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Encouraging Writing Skill Through the Creative Writing at 8th Grade Students of the
Institución Educativa Concentración de Desarrollo Rural School in Saravena – Arauca: an
Actional Research

Darwin Arley Mora Acevedo

1.094.267.140

UNIVERSITY OF PAMPLONA

FACULTY OF EDUCATION

FOREIGN LANGUAGES DEGREE

PRACTICUM

2020-2



SC-CER96940



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Mentor:

PATRICIA SILVYE MAZEAU DE FONSECA

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CHAPTER 1: GENERAL PRESENTATION

During the following work, readers can appreciate a fresh pedagogical implementation of undergraduate students inside a particular setting wherein the current year a pandemic outbreak leads to looking for new teaching strategies. The tenth semester students of the University of Pamplona belonging to Bachelor Foreign Language English-French Program disclose their proposal in order to furnish reflections on the future teaching practice on the virtual framework.

Along this undergraduate work, the content is broken down in four main chapters concerning the implemented proposal practicum, the first one is related to the pedagogical component, the second one is associated with the research component, the third one shows the Community Outreach, and the fourth one is linked with the administrative component.

The pedagogical component refers to the implementation in some of the courses where the pre-service teacher will perform, according to the problems or needs found during the diagnostic week. For example, the use of the portfolio to improve writing production, the classroom interaction with students or supervisors, the worksheets implemented taking into account the planning and the institutional syllabus.

Concerning the research component, the students are participants in a macro-project called “The formation of the reflective spirit in PLEX practitioners, a training tool to qualify pedagogical practice”, which has the following objectives:



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- To implement reflection as a transforming tool of the pedagogical processes of integral practice.
- To promote in the Student-Practitioners the development of a critical spirit that allows them to analyse their pedagogical work.

Talking about the community outreach component, it is proposed with the aim to foster the community of primary school students. This work is framed in the macro project called "Awareness to the English language in primary schools in Colombia" the objectives are proposed to attend to the training needs in English of the children population of primary school in Colombia.

Finally, the administrative component encompasses the policies and legal and administrative concerns that the institution needs to carry out its objectives and missions, even the most important which is the schooling of the future generations. Moreover, the practitioners participate in organizational, community, extra-curricular, and administrative activities outside the classroom.



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Introduction

Education is the greatest instrument to improve every aspect of our life and all human society as a whole, it changes our mind and lets us climbing mountains of knowledge to understand and solve thousands of problems and phenomes that have afflicted our life. However, this wonderful benefit is always changeable and suffers a constant process of transformation according to each time and environment, as the following quote states: “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” (*Dewey, 1916*), it means that teachers have an enormous responsibility to innovate and ponder about the current and real situation because the students need to be educated in the view of future world.

Thus, not only it is transcendental the experiences during the practicum, but also, it is crucial to elicit one reflective spirit. The reflections are the essence of a real pedagogical appliance, for that reason teachers have to consider every moment of the class to think about new manners to improve the teaching practicum.



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The present work aims to show the experiences of an undergraduate student in his process of teaching English as a foreign language in Saravena's educational institution Concentracion de Desarrollo Rural, in this school, it was highlighted the writing skill in 8° grade students and the development of asynchronous classes through virtual spaces.



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Justification

The writing skills in the English language remains one of the most important competence to learn a second language, in fact, the writing process it is essential to express the people's free-thinking, taking into account complex linguistic subjects like grammar, vocabulary and idioms Ahmed, (2010). In the same manner as Olive, Favart, Beauvais & Beauvais (2009) states the writing is the highest cognitive process which the students put all their attention and express their real knowledge about the language giving true significance in a real context.

Furthermore, another relevant aspect to take into account is the writing skill during the teaching practicum. It is applied through the current virtual asynchronous methodology implemented in the vast majority of the Colombian public school. All of this due to health emergency caused by the pandemic by COVID-19 which changes the way how worldwide education is conducted, consequently, it is necessary to look for different strategies taking into account the reality of the target population.

This practicum is a significant experience to improve the pre-service teacher's performance in English teaching, the support to English teachers and institutions that face the current pandemic and its new methodologies, and of course the students who can learn English.



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Objectives

General objective

To encourage writing skills through the creative writing at 8th-grade students of the Concentración de Desarrollo Rural school.

