

Implementing the video-based learning strategy to enhance 10<sup>th</sup>-grade students' English knowledge for the “*Saber 11*” English test at Institucion Educativa “La Divina Pastora” in Cúcuta, Colombia: An action research

Carlos Steven Portela Suescun

University of Pamplona

Faculty of Educational Sciences

Bachelor's Degree in Foreign Languages English – French

Teaching practicum

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Carlos Steven Portela Suescun

Mentor

Carlos Alberto Jaimes Guerrero

University of Pamplona

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### **General presentation**

The foreign languages program's main objective is to train students to be qualified, comprehensive and thoughtful educators, capable of dealing with problems in the educational field, and competent enough to teach a foreign language in a local and globalized context. To this extent, this project consists of four components that will be duly explained: pedagogical component, the research component, outreach component, an administrative component.

First of all, the pedagogical component aims to implement a pedagogical proposal executed by pre-service teachers in some English courses in public institutions by taking into account the needs and problems found during the institutional non-participant observation week, in this case, tenth-grade students at "La Divina Pastora" High School.

Secondly, in the research component, practitioners participate in a macro project focused on forming the reflective spirit in foreign language program practitioners, as an attempt to encourage pre-service teachers towards the development of their reflective and critical skills as a transformative tool in the pedagogical procedures.

Thirdly, the outreach component is linked to a macro project to assist the difficulties and necessities of primary school students.

Finally, in the administrative component, practitioners participate in extracurricular activities proposed by the institution to which she/he belongs. The primary purpose of this component is to let pre-service teachers have the opportunity to know the teachers' role outside the classroom, in this case, in "La Divina Pastora" High School.

## **Introduction**

In this day and age, speaking a second language allows people to communicate, know people worldwide, get better job opportunities, and understand other cultures. Therefore, interest in improving English language learning/teaching policies and programs increases worldwide in different educational areas.

In Colombia, English has become the dominant foreign language taught in schools and universities across the country. Colombia has implemented several programs and projects to guide the teaching and learning process of English as a foreign language in the students and teachers of every level. Nevertheless, English as a foreign language has posed a series of challenges for school teachers in the country due to the lack of prepared English teachers and resources.

Due to the health situation presented during the first semester of the year and which is still present to date because of the COVID-19 pandemic, public institutions have had to adapt to the new conditions of the world, which in this case are through the planification and development of asynchronous classes by sending homework material to the student's houses.

Thus, as an attempt to overcome the identified barriers generated by the global pandemic, the use of technology plays a vital role in the development of this new education system as students are in contact with their teachers through calls, video calls, text messages, and even on different social media platforms, depending on the Internet access of each student. Therefore, several online materials can be integrated into English lessons to complement and improve their understanding of the English language, such as the Youtube website, where educational videos can be posted to let students watch them as supplementary material.



## **Justification**

The learning and teaching of English have become a key piece in the education system in Colombia. However, the current health situation in which we are now has prevented students from accessing ideal material and knowledge of the English language.

As a result of the week of diagnosis carried out at "La Divina Pastora" High School, several needs were found; nonetheless, the main problem that gave rise to this research proposal is the lack of supplementary material for students to practice a form of flexible learning.

Considering that the institution provides workshops to the students every three months due to the lack of resources of the majority of the students to access internet connection, it is substantial to create a project in which students can access educational materials through videos on Youtube. Thus, the students who do not have everyday access to an Internet connection and those who do have it can be benefited from the Youtube videos as they are available to watch at any time.

To this extent, it is sought to enhance tenth-grade students on their English knowledge and prepare them for their final scholar year in 2021 through educational videos in which students can obtain a large amount of vocabulary and language rules that provide them the necessary guidance to improve their English level.

## **Objectifs**

### *General objective*

- To improve 10th-grade students' English knowledge through the use of video-based learning strategy.

### *Specific Objectives*

- To enforce a series of cooperative learning strategies to enhance students' English vocabulary.
- To promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical processes.
- Meet the English language learning needs of a primary school in the city of Cúcuta.
- To participate in extracurricular events and activities proposed by “La Divina Pastora” High School.

## **Institutional Observation**

In the present section, the aspects analyzed during the institutional diagnosis week to better know the institution will be presented. Thereby, there is a description of the following aspects: the school context, the institution's authorities, fundamental aspects about the Educational Institution Project (PEI) as the mission, vision, school's symbols, rulebook overview, the institutional organization, the scholar calendar, the supervisors and pre-service teacher's schedule as well as the pedagogical institution aspects.

### ***School's context***

The educational institution La Divina Pastora is located on 39 Street # 31-60 of the La Divina Pastora neighborhood, city of San José de Cúcuta, in the department of Norte de Santander.

The sector's economic context is located in stratum zero, one, and two, where the community carries out various work activities, predominantly informality and commerce; there are few people with professional and technical training. The educational community is made up of students from the surrounding sectors to the La Divina Pastora neighborhood, such as Valles del Rodeo, Las Delicias, Jerónimo Uribe, Villa La Paz, María Gracia, Belén de Umbría, among others, with a floating and border population as a cultural condition of the city.

### ***Institution Authorities***

The group of authorities at the Institucion Educativa La Divina Pastora is composed of four people displayed in the following table:

*Tabla 1 Institution authorities*

Nombre	Cargo
Yenis Alonso Anavitarte Manrique	Rector
Zoraida Manrique Torres	Coordinador académico
Yamil Jesus Florez Castro	Coordinador de primaria
Luis Oswaldo Fernandez Fuentes	Coordinador de bachillerato

Additionally, according to amounts provided by the institution, there is a specific list of the people working in the institution:

- Teachers: 49 people
- Secretaries: 2 people
- General services team: 2 people

Total number of students in the institution:

- Primary school: 903 students
- High school students: 816 students

### **Fundamental aspects of the Educational Institutional Project (PEI)**

The “*Proyecto Educativo Institucional*” contains the main statements that guides and provides information about general and specific aspects such as the teacher’s role, mission, vision, institutional symbols. It is the guide of schools in Colombia where principles and aims of the institution, methodological resources, rules for students and professors and management system, among others, are specified.

Moreover, the P.E.I interprets policies to improve the quality of education through the integration of services that constitute a new educational institution with adequate and integrated administrative, technical and human resources, that develop

efficient management and that provide identity and meaning to overcome the fractionation of the different levels and existing cycles, as a decisive step to achieve the development of a much more solid and comprehensive institution.

### ***Mission***

The Divina Pastora High School tends to make comprehensive students who are in a continuous personal development in order to allow the designing of his/her life project through a constant, deep and systematic process. The main purpose of this school is to educate competent people from the academic and technical aspect, able to make an incursion, analyze and transform life situation to get balance, stability and the peak to his/her quality of life which is based on the values of this institution: love, elegance and excellence.

### ***Vision***

During the next five years the Divina Pastora high school will be an educative institution generating students with a critical, deep, investigative and practical spirit that reaches to be placed as the best institution of the area in the academic, behavioral and axiological circles. It has a purpose to achieve an efficient and effective leadership which allows the community the ability to solve daily conflicts and the improvement of socioeconomic problems.

### ***School symbols***

#### **School Flag**





*Figure 1 School Flag*

## **School Emblem**



*Figure 2 School Emblem*

## ***Institutional Objectives***

- To promote the full development of the personality in the social and work context.
- To train people capable of making respectful, responsible and fair decisions so that they can face reality with success and democracy, in the permanent and full development of duties and rights.
- To provide students with a solid scientific, technical, ethical and moral training, fostering the practice of respect for human rights.
- To contribute with the training of people with a vocation and ability to be good citizens in the social context.
- To execute the educational aims, purposes and mandates indicated by the National Political Constitution, the General Educational Law and other regulations in force, in order to promote and achieve a comprehensive education for life.

## **Rulebook**

The “*Manual de Convivencia*” or rulebook is an important document for institutional life, it is a compendium of norms that direct the experience of rights and duties for a good coexistence, a pedagogical tool in which guidelines, strategies, policies and procedures implemented by the institution to build an institutional climate and culture positive and democratic are described. In the formative process of the students, the responsibility in the daily relationship, the coherence between the relevance, appropriation and practice that the different actors or users of the community make of it will lead to a true education.

The school manual is a component of the Institutional Educational Project and contains the set of principles, norms, procedures, agreements and other aspects that regulate and make possible the coexistence of the members of the The Educational Institution Divina Pastora.

Moreover, through the rulebook, the institution contemplates some notions necessary for the cohabitation, namely community, conflict mediation, integral individual, rules, authority, autonomy, moral and knowledge.

### **Scholar calendar**

#### ***Supervisor’s schedule before covid-19***

*Table 2 Supervisor's schedule before covid-19*

<b>Hour</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>6:00-6:55 am</b>	10-02		902	1101	901
<b>6:55 – 7:50am</b>	11-02	8-05		11-01	
<b>7:50 – 8:45am</b>	9-02	902	10-01	11-02	8-04
<b>9:15 -10:10am</b>	805	705	8-04	11-02	8-05

<b>10:10 -11:05am</b>	801	802	11-01		
<b>11:05-12:00am</b>	801		11-02	9-01	10-02

***Supervisor’s schedule during covid-19***

*Table 3 Supervisor's schedule during covid-19*

<b>Hour</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>6:00-6:55 am</b>					
<b>6:55 – 7:50am</b>	10	11	10	11	9
<b>7:50 – 8:45am</b>	10	11	10	11	9
<b>9:15 -10:10am</b>	10	11	10	11	8
<b>10:10 -11:05am</b>	10	8	9	8	8
<b>11:05-12:00am</b>		8	9	8	

***Pre-service teacher schedule***

*Tabla 4 Pre-service teacher's schedule*

<b>Hour</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>6:00-6:55 am</b>					
<b>6:55 – 7:50am</b>	10	11	10	11	9
<b>7:50 – 8:45am</b>	10	11	10	11	9
<b>9:15 -10:10am</b>	10	11	10	11	8
<b>10:10 -11:05am</b>		8	9	8	8
<b>11:05-12:00am</b>		8	9	8	



## **Pedagogical aspect**

The pedagogical approach adopted by the Divina Pastora high school includes all the didactic orientations of the different theories of cognitive psychology in a globalized approach, to carry out the formative processes of students at the levels of preschool, basic education and secondary education. Additionally, it develops articulation processes for the attention of technical secondary education, adapting the specific approaches of each specialty, developing a pedagogical model that is supported and complemented by:

- **BEHAVIORISM**, where learning is defined as the acquisition of new behaviors or conducts. Reinforcement theory consists of using the principles in a positive way to stimulate optimized behavior in learning. If applied correctly, reinforcement can successfully modify behavior and stimulate learning, this approach formulates the principle of motivation, which consists of stimulating the individual to activate her/his faculties. Motivation in the teaching-learning process is of utmost importance.
- **COGNITIVE PEDAGOGY**, translated into the application of different cognitive theories of learning based on and derived from J. Piaget's School of Genetic Epistemology.

### ***English Foreign Language area planning***

The General Area planning for English is determined by the General Education Law, Law 115 of 1994, Decree 0230 of February 2002, the FOREIGN LANGUAGES curricular guidelines, the Basic Standards of competences in English based on the

Common European Framework (A1, A2, B1, B2, C1, C2), Basic Learning Rights and Reference Matrices, aims and objectives of the general law among others.

The main objective of the English area planning of “La Divina Pastora# High School is to appreciate the English language as a means of communication and as a basic instrument for accessing and building knowledge that allows the development of the necessary skills for students’ performance in society, allowing them to improve their quality of life and take advantage of new opportunities.

The weekly hour intensity of every grade is stated as follows:

*Tabla 5 Weekly hour intensity*

<b>BASICA PRIMARIA</b>	<b>BASICA SECUNDARIA</b>	<b>MEDIA TECNICA</b>
GRADOS: 1,2,3,4,5.	GRADOS: 6,7,8,9.	GRADOS: 10,11.
1 HORA SEMANAL	3 HORAS SEMANAL	3 HORAS SEMANALES
<b>40 HORAS ANUALES</b>	<b>120 HORAS ANUALES</b>	<b>120 HORAS ANUALES</b>

At the same time, at the beginning of the year a few English-related events were planned, which could not be executed due to the current health crisis.

