Enhancing Vocabulary Through Authentic Videos in 11th Grade Students at San Bernardo De Bata School. An Action Research.

Deisy Yulany Acevedo Jiménez

University of Pamplona

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2020 – II

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Deisy Yulany Acevedo Jiménez

Mentor

Gonzalo Vargas

University of Pamplona

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Chapter I: Enhancing vocabulary through authentic videos in 11th grade students at San Bernardo de Bata School. An Action Research.

Presentation:

This project is broken down into 4 chapters: pedagogical, research, outreach and

administrative component.

Pedagogical Component encompasses the description of the development of the pedagogical methodology that is implemented at San Bernardo school with eleventh grade students in their English course. The project is based on the practical action research, focusing on the task-based learning approach.

Research Component involves the development of a macro project entitled "Reflective spirit formation in the Foreign Language program (PLEX) practitioners, a training tool to qualify the pedagogical practicum" which focuses on the implementation of reflection as a transformative tool of the pedagogical processes of the integral practice and increase the development of a critical thinking and spirit in the Students that allows them to analyze their pedagogical work during their semester of practicum.

Outreach Component contains information about the macro project entitled "English language awareness in primary schools in Colombia", which aims at allowing the practitioners students of the Degree Program in Foreign Languages to get involved to the educational reality when teaching English in Primary schools in Colombia in order to attend the needs in the process of learning English in primary school. Likewise, the Student – Teacher participant carries out a sub-project in which a specific methodology is implemented to solve the necessities mentioned before.

Administrative Component presents the development of the school chronogram, and the extra-curricular activities in which the practitioner is implied during the practicum process in order to learn about the teacher's role in the institution activities.

Introduction

As it is known, the Ministry of education has considered a goal for Colombian citizens in order to learn a new language which is important nowadays to survive in a globalize world where learning a second language is indispensable. Likewise, the national government has designed the National Bilingualism Program 2018-2022 which seeks to promote the importance of learning a second language which allows the improvement of communication, leadership, the development of opportunities for Colombian kids, teenagers and young people of the educational system. In this way, the program attempts to guarantee to the students the development of the communicative competence which allows them to deal with common and simple interactions contexts. This Bilingualism program follows the levels of proficiency presented in the Common European Framework of References, which are organized in four communicative competences: reading, listening, writing and speaking.

Bearing in mind the purpose of this program, the students-teachers of the Foreign language program of the University of Pamplona look for contributing to the improvement of the students' abilities when learning a second language, following a proposal which is developed in the institutions where they decide to implement their practicum stage. This process is presented in a written report that is organized in pedagogical, administrative, research and outreach components.

In this case, the proposal for the development of the pedagogical component is based on the improvement of vocabulary in students of 11th grade at San Bernardo school, where videos are created in order to enhance this reading skill. These students can appropriate the English vocabulary following the task-based learning methodology, where

they see some authentic videos for the sake of enriching their vocabulary, its pronunciation, as well as to enhance their reading, listening and speaking skills.

Justification

The National Government, specially the Ministry of Education would attend to the need of educating people to be competent in a globalized world, and through the National Program of Bilingualism proposed learning English as mandatory, where Colombian citizens would involve in the process of learning a second language in order to obtain all the benefits it brings.

During two weeks of institutional diagnostic, it could be seen that the majority of the students do not have the correspond level according to the Bilingualism program, which means that the students have low basis on English, specially concerning vocabulary. It is conceivable that due to the pandemic situation, the pedagogical strategies have changed from face-to-face to virtual but in this case, the only access the students have to education is through guides which means that the learning process is delayed and slow. However, as the 11th students have more possibilities to have internet connection and a proper digital tool as cellphones, the implementation of videos to enrich their vocabulary it can be possible, taking into account their level and English proficiency.

General Objective

To implement authentic videos to enrich the English vocabulary on 11th students at San Bernardo de Bata School.

Specific Objectives

- To implement reflection as a transformative tool in the process of teaching practice.

- To promote a critical spirit on practitioners that permits them to analyze their labor as teachers.

- To understand the different needs in Primary School in San Bernardo educative institution.

- To engage students-teachers in the extracurricular and administrative activities of the educative institution.

- To immerse Plex students to the educational reality in Colombian public schools by means of reflections.

General conclusions

Due to the pandemic situation, the modality of the classes changed, in the case of the San Bernardo school, the implementation of the guides is the methodology applied in order to contribute to the necessity of the students.

In the pedagogical component, it is evidenced the of authentic videos with the aim of enhancing vocabulary on 11th grade students at San Bernardo School. Moreover, the participants are eight students of this grade who are evaluated by a survey and in the teachers' diary.

Continuing with the research component, some instruments like self-observation, narratives and workshops are made in order to allow the participants analyze their practicum stage as well as to evaluate and realize their role and how their practice is being carried out.

On the other hand, the outreach component is implemented in a rural school which belongs to the San Bernardo Educative Institution. The methodology implemented is about using songs and rhymes in 5th grade students aiming, at improving their listening and speaking skills, since it is evident the lack of training of these skills.

Finally, the administrative component emphasizes the creation of posters related to some festivities like Day of race or Valentine's day which are send to the students via WhatsApp.

Chapter II: Institutional observation

In this apart is presented the information about San Bernardo educational institution in which this project is carried out during the semester.

Topographical location of the institution

The educational institution is located at Carrera 3ra N° 3-108 in San Bernardo de Bata Town, municipality of Toledo, under de official DANE code 254820000848, which offers the community education in Pre-school, primary and secondary levels. This school belongs to the calendar A and its modality is full-time for the educational levels corresponding to Transition, Primary, Secondary and Technical Intermediate.

The Special Town of San Bernardo de Bata, is located in the central part of the municipality of Toledo, Norte de Santander.

Boundaries: North: San Luis de Toledo Police Inspectorate, South: Samoré Special Town, East: Bolivarian Republic of Venezuela, South East: Chitagá Municipality, West: La Bateca Municipality

Educative authorities

This institution is under the head of Olga Marina Mora Sanchez, who is the director of nine rural educational headquarters. Moreover, this educational school is divided in the following sectors:

- Directive committee as a governing body, for the participation of the educational community and for the academic and administrative guidance of the institution.

- Academic committee as a higher body to participate in the educational guidance of the institution.

- Director as representative of the institution facing the educational authorities and the is the executor to make decisions in the school government.

- Students committee as collegiate body that ensures and guarantees the continuous exercise of participation of the students.

- Parents committee as working group which ensures the participation of parents in the educational institution to guarantee their continued participation in the educational process and to improve the quality of service.

Educative Institutional Project. Proyecto Educativo Institucional (PEI)

The educational institution San Bernardo benefits the development of the students' personality where the majority of these, follow the Catholic religion, allowing a strengthening of the faith in a general way in the establishment.

The learning process is done in an individual and group way according to the provisions of the New School methodology and the necessities of the students, leading to a better development in the learning process based on the Spanish language, enabling them to develop communicative, occupational, civic and research skills, facilitating the learner's access to knowledge and social integration.

According to these, the educational establishment considers the following principles:

- Affection: The Educational institution will guide its actions under the assumption of a constructivist humanizing curriculum which promotes interpersonal relations in understanding, solidarity and empathy among the members of the school.

- Democracy: The educational school will promote dialogue and agreement, respecting the differences in the search of the common good and in conscious participation in decision-making.

- Efficiency and effectiveness: The Educational Institution will make rational use of resources, means and processes which improve the quality in the search of educational excellence.

- Responsibility: The execution of the duties and the demand of the rights will be the guidelines that will guide the action in the school life.

In the view of the foregoing, which is supported by the fundamental principles of the Holistic methodology, it is a model that seeks in a person the integral development, in the cognitive, social and affective behaviors aspects, it is not just a product of the environment or a simple result of its internal dispositions, but a construction of its own that is produced day by day as a result of the interaction of these two factors.

General objectives

- To guarantee the organization and educational planning, through the evaluation of the processes, the verification of the requirements, the continuous communication with the educational community and the implementation of improvement plans and / or corrections in order to achieve the strategic bases, thus ensuring quality in service provision.

- To manage and administer resources, in this way the educational service delivery processes can operate efficiently.

- To manage the educational process aimed at the students' training, with cross-cutting projects to the areas of knowledge and training projects, according to the philosophy of the Educational Institution, to ensure the provision of the educational service, admission and continuity of students at the institution and subsequently the integration of students into higher education and/or the world of work.

- To promote integral training for young people and adults in vulnerable conditions that responds to the necessities of social and educational incorporation, outstanding the potentialization, construction or modification of their life project in recognition and strengthening of their competencies, skills and values.

- To ensure a qualified and committed staff that meets the expectations of students, parents and the environment to ensure quality in the educational service offered by the institution.

Specific Objectives

- To consolidate an institutional horizon that points out the principles and foundations proper to personalized and liberating education in order to strengthen in the person convictions, attitudes and values, so that the person is placed in society with a critical sense and Christian commitment.

- To strengthen the identity as an Educational Institution, through the construction and coexistence which is the center of the educational action, to encourage, guide and allow to live the faith in Jesus, as his disciples and missionaries.

- To generate a new culture of institutional management, which promotes internal democracy, organizational efficiency, economy, rationalization of resources and the autonomy of the educational institution, in the face of interests and pressures that prevent its optimal functioning and execution of its educational mission.

- To contribute to the transformation of historical reality through the incorporation of alternative, dynamic and integrative pedagogical projects, with a humanistic, scientific and technical vision, solid training processes based on values and competencies, which train members of the educational community to transform their environment.

- To implement relevant educational processes for the development of skills, that allow young people and older adults, levels of social, labor and promotion of social and human development.

- To develop an educational program adapted to the realities and conditions of the youth and adult population in order to promote responsible baccalaureates committed to their personal and community development.

- To contribute to the formation of educator' profile as a spiritual, ethical, social and political subject, with vocation of service and committed to the formation of integral human beings. In addition, to ensuring the general welfare of the employee.

Mission

The San Bernardo Educational Institution forms integral, scientific and technically people with a reflective, critical, creative, enterprising, competent, productive and human values which contribute to the personal growth, familiar and social in order to enable them to be a factor of change for their environment in pro of a better quality of life. Promoting

community development through the support of educational models such as the SerHumano Project.

Vision

The San Bernardo Educational Institution will be recognized in 2025 as a leader establishment at the municipal level and qualified in its offer, with a relevant, dynamic and competent curriculum; generator of educational processes, research, production and articulated with new global policies and new technologies; focused on agro-industry as a branch of projection, sustainability and rural impact, to enable students to enter higher education and/or join the workforce sector.

Coexistence handbook

This handbook helps to stablish the integral rules in the institution including the roles and responsibilities of the educative community, consequences for the people involved in the situations that affect school coexistence; care protocols; review and definition of pedagogical strategies for coexistence.

Its principles are:

- Principle of work: Preparation of students for their direct link with the market and the continuity of their higher studies through the opportunity offered by the Regional SENA Regional, Norte de Santander.

- Principle of integration: Process of organization, coordination and direction in which the institution has to demonstrate not only it can overcome its students' deficiencies or better address their weaknesses, but that can take advantage of its

educational strengths to progress and reach ever further, integrating all members of the educational community.

- Principle of knowledge: Understood as the development of competences within the basic standards for the search of knowledge through the construction of understanding and learning to make, interpret and demonstrate what has been learned.

- Principle of Civic Coexistence: Conceived as the moral and personal development of students as a social being capable of making increasingly autonomous decisions and carrying out actions that reflect a greater concern for others and for the common good.

- Principle of respect and defense of life: Ability of moral judgment to analyze, argue and dialogue on daily life dilemmas which lead to peace, respect for life and the defense of nature and the formation of a well-defined sexual identity.

- Principle of Culture: Understood as the development of folk, indigenous, customs, traditions, beliefs within ethnic, social, linguistic and political diversity, for the creation of a cultural identity.

Values

- Honesty: Pillar of values, do not hide anything, do not take anything, spiritually or materially.

- Tolerance: Respect for others. Others have the right to be different.

- Freedom: Ability to make decisions. Ability to decide for ourselves, to act in different situations.

- Gratitude: It makes the person loyal and faithful to those who have dedicated their time, their work, favors for those who recognize it.

- Solidarity: It makes us immensely strong, pursue noble and just causes, change the world by making it more worthy.

- Kindness: Permanent disposition to do good in a kind manner without distinction of genders.