Specific objective

- To enable meaningful learning through the interdisciplinarity activities in the English language.
- To attend the needs of the children of the primary school in the city of Pamplona.
- Integrate the foreign language training of students of the Foreign Languages English-French program to the educational reality of teaching English at the primary school in the city of Pamplona.
- To be aware of the role as teacher in the extracurricular activities that educational institutions
- To implement the reflection as a transforming tool of the pedagogical processes of the integral practice.
- To promote in Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.



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General Conclusions

On the eve of our first approach to professional life, it is necessary space to become familiar with role as a teacher, for that reason the practicum is essential for furnishing experiences in the educational environment, and in this opportunity, in from of the class with different skills, tools and advice that we were acquiring along our carriers, In that way as Anton Chekho states "Knowledge is of no value unless you put it into practice.", and the practicum provides interactions to consolidate the leaned teaching understanding.

The complexity of this project relates to four components that are well-structured to develop this trial. The interrelationship of these cornerstones empowers the pre-service teacher to be critical about the important task that the teaching professions concerns; the training of the new generation. Hence, it is imperative to be critical and reflexive inside the classroom and of course taking into account the different contexts to perform according to their necessities and realities.

However, on this occasion, the conditions of the teaching practicum strongly change its methodology in order to give a response to the healthy emergency circumstances that jeopardize the normal development of the academic year. Bearing in mind this problem, it is worrying the lack of interaction to provide the undergraduate student of face to face



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experiences to confront all their beliefs, fears, enthusiasm, and perceptions inside a real teaching environment, not to mention, the few chances to trigger their confidence.



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CHAPTER 2: INSTITUTIONAL DIAGNOSTIC

The Institución Técnica Educativa Concentración de Desarrollo Rural (CDR) is one of the most important agricultural schools in Arauca region. It provides the opportunity to Saravena's community of building the future through the development of knowledge and techniques of farming. Not only this educational institution teaches how to work the land, but also it leads to the agro-industrial process of transformation of some products and their commercialization. As well as, one of the main objectives of this school is to encourage the students to be entrepreneurs showing the idea that the country side is worthy and offers the resources to settle their own enterprise.

The CDR is an urban educational institution with land in two rural areas, it is one advantage in order to guide the agricultural procedure in a real setting which allows the students to learn by doing, furthermore this high school is well known by promoting culture through the national festival of traditional Colombian dance and country music.

This educational institution offers the community graduates with the degree of Bachiller Técnico en Ciencias Agropecuarias to young students, moreover, it is an inclusive institution that hosts students with special necessities, vulnerable families who were victims of the armed conflict and immigration it gives the opportunity to the adult public to carries out the basic and high school studies.



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Historical review

The Institución Técnica Educativa Concentración de Desarrollo Rural began as a program coordinated by the D.N.P., Ministry of Health, Agriculture, Government, and Education to spread schooling and provide services in an integrated manner in the rural area; Initially, through Decree 768 of 1973, 87 programs were determined at the national level, Saravena among them. Its construction was settled on donated land by Mr. Rosalino Mora, He was in charge of INCORA in 1974, The beginning of this building started in 1977. In 1978 INCORA donated the farm of 17-hectare located in the Puerto Arturo countryside, in order to establish productive projects in 1996 the department gave The Laureles farm with 60 hectares, located in the Cuatro Esquinas countryside under commodatum agreement. Consequently, it was also determined the area of influence of the program corresponding to 82 villages of the municipality where the students came from.

This area was also taken over by a technical team that provided agricultural advisory service, housing improvement, recreation, and others activities in coordination with the other entities, it was carried out an action plan based on Primary, Basic Secondary, and Adult Education. Since the vocational media was established in 1989, the Rural Concentración de Desarrollo Rural acquires an agricultural college structure, in the same way, the extension work and the area of influence has been considerably reduced.



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The work of Ciudadela Educativa Concentración de Desarrollo Rural started in 2000 with a proposal, it was put forward by the Municipal Education Secretariat, with the union of the Concentración Escolar Guías del Sarare, It became part of the Headquarters. In 2002, according to decree 388 of October 30, issued by the Departmental Education Secretariat, 5 schools of the urban area and 16 school satellites of the rural area were annexed. Remaining as company name: INSTITUCIÓN EDUCATIVA CONCENTRACIÓN DE DESARROLLO RURA, currently in force with two annexed urban headquarters: José Antonio Galán and Luces de Esperanzas.



