Appendix project Planning

**2.12.1.7. Final product:**

The students wrote a story and showed the final version of their hero. In the text they explained the past of their hero, the hero's abilities and super powers and how this hero can help in their communities. In addition, they worked in groups and created an acrostic that motivated them to be their own heroes and inspired others to be real heroes as well.

**2.12.1.8. Methodological Strategy:**



To implement this project, participants completed the following steps:

*Table 3 Methodological Strategy*

Choosing Your Superhero's Traits	Building Your Superhero's Background	Designing Your Superhero's Image	Creating the superhero's comic	Final presentation
Choose your superhero's powers.	Come up with a backstory for your hero.	Choose a gender and body type for your superhero.	Choose the scenario.	The students show the final version of their hero.
Give your superhero a tragic flaw or weakness.	Think about how the superhero's powers evolved.	Design a costume for your superhero.	What started the action.	They can explain the past of their hero.
Flesh out your character's personalities.	Determine the community's relationship to the character.	Give your superhero a trademark.	Create the moment in which the action begins.	They explain the hero's abilities and super powers.
Avoid copying other existing characters.	Create rivals or enemies for your hero.	Name your superhero.	Create the moment of higher action.	At the end of the presentations they chose one hero to represent the school.
Try making your hero different from other superheroes.		Decide if you want to give your hero a sidekick.	Decide the end of the scene.	They present the chosen hero to teachers in charge.

### **2.13. Findings and conclusions**

After having analyzed and interpreted the data collected, the pre-service teacher was able to see the results coming from the implementation of Project-based Learning, in order to organize

findings, different categories were pre-established to guide the data analysis process. These categories and sub-categories are described in the following table.

Table 4 Typologies (Categories)

Implementation of Project-based Learning to Enhance Constructive Learning				
<p>General Objective:</p> <ul style="list-style-type: none"> <li>To demonstrate the effectiveness of PBL as a pedagogical strategy to teach English as a foreign language.</li> </ul> <p>Specific Objectives:</p> <ul style="list-style-type: none"> <li>To improve productive skills by following the different steps in PBL.</li> <li>To motivate learners and give them the opportunity to construct their learning</li> <li>To enhance constructive learning of high school students</li> <li>To challenge the students to think critically about an issue and propose solutions.</li> <li>To illustrate the relevance of what they are learning in school and implement it in a real context.</li> <li>To boost beneficial results within English classes by implementing PBL strategy.</li> <li>To share and discuss the final product with an audience</li> </ul>			<p>Research Questions:</p> <ul style="list-style-type: none"> <li>How does PBL enhances constructive English learning?</li> </ul> <p>Sub-questions:</p> <ul style="list-style-type: none"> <li>How does my hero project help learners to develop productive skills in English?</li> <li>How does PBL challenge the students to think critically about an issue and propose possible solutions?</li> </ul>	
Typologies (Categories)				
Students' learning process			Students' productive skills improvement	
Construction of their own learning	Student's Attitude and autonomy	Students use of English inside the classroom, English in real context	Students' writing production improvement	Students' oral production improvement

### **2.13.1. Students' learning process**

The type of PBL implemented in this project was the Activity-based learning, “this approach provides a way to integrate learning within students' knowledge, and, by exposing them to a variety of activities, helps them learn how to learn”. Stöbblein, (2009). The author also remarked the high degree of interaction created from this type of PBL, in which the pre-service teacher's skills were essential to motivate, facilitate and coach the process of learning instead of “simply presenting facts and figures didactically” (Stöbblein, 2009). Thus, Activity Based Learning was implemented in this project in order to motivate learners and give them the opportunity to construct their learning.

#### **2.13.1.1. *Construction of their own learning***

In the first part of the process, the pre-service teacher had the challenge to implement a completely new work strategy in the classroom. Learners were used to teachers' explanations on the board and his traditional grammar translation methodology. To change this perception, the pre-service teacher started by changing the “explanation of the topic” to “instructions of the activity”. In a previous moment this change was significant for learners and its impact was not the expected, some of them took the classes as free time and did not listen to the activity instructions so this change was revealed in their behavior during the English classes. On the other hand, most of the learners were satisfied with the changes implemented in the class, they saw the difference and this was a positive impact in their learning process, they demonstrated interest in the class and were participative during the activities.

These aspects were analyzed in the participant observation checklist proposed as one of the main instruments implemented to gather data during the implementation of this project. appendix Participant observation checklist.

In order to begin with the implementation of the project, the pre-service teacher gave a folder for each student in which they collected all the activities developed in class. In addition, she revised and graded the student's homework and previous works in their notebooks. Finally, she asked for the social problem and provided some feedback to the students. In the first activity, learners exposed difficulties learning English, they were focused on learning a big list of rules and formulating sentences that provided them a little help in their learning process, as established in the pre-service teacher's participant observations:

“they did not understand one of the exercises in this case they had to write the correct form of the verb shine in the following exercise: they had to organize and write the sentence (the /sun /shine) some of them wrote the following sentence: the sunning shine”. (Participant observation journal week N-4)

As the project progressed, learners were getting involved in the process this was demonstrated on the organization of their folders. In the second term exams' the learners delivered the first part of the activities, the pre-service teacher collected those and provided feedback to learners.

At the end of the project, learners organized their folders for a second revision, they also started writing the story of the super hero. Some students (8) asked the pre- service teacher to read their mistakes, this attitude proved interest and motivation in the project. (Participant observation journal week N-5) Appendix folder organization.

This project was an introduction to constructivism implemented by Activity Based Learning which is a “cognitive-learning theory “considered a “constructivist” learning theory (Hein, 1991). Learners constructed their learning step by step while developing the activities proposed in the project, which was demonstrated when they started the creation of their hero’s personalities and super powers.

They did the research to find new powers, find a social problem in their respective communities and the possible solutions, this complete process enhanced learners to search, use English and think in English. It is important to remark that their English level was basic. However, they acquired new motivation to do their English homework with the certitude that they were going to achieved a new vocabulary and good grades.

In constructivism the learner is an active actor of his own learning process, “Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor”. (David L, 2015).