- Justice: Give everyone what they deserve.

- Friendship: To want and accept a fellow man without condition.

- Responsibility: Awareness of the consequences, of what we do and stop doing.

- Loyalty: Feeling of attachment fidelity and respect.

- Prudence: Virtue not to act blindly and thoughtlessly.

- Respect: Fundamental basis for a healthy and peaceful coexistence.

- Fortress: Ability to remain faithful in the good and bad moments of our convictions.

- Generosity: Give without looking at who or how much is given.

- Work: Effort to get or do something; alone or with others.

- Perseverance: Ability to feed ourselves with motivation and commitment so as not to lose heart.

- Humility: Ability to know ourselves and know that we are strong but also weak.

- Peace: Healthy coexistence with human beings.

  Here, we can see some information about each chapter

  CHAPTER I. Legal and conceptual framework

  CHAPTER II. About the students

  CHAPTER III. Rights, duties and incentives

CHAPTER IV. Comprehensive care route

CHAPTER V. Components of the route

CHAPTER VI. Corrective and stimulus

Physical installations

Urban headquarters

Plant N° 1

A physical plant where the Secondary and Intermediate Technical Section operates, with nine classrooms, two new technology and computer classrooms, a biology, chemistry and physics laboratory (integrated), two agro-industry laboratories, a multiple classroom, four sanitary batteries, one toilets for disabled people, two toilets for teachers, a dispensary, a room for archives and books, a teachers' room and a sports court.

San Bernardo Integrated headquarters

Six classrooms with television, an audiovisual classroom, two sanitary batteries, a classroom for the archive and books, a classroom of new technologies and computer and administrative office.

Both Plant No. 1 and Plant No. 2 have their respective sanitary units and multifunctional sports fields.

Rural headquarters

The adjoining headquarters have suitable infrastructure for the provision of the education service, however, there are many needs for restructuring and maintenance.

Technological resources

In terms of technological resources, the rural headquarters have sufficient resources as a pedagogical tool that allows the use of ICT in teaching learning processes. At the headquarters of the primary section and at the main headquarters, although there are a number of Tablets and computers are insufficient in such a way that the appropriation of Tics is not achieved to a great extent.

As for connectivity only the rural headquarters of Tamara and Providencia has this service, in the main headquarters we have connectivity, but this is very regular and intermittent which hinders the development of some activities.

There are enough spaces for the development of physical education and sport but there are few implements of common use for the practices. Two rural headquarters do not have these spaces.

Academic chronogram

ASPECTOS	FECHAS	DIAS	SEMANAS
RECESO ESTUDIANTIL	30 diciembre 2019 al 17 de Enero	13	3
DIRECTIVOS DOCENTES	30 diciembre 2019 al 3 de Enero/20	4	1
PRIMERA Y SEGUNDA SEMANAS DESARR. INSTITUC	6 de Enero - 19 de Enero	9	2
AJUSTE DE MATRICULAS	8 de Enero a 28 de febrero	38	8
INICIACION DE CLASES	20 de Enero	1	
PRIMER SEMESTRE	20 de enero a 12 de Junio	97	20
PRIMER PERIODO ACADEMICO	20 de Enero al 27 de Marzo	49	10
SEGUNDO PERIODO ACADEMICO	30 de Marzo a 12 de Junio	48	10
TERCERA SEMANA DESARR. INSTITU	6 de Abril al 10 de Abril	3	1
REC. ESTUDIANTIL SEMANA SANTA	6 de Abril al 10 de Abril	3	1
RECESO ESTUDIANTIL I SEMESTRE	15 de Junio a 3 de Julio	12	3
VACACIONES DOCENTES I SEMESTRE	17 de Junio a 7 de Julio	12	3
SEGUNDO PERIODO SEMESTRAL	6 de Julio al 27 de Noviembre	94	20
TERCER PERIODO ACADEMICO	6 de julio a 11 Septiembre	47	10
CUARTO PERIODO ACADEMICO	14 de Septiembre a 27 de Noviembre	47	10
RECESO ESTUDIANTIL	5 de octubre a 9 de Octubre	5	1
CUARTA SEMANA DESARR. INSTITUC	5 de octubre a 9 de Octubre	5	1
TERMINACION DE CLASES	27 de Noviembre	1	
EVALU. Y PROMOC. DE ALUMNOS	27 de Noviembre	1	
QUINTA SEMANA DESARR. INSTITUC	30 de Noviembre al 4 de Diciembre	5	1
CLAUSURA AÑO LECTIVO	30 de Noviembre	1	
GRADUACION DE BACHILLERES	27 de Noviembre	1	
VACACIONES PARA ALUMNOS	30 de Noviembre al 31 de Diciembre	22	5
VACACIONES PARA DOCENTES	7 de Diciembre a 31 de Diciembre	17	4
VACACIONES PERSONAL DIRECTIVO	7 de Diciembre a 31 de Diciembre	17	4

Figure 1Academic calendar

Key pedagogical aspects observed

Planning

Bearing in mind the current situation of sanitary care, and the new structures of imparting

classes demanded from the national government, the San Bernardo institutions with its

teachers have to contribute to the students' education in a transversal way, understood as

the conceptual and practical elements that allow from the beginning to the end the

educational process and the horizontal interrelations of the different areas of knowledge,

which means that some areas which are closely related. This principle is implemented in order to students do not feel pressure, unmotivated, under stress or emotionally exhausted. Teacher follow the next structure:

Figure 2Transversal Planning

los medios escritos y audiovisuales, la marca juega un papel fundamental.

Componentes del texto publicitario

El mensaje publicitario suele estar formado por un texto, a veces acompañado de otros elementos como imágenes y sonidos, que sirven de refuerzo. El texto de los anuncios consta de;

a. **Un lema** o frase breve, sugerente y fácilmente memorizable, cuya función es llamar la atención del receptor y grabar una idea en su mente.

b. **El texto** que acompaña al lema es, por lo general, más amplio y detallado, aunque su extensión depende del medio de comunicación por el cual se difunde.

c. **Los elementos gráficos o sonoros** que acompañan al texto verbal tienen por objeto captar la atención del destinatario. Estos elementos también varían en función del canal a través del cual se transmite el mensaje.

Estrategias de la publicidad

Para convencer a un individuo de adquirir un producto, un servicio o de actuar de una determinada manera, la publicidad aprovecha, entre otros, los siguientes recursos;

a. **El testimonio** de personajes conocidos para garantizar los méritos de una marca. Ese respaldo, sin duda, avala el producto y atrae el consumidor.

b. **Hacer creer al consumidor** que la mayoría de los bienes se encuentran a su alcance y que él se los merece. Es decir, que la publicidad tiene u cimiento en un deseo fundamental del hombre, el deseo de adquirir.

c. **Convencer al receptor** a través de frases que lo invitan a aspirar al bienestar y al gusto por la comodidad; despertar la envidia de los demás; a sentirse un ser privilegiado y clase aparte; a no desperdiciar la oportunidad de economizar con la compra de un producto en particular.

Características del lenguaje publicitario

Como todo tipo de texto, el texto publicitario tiene ciertas particularidades en cuanto al lenguaje:

a. **Originalidad.** Un texto publicitario pretende llamar la atención. Para conseguirlo debe ser original puede se debe diferenciar de los cientos de mensajes que recibimos a diario. La originalidad apunta tanto al contenido como a la presentación de los mensajes.

b. **Brevedad.** Los mensajes publicitarios deben transmitir mucha información en poco espacio o en poco tiempo. De allí que sea indispensable utilizar un lenguaje breve y conciso.

c. **Expresividad.** La publicidad tiene que hacer deseables los productos o las ideas que propone a su público, con el fin de persuadirlo sobre el punto de vista de quien lo anuncia.

NOVENO

Figure 3 Transversal planning

GUÍA DE TRABAJO EN CASA I

Institución Educativa "San Bernardo"

ACTIVIDADES

1. Elabore una campaña publicitaria de carácter institucional, que promueva el reciclaje y la clasificación de las basuras en el hogar.
2. Selecciona uno de los siguientes productos y elabora una campaña publicitaria, en la cual promociona el producto.

3. Selecciono una de las siguientes imágenes elaboro un afiche publicitario de amor y amistad.

4. Ejercicio de producción textual: Con la siguiente imagen me inspiro y en una página redacto un texto de amor y amistad para la persona más especial en mi vida.

INSTITUCIÓN EDUCATIVA SAN BERNARDO   3

Figure 4 Transversal planning

GUÍA DE TRABAJO EN CASA I

Institución Educativa "San Bernardo"

COMPETENCIAS COMUNICATIVAS

Artística e Inglés

Docente: Luz Yesenia Castañeda M.
Celular: 3105815460 Tema: Valentine's Day

FECHA DE ENTREGA DE ACTIVIDADES DE ESTA GUÍA: JUEVES, 17 DE SEPTIEMBRE

Guía artística e inglés 1: Cultura general, salud y educación
Transcribo esto en el cuaderno de inglés →

DBA: Identifica y jerarquiza la información más relevante de un texto para ampliar su comprensión.

Temática: Cultura general, salud y educación

Contextualización: Hoy en día es muy importante conocer sobre la cultura general alrededor del mundo, por esta razón, vamos a profundizar un poco en la cultura inglesa a través de las fechas más representativas que nos hacen sentir felices, en este guía vamos a trabajar la celebración de amor y amistad, la cual se celebra a nivel internacional el 14 de febrero. Sin embargo, esta celebración en Colombia, tiene lugar el último domingo del mes de septiembre.

El día de amor y amistad es una fecha muy importante, porque se basa en la búsqueda del amor por esta razón, es importante, conocer y apropiarse del vocabulario que se emplea en este día

Valentine's Day

1. Hearts →
2. Couple →
3. Roses →
4. Ring →
5. Cupid →
6. Cake →
7. Gift →
8. Chocolate →
9. Kiss →
10. Bride →
11. Groom →
12. Wedding →
13. Jewellery →
14. Card →
15. Letter →
16. Balloons →

Homework 1: Con el vocabulario del día del amor y la amistad, elaboro de forma creativa un aviso publicitario de esta fecha tan importante (**Nota 1**. El tamaño del aviso es de una hoja tamaño carta o una hoja de cuaderno bien recortada. **Nota 2**. Recuerde que en el aviso debe escribir las palabras en inglés y agregar imágenes que apoyen o respalden el vocabulario empleado)

Examples:

NOVENO

4 COMPETENCIAS COMUNICATIVAS

Figure 5 Transversal planning

GUÍA DE TRABAJO EN CASA I

Institución Educativa "San Bernardo"

Guía de artística 1: Cultura general, salud y educación

Homework: Elaboro de forma creativa, empleando materiales reciclables un domino alusivo a la celebración de amor y amistad (**Nota.** La evidencia es tomarse una foto con las fichas del domino, en la que se evidencia el estudiante de la cintura para arriba)

A continuación encontrara un ejemplo de domino con 16 fichas

	hearts		couple		kiss
	roses		ring		groom
	cupid		cake		jewellery
	gift		chocolate		letter

	bride
	wedding
	card
	balloons

Nota: Esta sería una de las 16 fichas

	groom

NOVENO

Figure 6 Transversal planning

Material

The educative institution implements didactic guides where the communicative competence is reflected. The use of this tool is because the majority of the students do not have the access to a stable internet connection cause the institution receives a considerable amount of rural students. Likewise, the students and teachers use Whatsapp to send the workshops, and the communication between parents, students and teachers is done via this app,

Student's behavior

It could be noticed that due to the flexibility of this pedagogical strategy, some students do not send the respective homework at the time stablished, so teacher have to ask them many times for their duties.

Student's English level

In San Bernardo school there are 454 students, including those who belongs to the rural headquarters, and it could be observed that all the students from Transition to Technical Intermediate do not have the correspondent level of English according to the Ministry of Education, following the CEFR the students are in a Pre-A1 level which means that there is not a coverage of English as it is mandatory.

Chapter III: Pedagogical Component

Enhancing vocabulary through authentic videos in 11th grade students at San Bernardo de Bata School

Introduction

As it is known, nowadays learning a second language, especially English, helps people to be competent in a globalized world where knowing another language is fundamental to obtain better quality of life as well as job opportunities and being immerse in different cultures. These aspects bring people a wide or different perspective of the world.

Following this, the national Ministry of Education proposed to follow the communicative approach when teaching English for primary and secondary students, being this a tool for developing their communicative skills in order to manage the real situations. To that end, public schools are trying to modify the learning strategies regarding the reinforcement of the bilingual competence in the students.