*Tabla 6 English events*

<b>ACTIVIDAD</b>	<b>MESES</b>											
	ENE	FEB	MAR	ABR	MAY	JUN	JUL	AGO	SEP	OCT	NOV	DIC
ENGLISH SONG FESTIVAL												

SPELLING BEE												
SOCIAL SERVICE "MIO ENGLISH"												

***Communication and technology***

Due to the health emergency generated by the covid-19 pandemic, the observation week was transformed into a diagnosis week where thanks to the supervisor’s help it was possible to clarify the following aspects: asynchronous classes; the students of this institution work with workshops, which are sent through WhatsApp groups, the official institution webpage, but keeping in mind the socioeconomic context of the school, there are some students who do not have any access to an smartphone or an internet connection therefore, the workshops are sent to the students through delivery companies.

Furthermore, WhatsApp groups were created in order to let students ask the teacher their doubts and questions related to the workshops but only in the schedule and hour assigned. However, the students who do not have a smartphone or internet connection have to call their teachers in order to help them with the workshop.

Finally, during this final semester, 10<sup>th</sup>-grade students are working with pre-Icfes English questions in order to prepare them for next year ICFES “Saber 11” exam, which is a mandatory national exam implemented to every 11<sup>th</sup> grade student in Colombia in order to graduate high school.

### ***Population***

During the diagnosis week it was possible to gather the following information that will be duly explained: Number of students, language level and the teacher council of the English area.

First of all, it is necessary to mention that 4 courses were diagnosed: two tenth grade courses (10-01 & 10-02) and two eleventh grade courses (11-01 & 11-02). However, the tenth and eleventh grades were merged into 2 groups on WhatsApp for the English area; one group of 90 tenth-grade students and another group of 59 eleventh grade students.

### **Teacher's council of the English area**

Regarding the teacher council of the English area, there are 4 teachers with the leader being the practicum supervisor Angelica Marquez

*Table 7 Teacher's council of the English area*

<b>NOMBRE Y APELLIDO</b>	<b>SEDE</b>	<b>JORNADA</b>	<b>PREGRADO</b>
<b>ANGELICA MARQUEZ</b>	Principal	Mañana	Lenguas ext. Inglés – francés
<b>LILIANA PATRICIA ARIAS VILLAMIZAR</b>	Principal	Mañana	Lenguas ext. Inglés – francés
<b>CESAR LOZADA</b>	Principal	Mañana	Lenguas ext. Inglés – francés
<b>JULIAN ANGARITA</b>	Principal	Tarde	Licenciado en educación.

## **Chapter I: Pedagogical Component**

### **Implementing the video-based learning strategy to enhance 10<sup>th</sup>-grade students' English knowledge for the "Saber 11" English test at Institucion Educativa La Divina Pastora in Cúcuta, Colombia: An action research.**

#### **Introduction**

Nowadays, learning a foreign language is an essential step in every human being's life. Furthermore, English is a great tool that helps achieve more significant competitive advantages and be better prepared than others. It is an excellent way to improve our education, open many doors, and be useful in many aspects, such as communication with foreign people and business. However, due to the current health situation in Colombia, students from all over the country have been deprived of quality education due to the lack of resources to continue working with synchronous virtual classes.

Moreover, high school students in Colombia must present the exam "*saber 11*" prepared by the "*Instituto Colombiano Para la Evaluation de la Educación*" (ICFES) at the end of their 11<sup>th</sup> grade. The national test of secondary education, "*Saber 11*", must be taken by students who are finishing the eleventh grade to obtain official results that allow them to enter higher education. It can also be presented by those who have already obtained the baccalaureate degree or passed the high school validation exam. (Instituto Colombiano para la Evaluación de la Educación, 2020).

Bearing in mind the aspects mentioned before on this project seeks to supply students with supplementary material related to their preparation for the English section of their *Saber 11* exams. To achieve this goal it is expected to create several videos that

will explain the questions and answers of the main components of the English section: vocabulary and reading comprehension.

### Problem

Keeping in mind the current health crisis in Colombia produced by the Covid-19 pandemic and the diagnosis made towards the Divina Pastora high school, it was possible to identify that students' conditions are precarious in terms of access to technology, materials, and resources for all departments in general due to their socioeconomic background.

Consequently, the syllabus made for the tenth-grade students at the beginning of the year changed at the start of the pandemic as the students needed the content and the academic load to get adjusted to the new reality, considering that a lot of the students' families are informal workers and due to the health crisis their homes suffered both monetary and emotional imbalance. Therefore, tenth-grade students' workshops are focused on preparing them for the *Saber 11* exam next year. However, these workshops are sent every three months, which can be seen as a lack of necessary material to develop the students' English competence fully.

The National Ministry of Education (2006) established the competition standards in a foreign language, English, taking into account the Common European Framework (CEF), in which there is an English level for each grade, as is appreciated in the figure below.

GRUPOS DE GRADOS	NIVELES MCE		
Décimo a Undécimo	B1	B 1.2	Pre intermedio 2
Octavo a Noveno		B 1.1	Pre intermedio 1
Sexto a Séptimo	A2	A 2.2	Básico 2
Cuarto a Quinto		A 2.1	Básico 1
Primero a Tercero	A1	A1	Principiante

Figure 3 English level table

To guide and follow a process some questions have been proposed:

- How may Youtube videos improve 10<sup>th</sup>-grade students' English knowledge for their *Saber 11* exam?
- What is the impact of the use of Youtube videos on 10th-grade students' English interest?

### **Justification**

As of today, Colombia's public education situation differs from school to school, depending on the institutions' socioeconomic situation and the students produced by the covid-19 health crisis. Consequently, some students at the Divina Pastora high school are receiving a small amount of English material due to their lack of internet connection and technology to send their workshops, to participate in synchronous classes, and due to the administrative efforts to not overload the students with academic responsibilities in these difficult times.

This project encountered a strategy to contribute to the amelioration of the described condition. This plan intends to offer students supplementary material to improve their English language knowledge for their *Saber 11* exam by using YouTube videos. With the generous use of the YouTube website, its free-of-charge availability, and ease of use [...] by using YouTube videos, students can gain a considerable number of advantages and motivations that make the learning process active.” (Abdulrahman, 2016). Following this idea, the students who have an easy internet connection can use the videos according to their schedule, and those who find it difficult can benefit from them whenever they can as it will always be available on the YouTube website.

Through this project, students can learn to get familiarized with the *saber 11* test and learn more vocabulary and get to know how to respond by participating actively.

## **Objectives**

### ***General objective***

- To promote a dynamic learning strategy to enhance 10<sup>th</sup>-grade students' English knowledge about the "*saber 11*" English test.

### ***Specific objectives***

- To encourage students to use the video-learning strategy in online platforms.
- To improve 10th-grade students' English knowledge through the use of educational Youtube videos.

## **Theoretical Framework**

In this current section, some definitions and theories linked to this study are proposed to guide it. The following are the theoretical foundations this study hinge on  
1) English as an FL in Colombia 2) Video learning 3) ICFES *saber 11* test.

### ***English as an FL in Colombia***

Since 1994, the General Education Law established the importance of learning a foreign language. Since then, it has been included in the critical areas of primary and high school education. Furthermore, Colombian policies have stated the importance of learning a foreign language "having English the feature as a foreign language to be mastered. Due to its importance as the universal language, the Ministry of Education has established into its policy the improvement of English teaching quality, allowing better performance levels in this language." (Ministerio de Educación Nacional, 2006).  
With the aim at developing the different indicators, approaches, and strategies to ensure



that students who complete their secondary education achieve an English B1 level, which has been adopted from the standard classification of the language proficiency level given by the Common European Framework of References for Languages (CEFR, 2011)

However, until 2018, only 4.3% of students from official IE who took the test reached level B1. (Colombia Aprende, 2019). Which illustrates the low English level of high school students in Colombia.

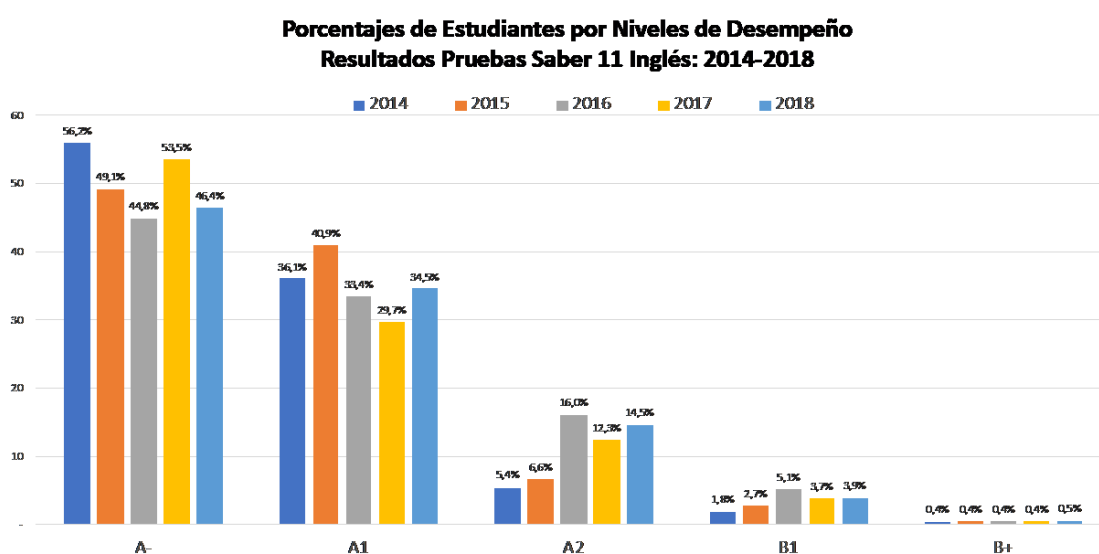


Figure 4 Percentages of students by performance levels. Saber 11 English test results: 2014-2018

### ***Video-based learning***

In today's current society, technology is a big part of human's everyday life, specifically in the education field where students and teachers have found different strategies to learn and teach in many ways. Consequently, the use of technology, such as interactive videos, has helped to develop learning outcomes. By the 2000s, classrooms, and homes connected to the internet, and interactive digital video became possible. Since then, new technologies such as smartphones and tablets in sequence with social media such as YouTube have contributed to increasing social interaction and have made it easier as ever to integrate video applications in education (Snelson et al., 2012). Moreover,

taking into account the current health crisis, the use of videos as supplementary material for students who are taking asynchronous classes manages to provide them the content necessary for high-quality education as the benefits of asynchronous videos are the time flexibility, the opportunity for reflection, and the advantage that they are searchable and reviewable.

At the same time, Hagan & Hewatt (2017) states that the benefits of video communication are

- Communication richness
- The better way to explain visual concepts
- Engaging
- Builds community
- Adds variety
- Addresses additional learning styles
- Increases satisfaction
- Adds accountability
- Connects with today's students

### ***Saber 11<sup>th</sup> exam***

In Colombia, the ICFES offers educational evaluation services at all levels in which the *saber 11* test is included. The national test of secondary education, “*Saber 11*”, must be taken by students who are finishing the eleventh grade to obtain official results that allow them to enter higher education. It can also be presented by those who have already obtained the baccalaureate degree or passed the high school validation exam. (Instituto Colombiano para la Evaluación de la Educación, 2020).

The ICFES Saber 11th exam consists of two compulsory sessions of 4 hours and 30 minutes each, in which the student will be evaluated through 5 tests: Critical Reading, Mathematics, Natural, Social and Citizen Sciences, and English. Thus, the English test is intended for the student to demonstrate their communication skills at the reading level and the use of language. Nevertheless, the English test results have not been as expected, as was previously mentioned in this document.

### **Literary review**

This section displays an analysis of previous studies that contributed to the implementation of this study.

#### ***Video-based learning as a strategy to teach students***

First of all, Abdulrahman (2016) developed research entitled "The Effective Use of YouTube Videos for Teaching the English Language in Classrooms as Supplementary Material" aimed at achieving the following objectives: 1) Making students more active and independent in the learning process and make tutors facilitators in the teaching process; 2) training lecturers and teachers on how to use technology in English lessons and finally, 3) to help teachers complete many of their tasks more effectively and efficiently.

In regards to the methodology used for data analysis, the researcher interviewed the participants concerning their opinions about using YouTube videos as a supplementary tool. After interviewing all participants, their answers were written to be analyzed.

Consequently, the author concluded that using videos in teaching the English language played an important role in developing learners' understanding of their English

lessons. Besides, according to the interviews conducted, it was possible to notice that YouTube presented a substantial influence on students' understanding of English.