During the creation of the hero in this project, learners constructed their own learning, they were active participants of their own learning, and they followed the pre-service teacher instructions’ and developed the activities on time. At the end of the project It was demonstrated a significant improvement in their English knowledge acquisition, learners evaluated this progress in a questioner proposed by the pre-service teacher. This instrument helped the pre-service teacher to understand the learners’ perception about their own learning process and their progress in English implementing the PBL in class.

The next table is a graphic representation of the learners’ opinions about their own learning process from the beginning to the end of this project.

Table 5 Learning progress analysis

➤ <b>22 learners considered that at the beginning of the project, their English knowledge and skills were poor.</b>	➤ <b>4 learners considered that at their English knowledge and skills needed to completed the project were poor.</b>	➤ <b>2 learners considered that the project's contribution to improve their English knowledge and skills was poor.</b>	➤ <b>2 learners considered that at the end of the project their English knowledge and skills' improvement was poor.</b>
➤ <b>22 learners considered that at the beginning of the project, their English knowledge and skills were enough.</b>	➤ 24 learners considered that at their English knowledge and skills needed to completed the project were enough.	➤ 14 learners considered that the project's contribution to improve their English knowledge and skills was enough.	➤ 3 learners considered that at the end of the project their English knowledge and skills' improvement was enough.
➤ <b>12 learners considered that at the beginning of the project, their English knowledge and skills were satisfactory.</b>	➤ 14 learners considered that at their English knowledge and skills needed to completed the project were satisfactory	➤ 20 learners considered that the project's contribution to improve their English knowledge and skills was satisfactory.	➤ 25 learners considered that at the end of the project their English knowledge and skills' improvement was satisfactory
➤ <b>9 learners considered that at the beginning of the project, their English knowledge and skills were high.</b>	➤ 12 learners considered that at their English knowledge and skills needed to completed the project were high.	18 learners considered that the project's contribution to improve their English knowledge and skills was high.	➤ 24 learners considered that at the end of the project their English knowledge and skills' improvement was high.

### **2.13.1.2. *Student's Attitude and autonomy***

At the beginning of the project learners showed some signs of confusion. It is true that the change of teacher was a significant impact for learners. Naturally, the first week was stressful for learners and some of them misbehave in class due to the confusion. Additionally, it is important to remark that this school is not used to receive pre-service teachers in English.

“The student’s behavior was positive and negative. Sometimes they were receptive to the pre-service teacher’s instructions, but occasionally she had to use the student's observer to take notes of the learners’ behavior to calm the students down and control their behavior” While doing the activities learners were always receptive. Therefore, some activities presented a little difficulty for them and were complex to understand. However, half of the students finished the activities satisfactorily. Otherwise, other students did the activities too short and simple and did not achieve the main goals satisfactory. Above all, grammar structures were correct, but learners overgeneralized some structures and did not pay attention to the main message in a text.

(Participant observation journal, Week number 1)

At the end of the project, learners changed their attitude in class, they were receptive to the instructions and completed the activities in a correct way, and they get used to this new methodology in which they were responsible to the process. The idea was to promote positive values as autonomy and responsibility and they were receptive to follow these criteria.

At the end of the project learners had a different perspective about the English classes, they discovered a completely new methodology that involved them mostly into the process, not as passive, but as active learners in charge of their own learning process, they became autonomous and constructed their own learning, this was important because each student had a different

learning rhythm and this methodology allowed them to explore their own learning strategies and know their progress.

This aspect was demonstrated in the questioner developed by the learners, this finding are explained below.

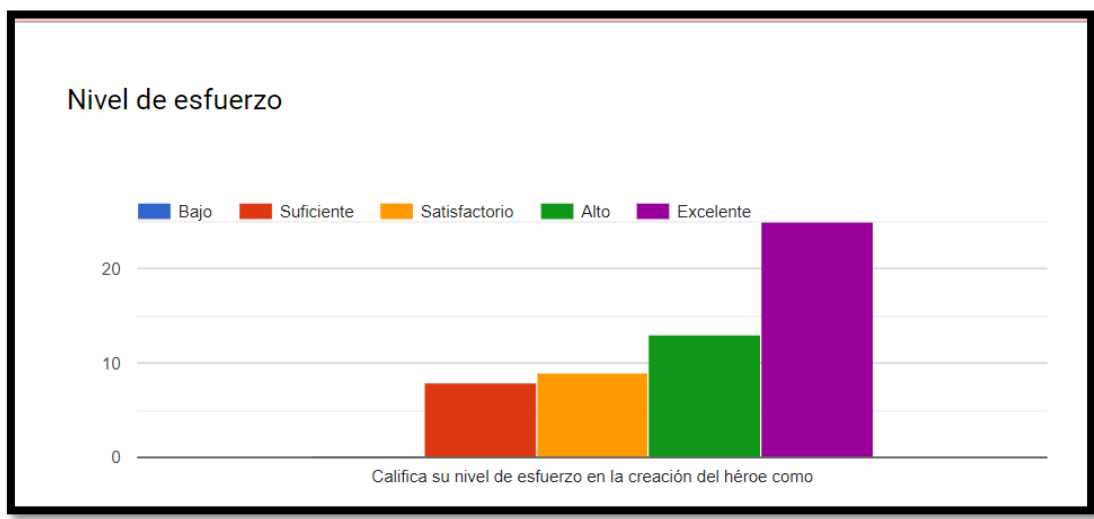


Image 2 Questioner findings

In this section learners qualified their efforts while developing the activities proposed in the project, conclusions are explained in the following chart.

Table 6 Questioner analysis

➤ 8 learners described their effort in this project as enough.	➤ 9 learners described their effort in this project as satisfactory	➤ 13 learners described their effort in this project as high.	➤ 25 learners described their effort in this project as excellent.
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The majority of learners agreed that their effort was significant in the development of this project this effort was their autonomy to work at home, use their imagination and create an original hero based on the social problems they could perceive in their communities and their own



personalities the hero they created had a lot of personal aspects that were identified during the English class.