This pedagogical proposal attempts to reinforce the vocabulary by means of authentic videos for 11th students at San Bernardo de Bata school, in which they can practice the new vocabulary as well as to improve the reading, listening and speaking skills.

Taking into account the virtually of the classes, the authentic videos are chosen to attempt the necessity of a different way to learn vocabulary, since at this institution the implementation of synchronic classes is not possible due to the low access of the students to have internet connection.

Statement of the problem

For the guidance of the pedagogical proposal, the following questions are established to obtain information in gathering process

Main question

How the implementation of the authentic videos can help to enrich the vocabulary of 11th grade students?

Sub questions

- How creation of authentic videos aid students to improve their vocabulary?

- How the authentic videos help to the improvement of the speaking skills?

Justification

In the current world, learning a second language is an essential factor for daily life, for that reason the educational system includes learning English as a second language as mandatory to create Colombian citizens more competitive. However, the reality is that there are many needs in the public schools that ask for attention and one of them is the low English level of students. This is the case of the San Bernardo de Bata school, where the majority of the students are in a Pre-A1 level according to the CEFR. Taking this into account, as it could be observed, there is a lack of vocabulary on the students what means that can delay the process of the development of the communicative competence, since it is indispensable when enhancing the reading and speaking skills, as Alqahtani (2015) stated, subsequently with a limited vocabulary the communication is not successful.

Therefore, this pedagogical project attempts to increase the vocabulary in 11th grade students through authentic videos in order allow them to improve their communicative

competence. According to Nation (2011) cited by Mofareh (2015), learning vocabulary facilitates the development not only the speaking skill, but also the writing, reading and listening.

General Objective

To implement authentic videos to enrich the English vocabulary on 11th students at San Bernardo de Bata School.

Specific objectives

- To enrich the vocabulary acquisition in the 11th grade students.

- To use the authentic videos as a tool for acquiring vocabulary.

- To offer to the students a different and dynamic way to learn English.

- To take advantage of the digital resources in order to improve students English level.

Theoretical framework

For having a better understanding of the project, some key concepts are explained in order to guide the study

Communicative competence

According to Nordquist (2019) communicative competence refers to the ability to tactic the knowledge of a new language and use it in a correct way, but it is also defined as the key of social acceptance.

Speaking skill

According to Fulcher (2003) cited by Jati (2016), this is a language skill of a person to communicate with others where two or more people are implicated in an interaction.

Reading skill

Reading is characterized as a cognitive process that includes interpreting symbols to reach at meaning, also is a dynamic process of creating the meaning of the words. Likewise, reading skills allows a person to interact and be immerse in a written language. (Definition & Process, 2016).

Listening skill

"Listening is the active process of receiving and responding spoken and sometimes unspoken messages" (Nordquist, 2019), which means that is the process of identifying words or sentences and their meaning.

Vocabulary acquisition

Norquist (2020) defines this concept as the process of learning new words of a language. This learning acquisitions is important in the process of developing students' skills for school success. (Baker, Simons and Kame'enui, 1998. Pg 219)

Authentic videos

According to Stempleski (1987) cited by Zhou (2018), authentic video is described as an accurate material considered for an entertainment value rather than a language teaching. This tool is created by means of providing to the students original material where it can be found a variety of information related to an specific context.

Task based learning

Nordquist (2020) defines this concept as the process of learning new words of a language. This learning acquisitions is important in the process of developing students' skills for school success.

State of arts

Talking about the implementation of authentic videos when learning vocabulary, some researches have been conducted to demonstrate the effectiveness of this tool when acquiring vocabulary of a second language.

Shevchenko (2015) presented an article entitled "The Role of Authentic Videos in Teaching English at Technical Universities" focused on the influence of audiovisual aids when learning a second language. In the article it is noticed that there is a description of real benefits of using authentic videos in technical students, such as catching students' attention and concentration, there is a stimulation in the communicative competence in English, there is a growth of understanding and memorizing the content and it helps to decrease anxiety or fear to speak English in class. Likewise, an experimental research conducted by Lopez (2016) based on proving the effectiveness of using authentic videos in grammar, two groups of 20 intermediate level English students were to participate. In this study, it could be evidenced that the use of authentic videos increases the attention, concentration and motivation of the students, it is an excellent tool to improve students' grammar and also that there was an evident reduction of boring sings.

On the other hand, concerning the vocabulary acquisition through video there are several studies which highlight the efficacy of using this tool in vocabulary improvement, as an action research made by Devi (2012) entitled "Animation Video to Improve Students' Vocabulary Mastery" sought to identify if animation videos could improve students' vocabulary mastery. After implementing observations, interviews and documents in sixth grade students at MIN Nglungge, Polanharjo, the author found that the implementation of these videos the students enhanced their vocabulary mastery as well as their motivation. It

could be seen that the participants could write words correctly before applying this tool, also the pronunciation and vocabulary recognition by listening and imitating the language were two factors that students improved.

In the same way, it is necessary to highlight the study of Washang (2013) "Boosting Vocabulary Retention Through Adding a Video Component to the Vocabulary Building Classes in English for Specific Purpose Situations" which aimed at introducing vocabulary videos and measure the possible effects in vocabulary retention in ESP language learners. In this experimental research, 46 were between 19 and 21 years old were selected from among a population of 104 and were put to two equal groups of experimental and control. Regarding the findings, it could be noticed that the video had a positive role in audiovisual stimulation, where the participants were motivated and their technical vocabulary increased significantly.

Finally, taking into account a more recent study, Ardnt & Woore (2018) developed a quantitative and experimental study entitled "Vocabulary learning from watching YouTube videos and reading blog posts" which intended to make a comparison between videos and blogs in order to know which one of them can support L2 vocabulary acquisition. The participants were 84 EFL learners from different backgrounds, with whom the information obtained was that there were learning gains with both tools on equal quantities. However, the usage of blogs increase, the orthographic knowledge, and in contrast, videos promoted a recall of target words, grammatical functions and meaning of words.

Research Methodology

The intend of this study is to enhance English vocabulary in 11th grade students through authentic videos. Hence, a qualitative study is applied in order to answer the main question of the project. As it is known, a qualitative design responds to the questions how and why, considering a phenomenon which would be interpreted or analyzed in which a series of empirical material will describe meanings in individuals' lives. (Denzin and Lincoln 2005:2, cited by Aspers & Corte (2019). In this case, the *practical actions research methodology* is used, considering its definition as the process of investigating classrooms problems and the improvement of the students' learning in their professional practice (Creswell, 2002, p. 579). This design focuses on a specific problem or issue and it is taken by the educator and implemented in a school. Evidently, this approach is applied in order to provide a strategy for the students to enrich their low capacity of English vocabulary.

Participants

The participant of this project are the students of 11th grade from San Bernardo de Bata school. Eight participants of this grade are chosen randomly to participate for the data collection process.

Ethical considerations

Considering that the participants are from a public school and they are underage, their personal information and the data collected in this project are anonymous, changing their names by pseudonyms in order to highlight the importance of the confidentiality of the participants in this project.

Pedagogical methodology

Bearing in mind the preventing confinement, the San Bernardo School has been implementing pedagogical didactic guides as methodological tool. As it is known, this educative establishment does not have a chronogram to follow, instead of that, teachers are creating the guides based on what the Ministry of education demands in each training meeting they have.

Additionally, the students do not receive a feedback of their activities, alternately, the activities are graded in a qualitative way, depending on the time they send the homework, but there is not a specific grid to grade them. (See appendix 1)

It is important to highlight that only the implementation of the pedagogical proposal does not accomplish the demanded hours per week of the practicum stage, hence the student-teacher takes 4 courses from 8th to 11th grades in order to design the respective English guides, although the implementation of the proposal is just for 11th grade.

Moreover, some guides are designed transversely with the Spanish area, specifically in 8th, 9th and 10th grades. (See appendix 2)

Guide	Grades	Date
Homonimos	10	September 2nd
Amor y amistad	11	September 9th
Semana de la paz	8, 9, 11	September 9th
Dia de la raza-chef	11	September 30th

Diversidad cultural	10	October 15th
Alimentación y chef's day	8, 9, 11	October 16th
Movember & Hugging day	8,9,10	November 4th
Prom day	11	November 4th

Table 1Timetable of the elaboration of the guides

Now, in this section are presented the guides for 11th grade designed under the

parameters of the pedagogical proposal, which is based on the creation of authentic videos.

in this guides, the students have for activities solve puzzles, translate lists of vocabulary,

record a video or create a poster. (See appendix 3)

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Eje temático: Interpretación y producción textual (Texto expositivo)
BDA. Asocia el texto con el contexto en el que se produce, divulga y publica

Contextualización: La cultura se puede aprender desde diversos contextos, por dicha razón en esta guía vamos a adquirir nuevos conocimientos sobre la cultura americana a través de la gastronomía.

Homework: Escribo en el cuaderno de inglés, los ingredientes y la receta de la preparación del sanduwich más famoso de Los Estados Unidos (Peanutbutter and jelly sandwich = sándwich de mantequilla de maní y jalea) el cual, es una parte fundamental de la cultura americana

No copiar esto, son las indicaciones para el desarrollo de la actividad→ Nota. La receta se debe copiar en inglés y al frente la traducción en español y debe tener un dibujo del sandwich (lo pueden imprimir o dibujar, como se les facilite más)

PEANUT BUTTER AND JELLY SANDWICH

INGREDIENTS
- 2 slices sandwich bread
- 2 tablespoons peanut butter
- 2 teaspoons blackberry jelly

DIRECTIONS
- First, spread the peanut butter on one piece of bread.
- After, spread the jelly on the other side.

Luz Yesenia Castañeda Mendoza
Lic. Lenguas Extranjeras: Inglés – Francés
Correo electrónico yeseniacast87@hotmail.com

Figure 7Preparation of the sandwich guide

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- Finally, put the two pieces of bread together to form a sandwich.

Video about how to make a peanut butter and jelly sandwich:
https://www.youtube.com/watch?v=GX1EjqXAszM

Homework: Elaboro el video de la preparación de un sándwich de jamón y queso, siguiendo las instrucciones, presentadas a continuación por la estudiante maestra Yulany Acevedo, la cual nos va a apoyar durante este tercer periodo académico.

HOW TO PREPARE A HAM AND CHEESE SANWICH

- Hello, my name is Yulany and I am your teacher during this period. Today, I am going to give a recipe of how to prepare a sandwich.

- These are the ingredients: bread, ham, cheese, butter and mayonnaise.

- Now the preparation:

First you have to put the butter into the bread, you have to spread it like this. Then you add mayonnaise in the bread, and if you want you can spread it.
Now, you put the cheese, you add the ham and now it's ready for going to the toaster.

- After three or four minutes, the sandwich is ready for eating.
Now is your turn to prepare a sandwich as you want. You can more sauces, or tomatoes, or whatever you want. Thank you.

Figure 8Preparation of the sandwich guide

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Profesora: Luz Yesenia Castañeda Mendoza
Deisy Yulany Acevedo Jiménez
Grado: Undécimo 11°
Guía de inglés 3: Day of race (Día de la raza)

Celular: 3105815460
Fecha de envío: 30 de septiembre de 2020
Fecha de entrega: 14 de octubre de 2020

Transcribo la siguiente información en el cuaderno de inglés ⟶

Temática: Cultura general a través de las fechas representativas alrededor del mundo

Contextualización: En varios países de América Latina el 12 de octubre es la fecha en la que se celebra el Día de la Raza haciendo memoria del inicio del intercambio de culturas entre europeos y americanos, tras la llegada de Cristóbal Colón en 1492 con sus hombres a la isla Guananí, en el archipiélago de las Bahamas.