At the same time, Seilstad (2012) carried out a study describing his self-produced and annotated YouTube videos to pre-teach material in English courses at a Moroccan university. Moreover, the author stated his desire to overcome substantially influenced classroom, such as students' missing class or not hearing/misunderstanding class content, address avoidable and straightforward errors observed in the students' work.

The author felt the opportunity to create videos that were more appropriate for the specific learners and course objectives than many of the other YouTube videos available for English learners. Additionally, as a way of gathering data about the study, two online surveys were administered. The surveys assessed the students' interactions with and reactions to the videos.

As a result, the author stated that for the English language teacher disposing of essential course content in online platforms present students the opportunity to learn English at their rhythm and be more prepared. Consecutively, English teachers can take advantage of these online tools that only make it easier to implement as an instruction style. In sequence, the author encourages educators to use the YouTube websites to publish their content as it does not require the user to buy any software, and it is not difficult to use, furthermore diversifying the learning process.

For instance, Medina (2014) conducted a study to analyze the use of video as a strategy for the teaching of English by professors from a Colombian university in which the population object of study was 25 professors, from the English language course of

the School of Languages of the Faculty of Educational Sciences at the University of La Guajira.

Moreover, the author gathered information from surveys, which were analyzed through descriptive statistics in a percentage way, allowing to present how the use of video is a strategy for teaching English. In this way, it was possible to observe and state that teachers assert that knowledge of the video's functions is relevant for the development of teaching strategies in an educational process (the teacher knows the importance of the resource).

Consequently, a preference for the importance of sensation and cognition in the development of strategies for the teaching of English was observed with the processes of perception and memory, which are a fundamental part of the development of language, which in other words means that there was a preference about the reaction towards the video-based learning and not its efficiency.

Garcia & Santos (2017) conducted a study entitled “Empowering Pre-Service Teachers to Produce Ubiquitous Flipped Classes” that focused on the technological and educational outcomes of foreign policy creation language educational videos by 90 pre-service instructors enrolled in public in a secondary education program.

Continuing with this, the pre-service participants created a complete list of 30 videos during the teaching practice. These videos were divided into two dimensions: didactic and audio-visual. The didactic dimension associates the narrative or discursive approaches to generate learning; meanwhile, the audio-visual dimension concerns the techniques and tools to display contents on the screen.

The author concluded that the use of the self-production videos could particularly address the variety of learning intelligence so that learning can be

ubiquitous but personalized depending on the video unit's design, language skills, and competencies.

Finally, Pisarenko (2017) carried out the study "Teaching a Foreign Language Using Videos," which the primary purpose was to provide some ideas of students' perception of the video in the education process in order to form and to develop foreign language communicative competence that includes different skills, abilities and knowledge of grammar, pronunciation, and vocabulary, skills in reading, writing, audition and speaking.

Furthermore, the paper divided the type of videos into two categories: On one hand, video courses, in which the students saw self-produced videos. A video course is a developed technology aimed at the realization of specific goals. On the other hand, video films, which are original videos used to present language-mastering by comprehension of live culture, speaking another language.

Consequently, this study's data collection was gathered in one year, with participants being the students of a high school institution. The author concluded that the amount of knowledge acquired was significantly higher in the students who participated in active learning based on audio-visual technologies. The participants were also satisfied with both the content and format of the training techniques. Overall, this study demonstrates that audio-visual technologies can contribute to the effective teaching of a foreign language as part of a high school-based humanitarian education program.

However, the author stated that the main disadvantage of audio-visual technologies in training foreign language is that its development and implementation are time-consuming for the teacher. The preparation involves time investment. In

opposition, they take into account that this research is being held in a public school in Colombia, where the health crisis produced by covid-19 has forced schools to implement asynchronous classes that interpret that there is more time availability.

### **Pedagogical methodology**

To guide and implement this action research with five videos ([appendix 1](#)) regarding the different sections of the Saber 11 English test: vocabulary, grammar, and reading comprehension as supplementary material for students to enhance their English knowledge and knowledge about the test.

Furthermore, to keep the students engaged through the whole video, each one was not more than 15 minutes long as some researchers have demonstrated the importance of video-length through the implementation of video-based learning. Berg et al. (2014), who showed video-recorded lectures to improve students learning, found out that most students believed the videos helped them and that the videos were best kept to less than 15 minutes in length. Additionally, the use of captions in the videos was a notorious important factor for the participants, even though none reported having a hearing disability.

Consequently, each video followed an order each time: a quick introduction to what section of the English test the video will be about, show and read the instructions, show and read the questions (billboards, texts, and conversations), explain every question in order for it to be clear, show and read the possible answers, tell the students to try to guess the correct option and finally, explain the correct answer. This procedure was followed with every question.

Furthermore, during the class's general implementation, one workshop was made, which included three Saber 11 English simulation tests ([appendix 2](#)). These workshops served to analyze students' answers and attitudes.

### **Research Methodology**

In the present section, the methodology of this research will be explained to know how it is conducted. In this way, to know the process of this study, the main aspects related to the methodology are mentioned as follows: approach, design population, data collection techniques, and instruments.

#### ***Approach and design***

Taking into account that this study aims to promote a dynamic learning strategy to enhance 10<sup>th</sup>-grade students' English knowledge about the “*saber 11*” English test, this study will be made under a qualitative approach as it allows researchers to explore and deeply understand the meaning of individuals or groups assigned to a social or human problem (Creswell, 2014).

Additionally, this study adopted an action research design as it conforms to a transformative social change by applying action-making and doing research. Besides, Smoekh (2005) stated that “action research integrates research and action in a series of flexible cycles involving, holistically rather than as separate steps: the collection of data; analysis and interpretation of those data; the planning and introduction of action strategies; evaluation of those changes, and analysis and interpretation.” Bearing this in mind, the most appropriate methodology for this study is that it allows the researcher to focus on change and development in a naturally social situation.



### ***Population***

This action research was developed in a public high school in Colombia, mainly with 10th-grade students from “La Divina Pastora” High School. They are students between the ages of 15 and 17 who are supposed to have a B1 level according to the standards of English by the MEN.

Furthermore, the sample is constituted of eight students from the 10th-grade course. They will be chosen for convenience as the participants must have an internet connection available as it is necessary to keep in mind the students' socioeconomic context.

### ***Data collection techniques***

The following instruments will gather relevant information to carry out this study: semi-structured interviews, an online survey, and students' diary.

### ***Semi-structured Interview***

According to Laforest, semi-structured interviews can be used to gather qualitative information. "Interviews of this type are suited to working with small samples and are useful for studying specific situations or supplementing and validating information derived from other sources used for making safety diagnoses” This instrument will be useful as it will allow knowing students' point of view regarding the strategy implemented.

Unfortunately, the semi-structured interviews were not possible to be carried out, as 3 of the participants were unavailable to do them due to the current winter crisis in which the city of Cúcuta is right now. Especially in the La Divina Pastora school

area, dozens of families lost everything or many of their belongings, including their houses.

### ***Online questionnaire***

Questionnaires have many uses, most notably to discover what the masses are thinking. Bel & Waters (2014) advise to stick to the following parameters when doing questionnaires as data collection: be clear in what kind of questions will be asked, check the language use, do not make them too lengthy, and write specific instructions. At the same time, O'Leary (2014) affirmed that the questionnaire allows the researcher to gather data specific to their research and offers insights that would have been unavailable in other cases.

An online questionnaire ([appendix 3](#)) was implemented to know 10<sup>th</sup>-grade students' opinions about the videos implemented regarding the *saber 11* English test.

### ***Students' diary***

It is known that personal diaries are written in order to express ideas that the writer does not want anyone to know, but while talking about the use of diaries as a tool for data collection in research, the writer completes the diary by reflecting on issues that are of interest to the researcher and with the knowledge that the diary will be read and interpreted by another person (Elliot, 1997). In this case, the students' will use diaries to explain their thoughts about each week of the implementation of the research. Due to the current conditions produced by the covid-19 pandemic, the participants can write their weekly thoughts and send them via WhatsApp to the researcher.



## Results

Above all else, it is essential to underline that, aside from this pedagogical project's particular and specific objectives. We consider that the most fundamental piece of this stage was to be immersed in teaching and live a genuine experience as an educator in an essential school context.

### **Video-based learning as a strategy to enhance students English knowledge for their *saber 11* English test**

With the implementation of the pedagogical videos related to the Saber 11 test, the 10th-grade students could get familiar with the saber 11 English exam; as it was stated in the questionnaire by participant W: "The videos helped me to know which questions go first, which after and so at the time of the exam, to be able to start with the easiest." Bearing in mind that 66,7% of the participants have done simulations of the saber 11 test (figure 5) consequently, 75% said that in those simulations, they never got feedback to their responses (figure 6). which is one of the reasons why students do not have interest in developing simulations for this kind of exam, as they always sit and do them for hours and never get the adequate feedback.

1. ¿Alguna vez había realizado simulacros de pruebas saber 11 en inglés?

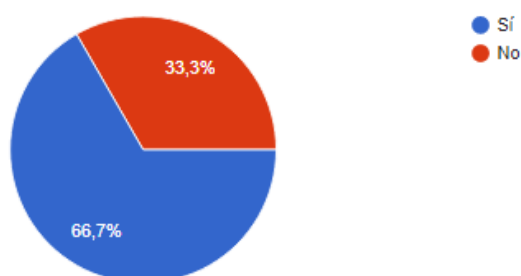


Figure 5. Simulations answers

2. ¿Si su respuesta anterior fue si, en estos simulacros les explicaban la razón por la cual cierta opción de respuesta era la correcta?

4 respuestas

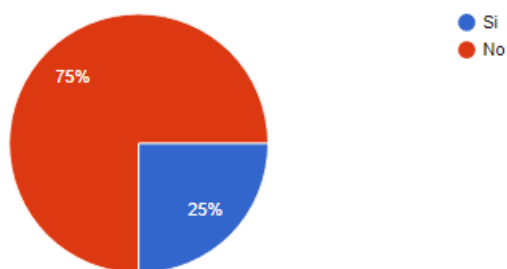


Figure 6. Simulations answers II

Furthermore, to enhance their English knowledge, they learned a large and wide variety of vocabulary. According to the students, the easiest part of the exam was Part 1, in which they have to identify in which place an individual sign can be found.

Simultaneously, Part 2 and 3 were placed in second place with 16,7% each (figure 7 ).

5. De acuerdo a los ejercicios realizados, ¿Qué sección del examen se le facilita más?

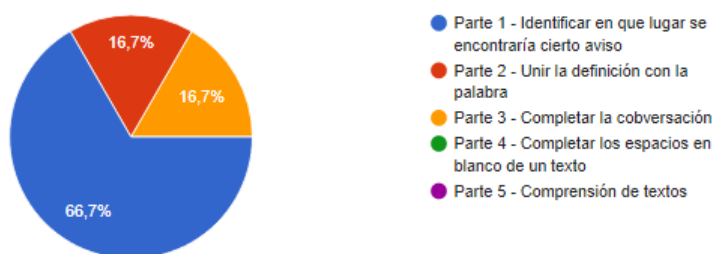


Figure 7. Which section of the exam did you find easier to develop?

It is possible to confirm these answers as, during the classes and feedback process, the students had significant participation while working in these sections. At the same time, it is necessary to point out that the students started to understand better how to justify their answers to the saber 11 English test simulation workshops, as they began to imitate certain aspects related to the justifications of each answer presented in the videos.

However, due to their low English level, the more demanding sections of the exam, such as part 4 (fill in the blanks), are difficult for them to fully develop (figure 8) as most of the time, the options are related to grammar, and during the WhatsApp classes, it was notorious their lack of involvement in this section.

4. De acuerdo a los ejercicios realizados, ¿Qué sección del examen se le dificulta más?

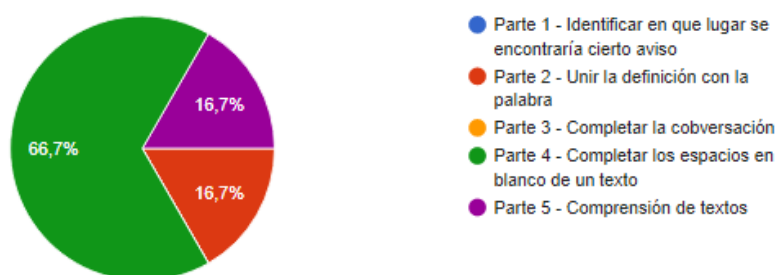


Figure 8. Which part of the exam did you find the most difficult?