#### **2.13.1.3. *Students use of English inside the classroom, English in real context***

When the pre-service teacher arrived in the classroom, she noticed that the learners did not use English, they ONLY had some previous knowledge about grammar and followed the structure of a sentence. However, they were attached to that structure and did not identify new elements added to the sentence and they made a lot of different mistakes in similar situations. As the project progressed, learners were using English in a completely different form; they started by reading simple texts proposed by the teacher. Then they started writing simple phrases in English that made sense, some of them started using the dictionaries in class, they were not asked to follow any structure but to communicate an idea and that was what they did.

“During this week, students enjoyed English classes, but they did not use the target language, the communication was in Spanish. However, there were a few students that were able to formulate short sentences in English, they were excited to formulate short phrases and communicate simple ideas in English” (Participant observation checklist, Week number 2)

The following picture is an excerpt from the activities presented in the folders, the learners did a reading activity in which they had to create an extra scene telling the end of the story in this activity they formulated short sentences or phrases the character may say to conclude the story. Learners were willing to develop this activity. The pre-service teacher proposed a short reading activity that was easy for them to understand and then they were happy to continue the story.

This kind of activities encouraged learners to think in English instead of translating from Spanish to English it was a short reading that proposed vocabulary they already knew and it motivated them because they felt they had certain knowledge of the target language.

### **2.13.2. Students' productive skills improvement**

Productive skills improvement was the main goal during the implementation of this project, the British Council productive skills “speaking and writing,” it is because “learners doing these need to produce language” is the production learners need to communicate ideas. In this case, different activities proposed in the project allowed learners to explore their productive skills and improve the idea was to demonstrate them that learning English can be a dynamic and independent process, they can construct their own learning and find their own learning strategies. This category is divided into two sub-categories which are: Students' writing production improvement and students' oral production improvement.

#### **2.13.2.1. *Students' writing production improvement***

Writing production was an important requirement in this project, as learners were asked to created different texts that at the end allowed them to create an original story about their hero. Learners started creating the name of their hero and giving super powers to the hero. After that, they worked on a written activity and answered some questions related to the creation of their heroes and background. The following image present some of those activities.

As part of the process, the pre-service teacher guided the learners through their writing activities in order to help them with the sequence they must follow, to accomplish this activity the pre-service teacher proposed an activity and explained the different steps when creating a story.

Document analysis revealed that 17 students achieved significant improvement in writing production. However, 28 learners needed extra help to deliver their writing productions it is important to remark that all learners received the guide of the pre-service teacher, but the learners that were able to finish their writing productions on time revealed significant signals of improvement, they started using the dictionary regularly and communicate ideas that broke the structure they knew, learners started writing more complex sentences implementing adjectives and adverbs they were not able to implement before the project.

In writing, production errors were a usual aspect in beginning learners, they formulated simple sentences and most of the time they helped themselves using the dictionary, still some structures were cooked from Spanish this was a common factor in their productions. Therefore, error analysis can be further studied in future research.

The document analysis concluded that the major part of learners demonstrated little improvement in their writing, production, there are several aspects that still need attention, the most important aspect to take into account is the teacher's teaching strategy, the method he implements limited the learners construction of learning and as consequence their performance in writing production.

The following excerpts show the document analysis of any learner's productions and the recommendations given by the pre-service teacher, learners in green were the ones who achieved the goals of the project and had little difficulties, learners in blue were the ones who needed to pay

attention to little detail, but have a good level and their writing productions are satisfactory, finally the learners in yellow are the ones who needed extra help and aid to conclude their activities, they had a lot of mistakes and difficulties in writing.

The final product was divided in two parts. In the first part, learners completed a comic page in which they narrated the story of their hero, this final product summarized the previous writing productions created by learners, the idea was motivate them to be creative and explore their imagination. This production was also evaluated based on the criteria previously mentioned in image 6 and 7 in the previous section. Appendix teacher evaluation criteria.

#### **2.13.2.2. *Students' oral production improvement***

Oral production is not commonly worked in public high schools according to Byrne, (1991) “oral tasks involve the productive skill of speaking and the receptive skill of understanding” in this way, learners must be skilled to speak and listen in the target language, according with this statement, as part of this project the final product was divided in writing and oral presentations.

For this second activity, learners worked in groups, the presentations had two parts, in the first one each member of the group presented the hero that she or he created, they said the name of the hero and what powers the hero had, when all the participants were done they started the presentation of the acrostic.

Different phrases were proposed, including one in Spanish, but the presentations were in English learners created different phrases with the different consonants in the press and other just describe different qualities a hero must demonstrate.

The development of this activity took two days during week number seven; the groups developed this activity in the classroom, they brought the materials needed and worked in class with the guidance of the pre-service teacher. This activity was also analyzed in document analysis criteria, demonstrating the learners improvement in oral production, they were able to start pronouncing simple sentences and their pronunciation was acceptable, they were motivated because they experienced little improvement from their own efforts, that is the relevance of PBL, the activities proposed in this project encouraged learners to experience little changes in their own learning, making little changes they could experiment real improvement in their production skills.

This activity had a significant impact on learners, they proposed to decorate the classroom with those positive messages to encourage others to be heroes in real life.

“Learners developed an oral activity in which they explained the qualities of a hero, the activity promoted creativity and gave them the opportunity to learn new vocabulary, explore their creative skills and produce an original product in English. During this week, the pre-service teacher proposed the final activity to the participants, as a final product they created an acrostic using different phrases in English and Spanish, the allowed phrases were: “be a hero” “super heroes” but the explanation was in English.

The learners created the acrostic in class, they did use the dictionary to complete the activities. The final presentation was in class, they presented the acrostics in groups and took the challenge to be hero’s in their communities doing small actions daily. This activity was interesting, the learners tried to formulate short sentences in English and create a text that made sense “I am enthusiastic about the results of this activity, the learners showed motivation and creativity during the process” (Participant observation journal week N 8)

## **2.14. Limitations**

When writing a proposal, sometimes the pre-service teacher forgets to take into account different aspects that can influence the development of the project in some cases, those aspects limited or changed the process in this project, limitations were also present and the pre-service teacher had to be patient and tolerant to continue with the project and adapt the activities to the learners' rhythm.

### ***2.14.1. Language limitations***

Language was vital for the development of this project learners needed to have a minimal level of English grammar knowledge and vocabulary to participate in this project. In non-participant observation the pre-service teacher identified the principal limitation on learners regarding the level they may have.