A continuación, encontrarás el link de un video relacionado al día de la raza el cual aporta información para el desarrollo de la actividad. https://youtu.be/UeM1x5ccjp4

Activity 1: Resuelve la sopa de letras, la cual contiene vocabulario relacionado con el día de la raza el cual está presente en el video. Las palabras que encuentres estarán en inglés y las traducirás con ayuda del diccionario.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Luz Yesenia Castañeda Mendoza
Lic. Lenguas Extranjeras: Inglés – Francés
Correo electrónico yeseniacast87@hotmail.com

Figure 9Day of Race guide

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G	N	N	O	E	O	T	L	N	G	A	P	O
M	E	O	C	U	C	O	L	U	M	B	U	S
O	S	E	T	R	G	A	N	A	D	P	P	S
N	U	O	O	O	E	E	L	M	E	U	O	V
G	R	N	B	P	C	C	R	E	O	O	S	E
O	P	E	E	E	U	N	C	R	U	R	E	O
L	R	T	R	A	N	C	G	I	O	D	E	O
O	L	N	A	N	E	C	A	C	A	O	R	L
I	A	A	D	S	I	I	S	A	E	N	A	O
D	N	S	U	N	T	E	A	N	C	E	O	C
L	O	N	H	N	E	S	U	S	N	O	T	O
A	N	E	U	C	A	U	C	A	S	I	A	N
V	V	A	S	T	G	R	O	U	P	O	I	A

Activity 2: Responde las siguientes preguntas de acuerdo con el video. Las respuestas son las palabras que están en la sopa de letras. Deberás poner las respuestas en inglés.

1. Nombre de la persona que llegó a América: _____
2. Gentilicio de América en inglés: _____
3. Gentilicio de Europa en inglés: _____
4. ¿Una de las divisiones de las razas era? _____
5. ¿Una de las razas divisiones de la raza era? _____
6. La palabra raza fue cambiada por: _____
7. Raza puede ser definida como un: _____
8. Mes en el que se conmemora la raza: _____

Luz Yesenia Castañeda Mendoza
Lic. Lenguas Extranjeras: Inglés – Francés
Correo electrónico yeseniacast87@hotmail.com

Figure 10 Day of Race guide

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APROBADO POR RESOLUCIÓN N° 4785 NOV. 03 DE 2018

Profesora: Luz Yesenia Castañeda Mendoza   Celular: 3105815460
        Deisy Yulany Acevedo Jiménez   Fecha de envío: 3 de noviembre, 2020
Grado: Undécimo 11°   Fecha de entrega: 13 de noviembre, 2020
Guía de inglés 4: Prim Day (Día de graduación)

Transcribo la siguiente información en el cuaderno de inglés →

Temática: Cultura general a través del mundo.

Contextualización: El "Prim" es el baile de graduación en Estados Unidos el cual se celebra a lo largo del mes de mayo. En el PROM (diminutivo de 'promanada') o baile de graduación es donde los estudiantes de año académico tienen la oportunidad de disfrutar de una tradición muy arraigada en los High Cholos de Estados Unidos. A esta celebración suelen asistir los alumnos Senior (2° Bachillerato) y a veces los del curso anterior si tienen la suerte de ser invitados. Se acude en pareja tal y como hemos visto todos en las películas dónde el chico le pide a la chica ser su acompañante en el baile. En ocasiones además se elige al Rey y Reina del baile.

Para saber más información acerca de esta celebración ingresa al siguiente link: https://youtu.be/wXX3ofpQ-VI

Homework 1: teniendo en cuenta la información dada en el vídeo, traduce la siguiente lista de vocabulario sobre "Prim Light" y agrega las que consideres que hacen falta.

Luz Yesenia Castañeda Mendoza
Lic. Lenguas Extranjeras: Inglés – Francés
Correo electrónico yeseniacast87@hotmail.com

Figure 11Prom Day guide

-formal	- tuxedo
- boutonnière	-celebration
-dance	-party
-elegant	-romantic
-photographs	-graduation
-United States	- court
-prom	

Homework 2: de acuerdo a la información dada en el video y su perspectiva personal, elabora un poster de manera creativa donde expreses o des a conocer lo que piensas sobre la noche de graduación y pon frases alusivas a esta fecha (en inglés). Puedes poner fotografías de tus compañeros, frases, stickers, etc., (está en tu creatividad)

Nota 1: puedes hacer el poster en línea en el programa online llamado CANVA, en donde puedes encontrar muchos diseños variados, o si lo prefieres lo puedes hacer en físico.

Figure 12Prom Day guide

Data collection

For gathering the correspondent data, and taking into account the modality of the classes, some instruments are implemented for this aim: documents, teacher' diary and student's sample work and questionnaire.

Documents

According to Bowen (2009), document analysis is the procedure of interpreting document materials in order to examined and interpret the meaning of the information. Likewise, there are three types of documents proposed by O'Leary (2014) public records which are recordings of an organization activities in which includes student transcripts, mission statements, annual reports, policy manuals, student handbooks, strategic plans, and syllabus. Personal documents which are personal actions, beliefs and experiences, for example calendars, e-mails, scrapbooks, blogs, Facebook posts, duty logs, incident reports, reflections/journals, and newspapers. And finally, physical evidence which are the artifacts found within the research, such as flyers, posters, agendas, handbooks, and training materials. According to this, in this project the solution of the guides given to the students will be observed, in order to analyze the process of vocabulary acquisition.

Teacher's diary

Wiegerová & Lampertová (2012) define the e educator journal is a reflection of reality and of what the instructor within the given minute, within the given circumstance really goes through. In this way, the starting educator can delineate issues as well as delights experienced every day which opens up unused conceivable outcomes for encourage investigations. The diary plays as a "listening friend" for the given subject.

Within this process, imperative self-reflective value it is important when writing internal issues.

Work sampling

This method is an assessment focused on teacher's classroom observation, conducting to a solution of an issue or creating a learning strategy. Likewise, this instrument provides information of students' academic, personal and social progression, as well as students' weakness, strengths their performance during a lesson (Meisels, 1997)

Web-Based Questionnaire

This concept is also referred to online surveys, which are fundamentally used for collecting data about the feelings, attitudes or thoughts about something specific of a group of population. (White, 2014)

Data collection methodology

The research methodology that is implemented in this project is the next: as the San Bernardo school provides guides to the students biweekly, the videos are delivered at this dates with the respective tasks which will be focused on the task-based learning approach. After this, when the work sampling group of students send their respective solution of the workshops, the teacher analyzes this documents and provide a feedback about their weakness and strengths according to the vocabulary obtained. This feedback is written in the teacher's diary which have a grid depending on the tasks the teacher provides. It is important to highlight that in some cases the student complete their tasks making videos or solving workshops. Finally, when the academic period ends, a questionnaire about this methodology is implemented in order to know the acceptance of this strategy for the students.

Data analysis

Regarding the data analysis of this proposal, the inductive method is applied in order to analyze the information obtained from the participants. This method is followed in order to join all the specific facts into a meaningful and general whole (Hatch, 2002). Likewise, this can provide relevant information from all the data gathered which is read many times for evaluating all the particular samples.

Instrument/date	September 30th	October 15th	November 13th	November 19th
Teacher's Diary	X	x	x	
Online Survey				x

Table 2Timetable for collecting data

Description of the analysis process

As it is known, the students send their activities like videos or the solutions of the workshops of three specific guides (Sandwich recipe, Day of Race and Prom's day) to the practitioner. Consequently, this information from the participants is checked and analyzed through the teacher's diary. In this instrument is explicit the development of the activities as well as the strengths and weakness of the students, based on a grid made depending on the activity. (See appendix 4)

After analyzing the last activity the students do, an online survey it is applied in order to evaluate the participants' perception about the methodology implemented during the last period of the academic year, specifically the implementation of the authentic videos and their possible acceptation or weaknesses. (See appendix 5)

Findings

- How the implementation of the authentic videos can help to enrich the vocabulary of 11th grade students?

    The implementation of the authentic videos is a tool for enriching English vocabulary in students since this helps the students to understand the meaning of words through the images exposed in the videos as well as to be acquainted with the contextualization of what is being treated. Even though it was only possible to offer them three videos about the thematic proposed by the practitioner, through the data obtained from the surveys it can be observed that all the participants agree with the fact that the videos aid the students to concentrate and retain information which is an advantage when learning new words

    Moreover, in the information obtained from the teachers 'diary can be found that the students manage the vocabulary not only through the translation with the words but also with the vocabulary showed in the video and the activities presented in the workshops since they try to conceive and understand what is the meaning of the words. Unfortunately, sometimes the students fail in the morphology of words, however it is evident the appropriation of the vocabulary when doing the homework.

- How the authentic videos help to the improvement of the speaking skills?

    The information collected from the teacher's diary stablishes the low capacity of the students when speaking. In this instrument it is be evidenced that with the activity of the preparation of a sandwich, the participants do not have the ability to pronounce correctly

Findings

- How the implementation of the authentic videos can help to enrich the vocabulary of 11th grade students?

    The implementation of the authentic videos is a tool for enriching English vocabulary in students since this helps the students to understand the meaning of words through the images exposed in the videos as well as to be acquainted with the contextualization of what is being treated. Even though it was only possible to offer them three videos about the thematic proposed by the practitioner, through the data obtained from the surveys it can be observed that all the participants agree with the fact that the videos aid the students to concentrate and retain information which is an advantage when learning new words

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- How the authentic videos help to the improvement of the speaking skills?

    The information collected from the teacher's diary stablishes the low capacity of the students when speaking. In this instrument it is be evidenced that with the activity of the preparation of a sandwich, the participants do not have the ability to pronounce correctly

the words even they have the video of the teacher and the transcription of the process of the recipe's preparation, they still have weaknesses in this since they are not acquainted with the language and of course they do not have the level for doing it. Nevertheless, as this activity could be done once, it cannot be appropriate to say that the participants do not have a growth in their speaking skill. Moreover, the participants manifest in the survey that with the support of the authentic videos, they fairly consider them as support when pronouncing words or sentences.

Besides, data obtained from the survey reveals that the students take advantage of the videos since they manifest their interest and enthusiasm in learning a new topic when watching this videos. Likewise, they remark that this tool facilitates the understanding of the content as well as to simplify the contextualization of the which allows them to learn about the topic presented. In this way, they practice the language and at the same time, their awareness of the language grow.

Conclusions

The information obtained from the instruments exposes that the use of authentic videos can be a tool for learning vocabulary and its respective pronunciation and contextualization. Moreover, it is noticeable that there is a growth in the interest of learning a second language since this videos help the students understand the content or the thematic proposed as well as to learn something new in a second language. In this way, this is a worthy strategy where students can practice the language as well as to learn about the structure and usage of it. Nevertheless, their pronunciation cannot be exhaustively measure since there is only one activity where they record their selves and they cannot practice the pronunciation skill constantly.

Recommendations

During this process, and due to the modality of the classes, it could not be possible to collect enough information from the participants and it would be more appropriate to implement more videos in order to know exactly what is the role of this tool in the listening and speaking skills.

Additionally, it is evident that this videos are a support for learning a second language, especially new vocabulary of a topic. In this way, if teachers want to apply this strategy have to take care that these videos be dynamic with a remarkable quantity of images as possible in order to catch student's attention as well as to let student learn vocabulary intrinsically.

Chapter IV: Research component

Reflective Spirit Formation in Plex Practitioners, Training Tool to Qualify

Pedagogical Practice.

Introduction

In the context of PLEX training, the pedagogical training practices are emerging as one of the areas of interest and updating to be studied and documented in order to improve teaching processes-learning, for the higher education qualification.

Although there is a clear interest in the obvious necessity to understand and transform the pedagogical practice, it is also true that much of the local studies focus especially on the problem of learning rather than teaching.

It was considered appropriate to formulate a project that would introduce a reflective approach on the practicum as a way of embodying knowledge, behaviors and aptitudes which help to guide teacher's labor. Additionally, as an internalization exercise, of immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and searching for information about problem solving and self-recognition.

Justification

The formulation of this project in the context of foreign languages integral practicum, is part of the professional conception of the practice as a spearhead to improve educational processes in the application centers where the PRADO (Teachers practice) is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the own performance

and to become interested on the models and approaches to attend a problematic situation and establish an analytical perspective about the fact.

In accordance with the teaching philosopher John Dewey, precursor in the teaching applied reflective thinking field, it is justified the necessity of this project to provide analysis and self-observation tools to the students that allow them to distinguish between routine and reflexive action. It is believed that a reflective approach protects the agents in a traditional context of inertia and authority that have in the school.

Statement of the problem

At school, central aspects of the constitution of subjects are assumed, of the institutional life without question, they are seen as imprints, stable and invariable features that are part of the identity and the school culture. When the events are carried out without major alteration, the teacher takes the risk of settling in an action logic that does not allow the pedagogical evolution and the renovation of the scholar culture. A practice lacking in reflection does not lead to emerge problematic situations; these realities are ignored, made invisible. Seen in this way, the pedagogical practice is assumed from reproductive codes that install the teachers in a traditional way, of cultural reproduction, becoming a barrier to the appearance of emerging practices aiming at generate transformations of thought and knowledge, to deal with social needs.