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Topographical location of the school

The CDR is placed in the urban area of the municipality of Saravena, (Avenida Incora #22-60 Barrio Versalles) department of Arauca where the Orinoquia plains started and near the mountains of the Cordillera Oriental, as well as it has two farms in the rural area of Saravena where the students acquire the agricultural learning processes. Saravena's town is a foothill with a tropical monsoon climate and moderate to little rainfall from December to March to and heavy to very heavy rainfall from April to November.

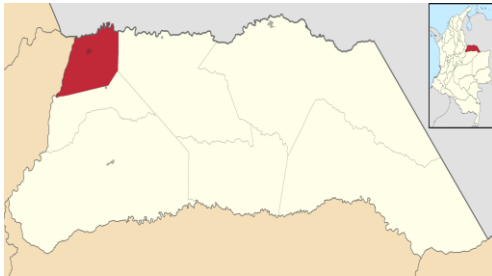


Figure 1. Department of Arauca located in the map of Colombia.

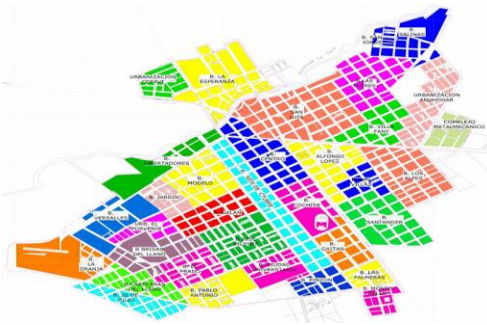


Figure 2. Map of Saravena with its neighborhoods



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Figure 3. Images of the CDR headquarter in the urban area



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Educational Authorities

Principal: Imperatriz Montes Ovalle

Teachers

Academic Coordinator

Discipline coordinator

Students Council

Parents council

Academic Board

Board of directors

Representative students



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Institutional Educational Project (PEI)

The Education Institution Concentración de Desarrollo Rural creates its Institutional Educational Project to provide an optimal environment to students dream, think, learn share, and grow up. This work shows relevant aspects concerning the identity on this important school, with all its representative symbols and its philosophical idea of enhancing the productive life of the Saravana's community in the agricultural setting.

In addition, the main purpose of this school is to educate integral human beings full of values like respect, solidarity, responsibility and others essential qualities to be a good person and help to improve the community culturally and economically inside the production sector and the transformation of raw material in a self-sufficient direction.

This project was validated through the approval's resolution of study N° 3807 of November 22, 2010, the DANE's code N° 181736001491, and the NIT 890504393-2. This legal support allows the settlements of internal organization with the aim to guarantee the academic and administrative operation and the free training of democracy and transparency.



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Mission

The Educational Institution Concentración de Desarrollo Rural has the mission of offering quality education with a humanistic approach, to children, adolescents, young, and adult people at the levels of Kindergarten, Basic Primary, Basic Secondary, Academic Average, Agricultural and Agro-industrial Technical secondary, through a constructivist social pedagogical approach.



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Vision

The Educational Institution Concentración de Desarrollo Rural of Saravena Arauca in 2028, will be a reference in pedagogical educative processes and in the Agricultural and Agro-industrial transformation, through the practice of a culture of continuous improvement, with an inclusive criterion evidenced through the professional and social leadership of its graduates.



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Institutional symbols



Figure 4. *Institutional seal*

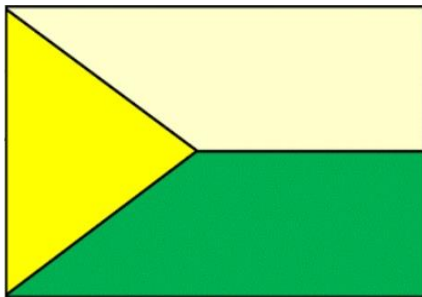


Figure5.. *Institutional flag*

Green: It is the color of the agricultural sector, Institutional sector

Yellow: It means the spiritual wealth of the Cederista community.

The white: It represents loyalty and love, virtues of the Educational Community.