These limitations were not a big issue given that learners were able to overcome this little inconvenience and accomplished the activities in the best way possible according to their level.

“The activities were developed slowly, the teacher had to be patient but eventually the students completed the activities. In addition, some students copied the answers from their classmates, as a result the activity lost its impact in the learning process. It was evident that students cheated on the exam and during the activities they waited for one student that finish and then everybody had the same answers. (Participant observation journal week N 2)

It is important to mention that certain limitations were produced by external conditions, the more relevant cases where the students that live in Venezuela, they have a lot of power limitations and sometimes transport is difficult for them, so they miss several classes and were left behind, On the contrary, the activities proposed in this project changed constantly and it was difficult to keep everybody on the same page, so sometimes learners were working on reading and others were working on the previews activities and this aspect influenced directly their performance and learning process. Besides, in this situation constructivism is vital for learners, they needed to understand the topics and failed to get right. Some learners had difficulties delivering their activities on time it is important to mention that those students live in San Antonio and one of the most evident difficulties for them was that in San Antonio there are a lot of the power problems and they lose most of the classes.

## **2.15. Conclusions**

This project was created with the intention to answer the following question how does PBL enhance constructive English learning? From this first idea the pre-service teacher created several activities following the PBL steps the idea was to enhance learners to construct their own learning from experience, being active participants in learning and not only receptors in a classroom. Activity based learning demonstrated significant impact on learners, the main example of this is the answers they wrote, they were asked to answer some questions and this questions were proposed in Spanish in order facilitated learners comprehension and in this way the information could be specific and not limited by the learners vocabulary. However, learners started using English on their own and answered it in English.

Furthermore, this project encouraged learners to be heroes in real life, in this way they took English outside the classroom, this kind of activities allowed learners to see English in different context and not only as a grammar topic. In addition, this project promoted positive values, learners had knowledge of a real problem in which they maybe can be part of the solution and taking the little solutions proposed they can be part of a big change in their communities.

## **2.16. Recommendations**

PBL is an interesting strategy to keep learners involved in their learning process. In addition, this method allows learners to be part of their own learning and be participating and active learners. It is important to keep implementing different projects that involve learners and involve the community, in this way learning goes out of the classroom and students understand the relevance of English in real contexts. In addition, further studies can focus their attention on the error analysis and its impact in the learning of a second language.



### **3. Research component**

#### **Chapter two**

#### **The Formation of Reflective Spirit in PLEX Practice Teachers, Training Tool to Qualify Pedagogical Practice.**

##### **3.1. Introduction**

In the PLEX<sup>10</sup> training context, developing teachers' pedagogical practices are one of the major interests to study and document for the enhancement of the teaching-learning process in order to qualify education. However, there is a strong interest in the light of the evident necessity to understand and transform the pedagogical practicum.

Therefore, it is beneficial to local studies specially focus on learning problems than in matters of teaching. It is relevantly considered the design of a project that involves a reflective approach on the practicum with the aim of developing objective knowledge, behavior and aptitudes that help to guide the teachers' labor.

##### **3.2. Justification**

The design of this project in the foreign languages' integral practicum context focused on a more professional conception of a cutting-edge practicum to sharpen educative processes in rollout centers where PRADO<sup>11</sup> is held. It is considered that conceding relevance to the reflection role in

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<sup>10</sup> Programa de Lenguas Extranjeras

<sup>11</sup> Práctica Docente

the teaching process is the first step to fathom the difficulties of the profession, the individual performances and to take an interest on the models and approaches.

In agreement with what the philosopher in education John Dewey, precursor in the teaching applied reflective thinking realm, the necessity of this study is justified in the sense that it provides analytic tools and self-observation to student-teachers, so that they can distinguish among a daily action and reflective action. It is considered that a reflective approach shields the agents in a traditional context of inertia and the authority they have in the school.

### **3.3. Statement of the Problem**

At school, the core aspects of the constitution of the subjects were assumed, of the institutional life without question, as imprints, stable and invariable features that are part of the school identity and culture. When the events unfold without major alteration, the teacher was at risk of being installed in logic of action that does not allow the pedagogical evolution and the renovation of the school culture. A practice lacking reflection does not lead to the emergence of problematic situations; thus, these realities are invisible and ignored. In this way, the pedagogical practice is assumed as reproductive codes that entails the teachers in a traditional way, of cultural reproduction becoming a barrier for the appearance of emerging practices tending to generate transformations of thought and knowledge, that otherwise, would respond to social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the teacher training process, in the future teacher, encourages a critical and reflective attitude

that contributes to the improvement of their pedagogical practices. So that these at the same time will be essential elements to impact and transform their work and future professional performance.

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

### **3.4. Research questions**

#### **3.4.1. General questions**

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

- ✓ How does the implementation of reflection contribute to the transformation of the pedagogical processes inherent to the development of the practicum?
- ✓ How does the exercise of reflection influence the development of the critical spirit of student-practitioners in the analysis of their pedagogical work?

#### **3.4.2. General objectives**

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

#### **3.4.3. Specific objectives**

- ✓ To consolidate a group of student-teachers with a critical spirit who reflects and

presents proposals and alternative solutions to problems presented in their pedagogical practice.

- ✓ To socialize criteria, share ideas and guidelines to assume their pedagogical practice

and insert themselves effectively in the institution.

- ✓ To identify and analyze the strategies that the student uses in her pedagogical practice.

- ✓ To implement workshops for reflection and development of didactic units that guide

the reflection of student-teachers.