Simultaneously, in the students' diaries of video #3, all the participants stated that they found the exercise "complicated," and even half of them mentioned the grammar as a reason why.

Taking into account the other evidence collected during the data collection, such as the students' diaries, the questionnaire, and the observation, it is evident that the students responded positively to the use of the videos as they learned firstly: to get to know the structure of the exam and how they are supposed to be developed. Secondly, they learned new vocabulary and vast knowledge of the English language according to their level as participant D stated in her diary #1: "The video is well done besides, using images helps us understand the topics better." Additionally, as participant D, three other participants affirm that the use of images helped them.

Finally, one aspect which was not included in the possible outcomes was that the majority of the participants wrote in their diaries that this type of videos also helps them

to understand the English pronunciation of several words better because, during the video, the different texts and answers are being spoken in English.

## **Conclusion**

Firstly, it is essential to say that doing this kind of activity in the socio-economical context of this school is a challenge, as the majority of the students do not have internet access to watch them or adequate technological resources, however, motivating some of them who could do it was the most significant step.

Consequently, the implementation of pedagogical videos to enhance students' English knowledge for their saber 11 English test as complementary material shows positive results not only in the students' interest to watch pedagogical videos but also in their academic performance when the workshops worked in class are related to the content of the videos, which is the case here. However, there are some positive and negatives aspects to present:

1. The lack of resources from some of the students to watch the videos.
2. Students can watch them at any time, as the videos are available to download and on YouTube.
3. Students learn useful vocabulary and phrases.
4. Students practice listening.

## **Chapter II research component**

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

#### **Introduction**

In the context of the formation in the foreign languages program, the pedagogical practicum of pre-service teachers highlights as significant aspects to study and to research, the improvement of the teaching-learning process for high-qualified education.

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

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

#### **Justification**

The formulation of this project in the context of the Comprehensive Practice language students, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in schools where PRADO application runs. It is considered that attach importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.



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

### **Problem**

At school, some key aspects of the constitution of subjects are assumed, for institutional life without question, they are seen as imprints, stable and unchanging traits that are part of the identity and school culture. When events unfold without major disruption, the teacher, he risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. Lacking a reflective practice is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction created a barrier to the rise of emerging practices to generate transformations of thought and knowledge to meet the needs social.

Due to this situation, which affects teachers a greater or lesser extent, it is required that the process of teacher education, encourage the teachers in training, future teacher, a critical and reflective spirit that contributes to improving their practices teaching, so that you, in turn, are essential elements that impact and transform their work and their future professional performance.

Because of this situation affecting teachers in a greater or lesser extent, it is crucial that the teacher training process promote a critical and reflective spirit in future teachers that contributes to the improvement of their pedagogical practices, so that this

stage can have an impact and transform their work and their professional performance in the future.

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

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

### **Objectives**

#### ***General objectives***

- To implement reflection as a transforming tool's pedagogical processes of integral practice.
- To promote pre-service teachers to develop a critical spirit that allows them to analyze their pedagogical.

#### ***Specific objectives***

- To consolidate a group of pre-service teachers reflecting critically spirit and presents proposals and alternative solutions to the problems present in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to take their teaching practice and inserted effectively in the institution.

- To identify and analyze the strategies that students used in their pedagogical practice.
- To implement workshops for reflection and development of teaching units to guide reflection of pre-service teachers.
- To analyze the beliefs that have on the work teacher and student questions.

### **Theoretical framework**

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

### **Teaching Profession**

One of the key members of any educational institution is the teacher who has the role of framed impart knowledge in a particular science or art, but who also has among its responsibilities the integral formation of students.

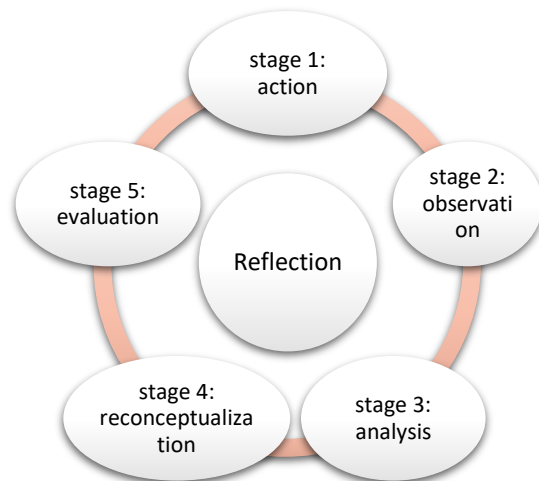
The teaching profession requires a set of skills, which are currently conceptualization and mode of operation in planning and human resources management aimed at facilitating coordination between management, labor and education. Thus we find that all teachers must meet a competence in the discipline that will allow you to have mastery of a set of knowledge and skills in the specific area, as the first intellectual requirement of a professional is the level at which it operates. Similarly, every teacher must have some skills in the organization of content, ie teaching practice requires not only ordering components to be learned by students but provide conditions of education in the educational context or outside it.

## Reflection

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

### Reflection as a process.

The process of reflection is developed through a set of stages that result in a critical process. According to Schön (1983) as cited by Correa Molina et al (2010), reflecting on the experience implies "un tipo de dialogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación". The stages of reflection as a process are shown in the following schema.



*Figure 9 Steps of reflection*

### Reflection as a theme.

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

reflection as an instrumental mediation of action, reflection as a deliberation, and reflection as a reconstruction of experience.

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. In the same way, these perspectives count on intermediaries so the aforesaid process comes to an execution. Some of them are: action, context, colleagues and even the person who reflects.

### **Reflective practice**

Update and qualify the University academic proposals and guide learners towards new ways of relating to the world, it is necessary that teachers be questioned on their own practice and the impact it has generated; who is able to objectify their behavior, and assume different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world; It acts in a complex space being determined by changing the interaction of various factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and ELLIOT 1986). In this context the problematic practice of classroom space require special treatment aimed at understanding and social interaction.

The need to articulate the changing social reality to our pedagogical work, evidenced by the existence of numerous attempts to try to explain the phenomena school and finding ways to address these phenomena, to effectively do schoolwork.

This study will provide participating teachers to reflect on their methodological processes in light reflection as the only rational and ethical way of intervention.

(Sacristan 1999)

According to Van Manen (1997) there are different levels of reflexivity, at a first level in the classroom effective application of skills and expertise is given .; reflection is applied to the appropriate selection and use of teaching strategies that teachers will use.

On a second level, portal reflection on implicit assumptions in the specific practices of the classroom. The consequences of the strategies adopted, curricula, practices then opt for the application of educational criteria to the practice of teaching to make instructional decisions adapted to institutional realities and contexts are then analyzed.

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

### **Pedagogical practicum.**

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

### **Academic practice.**

It is centered on training teachers who are able to reflect on the courses they teach so that they are transformed into understandable structures for the students.

### **Practice of social efficiency.**

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

### ***Development***

Teaching is based on students' interests and development while considering the proper development of the teacher, as a teacher himself and as a person.

Social reconstruction

Reflexion objective aims at the social, economic and politic context; in a way that democratic, egalitarian and fair relationships are actually encouraged in the classroom.

### ***Generic***

Programs refer to a generic reflexion, without specifying neither their ambitions nor their contents of what must be reflected about or the strategies for promoting reflective learning.

### ***Activators of reflexion***

According to Schulman (1987), activators are cognitive principles of teachers about life in the classroom; they are important since they constitute the element of the reflective thinking which contributes to the decision-making knowledge of the teacher.

### ***Critic element on reflective thinking***

This element of the reflective thinking makes reference to "all moral and ethical aspects of the compassion and social justice" such as Sparks-Langer and Colton 1991:39 suggest. The interest regards social justice and ethic in education.

These authors established some classification categories of knowledge 1.

Content knowledge

2. General pedagogical knowledge

3. Curriculum knowledge (materials, programs, etc.)

4. Teaching knowledge and own professional configuration

5. Knowledge of the students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, and axiological

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

### **Methodology**

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

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

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

For collecting the data of this research, the following instruments are proposed:



### ***Reflective workshops.***

The main purpose of the reflection workshops is to guide the reflection process of the practicum students, but simultaneously to socialize and share labor experiences, in order to enrich their process and insert new tools to allow transforming their pedagogical practicum.

Through the whole process of the practicum three reflective workshops were implemented ([appendix 6](#))

### ***Objectives.***

- To consolidate a practitioners' staff with critical spirit that reflect and present alternative proposals of solution facing educative issues of their pedagogical practicum.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

### ***Self-observation checklist.***

The main objective of the self-observation checklist proposed is to guide the pre-service teacher towards a perspective on their own teaching performance and their role inside the classroom and the environment as part of the educational community. One (1) self-observation check-list was implemented ([Appendix 7](#)).

### ***Narrative.***

The reflection exercise permits the students to express themselves about their labor through the narrative of their experience as a way to provide meaning to the teacher's everyday life.

Consequently, seven narratives ([appendix 8](#)) were written and shared according to every week in which there was a contact with the students.

### ***Class records***

Having evidence of the actions of the student-practitioners in the classroom will allow us to reflect on different aspects as regards the teaching / learning process of foreign languages that may or may not have been taken into account by the teacher in training in their exercise of reflexion. These records will allow an external and constructive look at their pedagogical practices.

### **Context**

San José de Cúcuta, is a Colombian city, capital of Norte de Santander department. It is located in the northeast of the country, in the eastern branch of the Colombian Andes, on the border with Venezuela. Cúcuta has a population of 711,715 people according to the 2018 census, making it the 6th largest city in the country. The international border in Cúcuta is said to be the most dynamic of South America. The city has a length of 12 kilometers (7.5 miles) from north to south and 11 kilometers (6.8 miles) from east to west. It is divided into 10 communes and it is the political, economic, administrative, industrial, cultural and tourism hub of the Norte de Santander department.

School refers to a specific education community in charge of institutionalized education, it means school is the place where education is organized, ordered and developed. Currently, the school is considered as the way of living of the community.

School transmits all knowledge and 58 values that are deemed necessary to the community making students to put into practice and improve their abilities for the benefit of the community as well as their own. At school, a series of fundamental factors accounts were found.

This was the case of teachers and students whose actions and ways of acting are subordinated to a social and cultural order from which the school took its organization. The school is a dependent body of the society, it is a social institution in the educational area dedicated to manage systematic education that determines the formation of groups by educators and learners (Crespo, 2010).

The school as an educational institution accomplish specific functions within which the following stand out:

### **Socializing Function**

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

### **Instructional Function**

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

### **Educational role**

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

## **Population**

The total population of the present study is made up of tenth semester students, practitioners of the French English Foreign Languages Program of the University of Pamplona.

### ***Direct beneficiary population:***

Teachers in formation

Supervisor teachers

Students community from the implementation center of the integral practicum

### ***Indirect beneficiary population:***

It is composed of the teaching staff of the foreign languages program and the feedback results of the agents' vision about the practicum program.

Institutional agencies joint to the project

Foreign languages program

Language and communication department

Education faculty

### ***External institutions linked to the project***

Colegio José Antonio Galán

Colegio Brighton

Colegio La Presentación

Normal Superior de Pamplona

Colegio José Rafael Faría

Institución Educativa Cristo Rey

Institucion Educativa La Divina Pastora

## General Schedule of the Project

Table 9 General schedule of the project

		AGOSTO				SEPTIEMBRE				OCTUBRE			
ETAPAS Y ACTIVIDADES		MES 1				MES 2				MES 3			
		SEMANA				SEMANA				SEMANA			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Formulación Proyecto												
2	Socialización												
3	implementación												
	Aplicación de instrumentos												
		NOVIEMBRE				DICIEMBRE							
ACTIVIDAD		MES 4				MES 5				MES 6			
		SEMANA				SEMANA				SEMANA			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	implementación												
2	Aplicación de instrumentos												
3	Análisis de datos												
4	Socialización de resultados												

## Budget of the project

Table 10 Budget of the project

TIPO DE RUBRO	APORTES AL PROYECTOS	APORTES Participantes INSTITUCION	TOTAL

Materiales	NA	UniPamplona	NA
Impresos	NA	UniPamplona	NA
Equipos o instalaciones	Del PLEX	NA	NA
Reuniones socialización	2 reuniones al semestre	NA	NA
Logística	NA	UniPamplona	N A
<b>TOTALES</b>			

### Expected results

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

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

### Conclusion

The current health crisis in which we are living in has forced the educational system to change drastically, especially in the institutions where the students do not have access to internet or technological resources in their homes. Under the current conditions the most important thing is to maintain the routine of the children and open channels of conversation to verify if they are understanding the subjects.