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The bull: It identifies the agricultural formation, a symbol of livestock in the Araucanian foothills.

The flame: It identifies the sportsmanship, strength and vitality of the members of the Educational Community

The book and pen: They represent the desire for improvement, dedication and knowledge of Students

Work, Science and virtue: Great values of the CEDERIST Community



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Institutional Objectives

General Objective

To train children, young, and adult people in Academic Secondary Education and Agricultural and Agro-industrial Secondary Technical Education, as people and upright citizens with exemplary behaviors and committed to the development of the local, regional and national Community.

Specific objectives

- To develop plans and projects that generate favorable changes in the educational community's improvement of its quality of life.
- To provide spaces for institutional coexistence, based on the training of students with a clear vision of becoming the life in a true project.
- To generate pedagogical proposals with the design and establishment of productive projects that improve the academic, intellectual and research performance of students.
- To carry out self-sustainable productive projects according to the two modalities,: Agricultural and Agro-industrial, seeking the social and economic transformation of our community.



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- To create spaces for democratic participation from the different areas of knowledge and sectors of the C.D.R in the design and elaboration of the Institutional Educational Project.
- To implement inter-institutional actions that allow the inclusion of vulnerable, disabled, special and displaced population in the educational system.
- To promote Inter-Institutional cooperation with other university-level educational entities, NGOs and others, to generate Entrepreneurship and Citizen Culture, within the framework of continuous improvement policies for Education.



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Schedules

Scholar calendar

According to the National ministry of Education and the Departmental Education Secretariat the academic Calendar has been modified as the following illustration that CDR school has adopted.

Modified Academic Calendar	
1st academic calendar	From January 20 to June 14, 2020
Total weeks	16
Vacations	From March 30 to April 19, 2020
2nd academic calendar	From June 15 to December 6, 2020
Total weeks	24
Week off	From October 5 to 11, 2020
Vacations	From December 7 to January 3, 2020

Table 1. provisional calendar



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Supervisor’s schedule

This the current schedule about the 8th grade corresponding to the supervisor teacher, the pre-service teachers and as well as, some other courses concerning the hours that will be focused on the “extension a la comunidad” component with 3rd grade in primary school.

Hour	Day	Day	Day	Day	Day
	1	2	3	4	5
6:00- 6:55 am	705	704	801	703	703
7:00 – 7:55am	706	704	704		703
8:00am – 8:55am	702	705	701		701
9:00 - 9:55am	702	705	802		701
	Break				





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10:15-	801	802		706	702
11:15am					
12:00	801	802		706	

Table 2. Supervisor's schedule

Pre-service teacher's schedule

Hour	Day	Day	Day	Day	Day
	1	2	3	4	5
6:00- 6:55 am	705	704	801	703	703
7:00 – 7:55am	706	704	704		703
8:00am – 8:55am	702	705	701		701



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9:00 - 9:55am	702	705	802		701
	Break				
10:00- 11:55am	801	802		706	702
fagdfgd	801	802		706	
Break					
12:30		301			
01:30		301			
2:30- 3:30		302			
Break					
3:30- 4:30		302			

Table 3. Pre-service teacher's schedule



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Institutional System of Evaluation (Sie)

The evaluation of students will be ruled according to national guidelines, supported by Decree 1290 of April 16, 2009, constituting the Institutional Evaluation System, (SIEE), which will be mandatory for teachers and teaching directors, the following aspects, will be taken into account:

- The evaluation and promotion criteria.
- The institutional assessment scale and its respective equivalence with the national scale.
- Comprehensive assessment strategies for student performance.
- To follow-up actions for the improvement of student performance during the school year.
- Student self-assessment processes.
- The support strategies necessary to resolve pending pedagogical situations of the students
- The actions to guarantee that the educational directors and teachers of the institution accomplish the evaluation processes stipulated in the institutional evaluation system.
- The frequency of delivery reports to parents.



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- The structure of the student reports has to be clear, understandable and provide comprehensive information about the progress of education process.
- The procedures and mechanisms of attention and resolution of complaints from parents and students about the evaluation and promotion.
- The mechanisms for the participation of the educational community in the construction of the institutional system for evaluating students.