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

### **3.5. Theoretical Framework**

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

#### ***3.5.1. The teaching profession***

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

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

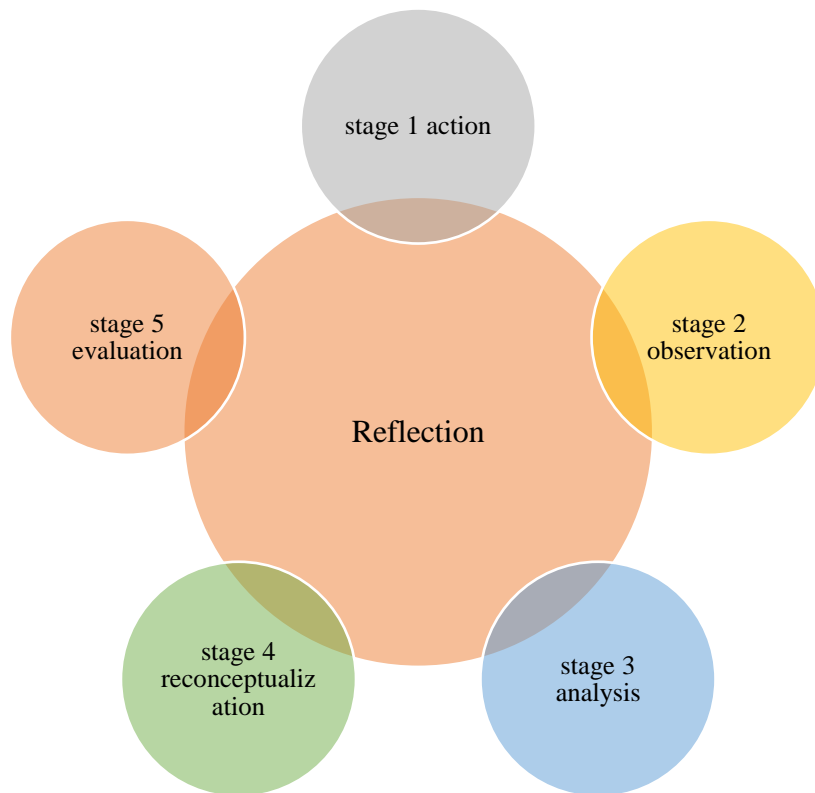
### **3.5.2. *Reflection***

With regards to reflection, there are different conceptions to this notion that are to be addressed. That is the reason why aspects such as reflection as a process and reflection as a theme will be considered in order to further elaborate their definition (Correa Molina et al, 2010).

### **3.5.3. *Reflection as a process***

Reflection is developed throughout a set of stages resulting in a cyclical process. According to Schön (1983) (cited by Correa Molina et al, 2010) reflecting on the experience implies “un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las

experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación”. The stage of the reflective process as process is evidenced in the following schema:



*Image Reflection schema*

### **3.5.3.1.**      *Reflection as a theme*

The conception of reflection is based on a theme 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 the action, reflection as a deliberation and reflection a reconstruction of the experience. Being for the two first perspectives, the extern aspects, the source of knowledge which allows reflecting, and the contextual aspects what allow reflecting in the third perspective. At the same time, these perspectives have

intermediaries so that this process can be held; at first instance is action, context, mates and the reflective person.

### **3.5.3.2.**      *Reflective practice*

To refresh and to qualify the academic proposals in the University and to guide the learners towards new manners to keep in touch with the world, it is necessary that teacher reflects about their own practice and about the repercussion that this one has generated, she/he has to be able of objectifying their behaviors and assuming the different roles in the pedagogical relation.

Teacher has an important role in the current scholar world, he is in a complex space where is subject to constant changes determined by the interaction among different factors and conditions. The teacher profession demands that they develop their professional knowledge in relation with the continuous changes (Ebutt & Elliot:1986). In this context, the biggest difficulty when teaching is that the classroom demands a solution addressed to the comprehension and social interaction.

The necessity of articulating the changing social reality to our pedagogical chore, it is evidenced in the existence of several efforts for trying to explain several scholars' phenomena and the search of ways to do effective the scholar work. This study will help the participants reflect about their own methodological processes, seeing the reflection as the only rational and ethical method of intervention (Sacristán, 1999). According to Van Manen (1997) there are different levels of reflexivity, in a first level, the effective application of technical abilities and knowledge take place in the classroom; the reflection is done with the appropriate selection and use of the didactic strategies that will be implemented by the teacher.

In the second level, the reflection is on the implicit assumptions in the specific practice of the classroom. Consequences of the chosen strategies, curriculum and practices are analyzed. The application of several educational criteria to the learning practice is opted, so that it can be possible to make pedagogical decisions adapted to the institutional reality and the contexts.

As third stage, Van Manen establishes a critical reflective exercise; in this stage, he proposes that the most elaborate reflection takes place, a questioning of ethical, normative and moral criteria related directly or indirectly to the classroom.

### **3.6. Pedagogical practice**

For the analysis and reflection about the practice, it is considered accurate to resort methodologically to a conceptual operation of practice classification; for this, it is assumed Zeichner's proposal, he has established several modalities of practice like this:

#### **3.6.1. *Academic practice***

It is guide to form teachers able to reflect about the groups they are working with, in such a way they can transform it into comprehensible structures for the students



### ***3.6.2. Social efficiency practice***

It is about to get more effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical investigation has arrived. In this case, the reflection consists of a strategic decision: to select among the available techniques the most effective.

### ***3.6.3. Development***

Teaching is based on the interested and the development of the students, and at the same time, it is considered the teacher's development as teacher and as person.

### ***3.6.4. Social reconstruction***

The purpose of reflection is the social, economic and politic context, in such a way, relations can be fomented in the classroom democratically and equally in the social context.

### ***3.6.5. Generic***

Programs mention to the reflection in a generic way, but with no specifications about the pretensions of the programs or contents on which it is necessary to reflect, neither the strategies to foster the reflective learning.

### ***3.6.6. Promotors of the reflection***

According to Schulman (1987), these promotors are the cognitive foundations of the teacher about life in the classroom; they are essential given that they form the element of the reflective thinking that contributes in the process of the specific knowledge that a good teacher contemplate when making decisions in the classrooms.

### ***3.6.7. Critical element on reflective element***

This element of the reflective thinking is related to the moral and ethical aspects of the compassion and social justice according to Sparks-Langer and Colton (1991;39). The interest for all related to the social justice and ethics in education

These authors established several classificatory categories of the knowledge:

- Knowledge of content.
- General pedagogical knowledge.
- Curricular knowledge (programs, materials etc.)
- Teacher knowledge and professional.
- Students' knowledge and their characteristics.
- Knowledge of educational contexts.