Due to this situation, which affects teachers to a greater or lesser extent, the teacher training process is required to encourage the teacher preparation, in the teacher's future, a critical and reflective spirit that contributes to the improvement of their pedagogical practices, so these turned as essential elements that impact and transform their work and their future professional performance.

In the case of the bachelor's degree in Foreign Languages of the University of Pamplona, reflection is conceived as a fundamental exercise for the students who carry out their integral practice, self-evaluate, install a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions are asked:

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

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

General objectives

- To implement reflection as a tool to transform the pedagogical processes of the integral practice.

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

Specific objectives

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternatives to solve the problems presented in their pedagogical practice.

- Socialize criteria, share ideas and guidelines to assume their pedagogical practice and be effectively inserted in the institution.

- Identify and analyze the strategies the student uses in their pedagogical practice.

- Implement workshops of reflection and development of teaching units that guide the reflection of Students-Practitioners.

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

Theoretical framework

The theoretical framework of this study is constituted by the theory of teaching profession, reflection, reflective practice and pedagogical practice. In order to have a greater level of clarity on the concepts covered, in close connection with this research project, we present an approach to each one of them.

Teaching profession

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

The teaching profession requires a series of competencies, which currently constitute a conceptualization and mode of operation in the planning and management of human resources which aimed at facilitating a linkage between management, work and education. This is how we find that every teacher must accomplish the competences in the discipline that allow him to be proficient in a set of knowledge and skills of the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity. In the same way, all teachers must have competences in the organization of the contents, meaning that the pedagogical practice not only requires ordering its components to be learned by students, but also anticipating the conditions of

teaching in the educational context or outside of it. The quickest function that teachers must develop is to design or anticipate the teaching practice.

Reflection

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

Reflection as a process

The reflection is made from a series of stages that cyclically give as a result a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the experience implies "a kind of reflective dialogue with the situation, where language would benefit the access to the individual experiences, which would allow a new organization of the situation".

The stages of the reflection as a process are evident in the following scheme:
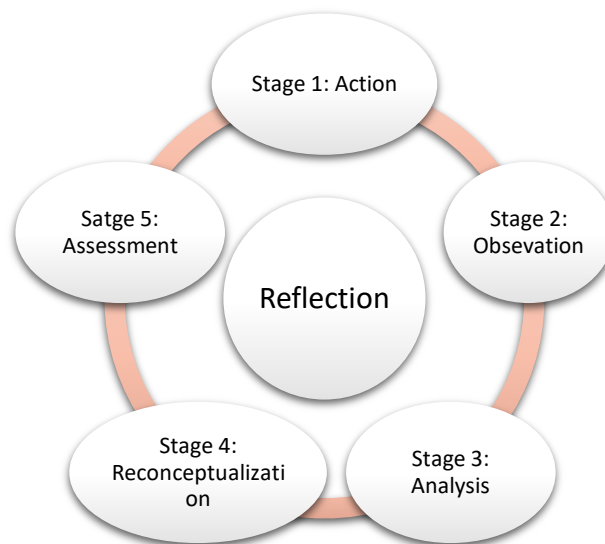
Figure 13 Stages of reflection

Reflection as a theme:

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

Reflective practice:

Updating and qualifying academic proposals at the University and orienting students towards new ways of relating to the world, it is necessary for teachers to question themselves about their own practice and the impact it has generated; who be able to objectify their behaviors, and assuming the different roles in the pedagogical relation.

The teacher attends a central role in the current educational world; acts in a complex space submitted to constant change determined by the interaction of various factors and conditions. The teaching profession requires: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and EllioT:1986). In this context the problems of the practice, of the class space demand a particular treatment oriented to the understanding and the social interaction.

The necessity to articulate the social changing reality to our pedagogical work is evident in the existence of numerous attempts when trying to explain school phenomena and in the search for ways to address these phenomena, to make school work effectively.

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

According to Van Manen (1997) there are different levels of reflexivity. In a first level, in the classroom there is the effective application of skills and technical knowledge, the reflection is applied to the appropriate selection and use of the didactic strategies that the teacher will use.

On a second level, the reflection about the implicit presuppositions in the specific

practices of the classroom. The consequences of the adopted strategies, the curriculum, and the practices are analyzed. The application of educational criteria is opted in teaching practice to make pedagogical decisions adapted to the institutional reality and the contexts.

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

Pedagogical practicum

For the analysis and reflection on the practice, it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for that

purpose, it is assumed the Zeichner's proposal who has established several modalities of

practicum as follows:

Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they

teach, so that they transform it into understandable structures for the students.

Social efficiency practicum

The purpose is to achieve an effective teaching through the application of didactic

techniques that are deduced from general principles to which the pedagogical research has

reached. In this case, reflection is a strategic decision: "to select among the range of

available techniques what is considered most effective".

This is the way of proceeding from technical rationality.

Development

Teaching is based on the interests and development of students, and, at the same

time, it considers the development as a teacher and as a person.

Social reconstruction

The object of reflection is the social, economic and political context, thus fostering

reliable democratic relations in the classroom, and egalitarian and just in the social field.

Generic

The programs allude to reflection in a generic way, but without specifying the

ambitions of the programs or the contents on what to reflect nor the strategies to foster

reflective learning.

Reflection triggers

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

Critical element on reflective thinking

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

These authors established classification categories of:

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and professional configuration

5. Students' knowledge and their characteristics

6. Knowledge of educational contexts

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

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

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

Methodology

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

This study is ascribed to qualitative research approach, from the perspective of reflection as vocational space that will contribute to a large extent to the description, identification and analysis of the pedagogical practicum.

For collecting data, it is proposed to implement the following instruments:

Self-observation sheet

The self-observation sheet has as main interest which is to guide the student teacher towards a self-perspective from their professional activity as teacher; and from their role in the classroom and in the educational community environment to which they belong. This

sheet will be applied each week in order to have an enduring control of the self-evaluation of the practitioners.

Narrative

The narrative is a reflection exercise allows the practitioners to mean their effort on their own teaching experiences in order to provide meaning t their profession.

During the semester, the narratives are carried out each week as well as the sheet, which will be delivered to the mentors.

Reflective workshops

The reflective workshops have a vital role which is to guide students – teachers' reflective process, but in the same way to socialize and share own experiences of their process and find new tools that allow them to transform or ameliorate their pedagogical practicum. These workshops are handle on 4 sessions during the semester.

In order to develop these instruments, the practitioner participates in three workshops. (See appendix 6)

Chronogram

INSTRUMENT	September		October				November		
Self-observation sheet				14th					
Narrative	21th	28th	5th	12th					
Reflective workshops		23th		14th			23th		

Table 3 Research component chronogram

Data analysis

  For the data analysis, the workshops, self-observations and the narratives were made in order to stablish the parameters on what the students-teachers based their reflection. For example, talking about the self-observation sheet some facts were taken as primordial, for example the motivation of the students, the cultural aspects in a lesson, the activities the practitioner applies, the time and material or activities the teachers do, etc. With his aspects, it was proposed to guide the narratives which were made every week in order to obtain a progress on the analysis an evaluation of the practice. Moreover, about the reflective workshops these were about different aspects such us the educative change throughout these times and how this affects the way of educate people, interaction with the students in online classes or asynchronous sessions, and finally the identification of values and attitudes based on the principles of the educative institution and how this can be managed in the real context.

Results

  Bearing in mind the instruments implemented in this project, some aspects were relevant when reflecting about the practicum stage. For example, the reflection process helps the students to analyze the different strategies or methodologies can be implemented not only in a physical space, but also in the virtual classes, because due to the confinement the teachers had to adapt all the methods and styles to teach, focusing on the equality of digital resources the students have, and their comfort. Likewise, it was analyzed how the teacher manage the values and the cultural aspect in the lessons, in order to show to the students, the importance the moral, respect and inclusion in these times taking into account

the modality which was implemented. In the same way, in the narratives the students-teachers could express how they felt during this process, the difficulties they had, the amelioration on some aspects such as the activities, the evaluation, the methodologies, the interaction with the students, among others.

Chapter V: Outreach Component

English Language Awareness in Primary Schools at San Bernardo De Bata School.

Introduction

Participating in global policies in the academic, cultural and economic field, motivated the Colombian National Government to promote the learning of foreign languages in the different educational sectors of the country, in that way, citizens have the opportunity to participate in cultural exchanges that allow them to access to more equitable conditions, dealing with the personal and social development of the country.

With the aim of promoting English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched in 2004 its bilingual policy whose main objective is "To have citizens be able to communicate in English, comparing with the international standards, that place the country in the processes of universal communication, in the global economy and in the cultural opening". Thus, this Ministry has been implementing a wide variety of strategies at different levels of education with a view to achieving this goal. A clear example of which, is the creation of English quality standards for basic and secondary education, the definition of a solid and coherent evaluation system and the description and development of training plans. This program has been developed throughout the country and has integrated the work done by education secretaries, public and private universities and language centers. However, the results obtained so far have not been very encouraging since many of the educational institutions of the nation have not been impacted by it.

Regarding to primary school, the National Government is promoting the expansion of the coverage of English language teaching for boys and girls, since many of these educational establishments sometimes do not have an English teacher to guide teaching-learning processes and therefore the results of the assessments applied at the national level are not very encouraging.

The University of Pamplona, Colombia in its capacity as a public training institution for trainers and more specifically the Degree Program in Foreign Languages English-French, has approached the reality facing the primary school in San Bernardo town, regarding the National Bilingual Policy; Many of the educational institutions in this city do not have an English teacher to meet the training needs of the primary sector.

In recognition of this reality and the problems it generates, the present proposal of social projection seeks to meet training needs in English, from the children's population of primary school in San Bernardo town and integrate the foreign language training of students of the Degree Program in Foreign Languages English-French to the educational reality of this sector to deal with, to reduce the gap between public and private schools in the foreign language area.

Government policies identify the problem, however the attention paid to them is not covered by regulations, effective support is needed, for the specific case, trainers in the area of foreign languages, so that the results of the examinations, the tests and results of our students are in accordance with the proposals of Colombia the most educated.

Justification

The learning and acquisition of a foreign language, allows to be at the forefront of the own needs that today the world demands. This is why it is necessary to implement this process and to work on it from the beginning of children's schooling so that at the end of their basic education they have the foundations to enable them to continue such learning in secondary education, vocational secondary and higher education, so that more people are trained in this area.

This project aims to raise awareness of the teaching of English in primary schools in San Bernardo town, contributing to the basic training in foreign language that is necessary and essential at these levels. For this reason, is carried out as part of the component of extension to the community of the integral practice developed by a student of the last semester of the Degree in Foreign Languages of the University of Pamplona, as a way of contributing to the strengthening of the teaching of English in the basic primary sector.

The realization of this project benefit to a high degree and in a mutual way both the institutions and the student population of the San Bernardo town, as well as the Foreign Languages Program and the student who develop the integral practice. This benefit results in the possibility for primary school children to have contact with the foreign language and, in turn, for students who complete their university training process to know the realities and educational needs of the environment and of this how they can help, intervening in processes that impact on the improvement of these needs.

General objectives

The launching of this social extension project by the University of Pamplona's English-French Foreign Language Degree Program is aimed at the following objectives:

- To meet the training needs in English of the primary school children population in San Bernardo School.
- To integrate the foreign language training of students of the English-French Foreign Language Degree Program into the educational reality of teaching English in the primary school of San Bernardo School.

Specific objectives

With the aim of a better understanding of the points raised above, this proposal will seek to:

- To familiarize the primary school child in San Bernardo School with basic knowledge of English.
- To involve students of the Degree Program in Foreign Languages English-French in the processes of teaching English in the primary school of San Bernardo School.
- To articulate the training of students of the Degree Program in Foreign Languages English-French with the programs of social projection offered by the Office of social interaction of the University of Pamplona.

Typology of the project

This is an educational disciplinary project in the curriculum area, open to all the institutions in the country. This project is part of the training project of the foreign languages program.

This study allows the articulation of the Program of Foreign Languages with the community not only of Pamplona but also to the different primary schools where this project will be carried out.

The main objective in a pedagogical and communicative level is framed into the outreach community institutional lines of the University of Pamplona.