Purposes of student evaluation

The purposes of the evaluation of students in the institutional setting are:

- To identify the personal characteristics, interests, development rhythms and learning styles of students to assess their progress.
- To provide basic information to consolidate or reorient educational processes related to the comprehensive development of the student.
- To provide information that allows the implementation of pedagogical strategies to support students who present weaknesses and superior performances in their training process.
- To determine the promotion of students.



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Evaluation criteria

- The school year will have 4 periods of 10 weeks, each one with a cumulative value of 25%.
- The evaluation process by periods will be quantitative and qualitative as follows:
 - Low performance from 1.0 to 2.9.
 - Basic performance from 3.0 to 3.9.
 - High performance from 4.0 to 4.5.
 - Superior performance from 4.6 to 5.0.

Bimonthly evaluations will be applied for each area. The cognitive, attitudinal and procedural aspects are defined in the evaluation sheets, all of equal value and of equal importance.



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Curricular design.

The Educational Institution Concentración de Desarrollo Rural offers formal education in the three levels stipulated through the law 115: Kindergarten, basic school and secondary school; The agro-industrial technical and the entrepreneurial spirit give rise to three transversal axes for curricular development: Communication and Entrepreneurship, Understanding and Transformation of Natural and Social Reality, and Ethics, Life and Education Project Citizen.

Pedagogical models

The CDR educational institution has as its main axis the socio-constructivist pedagogical model, it means the role of the teacher should be a collaborator, facilitator coordinator and also one participant within the classroom, thus generating affective bonds where trust prevails, also improving their process language acquisition.

carrying out this pedagogical model would also allow to implement projects for the development of knowledge be, know-how and know- know. In other words, the union of the theoretical, the procedural and the attitudinal.



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On the other hand, the CDR school also took as a basis Vygotsky's sociocultural theory where students must learn from their social environment and in a collaborative way, the advantage of those activities that are carried out cooperatively allow to this model children internalize the thinking and behavioral structures of determinate society. As well as, it prepares them to become familiar and be useful within it. In addition, it should be noted that within this framework, culture plays an important role in the development of intelligence. For example: the tutor, parents and friends shape their knowledge by giving instructions and children try to assimilate and imitate them.