According to Spark-Langer and Colton the narrative element, is another element of reflective thinking that is included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that are presented in many

forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component are placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.

### **3.7. Methodology**

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the collective practice 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 process, a process of socialization and systematization of the same took place. This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute 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:

### **3.7.1. 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.

### **3.7.2. Self-observation card**

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

### **3.7.3. Narrative**

The reflection exercise allows student practitioner to express herself about her work from the narrative of her experience as a way of giving meaning to the daily life of the teacher.

### **3.7.4. 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 considered 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.

### **3.8. Context**

The city of Pamplona, founded in 1549, is the oldest city in the Norte de Santander department. It is in the Valley of the Holy Spirit, in the Colombian Andes. Founder of cities during colonial times, it has been a center of confluences and religious influences throughout its history; it welcomed a large number of religious communities among which we can mention: the community was Franciscans, the Carisa's sisters; Brothers of San Juan de Dios, the Society of Jesus, the Community of the Sallista. likewise, female religious communities: Sisters of the Presentation, Bethlemitas Sisters, among others. The presence of these communities in the city brought with it the creation of educational institutions with projection of their beliefs and values. It is in this geographical context, that this study is located, that the school has as an agency in which the school actors develop: PLEX.

#### **3.8.1. Practitioners.**

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. Nowadays, 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 fulfils specific functions, among which are:

### **3.8.2. 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.

### **3.8.3. 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.

### **3.8.4. 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).

### **3.8.5. Population**

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

#### *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 Practicum.

### **3.9. Institutional dependencies linked to the Project**

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

#### ***3.9.1. External institutions linked to the Project in Pamplona***

- Institución Educativa Colegio Técnico Águeda Gallardo de Villamizar
- José Antonio Galán School
- Brighton School
- La Normal High school
- La Presentation High School
- José Rafael Faría School
- Cristo Rey Educational Institution

#### ***3.9.2. External institutions linked to the Project in Cucuta and Villa del Rosario***

- Institution educative San Antonio
- Colegio Maria Inmaculada
- Colegio Municipal Gremios Unidos. Cúcuta, Norte de Santander
- Instituto Técnico María Inmaculada Villa del Rosario



- Instituto Técnico Nuestra Señora De Belén Salazar de las Palmas
- Santa Teresa de Jesús El banco, Magdalena
- Colegio Oficial Nuestra Señora del Rosario
- Colegio Guillermo Cote Bautista, Municipio de Toledo
- Institución Educativa Nuestra Señora Del Pilar
- Instituto Técnico Mercedes Abrego Cúcuta Norte De Santander
- Institución Educativa Néstor Andrés Rangel Alfaro
- Institución Educativa Julio Pérez Guerrero

### **3.10. 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.

### **3.11. Implementation of the research component**

#### **3.11.1. Narratives**

The reflection exercise will let the student to express herself about his from the narrative of his experience as a way of endowing her work with the meaning in the everyday life of the teacher.

### **3.11.2. Self-observation chart.**

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

### **3.11.3. Class records**

Having evidence of the actions of the student-practitioners in the classroom will allow us to reflect on different aspects of the teaching/learning process of foreign languages that may or may not have been considered by the teacher in training in his or her reflection exercise. These registers will allow WHO? to have an external and constructive look of their pedagogical practices.

### **3.12. Implementation of data gathering schedule**

Below, the schedule according to the data gathering process within the ten weeks the pre-service teacher had in order to implement this research component.

Table 7 Research schedule

<b>Weeks</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6<sup>th</sup></b>	<b>7th</b>	<b>8th</b>
<b>Instruments</b>								
<b>Narrative</b>	x	x	x	x	x	X	x	x
<b>Self-observation card</b>		x		x		X		x
<b>Class recording</b>					x			
<b>Reflection workshop</b>			x		x		x	

### 3.13. Conclusions

In this period, the pre-service teacher was able to reflect on her practicum process weaknesses and strengths. Being a teacher at the Educational Institution San Antonio was a significant experience, as teacher she was called to attend parents and explain to them how was their children progress in class. Equally important, she attended the academic teacher meeting in which students' behavior was evaluated, this important activity was the perfect opportunity to learn how to perform the different activities that teachers must accomplish outside the classroom. This important stage was possible thanks to the provided tools by the practicum committee at the university. In fact, the pre-service teacher was able to not only reflect on the positive aspects she accomplished week by week during her practicum process, but also, she reflected on aspects to improve as a future teacher. As an important point to remark, the pre-service teacher was able to

open her mind to the possibility to interact with learners in order to get a better picture of them, she was able to recognize her own feelings when doing classes and got different recommendations in order to overcome those little mistakes. Also, most importantly, she was able to recognize that she was on the right page of her journey as being a teacher and to know that there was a long process to complete, and by doing this, in a near future she would be able to expand and turn out to be a better character modelling for society and impact future generations.

## **4. Outreach component**

### **Chapter III**

#### **“English Language Awareness Project in primary schools in Pamplona, Colombia”**

#### **Providing tutoring service to eleventh grade students at the San Antonio Educational Institution**

### **4.1. Presentation**

When reading this proposal, readers will find two goals: on the one hand, to organize into a project the social impact of the Foreign Languages Program from the implementation of the outreach component of pre-service teaching process and on the other hand, to raise awareness of primary schools’ students to the essential foundations of the English language.

Subsequently, the justification, main objectives, some characteristics and the guidelines of contribution will be presented as well. Afterwards, the theoretical framework used for the proposal, the beneficiary population, the chronogram will be presented as well.

### **4.2. Introduction**

The participation in the global policies in terms of culture and economics motivates the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens has the opportunity to participate in cultural exchanges which allow them to more equitable conditions towards the personal and social development of the country.

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the National Ministry of Education created the bilingual policy whose objective is: “Having citizens that can be able to communicate in English, with international standards which take the country deeper in the communicative and universal processes, in the global economy and in the cultural openness”. Therefore, the National Ministry of Education is been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete the system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this. Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, since several times, most of these educational establishments do not have an English teacher who guides the teaching-learning processes; hence, the results of the nation-wide evaluations are not gratifying at all.