Contribution lines

- Academic training in foreign languages
- Citizen training (treatment of educative problems in order to decrease inequality in
- the educational system)
- Scholar community outreach in Foreign Languages Program

Theoretical framework

Languages international policies

For several years, UNESCO has been concerned with the role of languages in the global context. At the 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 inguistically different communities, can only be met through multilingual education. Cross M, Loyo G, & Mendez E, (2011).

UNESCO (2003) believes that languages are not just a means of communication,

but a true factory 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, at the same time, support the learning of international languages that

provide access to global communication and information exchange. To achieve this,

UNESCO suggests promoting multilingualism and intercultural dialogue, as well as

developing policies for translation, in all possible ways, of written and visual materials with

a view to promoting the circulation of ideas and artistic works.

According to Lima M, (2006), the learning of foreign languages is now an

inescapable necessity, but it is also the learning of the cultures they represent. Languages

are the spirit and conscience of peoples, the poet points out; they are the best instrument for

accessing other cultures, other histories, other ways of seeing and understanding the world;

they erase distances and bring us closer to science and technology too.

All types of learning are of vital importance for the sociability of the human being

as long as it allows it to develop properly 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 it doing and know-how.

National Program of Bilingualism

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at disseminating the English language as a foreign language, through the national bilingualism program launched in 2004 with three specific lines of work: institutions of primary, secondary, higher education, programs of education for work and human development; ethno-education; and flexible models of education. This program aims to train competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

Bilingualism

Bilingualism refers to the different degree of mastery by which an individual communicates in more than one language and culture. This degree depends, mainly, on the context in which the individual finds himself. Therefore, according to how another language is used, different from the native language, these languages are considered second foreign languages or 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 in which multiple variables of cognitive and affective character inherent to the individual, as well as factors specific to the socio-cultural and educational context such as the curriculum are involved, the methodology used and the training and updating of the Foreign Language Teacher, among others. Thus the importance of reaching

the point of understanding how the child learns and incorporates a Foreign Language

becomes necessary to analyze the theoretical foundations that explain the process of

learning or acquiring a second language (L2) o LE and how this process relates to the

native language of the child. From what was previously written Krashen (1991) quoted by

Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and

learning in relation to LE. The acquisition of language is done naturally and unconsciously

in the form of a comprehensible input, which is processed and internalized, while learning

involves consciously learning the rules of the language about.

This distinction has been questioned because it is difficult to define both terms as

part of a continuous process between the unconscious and the conscious (Richard-Amato

1996). The authors raise their point of view on the subject and differ for the purposes of this

dissertation, the terms learn and acquire interchangeably because the SL can be acquired

through recreational activities in an inductive and natural way that also involves processes

of learning. It is important to note; however, that the contributions of Krashen and Terrel

(1983) in terms of the natural approach of language are relevant to the process of acquiring

SL in children and support the method of Total Physical Response (TPR) proposed by

Asher (1976).

According to Krashen and Terrel (1983), the child acquires a language in three

stages:

Pre-production is the stage in which the child develops the ability to hear and understand language through gestures and actions, is a period characterized by silence. Therefore at this stage, it is advisable to use the Total Physical Response (TPR) method proposed by Asher (1976) to stimulate the development of LE through psychomotor activities, without emphasizing oral production.

Early Production. It begins to produce one or two words and/or phrases. It is recommended to focus on meaning by avoiding grammatical errors.

Extended Speech. In this period, the child is already able to produce complete sentences and participate in conversations. The teacher must now help the child to improve fluency in the foreign language.

To support the above mentioned on the acquisition process of a LE it can be said that according to Berko and Bernstein (1999), Cited by Yesser A & Chacon C, (2011) The ability of children to learn, understand, discover and formulate communicative forms in a foreign language lies mainly in the need to establish new social approaches to them (p. 467). As a result, children construct through language meanings of the world around them and establish their own semiotic interpretation criteria for each concept they discover.

For this reason, the learning of the SL must be based on previous knowledge and mother tongue schemes since the representations developed in previous learning and

experiences constitute the scaffolding to build through the SL, new mental schemes or expand existing ones.

Yesser A & Chacon C, (2011), quote Ausubel (1986) who states that From the point of view of cognitive psychology, explains that there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in motivation, creativity, spontaneity and flexibility that characterize children and that distance them from the adult, who is usually more prone to emotional block at the moment to express in another language. From the above approaches, it follows that age is a factor that influences the learning of English as LE, particularly in the acquisition of pronunciation. That is, at a younger age, the more likely the child is to develop the pronunciation of a native.

Why is it important to learn a FL in primary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite Madrid y McLaren (1981) who stated that there are different types of reasons that justify the learning of a FL at primary school. Pointing that the truly reasons belong to the pedagogical and formative type. For example, based on diverse studies, it is shown that:

• Children who start to study a FL at school are used to get a better performance that those who do not.

• Children show not only a special capability to imitate sounds and colloquial

expressions, but also a great flexibility, spontaneity and audacity that exceed teenagers' and adults'.

• Children not only tend not to be afraid to make mistakes, but also to acquire and transmit meaning through gestures and pantomime.

• Children are at a stage in their life when the plasticity of their brains makes it easier for them to learn languages.

To sum up, leaning process 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 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.

The context of San Bernardo

San Bernardo de Bata only have one school named Intitución Educativa San Bernardo, which is divided in primary and secondary school. This is the only establishment in the town that is allowed to bring the community a quality education in the area for students from 6 to 18 years old and more. Furthermore, the educative institution has 9 rural headquarters in which New School pedagogical model is followed.

Subproject: Using Songs and Rhymes as Tools to Enhance the English Vocabulary and Pronunciation in 5th Primary Students at San Bernardo School, Headquarter Tamara.

Introduction

Nowadays, the implementation of English in primary schools is neglected due to the low coverage of English teachers in the institutions. The majority of the national schools, especially public and rural, do not have the support of qualified personal to teach English for kids, for that reason the students do not have a high level in English. In the case of rural schools, there is just one teacher for all the students from pre-school to fifth grade, in that way, it is difficult for the educator to have a clear basis of how to teach English. Consequently, the students receive the basic information and even more, they do not obtain accurate information for a good pronunciation because of the level of the teachers.

Considering this and the purpose of the project entitled "English language awareness in primary schools at San Bernardo de Bata" which aims at contributing to the improvement of the teaching of English as a second language as well as attending a specific need in a primary school, this sub-project contributes to the vocabulary and pronunciation difficulties in students of 5th grade at San Bernardo School, headquarter Tamara.

In this case, in order to improve vocabulary and pronunciation skills, songs and rhymes are implemented as the pedagogical strategy in primary students from San Bernardo school. The intention of these tools is to get students motivated, catching their attention in a fun way when singing songs or declaring rhymes which allow them to learn specific vocabulary and pronunciation at the same time.

Justification

This project seeks to teach English in a different and amusing way where the students by means of songs and rhymes, can reinforce their speaking skills as well as strength their vocabulary. As Krashen (1981) stated, music and songs allow the students to acquire vocabulary unpredictable which is related to the motivation. In relation to this, students can take advantage of these tool for retain vocabulary information and its respective and correct pronunciation, and having fun time when learning English.

General Objective

To reinforce in students of 5th grade speaking skills and vocabulary by means of song and rhymes as tool for facilitating the teaching and learning English process.

Specific Objectives:

- To use songs and rhymes for learning English.

- To allow students learn English in a different and dynamic way.

- To contribute in primary students' needs when learning a second language.

Methodology

The development of the project consists in using songs and rhymes related to the topic or vocabulary seen in the lesson, in this way students learn how to pronounce correctly while having fun when singing or telling rhymes. Likewise, students have the lyrics of the songs or rhymes in order to allow them a better understanding of what the song means. This strategy is developed face-to-face with the students at the rural school. In that way, their parents sign a permission where it is declared that they allow the students to attend to the classes with the respective sanitary protocols of the pandemic. Moreover, the

meetings are carried out 1 hour per week, during 9 weeks where the methodology is implemented.

Context

San Bernardo de Bata has the support of an educative institution in primary and secondary which covers a complete rural region including the urban zone. This is a public establishment which the support of nine rural schools in order to offer the community the right of education.

In this context, a student from the Foreign language program of the university of Pamplona will execute its professional practicum.

Experience description

Primarily, it is important to highlight the implementation of the sanitary protocols due to the COVID-19, (See appendix 7) since these classes were done in face-to-face classes modality. In this way, the student's parents sign a permission letter where they were responsible of the implementation of the masks for their children, as well as to have a bottle of alcohol. Likewise, the classroom was fitted with warnings about the care to be taken, and along with some brands on the floor for social distancing.

Besides, about the implementation of the methodology proposed, this was implemented in all the lessons, with the aim of practicing the pronunciation and students have fun in the class. This proposal of using songs and rhymes was efficient since it is noticed that the students like to sing English songs, and moreover, they expressed that it is a dynamic and different way to learn English while they have fun. Furthermore, every lesson was planned under the parameters of a grid with their respective objectives. (See

appendix 9) This was made in order to have a better organization of the lesson even sometimes there were some improvements in the development of these.

Another point is the experience with the kids which was motivating and grateful because, due to the pandemic, the virtual modality is not quite the same as face-to-face one, thus those meetings with them were an approach of what the teachers can perceive in their practices, for example the obstacles or improvements may present in a classroom, the students' attitudes and behaviors, the materials and methodologies implemented as well as their efficacy, etc. Similarly, the student-teacher work contributes to the necessity of implementing a strategy in order to improve their capacity of pronouncing in the foreign language, in addition to the amelioration of their speaking skills. As it is known, in the rural schools there are only one teacher who teaches them all the areas, including English, and in the majority of the cases the teacher is not acquainted with the target language, thus the process of learning and teaching a second language is not the appropriate.

Chronogram

The timetable of the activities followed during this period is the next:

Lesson	September		October				November		
	23th	30th	7th	14th	21th	28th	4th	11th	18th
1	x								
2		x							
3			x						
4				x					
5					x				
6						x			
7							x		
8								x	
9									x

Table 4 Outreach Component chronogram

Lesson	Description
1	-Greetings and farewells
2	-Verb to be. -Personal pronouns
3	Students break week
4	-Introduce yourself -Alphabet, (spelling)
5	-My family
6	-Halloween
7	-Movie "Over the moon"
8	-Present simple
9	-Christmas Party

Table 5 Outreach Component activities

Conclusions

In this component, the communication and interaction with the students has been closer, since as it is face-to-face modality, there are more relations with the students. Moreover, teacher always asked if they like the lesson and what was the thing they like the most, since the opinions of the students were considered as a key factor for an excellent environment and the process of learning is more enjoyable for them.

Otherwise, the teacher tried to implement different activities like games in order to catch their attention and they have fun. This is a good strategy that is contemplated as one of the best for kids to have pleasure for the English area, since the majority of them do not like English and they express themselves as bored. Likewise, this strategy was extremely useful because it was noticed that the students like to participate in class as well as to do the tasks or homework the teacher gave them.

Chapter VI: Administrative Component

Introduction

In this component, administrative and pedagogical activities conducted by the teachers at San Bernardo school are presented. This component attempts to involve the practitioner in the scholar activities or events that occurs during the stage as a teacher, in order to discover more about the context of the institution as well as to stimulate the belonging sense with this and learning how the school develops its extracurricular activities.

Bearing in mind the current situation of COVID-19, face to face activities are restricted, in this way the student-teacher has to adapt this project in the virtual modality. In this case, the teacher is involved with some specifics festivities to celebrate virtually.

General Objective

To become a part of the extracurricular activities designed by the school

Specific Objectives

- To rule the activities proposed by the educative system
- To engage in the institutional context
- To be active in the role as teacher in the institution

Methodology

To accomplish the main purpose of this component, some videos or posters are made, according to the specific festivity that will be engaged. During this period, only 3 special dates are celebrated: race day, San Valentine's day and finally the flags delivery for

11th grade. As the COVID-19 situation changed the development of the classes, these activities are shared on the web page of the institution or via WhatsApp groups.

Chronogram

Activity	September	October	November
San Valentine's day	Friday, 25th		
Race day		Monday, 12th	

Table 6 Administrative component chronogram

As it is known, due to the non-virtual classes modality, there is not a close interaction with the activities and the institution. Consequently, the supervisor proposes to create posters or videos related to some specific festivities in the country. At the moment, two activities are done, which are one poster of valentine`s day and another for the day of race which were posted on the WhatsApp groups. (See appendix 10)

YOUR ENGLISH TEACHERS WISH YOU A

Happy Valentines' Day!