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Institutional organization

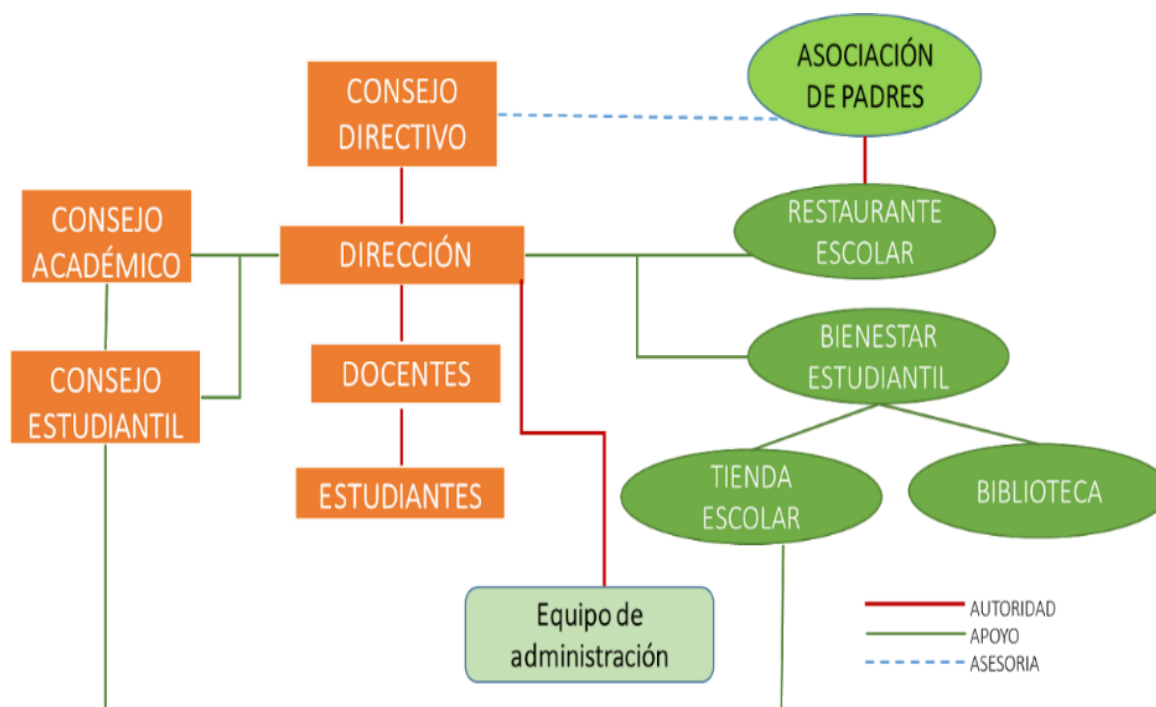


Figure 6. *Institutional organization*

Handbook

The focus of the coexistence manual of the Educational Institution Concentración de Desarrollo Rural is based on the standards of Human Rights, taking into account that the Institutional purpose is to strengthen school coexistence through the promotion and defense of human rights among members of the Educational Community, the main objective is to accomplish attitudes and competences towards the collective and the public, which allow the



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community to reflect on the importance of these elements in the achievement of peaceful coexistence.

As stated in guide No. 49. Pedagogical guide for School Coexistence (MEN), a fundamental part of this approach is human dignity, it is specified in the possibility of building a life project, having material conditions to making it possible (living well), and the existence of social and cultural platforms where it can be deployed (living without humiliation). Consequently, the entire system of rights has been created to contribute to the realization of human dignity (Corte Constitucional de Colombia, 2002). Knowing that the exercise of citizenship is possible and real as long as the State and society guarantee the dignity and rights of the people who make up social groups, it is necessary to contribute to the formation of active subjects of rights.

Incorporating this approach at school means making explicit in educational practices and pedagogical principles that human rights and dignity, are the guiding axis of social relations between the educational community. It is about promoting practices and ways of living from the ethical references of Human Rights, from which they move and question meanings and ways of acting contrary to the dignity of people and respect for their Human Rights.

Besides, in this handbook are written down its legal statements that make its appliance possible, all the disciplinary aspect, procedures in case of member of the community's fails, rights



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and duties of the educational community, the school government, school life, care protocols and its validity.

These are some handbook's main titles.

CHAPTER I 9. GENERAL PROVISIONS OF THE EDUCATIONAL INSTITUTION
CONCENTRATION OF RURAL DEVELOPMENT

CHAPTER II 10. RIGHTS, DUTIES AND STIMULES OF THE EDUCATIONAL COMMUNITY

CHAPTER III 11. SCHOOL GOVERNMENT

CHAPTER IV 12. SCHOOL COEXISTENCE

CHAPTER V 13. CARE PROTOCOLS.

CHAPTER VI 14. DUE PROCESS

CHAPTER VIII 15. VALIDITY



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CHAPTER 3: PEDAGOGICAL COMPONENT

Title

**Encouraging Writing Skill Through the Creative Writing At 8th Grade Students of the
Institución Educativa Concentración De Desarrollo Rural School in Saravena –
Arauca: An Actional Research.**

Introduction

According to Srinivas (2019), the English language has become the first global language allowing communication between people and communities around the world with the purpose of sharing culture, knowledge, do business, traveling and entertainment. Consequently the English as a second language is considerate transcendental in the modern world, the main reason is that English has become a universal language implemented inside the business, education and touristic environments. Therefore, master this language could be beneficial for whatever country since it will improve the economy and open new channel of trading, and increase the opportunity to success in the professional world.

Taking into account the relevance of this language, the Colombia government has created a program with the aims to teach English and achieve a B1 level according to the common European framework of reference. So, the idea of being a Bilingual country until



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2025 year could be a synonym of economic and educational development not only as country but also as personal achievement.

Now, it is a challenge to teachers to accomplish this ambitious goal and even more in present healthy emergency. It is in this situation when teachers have to reflect about what to teach, how to do it according to the specific setting. That's why in this project the undergraduate students look for innovative methodologies to enhance the writing skill in the institution educative Concentracion de Desarrollo Rural. On this premise writing was the skill that the currently situation demands according to the students' resources, the communicational skills of the students, and the methodology that teacher in charge are developing.



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Statement of the problem.