The University of Pamplona in Colombia, as a public institution pretends to educate trainers and more specifically in the foreign languages degree English and French which has approached to the reality in the primary schools of Pamplona with regards to the National bilingual policy; many institutions in this city do not have English teachers to contribute to the education of the primary school sector.

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, there are aspects that need to be covered in deep, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of “Colombia the most educated”.

#### **4.3. Justification**

Nowadays, learning and acquiring a foreign language allows us to be at the vanguard of our own needs. It is for this reason that this process becomes necessary to implement and to work it from the beginnings of schooling of the children so that at the end of its cycle of basic education they will have foundations that allow them to continue this learning in the secondary education, vocational media and in the superior education, to get more people trained in this area.

This project aims to raise consciousness of the English teaching process in primary schools in municipalities in Norte de Santander, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last

semester students of the Foreign Languages Degree of the University of Pamplona, to contribute to the consolidation of teaching of English in the primary basic sector.

The implementation of this project favors both the institutions and the student population of Pamplona and the different towns in Norte de Santander, as well as the Foreign Languages Program and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

#### **4.4. General objectives**

The implementation of this outreach project, from the foreign language degree English and French of the University of Pamplona seeks:

- ✓ To serve the needs of English formation of children in primary schools in Villa del Rosario.
- ✓ To integrate the formation of the foreign languages English and French undergraduate students towards the educational reality of teaching English in primary schools Villa del Rosario.



#### **4.5. Specific objectives**

For a better understanding of the previous aspects, this proposal aims at:

- ✓ Familiarizing children from primary schools in Pamplona with the essential foundations in English.
- ✓ Engaging students from the Foreign Languages program English - French in the teaching English processes in primary schools in Pamplona.
- ✓ Articulating the students from the Foreign Languages program English - French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

#### **4.6. Typology of the project**

This one is a formative project open to the institutions that offer primary education in which the pre-service teaching process will be carried out in Villa del Rosario. This project is part of the formation of the foreign languages program English - French. This proposal is articulated to the outreach which goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Villa del Rosario community.

#### **4.7. Contribution lines**

- ✓ Contribution to the academics formation in the foreign language's areas.

- ✓ Civic education (focusing the attention on educational problems aiming at reducing the inequality of the educational system.)
- ✓ Outreach towards the educational community in terms of University and program

#### **4.8. Sub-projects**

This space aims to establish a line of action for the Language Program in the following areas to Social Projection. In this sense, in the implementation of the component of extension to the community, each practitioner will adapt the general guidelines of this proposal to the reality of the community, and the institution in which the integral practice was carried out. The objective of this proposal is framed within the conception of social interaction of the school. university with the Pamplona community through the design and implementation of a project to support English language training.



## **4.10. Sub-Project proposal**

### **4.10.1. Introduction**

The acquisition of a foreign language (FL) is a complex process where FL learners must use numerous strategies to smooth learning achievements. As a result, different teaching methods and strategies have been implemented through time providing distinctive learning alternatives. Especially in Colombia, learning a Foreign Language is an important factor in education. Nowadays, only 1% of high school students acquire the B1 level in English in contrast with the 40% of teachers who get the B2 level of proficiency. Colombia Aprende (2013).

### **4.10.2. Population**

This project applied for those eleventh-grade students of the San Antonio Educational Institute that are currently being prepared to face one of the most important exams in Colombia, the saber 11, The range of ages varies from fourteen to eighteen years old. It is important to remark that some of the students have special needs that obstruct the learning process. However, the institution applies a special program to covers those needs and adopt a qualitative and flexible evaluation system.

### **4.10.3. Execution period**

Because this project was linked to social work, this project began on may 2019 and ends up after finishing the eight weeks. The schedule of this project was according to the student’s agenda, the tutoring service was provided four hours each week.

*Table 9 Tutoring service timetable*

course	Wednesday						Thursday					
	1	2	3	4	5	6	1	2	3	4	5	6
<b>11.1</b>				X	X					X	X	

#### **4.10.4. Theoretical framework**

According to the theory, peer tutoring includes a partnership involving a tutor, one who tutors, and a tutee, the one who is being tutored; in which the primary goal is to improve learning Fudge (1998) Similarly, the authors Roscoe and Chi (2007) defined peer tutoring as the recruitment of one student to provide one-on-one instruction for another student, accompanied by explicit assignment of participants to “tutor” and “tutee” roles. In the same vein, Conrad (1974) interpreted the Peer Tutoring as “a learning situation characterized by a high level of active participation and mutual benefit to both tutor and tutee” (p.3) for Conrad the tutor is the “teacher” for the tutee, who is known as the “pupil”.

Furthermore, it is vital to implement new strategies that can help the students to face this challenge, saber 11 is a requirement to obtain the bachelor title and some tutoring service could help students to increase English profanely without the pressure of having an English course.

#### **4.10.5. Justification**

English is an indispensable aspect in everyone's live. No matter what is one's professional career, English will always be a requirement for a job. For this reason, it is relevant to start implementing English meaningfully as soon as possible. Besides, the teaching process must be focused on the immediate needs of students in order that they can be more interested in learning the foreign language. Nevertheless, the institution has proved all the possible preparation to asses this important exam, based on that, the students will get tutoring service in English form the preservice-teacher in order to work on the ICFES preparation.

#### **4.10.6. Objectives**

##### **4.10.6.1. General objective:**

- To provide English tutoring service to eleventh grade students at the San Antonio Educational Institute.

##### **4.10.6.2. Specific objectives:**

- To implement ICFES<sup>12</sup> guide book present in the institution.
- To identify the different model of questions proposed in SABER 11.
- To carry out dynamic activities to teach English.
- To provide a significant learning by putting in context the acquired knowledge.
- To improve reading comprehension and vocabulary.

#### **4.10.7. Expected results**

Considering the lack of knowledge regarding to the English knowledge, this project, aims at familiarizing the students with the ICFES type of questions in the English component. Reinforce grammar knowledge and be a supportive for them. In addition, it is expected good performance from the English students in the saber 11 test.

#### **4.10.8. Description of activities**


In the first semester of the 2019, the preservice teacher provides tutoring service in the San Antonio Educational Institute, she helps students to understand the different types of questions presented on ICFES preparation books, and answer the students' questions.