"Love doesn't make the world go round. Love is what makes the ride worthwhile." – Franklin P. Jones

Figure 14Valentines' day poster

Figure 15Day of Race poster

Conclusions

In this component, there was not a worthy work done by the student-teacher because it was not accepted that the practitioner was involved in the academic meetings or in the trainings the Ministry of Education offered. Likewise, as there was not a physical encounter with the academic community, the process was more distant, thus the supervisor proposed to do this kind of activities because these were more accessible for the students, parents and teachers.

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Appendixes

Appendix 1

Here you can find a Drive link where is presented the grades of the students from 8th

to 11th grades

https://drive.google.com/drive/folders/1LfZdA4YsmBD30Ip5_X6ObiJW_WdLgH-

T?usp=sharing

Appendix 2

Here you can find a Drive link of the guides designed for 8th, 9th and 10th grades

https://drive.google.com/drive/folders/1ILYA4kyq8SXXH8zReJ0btbbOMWPKKZxR?usp

=sharing

Appendix 3

Here you can find a Drive link of the guides and videos made under the parameters

of the pedagogical proposal for 11th students

https://drive.google.com/drive/folders/16qUbcOnaqBsTAivHvWpST3dEOIcBbq1o?usp=s

haring

Appendix 4

Here you can find a Drive link of the Teacher's diary instrument

https://drive.google.com/drive/folders/1QxuG3zaTHoOMIt8Q-

mcUAYuyowk2H4Ua?usp=sharing

Appendix 5

Here you can find the evidences of the surveys implemented to the participants.

Vocabulary acquisition through authentic videos.

Este formulario es hecho con el fin de reconocer la aceptación de videos auténticos para la adquisición de vocabulario en ingles.

Dirección de correo electrónico *

Dirección de correo electrónico válida

Este formulario recopila las direcciones de correo electrónico. Cambiar configuración

¿Cree usted que con la ayuda de los videos en ingles sobre las tematicas presentadas le ayudaron a aprender y entender algunas palabras en este idioma?

7 respuestas

- De acuerdo
- En desacuerdo

100%

¿Cree usted que a travez de estos videos se ha sentido familiarizado con el idioma ingles?

7 respuestas

- Bastante
- Regular
- Muy poco
- Nada

57,1%

42,9%
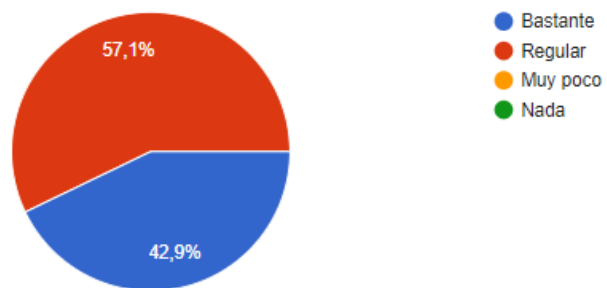
¿Piensa usted que estos videos le ayudaron a mejorar su pronunciacion y comprension oral en el idioma extranjero?

7 respuestas

- Bastante
- Regular
- Muy poco
- Nada

57,1%
14,3%
28,6%
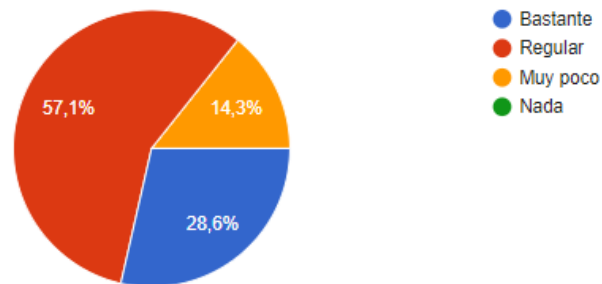
¿Cree usted que estos videos son una buena herramienta para tener la atencion y concentracion de los estudiantes?

7 respuestas

- De acuerdo
- En desacuerdo

14,3%
85,7%
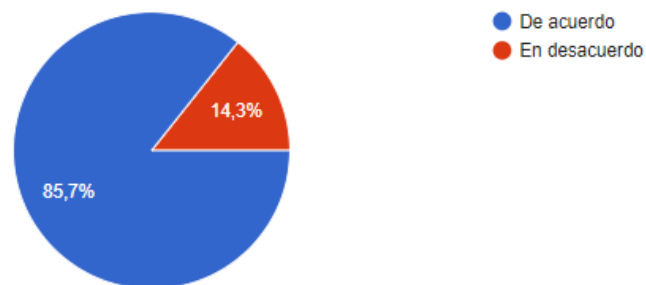
Si tuviera la oportunidad de seguir aprendiendo ingles a traves de videos autenticos como los presentados en clase, ¿lo haria? ?porquè?

7 respuestas

Si porque es una forma divertida de aprender y capta nuestra atención

Si, porque explica lo que necesito aprender

Si porque estos videos lo ayudan a uno entender más el idima ingles

Si, me gustaría aprender mas acerca acerca de este idioma y dominarlo bien

Si por que podría mejorar la pronunciación y y gustarme el más idioma ingles

Sí, porque se aprende un vocabulario nuevo

Si, por q Haci tengo más oportunidades de aprender más las pronunciaciones.

Denos su opinion acerca de la utilizacion de estos videos para el aprendizaje del ingles en clase.

7 respuestas

Es muy bueno para mejorar nuestro vocabulario y pronunciación

Es una buena herramienta de trabajo y nos facilita trabajar la temática con sus contenidos

Si ayuda a que el estudiante aprenda mas

Aprendimos algunas cosas y con estos videos aprendemos mas

Bastante bueno

Pues que pueden ser muy utiles en nuestra vida diaria y para nuestro futuro.

Muy buena herramienta

Appendix 6

Here you can find the evidences of the implementation of the research component's instruments.

Self-observation questionnaire

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

El objetivo de esta actividad es contribuir al análisis sobre las posibilidades de mejora que aporta de la auto observación como instrumento para la formación del profesional de lenguas extranjeras de la Universidad de Pamplona. Esta mirada se propone en el contexto de la práctica reflexiva y de la formación autónoma de l@s futur@s docentes como perspectiva de auto regulación y cualificación de la práctica pedagógica del docente en formación.

A pesar de la crisis sanitaria que atraviesa nuestra sociedad y el sistema educativo los procesos continúan y la reflexión se hace necesaria para asimilar las situaciones y cambios que han sobrevenido y que nos ayudarán sin lugar a dudas a fortalecer nuestra identidad docente. Seguidamente se encuentra el espacio para justificar o completar la respuesta; se sugiere describir los elementos que la sustentan.

A continuación encontrarán una preguntas y el respectivo espacio para la justificación de sus respuestas. Se sugiere tomar el tiempo necesario para consolidar elementos que le servirán de insumo para el componente de investigación de su propuesta de práctica integral.

*Obligatorio

Reflection workshops

UNIVERSIDAD DE PAMPLONA LICENCIATURA LENGUAS EXTRANJERAS FACULTAD DE EDUCACIÓN

Práctica Integral II Semestre 2020
Proceso de Inducción.
Presentación: La Reflexión sobre la práctica, una mirada crítica.

*Obligatorio

Dirección de correo electrónico *

yulany98@gmail.com

Siguiente

Nunca envíes contraseñas a través de Formularios de Google.

UNIVERSIDAD DE PAMPLONA DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS FRANCÉS

TALLER NO 2 PRACTICA REFLEXIVA

*Obligatorio

Dirección de correo electrónico *

yulany98@gmail.com

NOMBRE ESTUDIANTE *

Deisy Yulany Acevedo Jimenez

UNIVERSIDAD DE PAMPLONA
DEPARTAMENTO DE LENGUAS Y
COMUNICACIÓN
LICENCIATURA EN LENGUAS
EXTRANJERAS   INGLÉS FRANCÉS

Dirección de correo electrónico *

yulany98@gmail.com

NOMBRE ESTUDIANTE *

Yulany Acevedo

ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3   21 de Noviembre de 2020

Narratives

REFLEXIÓN SEMANA 1

Deisy Yulany Acevedo Jiménez
1094282176

Para empezar, es importante aclarar que en la institución donde realizo mi practica

no hay un cronograma o syllabus específico para realizar las guías correspondientes, pues

cada semana los profesores de la institución tienen capacitaciones hechas por el gobierno

en donde les brindan las diferentes temáticas a tratar durante el periodo escolar. Debido a

que se trabaja transversalmente con otras áreas, en este caso con el área de español, primero

se debe esperar a que el docente envíe su respectiva guía para así, proceder con la del área

de inglés. Debido a esto, la realización de las guías son cada quince días. En esta semana

tuve la oportunidad de elaborar la primera guía basada en mi propuesta de practica que es la

elaboración de videos auténticos para mejorar el vocabulario en inglés; en esta ocasión, la

guía estuvo enfocada en el día de la raza, el cual fue un proceso no difícil, pero si complejo

porque el video no debía ser muy largo, y la velocidad con la que hablaba tenía que ser

despacio y bastante vocalizada por el nivel de los estudiantes con el fin de que tengan una

buena interpretación del video. El video lo realicé en inglés con subtítulos en español para

que hubiera un mejor entendimiento tanto de la temática, como del vocabulario que se

pretendía tratar. Este proceso es bastante complejo pues pienso que los videos que deben

ser llamativos y dinámicos para atrapar la atención de los estudiantes y para que también

haya un mayor entendimiento del tema. De igual manera, el contenido fue muy corto con

definiciones concisas, en donde se recalcó los diferentes tipos de razas que se tenían en

cuenta alrededor del mundo. Respecto a las actividades o tareas que se dejan en las guías,

traté de que fuera más dinámico y también basado en los videos en donde trabajé mucho la

parte del vocabulario en inglés, creando una sopa de letras y haciendo algunas preguntas de

interpretación basadas en el vocabulario presentado en la sopa de letras.

Para ser la primera guía trabajada, me sentí muy cómoda pues ya había tenido

contacto con diferentes aplicaciones para realizar los videos y también con la elaboración

de las guías, pues estas deben ser muy cortas y concisas. Sin embargo, debí tener mucho

cuidado con la parte de inglés y el vocabulario, pues los estudiantes están en un nivel

básico y puedo causarles desinterés si no trato de que entiendan el contenido.

Por otra parte, como es la primera guía que desarrollo pues no he tenido contacto con los estudiantes porque no han realizado dicha actividad. Sin embargo, ya hice mi respectiva presentación en los respectivos grupos de Whatsapp y también estuve en contacto con ellos con un video que la supervisora me pidió realizar para la elaboración de una guía. Como no he tenido contacto ni respuestas por parte de ellos, todavía no sé si está primera guía que realicé fue un buen trabajo y de su agrado. No obstante, creo que debería manejar aún más la velocidad al momento de hablar en los videos, así como enfocarme aún más en el vocabulario que se va a presentar, para que ellos sepan el significado y la pronunciación de este.

Así mismo, espero buenos resultados de esta primera actividad, como también haber hecho un buen trabajo en donde los estudiantes pudieran aprender acerca de la temática como de los conocimientos en el área de inglés.

REFLEXION SEMANA 2

Deisy Yulany Acevedo Jiménez

En esta semana hubo más contacto con los estudiantes pues la profesora de inglés les hizo un llamado a ellos para que entregaran los trabajos a tiempo. Algunos estudiantes me escribían al WhatsApp para entregarme dichas actividades, pero la mayoría no hizo contacto conmigo, sino que enviaban los trabajos solo a la profesora de inglés. En este caso, la profe me puso en la tarea de organizar todos los trabajos de los estudiantes para proseguir a calificar. En este proceso pude tener más cercanía con las producciones de los estudiantes y analicé que debo estar más pendiente en el proceso de realización de las tareas pues hay varios errores que se pueden recalcar como la ortografía y la sintaxis. Siendo así una

solución, recordarles por el grupo mi labor como acompañante en este proceso y también

como su ayuda para solucionar dichas tareas. Sin embargo, como la semana pasada fue

entregada mi primera guía basada en mi propuesta, los estudiantes todavía no las han

desarrollado y tendré la oportunidad de recordarles que me pueden escribir si tienen dudas

acerca de las guías.