In a certain number of cases, teachers may not do the exercise of reflection in our daily classes or practices. However, it is after undergoing this experience and proving its adequacy, when we student-practitioners become aware how essential this process is in our professional lives. Specifically, in this new era where new obstacles and alternatives must be taken into account to fully develop and guarantee an exceptional learning and teaching experience.

Besides, the reflection made between peers, where we gather to share our experiences has an incredible meaning in our practicum, as we notice that many of our colleagues are going through the same situations and the possibility of giving advice emerges from both, the peers and the tutors and teachers.

## **Chapter III Outreach component**

### **Awareness of the Foreign Language in Primary School Institutions in Pamplona and Cúcuta Cities**

#### **Introduction**

The participation in the global policies in terms of culture and economics has motivate the Colombian government to promote the learning of a foreign language in all the country, in such a way that citizens have 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”. This is how the National Ministry of Education has 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 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, due to the fact that 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 regard to the National bilingual policy; many institutions in this city do not have English teacher 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, normativity is not enough effective support is needed, 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.

It is important to note that this project was carried out in person only two weeks and the rest was virtual due to the health emergency that prevented classes from being conducted in person.

### **Justification**

Acquisition and learning of a Foreign Language allow to be at the forefront of the own needs that the current world demands. It was therefore this process was necessary to implement and work since the beginnings of children's schooling to the completion of their basic education cycle, they had foundations that allowed them to continue that learning in secondary, vocational and higher education, to achieve more people be trained in this area.

The aim of this project is to raise awareness towards English teaching in primary schools in Pamplona city and some other cities around the country, such as Cúcuta, contributing to the basic formation in Foreign Language that it is essential and prior in these levels. For that reason, it got under way as part of outreach component in practicum carried out by students in their last semester of bachelor in Teaching Foreign Languages at the Universidad de Pamplona, as a manner of contributing to the reinforcement of English teaching in primary level.

The accomplishment of this project highly and mutually favored from the institutions and the student population of Pamplona and Cúcuta cities, until the Program of Foreign Languages and the students carrying out their practicum. This benefit redounded to the possibility that children in primary school had to be in contact with the Foreign Language and in turn, to the students who finished their university education process knowing the realities and educational needs of the environment, and in this way, they could help in intervening in processes that impacted on the improvement of such needs.

### ***General objectives of the proposal***

The development of this social extension project by the Foreign Languages in English-French Program of the University of Pamplona is heading toward the following purposes:

- To attend the needs of the children of the primary school in the cities of Cúcuta.
- To integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Cúcuta.

### ***Specific objectives***

Looking toward a better understanding of the aspects mentioned above, this proposal will attempt:

- To familiarize the children of the primary school of Cúcuta with basic knowledge of English.
- To involve students of the Program in Foreign Languages English-French in the processes of teaching English in the primary school in Cúcuta.
- To join the preparation of students of the Bachelor's Degree Program in Foreign Languages English-French with the social projection programs offered by the Office of Social Interaction of the University of Pamplona.

### **Typology of the project**

This is a formative project, disciplinary in the area of curriculum; "open to the institutions where the Integral practicum is carried out and offer basic training in primary education in the city of Pamplona. It is part of the training project of the Foreign Languages program at the University of Pamplona.

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX to the Pamplona's community.

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

### ***Contribution Lines***

- Academic training in foreign languages.
- Citizen training (treatment of educative problems in order to decrease inequality in the educational system).
- Projection to the school community at the University of Pamplona and the foreign languages program levels.

### **Theoretical framework**

#### ***Language teaching***

#### **International Linguistic Policies**

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

UNESCO (2003) considers that languages are not just a mean of communication, but they represent a true sector of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and, as well as, support the learning of international languages that provide access to global communication and information

exchange. To accomplish this, UNESCO suggests the promotion of multilingualism and intercultural dialogue, together with development of policies for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

According to Lima M, (2006). The learning process of foreign languages is now an real necessity, but so is the learning of the cultures they represent. Languages are the spirit and conscience of peoples, the poet highlights; they are the best instrument for accessing other cultures, other histories, other ways of seeing and understanding the world; they delate distances and also bring us closer to science and technology. All types of learning are of vital importance for the sociability of the human being as long as it allows it to have a proper development in different contexts; The learning of a foreign language or several languages focuses both the professional and personal life of an individual allowing it to be successful and fruitful in its doing and know-how.

### ***National Bilingualism Program (NBP)***

Colombia, as other countries in Latin America and in the world, has adopted academic policies led to spread English as a foreign language, through the bilingualism national program released in 2004 with three specific working lines: primary school institutions, high school, higher education, programs for education in work and human development, ethno-education and flexible models of education. This program seeks to the education of the competitive and productive human talent in a global context in different action areas. (MEN, 2006, p.6).

The following table shows the expected levels by the bilingualism national program by the year 2019:

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

Figure 10 English levels in NBP

### ***Bilingualism***

Bilingualism makes reference to the different proficiency level which an individual communicates by using more than one language and culture. This proficiency level, mainly, depends on the context in which the person is. Therefore, in accordance with the use of other language, different from the native one, these languages are considered second or foreign languages (MEN, 2006).

### ***Teaching English in primary school***

According to Yesser A, & Chacon C, (2011) “The acquisition of a foreign language is a complex process which involves multiple variables of cognitive and affective character inherent in the individual as well as specific factors to the socio-cultural and educational context such as curriculum, methodology and training and updating of foreign language teachers, among others”.

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explain the process of learning or acquiring a second language. (L2) o LE and

how this process is related to the mother tongue”. On the basis of what was written above Krashen (1991) quoted by Yesser, A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. “Language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)”. The authors present their point of view on the subject and differ “that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

“It is important to note, however, that the contributions of Krashen and Terrel (1983) regarding the natural approach of language are relevant to the process of acquisition of LE in children and nourish the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), a child acquires a language in three stages:

Pre-production. It is the stage in which the child develops the ability of listening and comprehending the language through gestures and actions, it is featured by the silence. Therefore in this stage, it is suggested to use the method proposed by Asher (1976), Total Physical Response (TPR) in order to stimulate the development of a FL through psychomotor activities without emphasizing on the oral production.

Early production. The child starts to say one or two words or phrases, it is recommended to focus on the meaning rather than grammar mistakes.

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

To support the aforementioned about the process of foreign language acquisition, it is possible to affirm that according to Berko and Bernstein (1999), cited by Yesser, A. & Chacon C. (2011) “The capacity children have to learn, comprehend, discover and formulate communicative ways in a foreign language especially underlies in the necessity of establishing new social approaches” (p. 467). Consequently, “children build, with the aid of language, meanings of the world that surrounds them and establish their own criteria of semiotic interpretation to each concept they discover. Because of this, FL learning must start with previous knowledge and the mother tongue schemes since the representations developed in forming learnings and experiences comprise the scaffold to build new mental schemes or broaden the existing ones through the FL.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who establishes “from the point of view of cognitive psychology, explains that there are differences between child and adult cognitive abilities in relation to cognition and emotions, which are manifested in motivation, creativity, spontaneity, and flexibility that characterize children and far from the adult, who usually is more prone to emotional blockage at the time of expressing themselves in another language”. “From the above statements, it appears that age is a factor that affects learning English as LE, particularly in the acquisition of pronunciation. That is to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.



### ***Why learn FL in elementary school?***

Frandiño Y, Bermudez J, & Vasquez V, (2012) quote Madrid and McLaren (1981) who claim “there are different kinds of reasons for learning a foreign language at school. Noting that the real reasons are pedagogical and formative. For example, based on several studies, it is indicated that:

- Children who begin studying foreign language in school tend to achieve a more positive performance than others.
- Children show not only a special ability to imitate sounds and colloquialisms but also great flexibility, spontaneity and audacity that surpasses those of young and adults.
- Children not only tend not to be afraid of committing failures, but often acquire and transmit meaning through gestures and pantomime.
- Children are in a stage of their life in which the plasticity of their brains makes it easier for them to learn languages”.

To summarize, the process of learning of the human being is in function of experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinite number of theories from the psychological, sociological field it is argued that the learning is given by the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from the mental processes direct and lead to a significant learning in children who are at the beginning of learning especially an FL.

### ***Interdisciplinary***

Due to the current global health crisis produced by the covid-19 pandemic, public school had to suffer an abrupt change in their curriculums in order to not

overload elementary students with workshops; these changes are notorious specially in the implementation of the interdisciplinary method which Gutierrez (1995) states that since it implies developing own itineraries to the different subjects and mobilize and recycle "all the classic plots of our plans of study". At the same time, he adds that interdisciplinary education works with isolated didactic units, but as clear axes of objectives, content and procedural principles that must give coherence and solidity to the subjects and safeguard their interconnections as much as possible. In other words, it helps bringing together two areas with similar objectives as a way to innovate in teaching.

### **Context**

The place in which this project will be developed is the primary location Institucion Educativa La Divina Pastora, located at 39 Street # 31-60 of the La Divina Pastora neighborhood, city of San José de Cúcuta, in the department of Norte de Santander.

### **Subprojects**

This space aims at establishing a line of action for the Languages Program regarding social projection. In this regard, in the implementation of the extension component to the community, each practitioner will adapt the general guidelines of this proposal to the educational reality of the institution in which the integral practice is carried out.

### **General project schedule**

*Table 11 General schedule of the project*

	ACTIVIDAD	MES 1				MES 2				MES 3			
		I	II	III	IV	I	II	III	IV	I	II	III	IV

1	OBSERVACIÓN INSTITUCIONAL												
2	-FORMULACIÓN DE LOS SUBPROYECTOS												
3	IMPLEMENTACIÓN DE LOS SUBPROYECTOS EN CADA INSTITUCIÓN												
		NOVIEMBRE				DICIEMBRE							
	ACTIVIDAD	MES 4				MES 5				MES 6			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	IMPLEMENTACIÓN DE SUBPROYECTOS EN CADA INSTITUCIÓN												
2	CONSOLIDACIÓN DEL INFORME												
3	EVALUACIÓN DE RESULTADOS Y DEL IMPACTO DE LA PROPUESTA												
4	SOCIALIZACIÓN. INTERACCIÓN CON LA COMUNIDAD BENEFICIADA												

### Methodology

It is necessary to explain that since the covid-19 pandemic started in Colombia in March 2020, The Educational Institute la Divina Pastora has not implemented English material for their elementary students as they do not have a proper English teacher to create material. However, since the arrival of English language practitioners, they have decided to include English material for their elementary students in their final workshops through the implementation of interdisciplinary workshops.

1<sup>st</sup> and 2<sup>nd</sup> grade students have been working with the same workshops since the start of the health crisis. After my arrival, they assigned me to do a transversal workshop between the English and sciences areas, as I was not familiarized with transversal

activities, my supervisor helped me with the different sections of it and to develop them correctly ([appendix 9](#)). The workshop is divided into 3 sections:

1. Explanation of the topic “the five senses”
2. Fun exercises for the students to develop linked to the topic
3. A Christmas spelling bee challenge, where each student has to record himself spelling a word related to Christmas given to him/her.

3<sup>rd</sup> grade workshop:

The third-grade workshop has the same parameters as the one from 1<sup>st</sup> and 2<sup>nd</sup> grade ([appendix 10](#)).

1. Explanation of the topic “Living things and inert objects”
2. Fun exercises for the students to develop linked to the topic
3. A Christmas spelling bee challenge, where each student has to record himself spelling a word related to Christmas given to him/her.

In order to enforce the effectiveness of the process the practitioner supplied the necessary tutoring to the students, parents and teachers.

Consequently, during the whole process of practicum, a digital dictionary-pictionary book was made ([appendix 11](#)) in order to leave it at the disposal of the school, as a result of the lack of material for the primary English courses. Dictionary books are essential in children’s process of learning English “when students do not have at least a basic knowledge of vocabulary, they cannot maintain a conversational strategy with another person since the conversation breaks down and it is not possible for the recipient to understand what the other wants to convey.” (Castillo & Moya, 2013)

The dictionary book is composed of 20 sections: action verbs, clothes, colors, daily routine verbs, emotions, family, farm animals, food, greetings, jobs, modes of transporting, numbers, parts of the body, parts of the house, places of the city, school supplies, sea animals, seasons, shapes, sports. Each section includes the words in English and Spanish, and an image in the middle illustrating each word.