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<sup>12</sup> Instituto Colombiano para la Evaluación de la Educación

### 4.10.9. Signature format

Table 10 Tutoring signature format

	REPÚBLICA DE COLOMBIA DEPARTAMENTO NORTE DE SANTANDER MUNICIPIO DE VILLA DEL ROSARIO INSTITUCIÓN EDUCATIVA SAN ANTONIO <i>Resolución de Aprobación N°. 005145 del 26 de noviembre de 2018</i>	<b>SECUENCIA                  DIDÁCTICA                  2019</b>		
DANE: 154874000024		Página ____ de ____		
NOMBRE DEL DOCENTE: _____ FIRMA DEL DOCENTE: _____				
FECHA - HORA	ESTUDIANTE	A SIGNATURA - PROGRAMA	OBSERVACIONES Y COMPROMISOS	FIRMA

### 4.11. Outreach component implementation

In a period of eight weeks the pre-service teacher attended the eleven grade English classes, learners were enthusiastic about the presence of a new teacher. To guide learners in this little pre-ICFES preparation she implemented different activities and exercises proposed in the Código 11. Which is an evaluation book proposed by the minister of education to guide learner’s preparation for this important exam. Learners worked on their notebooks and each week they worked in different units. Clearly, the dynamic was proposed by the English teacher. Thus, learners



transcribed the readings and answer it on their notebooks and the pre-service teacher guided them in the process of reading comprehension.

#### **4.12. Conclusions**

At the end of the practicum stage eleven graders had a new perspective of the English language, this space was dedicated to guide learners and help them to get ready for taking the SABER 11 national test, the pre-service teacher attended their English classes and followed a book proposed by the English teacher at the institution, this book provided some activities that she applied in class, the activities were reading focused, Thus the aim of this service was to improve reading comprehension on eleven graders. They were happy to count on a new teacher; they were receptive and participative. This sub-project was a real help for them, and gave me the opportunity to teach them with different strategies that will help them to perform a good exam soon.

## **5. Administrative component**

### **Chapter IV:**

#### **Getting immersed into administrative roles at San Antonio Educational Institute, Villa del Rosario, Colombia.**

##### **5.1. Introduction**

Assumed that the pre-service teacher is at the end of her formation process as A teacher, it is important for her to get involved with the administrative functions followed by educational establishments in Colombia. For this purpose, this section aims at letting the pre-service teacher know and hence perform different organizational roles at the institutions.

In this stage, the pre-service teacher gets informed of the activities and roles to assume in the institution thanks to the institutional observation week provided by the integral practicum committee of PLEX. In this extend, the pre-service teacher plays the role as a principal teacher in classes in front of the students. In charge as well as contribution, direction, planation and execution of every activity done by the high school administration.

##### **5.2. Objectives**

###### **5.2.1. General objective**

- ✓ To have an active participation in administrative activities in San Antonio Educational Institution.

### **5.2.2. Specific objective**

- ✓ To be present at all the events according to procedure established by the educational institution.
- ✓ To gain the full experience from the integral practicum process by executing administrative roles in the San Antonio educational institution.

### **5.3. Methodology**

The pre-service teacher takes the responsibilities given by the administrative organism of the educational establishment, she achieves the role of leader and creates bonds of friendship and respect to students. The preservice teacher is part of the professor staff and as part of it she is a figure of authority. During break times, she controls the student's behaviorism. Usually, each month starts with a pray in the principal hall, in this case she also observes the students and help to control discipline.

### **5.4. Implementation of the administrative component**

Whereas developing her role as a pre-service teacher she attended and contributed to the events that her supervisor has asked her to. The events were programmed since the beginning of the year, and the supervisor oversees the near event. hence, this event responded to a complete project in which the pre-service teacher helped the supervisor to broad this project. But it does not correspond to an English activity it was about safe mobility inside the school. Considering the Institution and its branches location within a context of great mobility

and due to the passage of public service routes and large numbers of motorcycles, bicycles and private cars. It is imperative to develop and implement some actions, programs, plans and projects that help reduce and prevent the numbers of accidents. So, the institution established clear programs that help strengthen road safety in this context.

The main purpose is to get the community to recognize that safe mobility depends on and is everyone's responsibility. Appendix

#### **5.4.1. Administrative component: Chronogram**

While developing her role as a pre-service teacher at San Antonio high school, the pre-service teacher attended and participated from the events that her supervisor has asked her to. It is important to mention that these activities were organized into the annual chronogram of the institution.

As part of the institution, the pre-service teacher participated in an academic activity proposed by the school. This activity was previously included in the institutional program for this year. The objectives for this journey were:

- ✓ To socialize the regulations and signage in force in Law 1503 of 2011.
- ✓ To create habits, behaviors, individual and collective values that favor and guarantee a safe road education.
- ✓ To promote the value of co-responsibility in harmony with other people and the environment.

In this activity the pre-service teacher talked about the use of drugs and its effects on traffic accidents, to conduct this activity, the pre-service teacher presented two videos and afterwards she gave a speech about the meaning of each video and a little reflexion about it. This exercise was repeated with each one of the grades from 6th to 11th.

Additionally, the pre-service teacher attended different teacher's meetings in which the learners were evaluated by all the teachers and the special cases were analyzed in detail. This meeting was before the meeting with parents and after that, the day of the periodical academic report, the pre-service teacher talked to the parents at the teachers' office about their children's academic improvement and behavior in class. This experience was significant for the pre-service teacher, the parents were respectful and they wanted to listen pieces of advice the pre-service teacher. Which represented a significant step in this learning process due to the significant relevance this had in her professional growing.

## **5.5. Conclusions**

Being a temporary administrative member from Educational Institution San Antonio was a meaningful experience to the pre-service teacher in terms of knowledge and adaptation, owing she could have the basis of what her further working environment will be.

Participating and assuming teachers' role helped the pre-service teacher to understand the greatness of teachers' commitment. She learnt that being a teacher was also overseeing administrative role in educational establishments, attending management meetings and performing extra roles that would contribute to the high school and teachers' experience growth.

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