REFLECION SEMANA 4 Y 5

Deisy Yulany Acevedo Jimenez

En estas semanas fue un proceso de nivelación de los estudiantes, en donde los docentes

debían hacerle el llamado a los estudiantes que tenían actividades atrasadas para que las

desarrollaran y las enviaran, pues el periodo académico esta pronto a culminar. Yo como

docente, me di a la tarea de llamar a cada uno de los padres de familia de los estudiantes

que hacían falta por entregar trabajos para que hicieran el respectivo proceso, y les di mi

apoyo por si habían dudas o inquietudes en el desarrollo de dichas actividades. Este proceso

fue difícil pues me di cuenta de la realidad de la mayoría de estudiantes, pues en realidad

algunos no tienen el acceso ni a internet, ni a datos de celular, o a veces ni siquiera a un

celular inteligente para al menos enviar dichas actividades. Aunque las guías se dejan en

papelerías especificas donde los estudiantes las pueden obtener gratis, algunos padres

manifestaban que no tenían internet en casa y que la opción era comprar datos para dicha

actividad y a veces no tenían el acceso económico para eso. Por otra parte, algunos padres

manifestaron el cansancio y la indisposición de los estudiantes para desarrollar dichas

guías, pues dicen que este proceso fue siempre exhausto y a la final no se ven motivados

por aprender, sino que solo lo hacen por cumplir una obligación. Al final, yo como

profesora les di un poco de motivación y les dije el impacto que tuvo la pandemia en todo y

también que este año escolar ya iba a culminar, que eran los últimos esfuerzos. Además de

darles mi apoyo para este proceso.

Appendix 7

Here are the evidences of the sanitary protocols implementation.
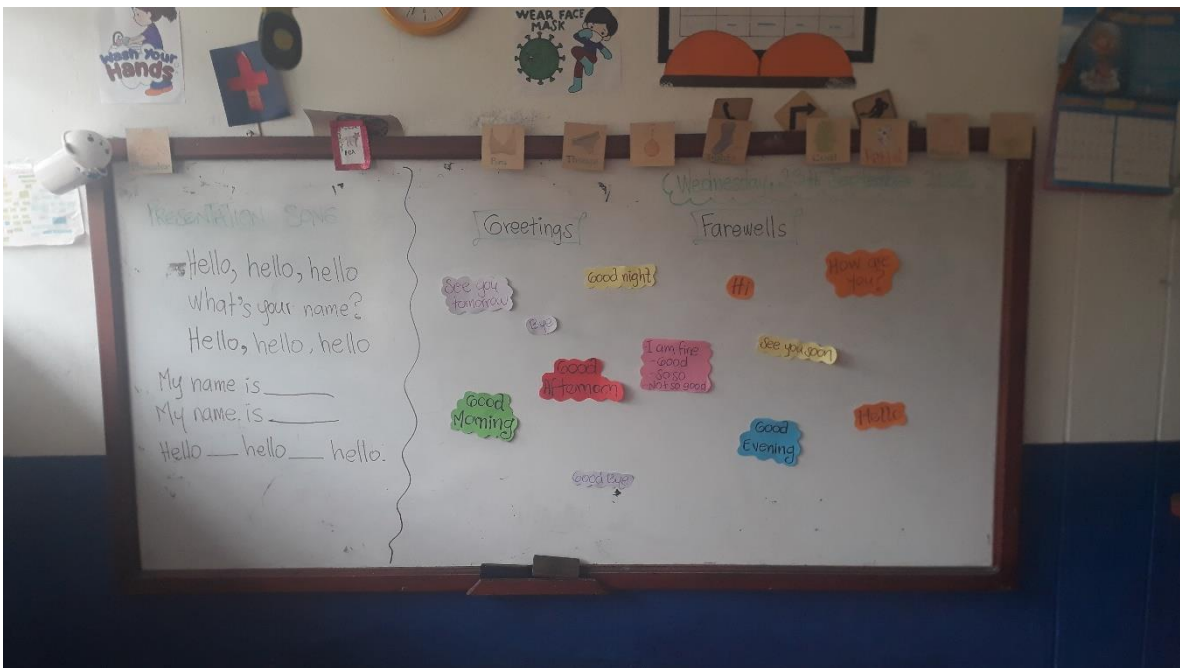
Appendix 8

Permission letters

San Bernardo de Bata, día 12 del mes septiembre de 2020

Señora,

Gerson Lozada
Padre de familia

Cordial saludo,

Mi nombre es Deisy Yulany Acevedo Jiménez y estoy cursando décimo semestre de la licenciatura de lenguas extranjeras de la Universidad de pamplona. Como es sabido, en el último semestre se realiza la práctica profesional de la carrera, por lo tanto, mi propuesta la quiero realizar con los estudiantes del grado 5º de la sede Tamara de manera presencial. Por tal motivo, quiero solicitar su permiso para que su hijo asista a las clases que serán realizadas cada ocho días los miércoles a las 10 a.m. Tenga en cuenta que debido a la situación sanitaria presentada por el COVID-19 se tendrán presentes todos los protocolos de bioseguridad correspondientes, como el uso de tapabocas y el distanciamiento social.

Le agradezco de antemano su colaboración y la colaboración con este proceso.

Como padre de familia autorizo la asistencia de mi hijo a las clases y tomo la responsabilidad de implementar los respectivos protocolos de bioseguridad para evitar cualquier riesgo.

Jerson Lozada Lozada
Firma del padre de familia
C.C 88 306 945
Nº de teléfono 314 2958 798

San Bernardo de Bata, día 12 del mes septiembre de 2020

Señora,

Carmen Acevedo Lozada
Madre de familia

Cordial saludo,

Mi nombre es Deisy Yulany Acevedo Jiménez y estoy cursando décimo semestre de la licenciatura de lenguas extranjeras de la Universidad de pamplona. Como es sabido, en el último semestre se realiza la práctica profesional de la carrera, por lo tanto, mi propuesta la quiero realizar con los estudiantes del grado 5º de la sede Tamara de manera presencial. Por tal motivo, quiero solicitar su permiso para que su hijo asista a las clases que serán realizadas cada ocho días los miércoles a las 10 a.m. Tenga en cuenta que debido a la situación sanitaria presentada por el COVID-19 se tendrán presentes todos los protocolos de bioseguridad correspondientes, como el uso de tapabocas y el distanciamiento social.

Le agradezco de antemano su colaboración y la colaboración con este proceso.

Como padre de familia autorizo la asistencia de mi hijo a las clases y tomo la responsabilidad de implementar los respectivos protocolos de bioseguridad para evitar cualquier riesgo.

Carmen Alicia Acevedo
Firma del padre de familia
C.C
Nº de teléfono

San Bernardo de Bata, día 12 del mes septiembre de 2020

Señora,

Mileidy Ruiz Acevedo
Madre de familia

Cordial saludo,

Mi nombre es Deisy Yulany Acevedo Jiménez y estoy cursando décimo semestre de la licenciatura de lenguas extranjeras de la Universidad de pamplona. Como es sabido, en el último semestre se realiza la práctica profesional de la carrera, por lo tanto, mi propuesta la quiero realizar con los estudiantes del grado 5º de la sede Tamara de manera presencial. Por tal motivo, quiero solicitar su permiso para que sus hijas asista a las clases que serán realizadas cada ocho días los miércoles a las 10 a.m. Tenga en cuenta que debido a la situación sanitaria presentada por el COVID-19 se tendrán presentes todos los protocolos de bioseguridad correspondientes, como el uso de tapabocas y el distanciamiento social.

Le agradezco de antemano su colaboración y la colaboración con este proceso.

Como padre de familia autorizo la asistencia de mis hijas a las clases y tomo la responsabilidad de implementar los respectivos protocolos de bioseguridad para evitar cualquier riesgo.

Miley Ruiz
Firma del padre de familia
C.C 63551612.
Nº de teléfono
3728692018.

San Bernardo de Bata, día 12 del mes septiembre de 2020

Señora,

Leidy Carrillo Lozada
Madre de familia

Cordial saludo,

Mi nombre es Deisy Yulany Acevedo Jiménez y estoy cursando décimo semestre de la licenciatura de lenguas extranjeras de la Universidad de pamplona. Como es sabido, en el último semestre se realiza la práctica profesional de la carrera, por lo tanto, mi propuesta la quiero realizar con los estudiantes del grado 5º de la sede Tamara de manera presencial. Por tal motivo, quiero solicitar su permiso para que su hija asista a las clases que serán realizadas cada ocho días los miércoles a las 10 a.m. Tenga en cuenta que debido a la situación sanitaria presentada por el COVID-19 se tendrán presentes todos los protocolos de bioseguridad correspondientes, como el uso de tapabocas y el distanciamiento social.

Le agradezco de antemano su colaboración y la colaboración con este proceso.

Como padre de familia autorizo la asistencia de mi hija a las clases y tomo la responsabilidad de implementar los respectivos protocolos de bioseguridad para evitar cualquier riesgo.

Leidy Carrillo
Firma del padre de familia
C.C 27.882.282
Nº de teléfono
3214449276

Formando líderes para la construcción de un

San Bernardo de Bata, día 12 del mes septiembre de 2020

Señora,

Evangelina Santos Vera
Madre de familia

Cordial saludo,

Mi nombre es Deisy Yulany Acevedo Jiménez y estoy cursando décimo semestre de la licenciatura de lenguas extranjeras de la Universidad de pamplona. Como es sabido, en el último semestre se realiza la práctica profesional de la carrera, por lo tanto, mi propuesta la quiero realizar con los estudiantes del grado 5º de la sede Tamara de manera presencial. Por tal motivo, quiero solicitar su permiso para que su hija asista a las clases que serán realizadas cada ocho días los miércoles a las 10 a.m. Tenga en cuenta que debido a la situación sanitaria presentada por el COVID-19 se tendrán presentes todos los protocolos de bioseguridad correspondientes, como el uso de tapabocas y el distanciamiento social.

Le agradezco de antemano su colaboración y la colaboración con este proceso.

Como padre de familia autorizo la asistencia de mi hija a las clases y tomo la responsabilidad de implementar los respectivos protocolos de bioseguridad para evitar cualquier riesgo.

Evangelina santos

Firma del padre de familia
C.C 1094 366 530
Nº de teléfono   321 421 7199

San Bernardo de Bata, día 12 del mes septiembre de 2020

Señora,

Anadelina Villamizar
Madre de familia

Cordial saludo,

Mi nombre es Deisy Yulany Acevedo Jiménez y estoy cursando décimo semestre de la licenciatura de lenguas extranjeras de la Universidad de pamplona. Como es sabido, en el último semestre se realiza la práctica profesional de la carrera, por lo tanto, mi propuesta la quiero realizar con los estudiantes del grado 5º de la sede Tamara de manera presencial. Por tal motivo, quiero solicitar su permiso para que su hijo asista a las clases que serán realizadas cada ocho días los miércoles a las 10 a.m. Tenga en cuenta que debido a la situación sanitaria presentada por el COVID-19 se tendrán presentes todos los protocolos de bioseguridad correspondientes, como el uso de tapabocas y el distanciamiento social.

Le agradezco de antemano su colaboración y la colaboración con este proceso.

Como padre de familia autorizo la asistencia de mi hijo a las clases y tomo la responsabilidad de implementar los respectivos protocolos de bioseguridad para evitar cualquier riesgo.

Anadelina Villamiz Gonzalez

Firma del padre de familia
C.C 27·88·2757
Nº de teléfono
3 974334008

Appendix 9

Here you can find a Drive link where is presented the lesson plans of primary

https://drive.google.com/drive/folders/1wl582TKfiMEnMEBoAm7j3j6-

9Ws0d6YV?usp=sharing

Appendix 10

Here are the evidences of the implementation of posters in the administrative

component.

Padres Flia Noveno
Alexa, Blanquita, Profe, Yohana, +...

COURAGE TO LOSE
SIGHT OF THE SHORE*
CRISTOPHER
COLUMBUS

Dia de la Raza

DAY OF RACE
OCTOBER 12TH
"LA DIVERSIDAD CULTURAL

En el día de la raza no solo es conmemorar un fecha, es recordar todos los días qué es el color de piel, las costumbres y nuestra cultura, es lo que nos debe hacer sentir orgullosos.

¡No somos diferentes, todos somos seres humanos!
#DíaDeLaRaza

12:09 p. m. ✓

Profe Yesenia

que no puedan ingresar a internet

9:05 a. m.

race day & chef's day 11°...

DOCX   9:05 a. m.

YOUR ENGLISH TEACHERS WISHES YOU A

Happy Valentines' Day!

9:06 a. m.

Escribe un men...