## **Population**

### ***Direct benefited population***

The direct benefited population of this project will be students from 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade from the Institucion Educativa La Divina Pastora.

- Basic primary school students.
- Teachers of the English area courses in basic primary school.
- Foreign Languages Students-Practitioners.

### ***Indirect benefited population***

- Community of the Foreign Languages Program.
- Education community of Pamplona.
- Institutional units articulated to the project
- Foreign Languages Degrees.
- Languages and Communication Department.
- Faculty of Education.
- Social Interaction Division

## **Results**

In primary school, transversal workshops were made by the supervisor and the practitioner. During most of the school year the students did not have proper English workshops to work with as they did not have a proper English teacher. Since the arrival of the practitioners we have been helping the primary teachers with all the work related to the English parts.

Besides, the English sections were according to their level and capacity, which helped to improve their vocabulary specifically regarding the senses (1st and 2nd grade) and animals and objects (3rd grade). At the same time, children at the school could improve their spelling and alphabet knowledge thanks to the “Christmas spelling bee challenge” where they made videos spelling words related to the Christmas season and with the practitioners help they were able to ask as many doubts and questions related to the exercise which could have been difficult for the primary teachers to do as some of them do not have proper knowledge of the English language.

Furthermore, the practitioner's help did not end there, as the pictonary book with 314 words was made in order to give it to the primary school teachers for next year classes.

## **Conclusion**

The experience while working with 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades was enriching, especially as I was challenged to do something which I have never done before: creating transversal workshops. The ability to mix two subjects together is an important skill to have in the current teaching practice.

At the same time, I feel good to be contributing in the enhancing of the English language knowledge for these children as it will help them in learning English easier on the next school levels. Even though it's not a complete guide, the workshop and the pictorial book fulfills the function of bringing the students closer to the language.

## **Chapter IV**

### **Administrative component**

#### **Introduction**

This component aims at giving pre-service teachers the chance to participate actively in the institution as future teachers. The main purpose is that pre-service teachers can get involved in extracurricular activities, following this idea, the future teachers can know the teacher's role out of the classroom and know the importance in the operation of the institution.

Pre-service teachers can take part in many activities such as flag-raising, parent meetings, events of the institution, and other activities.

#### **Objectives**

##### **General objectives**

- To be actively involved in the management system at Institución Educativa La Divina Pastora

##### *Specific objectives*

- To know teacher's role out of the classroom
- To understand the teacher's role in the functioning of the institution.

- To be involved in the rules and the calendar proposed by the institution.

### **Methodology**

When playing a pre-service teacher's role, it is necessary to understand that the teachers' work does not finish at the end of the last class, there are some significant responsibilities must be fulfilled. In the Institucion Educativa La Divina Pastora due to the asynchronous activities, the events and festivals were suspended, however, the English teachers of the school have synchronous meetings through the Zoom App or Zoom website, in which the practitioner is present. The main objectives of the meetings are the following:

1. Strategies as a work team to communicate with students.
2. Work actions for students "at risk" in the English area.
3. Evaluations
4. Strategies to deal with dropout students

It is important to emphasize that due to current health crisis, there is not a precise calendar for the meetings as they will be made weekly or every two weeks according to the necessities and problems presented during the rest of the school year.

### **Results**

Due to the current covid-19 pandemic which produced the need to start working online, the practitioner got familiar with administrative processes conducted into the institution related to aspects such as: how to grade, what to do with students who were not sending the workshops and how to deal with the different problems presented through the classes.



Keeping this in mind, 5 meetings were conducted with different objectives, as shown in the next table:

*Tabla 12. Administrative meetings*

Meeting	Date	Hour	Objective
#1	September 9 <sup>th</sup>	4:00 p.m	To present the practitioners to the other teachers, explain how the English language teacher have been working since the pandemic, and to establish the different norms and rules.
#2	September 15 <sup>th</sup>	4:00 p.m	To establish what was going to be evaluated and presented in the last workshops for the primary and secondary students.
#3	September 16 <sup>th</sup>	10:00 a.m	To explain to the primary school teachers the English-sciences workshop designed by the pre-service teachers in order for them to apply them to their students and be able to answer to any question.
#4	October 14 <sup>th</sup>	10:00 a.m	To establish and let the practitioners know the final schedule for the last weeks of work.
#5	October 21 <sup>st</sup>	10:00 a.m	To stablish what to do with the students “at risk” and how to encourage them to finish their workshops.

### **Conclusion:**

Being part of a school as a teacher does not include only teaching the students certain subjects, it is also necessary to be involved in the different meetings with the other teachers, where several topics are presented and the need to share ideas and options persists. At the same time, sharing experiences with other teachers help us to

obtain advice and to know that they are going through the same problems or situations.

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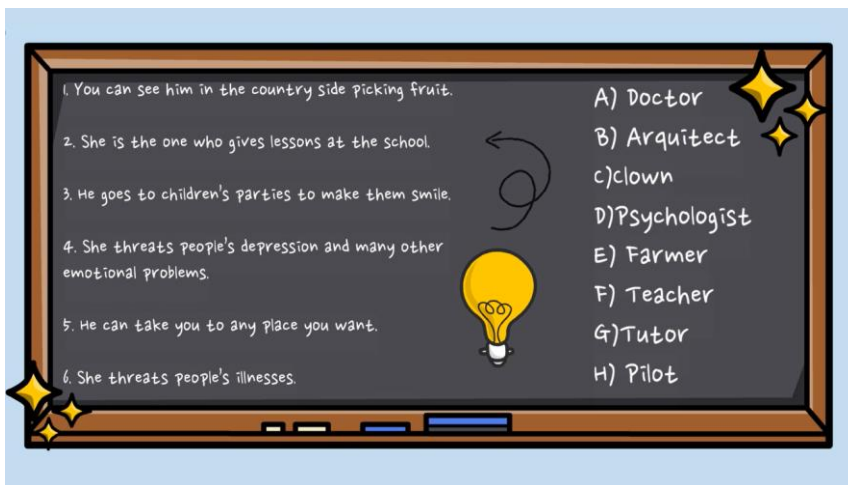
## Appendixes

### Appendix 1: Pedagogical videos

#### 1. Video #1



#### 2. Video #2






3. Video #3

**COFFEE**

Caffeine was first ( 5 ) \_\_\_ in the 1800s by Ferdinand Runge, a doctor that coffee has on people.



5- A) DESCRIBE  
B) DESCRIBED ✓  
C) DESCRIBES


4. Video #4

**Mr. Bean: complete**

Mr. Bean is a British comedy television programme series of 14 twenty-five-minute episodes written (1) \_\_\_ and starring Rowan Atkinson as the title character. (2) \_\_\_ episodes were also written by Robin Driscoll, Richard Curtis and one by Ben Elton.


1- A) For      B) By ✓      C) On

2- A) Many      B) Much      C) Kind



5. Video #5

**Will Smith**




Willard Christopher "Will" Smith, Jr. is an actor and rapper. He first became famous in the late 1980s as the rap artist Fresh Prince. He made a very successful move into movies. He is the only actor in Hollywood history to make eight consecutive films that earned \$100 million in the USA. Newsweek magazine called him the most powerful actor on the planet.

Smith was born in 1968 and raised in Philadelphia. His mother was a school administrator and his father was a refrigeration engineer.

He began rapping as a teenager. His friends nicknamed him The Prince. He met D.J. Jazzy Jeff and the duo became hip-hop stars in the 1980s and early 1990s.

**Appendix 2: Workshops (10th & 11th grade)**

 NIT 901.232.370-4 DANE 354001007714	<b>INSTITUCIÓN EDUCATIVA LA DIVINA PASTORA</b> "AMOR, ELEGANCIA Y EXCELENCIA" <b>GESTIÓN ACADÉMICA</b> <b>GUÍA DE ESTUDIO</b>			GA-12-F008
				Versión 1.0
				18-10-2019
				Página 1 de 42

<b>DATE:</b>	13 <sup>th</sup> October-30 <sup>th</sup> November	<b>GRADE:</b>	10 <sup>th</sup> and 11 <sup>th</sup>	<b>TERM:</b>	Second
<b>TEACHERS:</b>	Angélica Márquez and Carlos Pórtela				
<b>SUBJECTS:</b>	English				

<b>COMPETENCES:</b>	<b>English</b>
	Utiliza variedad de estrategias que le sirven de preparación para las pruebas de estado ICES.

<b>OBSERVATIONS:</b>	Todos los ejercicios se desarrollaran directamente en esta guía de estudio. Por favor lapicero que le ayuden a realizar un trabajo estéticamente agradable a la visión y ordenado. No olvide la importancia de usar como recurso de ayuda su <b>DICCIONARIO INGLES-ESPAÑOL</b> . Por ultimo siga cada una de las instrucciones que encuentran al inicio de cada actividad y esté atento a las directrices que les serán entregadas vía whatsapp.
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### CARACTERÍSTICAS DE LA PRUEBA DE INGLES

Esta prueba consta de 3 ejercicios los cuales constan de 45 preguntas, las preguntas se organizan en 7 partes o componentes, el tipo de pregunta que se utiliza es la pregunta tipo I (preguntas de selección múltiple con única respuesta) la gran diferencia respecto a otras pruebas radica en que estas puedan tener entre 2 y 8 opciones de respuesta.

### Appendix 3: Questionnaire

## Cuestionario acerca de la implementación de videos pedagógicos para la presentación de la prueba saber 11

El siguiente cuestionario se realiza con el propósito de conocer el punto de vista de los estudiantes de decimo grado acerca de los videos y actividades realizadas sobre las pruebas saber 11 de Ingles de acuerdo a los estipulado en el proyecto investigativo "Implementing the video-based learning strategy to enhance 10th-grade students' English knowledge for the "saber 11" English test at Institucion Educativa La Divina Pastora in Cúcuta, Colombia: An action research"

1. ¿Alguna vez había realizado simulacros de pruebas saber 11 en inglés? \*

Sí

No
2. ¿Si su respuesta anterior fue si, en estos simulacros les explicaban la razón por la cual cierta opción de respuesta era la correcta?

Si

## Appendix 4: Questions from diary answered

### Answers to the first video

**Wendy Mora 10** ▼

**Tú**  
Las siguientes preguntas pueden ayudarlos a dar su opinión acerca del video:  
- ¿El video le llamó la atención? ¿Por qué?

Hola buenos días Mr. Carlos mis respuestas a estas preguntas son las siguientes :

- 1) La verdad me llamo mucho la atención ya que me parece buena la forma en la que se explica cada pregunta
- 2) No, es la primera vez que veo un video de este tipo
- 3) No, la verdad como ya había dicho es muy bueno
- 4) Si, ya que el lenguaje es muy claro
- 5)Ninguna

9:20 a. m.

**Dairy Álvarez 10** ▼

Respuestas:

1. Me llamó mucho la atención porque nos explica detalladamente cada punto y los temas son interesantes
2. No, no había visto un vídeo de ésta forma
3. No, el vídeo está muy bien ya que se entiende todo, además es buena idea utilizar imágenes para dar a conocer más el tema
4. Claro que si porque explica muy bien
5. Ninguna

1:34 p. m.

**Estefany López 10**

Mis respuestas:

1. Me llamó la atención porque nos explica todo muy bien y se entiende todo a la perfección.
2. No, no había visto un vídeo como este.
3. En mi opinión no, está perfecto ya que se entiende todo muy bien.
4. Sí, ya que nos ayuda a mejorar la pronunciación y las imágenes nos ayudan a entender mejor.
5. Ninguna.

12:58 p. m.

Juan Sebastian Ruiz León

1. ¿ El video le llamó la atención? ¿ Por qué?  
Me llamó mucho la atención ya que nos ayuda a analizar mejor el texto y a pronunciar mejor.

2. ¿ Alguna vez había visto algun video de esta forma?

No, esta es la primera vez que veo un video de esta manera.

3. ¿ Cree que el video tiene algún aspecto por mejorar? Si es así cuál?

No tiene nada por mejorar, el video está bien, está bien explicado.

4. ¿ Cree usted que este tipo de videos le ayuda con su entendimiento de inglés?

Si nos ayuda, nos ayuda a saber como pronunciar mejor las cosas.

5. ¿ Hubo alguna pregunta que le llamó la atención o no entendió?

No.

Carlos Andrés Villamil Zubala

① El video me llamo la atención? Porque? = Si porque nos ayuda a comprender y analizar texto y nos ayudan a mejorar nuestra pronunciación.

② ¿Alguna vez había visto algún video de esta forma?

NO Es la primera vez que veo un video así

③ ¿Crees que el video tiene algún aspecto por mejorar? es así cual?

NO porque el video es muy bueno.

④ Crees que este video le ayuda con el entendimiento de Inglés?

Si nos ayuda a mejorar muchas cosas como por ejemplo la pronunciación entre otras cosas

⑤ ¿Habo alguna que no entendio o le llamo la atención?

Ninguna

Answers to the second video

Dairy Álvarez 10

1. En el primer vídeo muestra sobre los avisos y éste es relacionar conceptos creo que son esas las diferencias
2. 10
3. Estos vídeos son muy útiles ya que nos explica los temas mucho mejor y anexa imágenes
4. Entendí perfectamente
5. Fueron suficientes las preguntas para dar a entender el temas o los temas. Qué pena la hora en que respondí las preguntas...

7:05 p. m.

Estefany López 10

1. Pues creo que casi no hay diferencias lo único fue que en el segundo se hicieron más preguntas y pues más explicaciones.
2. Con un 10
3. Son muy útiles porque nos explica cosas que aún no habíamos entendido con total claridad, trae imágenes con las cuales se entiende mejor.
4. Son muy pocas las preguntas en las que tuve alguna dificultad para entender muy bien.
5. Sí.

9:51 a. m.

Juan Sebastian Ruiz León

1. Qué diferencias encontró entre este segundo video y el primero?

R/: Muy poca diferencia encontré, los dos videos son muy parecidos y muy buenos, en el video hay conversaciones, como en el primer video

2. Hasta ahora cómo calificaría la calidad de audio y video del 1 al 10?

R/: 10

3. Qué tan útiles cree que son estos videos para su preparación para la prueba saber 11?

R/: Son muy útiles ya que nos explica con más cuidado y contiene imagenes lo que lo hace mas divertido y más importante

4. Se le hace difícil entender algunos aspectos presentados en el video o los entiende perfectamente?

Scribe

11: Muy pocas cosas se me hace difícil, pero el video está bien, explica bien y detalladamente las cosas

5: Debido a que este es el último video sobre las primeras secciones del examen, donde se presentan avisos, descripciones y conversaciones cree que las preguntas implementadas fueron suficientes?

11: Si con las preguntas esas está bien, bien explicado todo



1) Que diferencia encuentro entre este segundo video y el primero?

Rta= La diferencia fue que hubo mas explicacion y muchas mas preguntas que el primero

2) Hasta ahora como calificaria la calidad de audio y video del 1 al 10

Rta= 90

3) Que tan utiles cree que son estos videos para su preparacion para las pruebas sabes ??

Rta= Son muy utiles porque nos enseña a un mas cosas que no entendemos y nos ayudan a prepararnos a un mas.

4) Se le hace dificil entender algunos aspectos presentados en el video o lo entiendo perfectamente

Rta= en algunas preguntas se me dificulta entenderlas

5) Cree que las preguntas implementadas fueron las suficientes

Rta= Si

1. Las diferencias que encontré fueron que vi una actividad relacionada a unir la definición con la palabra.
2. 10
3. Bastante, porque nos ayudan a estar más conectados con la prueba y a practicar.
4. Al principio cuando habla solamente en inglés no entiendo nada, pero luego usted explica y entiendo más.
5. Si fueron suficientes ya que no se puede trabajar solo una parte del examen.

1. La única diferencia fue la actividad nueva.

2. 10

3. Sí, porque sirven para que nos vaya mejor en la prueba el otro año.

4. Un poco, pero poco a poco se va entendiendo.

5. Sí, y nos ayudan mucho.

*Answers to the third video*

Estefany López 10

Mis respuestas:

1. Un tanto complicado.
2. Se me dificulta un poco.
3. La gramática.
4. 10 🤔.

5:30 p. m.

Wendy Mora 10

Hello Mr. Carlos estas son mis respuestas

- 1) un poco complicado
- 2) se me dificulta
- 3) la gramática
- 4) 10

10:10 a. m.

Juan Sebastian Ruiz León

1. ¿Cómo percibe esta clase de ejercicios?

R/ Complicado, no tanto

2. ¿Se le dificulta o se le facilita más esta parte del examen, al contrario de los anteriores

R/ Un poco se me dificulta

3. ¿Qué aspectos específicos se le dificultan

R/ La gramática

4. ¿Del 1 al 10 cuanto califica la calidad del audio y video?

R/ 10

## Carlos Andres Villamil Zabala

1) Como percibe esta clase de ejercicios?

R1 = no tan complicado

2) se le dificulta o se le facilita mas esta parte del examen, al contrario de las anteriores?

R1 = un poco se me dificulta

3) Que aspectos se le dificultan?

R1 = la gramatica

5) Del 1 a 10 cuanto califico la calidad del audio y video?

R1 = 10

[Wendy Mora 10](#)

Buenas tardes Mr. Carlos, estas son mis respuestas:

1. Entiendo la mayoría
2. Si
3. Seria un 10 ya que es muy clara la forma en que la explican
4. 9
5. Prefiero de este tipo
6. 10

5:33 p. m.

Coles Andres villamil Zabala

① Apartir del texto, entiende el sentido general de las frases?

Rta= Si

② Apartir de la lectura entiende el sentido general del texto en su totalidad

Rta= Si

③ Del 1 al 20 cuanto califica lo capacidad de explicar las de las respuestas

Rta= 20

④ De 1 al 20 que tan difícil fue el texto de entender

Rta= 9

⑤ Prefiere esta clase de textos de entretenimiento o a ellos donde se el tema de politica

Rta= prefiero clas de textos de entretenimiento

⑥ Del 1 al 20 califique la calidad del audio y video

Rta= 20



Juan Sebastian Ruiz León

1. C.A partir del texto, entiende el sentido general de las frases?

R/: Si

2. C.A partir de la lectura, entiende el sentido general del texto en su totalidad

R/: Si

3. C. Del 1 a 10, cuanto califico la capacidad de explicar la razón de las respuestas

R/: 10

4. C. Del 1 al 10 que tan difícil fue el texto de entender?

R/: 9

5. C. Prefiere esta clase de textos de entretenimiento, o aquellos donde el tema sea de naturaleza, de política, humanidad, etc

R/: Prefiero los tipos de textos

6. Del 1 al 10, califique la calidad del audio y video

R/: 10

PREGUNTAS

1. Apartir del texto, entiende el sentido general de las frases?

RTA/: Si entiendo la mayoría de las frases.

2. Apartir de la lectura, entiende el sentido general del texto en su totalidad?

RTA/: Si

3. del 1 al 10, cuanto califica la capacidad de explicar la razón de las respuestas?

RTA/: mi calificación seria un 10 ya que nos dan muy bien la explicación del porque son esas respuestas

4. del 1 al 10 que tan facil fue el texto de entender?

RTA/: 10.

5. Prefieres esta clase de textos de entretenimiento o aquellos por el tema sea de politica, naturaleza o humanidad, etc?

RTA/: Si prefiero estos tipos de textos

6. del 1 al 10, calique la calidad del audio y video

RTA/: 10.

• Después de que se explicaron en español las  
entendi.

2. Si, el texto se trata acerca de Mr. Bean  
y como empezó el programa de televisión.

3. 10

4. 10

5. Prefiero estos de entretenimiento, el anterior  
sobre el café estuvo muy aburrido.

6. 10.

1. Hasta que son explicadas, antes no
2. Si, entender el texto generalmente
3. 10
4. 7
5. Prefiero los textos sobre entretenimiento ya que son mas entretenidos para leer
6. 10

*Answers to the fifth video*

Wendy Mora 10

Buenas tarde Mr. Carlos estas son mis respuestas

1. Las de este tipo
2. Más o menos
3. Si
4. Inlate, films, signed
5. 9

3:46 p. m.

Carlos Andres Villamil Zabala

10/02

1) Pta = se me facilita la de completar los espacios en blanco

2) Pta = si

3) Pta = No todas

4) Pta = inlate, Films.

5) Pta = 10 ya que la explicacion es muy clara

Scribe

Juan Sebastian Ruiz León

1. C Que actividades relacionadas a los textos se le facilito más? las de este tipo o las de completar los espacios en blanco

R/: los espacios en blanco

2. C Entendió el texto en su totalidad

R/: Si lo entendí

3. C Entendió todas las preguntas y respuestas

R/: Algunas no

4. Escriba algunas palabras nuevas que haya aprendido del texto

R/: Films, inlate

5. Del 1 al 10, califique el audio y video de esta sta parte

R/: 10

5. Del 1 al 10 califique el audio y video de esta parte

- 10 muy interesante todo el video.



Parte #3.

1. Como se percibe esta clase de ejercicios?

en espacios para llenar.

2. Se le dificulta o se le facilita mas esta parte del examen, al contrario de las anteriores?

es de llenar espacios en blanco y no en todas las ocasiones me parece facil

3. Que aspectos especificos se le dificultan?

el colocar la palabra correcta y tener la duda si es asi o no

4. Del 1 al 10 cuanto califica la calidad de audio y video?

10.

## Appendix 5. Diaries questions

First video's questions.

- ¿El video le llamó la atención? ¿Por qué?
- ¿Alguna vez había visto algún video de esta forma?
- ¿Cree que el video tiene algún aspecto a mejorar? Si es así, ¿cuál?
- ¿Cree usted que este tipo de videos le ayuda con su entendimiento del inglés?
- ¿Hubo alguna pregunta que le llamó la atención o no entendió?

Second video's questions:

1. Qué diferencias encontró entre este segundo video y el primero?
2. Hasta ahora cómo calificaría la calidad de audio y video del 1 al 10?
3. Qué tan útiles cree que son estos videos para su preparación para la prueba saber 11?
4. Se le hace difícil entender algunos aspectos presentados en el video o los entiende perfectamente?
5. Debido a que este es el último video sobre las primeras secciones del examen, donde se presentan avisos, descripciones y conversaciones cree que las preguntas implementadas fueron suficientes?

Third video's questions:

1. ¿Cómo percibe esta clase de ejercicios?
2. ¿Se le dificulta o se le facilita más esta parte del examen, al contrario de las anteriores?
3. ¿Qué aspectos específicos se le dificultan?
4. ¿Del 1 al 10 cuanto califica la calidad de audio y video?

#### Fourth video's questions:

1. ¿A partir del texto, entiende el sentido general de las frases?
2. ¿A partir de la lectura, entiende el sentido general del texto en su totalidad?
3. ¿Del 1 al 10, cuanto califica la capacidad de explicar la razón de las respuestas?
4. ¿Del 1 al 10 que tan fácil fue el texto de entender?
5. ¿Prefiere esta clase de textos de entretenimiento, o aquellos donde el tema sea de política, naturaleza, humanidad, etc?
6. Del 1 al 10, califique la calidad del audio y video.

#### Fifth video's questions

1. ¿Qué actividades relacionadas a los textos se le facilita más? Las de este tipo o las de completar los espacios en blanco
2. ¿Entendió el texto en su totalidad?
3. ¿Entendió todas las preguntas y respuestas?
4. Escriba algunas palabras nuevas que haya aprendido del texto
5. Del 1 al 10, califique el audio y video de esta 5ta parte

#### **Appendix 6: Reflective workshops**

¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles cambios? Qué consecuencias, qué impacto ejercen en el plano educativo? \*

Tu respuesta

---

2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican. \*

Tu respuesta

---

2. Formular algunos de los cambios que se están dando actualmente en el mundo de la educación. Antes de la Pandemia, durante esta crisis. En qué medida considera que esos cambios ayudan o afectan negativamente los procesos de educación. \*

Tu respuesta

---

3. Partiendo de sus experiencias como docente (prácticas, tutorías, cursos), puede explicitar al menos cuatro de las finalidades que tiene cuando enseña? \*

Tu respuesta

---

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone en su práctica? ¿Por qué? \*

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LENGUAS EXTRANJERAS INGLÉS FRANCÉS

\*Obligatorio

Section sans titre

3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su curso/ área y no están incluidos? \*

Tu respuesta

---

2. ¿Qué experiencias educativas de las que tiene programadas la cree que les enseñan a vivir a sus estudiantes? \*

Tu respuesta

---

¿Qué podría hacer Usted para incorporar esos aspectos que no están incluidos?

Tu respuesta

---

Puede socializar una de las experiencias de la práctica que considere relevante y se relacione con lo que tratamos en esta sesión? \*

Tu respuesta

---

## ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3 21 de Noviembre de 2020

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría. Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes.

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica.

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

1. Elija uno de sus grupos de clase con el que se sienta mejor. – Elija un día laboral cualquiera de la semana. –Teniendo como referencia el tiempo que constituye una Unidad, una lección, un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación. \*

Tu respuesta

2. Describa como desarrolla el trabajo con sus estudiantes a lo largo de esa unidad temporal. Si todas las sesiones son iguales, basta con que describa una, desde que entra hasta que sale ( desde que inicia hasta que termina) . Indique todo lo que hace como profesor.a y lo que hacen Les estudiantes. \*

Tu respuesta

4. Si hay situaciones o eventos "extraordinarios" importantes, convendrá que lo exponga. \*

## Appendix 7: Self-observation checklist

3. Realicé actividades que facilitan el aprendizaje de l@s estudiantes. \*

Si

No

Justifique su respuesta \*

Las actividades eran sencillas y ellos disponían de el tiempo suficiente para hacerlas y luego proceder con el feedback en las clases.

4. Animé a l@s estudiantes a comunicarse en la clase virtual utilizando la lengua de aprendizaje. \*

Si

No

Justifique su respuesta \*

## Appendix 8: Narratives

## **INSTITUCIÓN EDUCATIVA LA DIVINA PASTORA**

CARLOS STEVEN PORTELA SUESCUN

### **REFLEXION 1**

Quiero empezar diciendo que desde la segunda semana de observación comencé con las clases a los estudiantes de decimo y once, ya que esa semana la profesora tenia algunos compromisos y me pidió el favor de partir sus clases, a lo cual yo acepte ya que entre más rápido conociera a los estudiantes mejor. Debo decir que, entre estas dos semanas de clase, los estudiantes de once han sido muy colaborativos y teniendo en cuanto la observación llevada, he tratado de llevar la misma dinámica que la profesora para que no haya un choque debido a que las clases son a través de WhatsApp. Ya que las clases son simplemente ejercicios de feedback acerca de las guías enviadas, los estudiantes tanto de once la mayoría, son muy atentos y participativos, a pesar que las clases son a las 6:00 a.m hasta las 8:00 a.m. Sin embargo, aunque los estudiantes de decimo suman un total de 90, solo 20 o menos se conectan a los ejercicios de feedback establecidos, ya que la mayoría no cuenta con un smartphone propio o conexión a internet. Sin embargo, los estudiantes que se conectan, participan de una buena manera, con respeto y ganas de continuar. De igual manera, gracia sea la implementación de mi proyecto que se basa en videos complementarios, aquellos estudiantes que no tienen la posibilidad de conectarse a las clases pueden verlos cuando sea posible, y, de hecho, ese es el caso, ya que algunos han dicho que les ha parecido muy bueno.

Como manera de conclusión, deseo decir que la crisis sanitaria que estamos atravesando nos ha llevado a resolver diferentes obstáculos tanto en los temas a enseñar como en la manera, ya que hay que tener en cuenta que no todos están accediendo a lo posible y que esto no es una educación de calidad, pero entre todos los entes de la institución se hace lo que esta en las manos de todos, lo cual es algo de admirar y de apoyar.



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**REFLEXIÓN #2**

Durante esta segunda semana, los estudiantes ya estaban terminando las guías de trabajo que fueron enviadas en septiembre, que en el caso de los grados 10 y 11 son cuadernillos tipo icfes. Como era de esperarse, no todos los estudiantes asistieron a las clases de WhatsApp; algunos por motivos de conectividad, de herramientas necesarias para poder entre otros aspectos personales. Mi supervisora me aclaró que ella se hacía cargo de todos estos aspectos ya que los padres de familia lo verían de mejor manera.

Con los estudiantes de 10 hay un problema por la falta de asistencia de la mayoría, sin embargo, aquellos que asisten lo hacen con toda la disposición. En cuanto a los estudiantes de 11, debo decir que casi un 90% asisten a todas las clases y son extremadamente participativos, lo cual es motivante para mí como docente, porque no solo responden a las preguntas que yo les hago, sino que también ellos mismo plantean sus propias preguntas. Finalmente, he notado que los estudiantes han perdido un poco la timidez al trabajar conmigo ya que los he notado más abiertos con sus preguntas y opiniones en contraste a las ocasiones anteriores.

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**REFLEXION #3**

Durante esta tercera semana de clases con los estudiantes, estas concurrieron perfectamente, sin contar aquellos detalles de siempre; la falta de presentación de la mayoría de estudiantes de 10 a las clases y la asistencia tarde debido al horario (6:00 a.m.). No sé si fue por la semana de receso, pero noté a los estudiantes un poco más participativos e incluso respondiendo correctamente a las preguntas y de manera rápida, aspecto que no sucedía anteriormente, ya que estos, como son clases a través de WhatsApp, se sienten con la seguridad de demorarse en responder o no responder en lo absoluto.

Lo que pude notar y entrever es que los estudiantes cuando entienden claramente lo que deben hacer, y de igual manera, saben cómo hacerlo, los resultados en las clases son los convenientes o esperados. De igual manera, durante las observaciones noté que la maestra se enoja con aquellos estudiantes que no responden a las preguntas, y su manera de lidiar con esto era decirles que tenían mala nota y enviarles emoticones de enojo o 'fastidio'. Sin embargo, yo trato de recordarles a los estudiantes en cada clase, que no importa estar errado, y que, si por alguna razón el estudiante no hizo lo que debía hacer, al menos lo intenten, ya que son ejercicios simples que perfectamente pueden hacerse en menos de 2 minutos, lo cual, a mi parecer, a ayudado a que todos participen, dejando atrás ese miedo a estar equivocados.

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REFLEXION #4

Durante esta cuarta semana de clase con los estudiantes, se siguieron correctamente las actividades planteadas. De igual manera, la supervisora me hizo saber que a partir de esta fecha los estudiantes que no asisten a las clases vía WhatsApp deberán nivelar la materia enviando todos los cuadernillos guías que se han enviado durante el año, resueltos con las respuestas con su debida justificación, además, deben hacer un video sustentando todas las respuestas. Todo esto debido a que la mayoría de los estudiantes de 10, no cuentan con conexión a internet, o se encuentran pasando la pandemia en otros sitios, ya sea fincas, granjas o lugares remotos.

Sin embargo, desde mi punto de vista, esta no es una buena manera de lograr que estos estudiantes realicen estas actividades, ya que debido a la situación socio-económica de los estudiantes de la institución, ninguno de ellos puede perder el año, la nota mínima que se les otorga es una de 3.0 así no hayan entregado nada. Por lo tanto, a mi parecer, se deberían consultar otras opciones para lograr que los estudiantes se motiven a realizar las actividades, y de alguna u otra forma tengan un aprendizaje; que no sea solamente entregar las actividades por entregarlas, si no que logren motivarlos y que haya un aprendizaje real. Yo le sugerí esto a la supervisora y su respuesta fue que eso ya estaba planeado así, y que no hay tiempo para ponernos a pensar en algo diferente, a lo que simplemente no dije nada más.

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### Reflexión #5

Durante la semana #5 solo estuve acompañando a los estudiantes durante la primera mitad de la semana, ya que tuve algunos problemas de salud. Sin embargo, la supervisora fue muy consciente de mi situación y no hubo problema alguno. Durante mi ausencia, la supervisora les informo a los estudiantes de la situación.

Por otra parte, durante la segunda clase de la semana con los estudiantes de 10, la supervisora le informo a 8 estudiantes que, debido a su perseverancia y constante presencia en las clases, ya podían sentirse en vacaciones con su materia y no asistieron más a alguna si esto querían. Al leer esto, al principio me alegre por estos estudiantes, ya que recuerdo que cuando estaba en el colegio, muchas veces fui incluido en estas listas por buen desempeño y se lo gratificante que se siente. No obstante, desde mi punto de vista como practicante, me desmotivé un poco ya que, en este curso son pocos los estudiantes que se conectan a las clases vía WhatsApp, y por lo tanto pensé que no habría más estudiantes en las clases siguientes. No pude estar mas equivocado, debido a esto que les dijo la profesora, y el hecho de que simplemente quedan 2 semanas de clases, la mayoría de estudiantes se comprometieron, aunque sea, a asistir a los encuentros faltantes, lo cual ha sido una grata sorpresa.

Toda esta situación me lleva a reflexionar como la mayoría de los estudiantes esperan hasta el ultimo momento para poder hacer algo por salvar sus materias, lo cual es poco apropiado; como maestros debemos impartir esa motivación para que todos los estudiantes den todo de si mismos durante todo el proceso escolar.

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### REFLEXION 6

Durante esta semana, debido a la advertencia de la supervisora acerca de la finalización de clases el 13 de noviembre; hubo mucha participación en las clases vía WhatsApp. Mientras que anteriormente en los grados 10-01 y 10-02 se conectaban entre 14 - 16 estudiantes por clase, en estos últimos encuentros se han conectado entre 35 a 45 estudiantes esperando tener alguna nota de participación.

De igual manera, es posible notar aquellos estudiantes que van preparados a las clases y aquellos que no, pues debido a que la temática de las clases es un proceso de feedback de los talleres, hay quienes no lo hacen a conciencia y al momento de preguntarles algo sobre la temática, se entreve que copian y pegan lo que encuentran en el buscador de Google. Me doy cuenta de estas situaciones ya que utilizan vocabulario de lingüística de leguas que sé que ellos nunca han escuchado o practicado para que estén respondiendo de esa manera. Por lo tanto, mi manera de continuar con la clase fue diciéndoles de manera general que yo me doy cuenta de cuando ellos mismos contesta las respuestas y cuando copian y pegan las razones de lo que encontraron en internet. Desde ese momento las justificaciones de las respuestas empezaron a ser un poco mas simples y de acuerdo a la capacidad y conocimiento que sé que tienen ellos, puede que aun hayan tomado cosas de internet, pero al menos tratan de explicarlo y mandarlo a la clase con sus propias palabras y de una forma u otra ahí se genera u aprendizaje.

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REFLEXION #7

En esta última semana de clase con los estudiantes se termino de trabajar la última guía de trabajo tanto la de los estudiantes de decimo como la de once. Al mismo tiempo, los estudiantes que aún no habían enviado sus videos del “spelling bee challenge” tenían la oportunidad de hacerlo y como es común en los estudiantes, la mayoría lo entrego el ultimo día que era posible. La supervisora me informo que lo único que debía tener en cuenta a la hora de calificar los videos era si estaban leyendo y si tenían el uniforme del colegio.

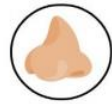
Logre notar que la mayoría de estudiantes estuvieron leyendo lo que debían decir en el video, algunos un poco mas notorio que los demás y otros solo lo hacían en ciertas partes, a lo que me llevo a pensar si aquellos que tenían la mirada fija en un solo espacio durante todo el video merecían la misma nota de aquellos que se les notaba que miraron dos o tres veces cuando se les olvidaba alguna letra por deletrear. Decidí que aquellos que no se esforzaron por hacer un video donde no se notara tan obvio la lectura tendrían 1 punto menos.

Uno de los factores que más hace pensar al momento de calificar es cuando suceden estas cosas, donde todos están incumpliendo una regla, pero algunos más grave que otros. Hay que ser muy imparcial y tener siempre en mente que hay quienes merecen tanto un buen como un bajo reconocimiento.

**Appendix 9: 1<sup>st</sup> and 2<sup>nd</sup> grade workshop**

### ASSOCIATION GAME – JUEGO DE ASOCIACIÓN

Asocie las imágenes de la izquierda con su correspondiente sentido del lado derecho, uniéndolos con una línea. Use un color diferente para cada imagen



Olfato  
Smell



Audición  
Hearing



Gusto  
Taste



Vista  
Sight

### Appendix 10: 3<sup>rd</sup> grade workshop

## FUN PAGE

### Clasificando los seres vivos e inertes – Classifying the living things and inert object

Clasifique los siguientes seres vivos y objetos inertes entre Living Things and Inert Objects. Escriba el nombre del objeto, persona o animal en el lugar que corresponda.



SANTA CLAUS



CANDLE



ELF



GINGER COOKIE



CHRISTMAS CROWN



REINDEER



PENGUIN

LIVING THINGS

INERT OBJECTS

### Appendix 11: Pictionary book