Bearing in mind that the current academic year was undertaken under extraordinary events, it was conducted a diagnostic week when it was evidenced the limitations to provide a virtual interaction between teachers and students, according to the supervisors most of the students don't have access to technology devices, because, it is a vulnerable population victim of the armed conflict, Venezuelan immigrants families and students with poor conditions.

On the other hand, the level of English in this school is the lowest according to the ICFES results (-A1). As well as, this lack of knowledge is evidenced inside the classroom, in a recent study carried out the present year before the pandemic outbreak start Arevalo, (2020) argues that the students evidenced the low level of English in the 4 competences (Listening Speaking, writing and reading). In spite of the teacher in charge speaks in English the students don't understand, and they can not communicate verbal or writing utterances, furthermore the students overuse the translation dictionary to write simple words.

Along the development of this pedagogical proposal the following inquiring questions attempt to be answered:



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General questions

How to enhance the writing skill in 8th grade students of the Concentración de Desarrollo Rural school?

Do the creative writing activities motivate students?

What are the benefits to work with the writing production?

Do the students be aware of healthy food habits while they write about it in English?

Do the students learn vocabulary through the proposed writing activities?

Do the video tutorials help the students' process of learning?



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Justification

Taking into account the new challenges in the educational environment in order to provide cutting-edge virtual spaces to practice English at home, and take advantages of the free time that children and youths have with their families, it is essential the implementation of new ways of teaching that encompass the new necessities of our society concerning the English language teaching and learning (Sanchez, 2008).

One of the reasons why this proposal aims to promote the writing skill is because it remains one of the most important at the moment of acquiring the target language. When we start to learn a language, we begin to listen and repeat the message and it is valuable for communicate, however, it is well known that people really master a language when they learn to write, all of this because this it involves a complex system of thinking.

Furthermore, the current pandemic scenario has changed the traditional face to face methodology for the virtual classes, since the economic conditions of this community and the students' linguistic level of English don't let uses technologies in a real time. his proposal looking for to improve the writing production by convenience and offering non asynchrony lessons during the practicum.

The challenge of teaching writing is to catch the attention of students, as it is told before the written process requires a cognitive and fine motor skills to produce a little text,



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in that regard teachers need to be innovators and look for strategies to involve students inside the writing world. Hence, the creative writing seems to be an excellent alternative to encourage students, according to Avramenko, Davydova, & Burikova (2028), The type of creating writing not only reinforces grammar, spelling and vocabulary, it also stimulates their imagination and self- confidence.



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Objectives

General objective

- To encourage Writing Skill Through the Creative Writing At 8th Grade Students of the Institución Educativa Concentración De Desarrollo Rural School in Saravena – Arauca.

Specifics objective

- To enable meaningful learning through the interdisciplinarity activities in the English language.
- To engage English language topics with communicational situation of the students.
- To teach vocabulary within the proposed writing activities and proposed worksheets
- To provides tutorial service for explaining the given learning worksheets



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Theoretical framework

In order to enable the process of understanding of this work it necessary to settle down some key aspect that this project contains, for example the definition of writing and its importance, the creative writing and motivation.

Writing

The writing skill has an antient conception of being a human's communicative way with graphics and symbols systems, it is really difficult to manage because encompasses several components that merge in one skill, the principal are vocabulary, grammar, and punctuation. It uses visual marks that allow transmit a message in a determinate context. (Srinivas 2019). In the same way, it is one of the most important skill at the moment of learning a second languages since writing works with pronunciation, spelling, statement structures and contextual meanings. Furthermore, it is necessary that teacher will be conscious about his teaching concerning this competence, regarding Kroll, (2003) states that is important to teach the academics, social and motivational aspects with a view to improve the ability to write.



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Creative writing

To reach the creative writing it is crucial to spark connections between different matters and perspectives, in that direction, Guilford (1968) argues that the student has to include a variety of ideas that need to be original and include different types and taking the already known knowledge to reflect a create more ideas of course this type of writing it is beneficial to students since its enhance their skills, however Maley (2015), states that creative writing includes beneficial advantages for teachers as well. For instance this ability let to increase student motivation through cooperation and learner autonomy, and it allows the application of this strategy to all levels in the a school, moreover, it is important to know that the result of the methodological application increases professional growing since it provides new information and analysis about the writing skill.

In the view of Cheewaphan (1990), Creative writing is important because helps to show thinking and imagination in the writing outcomes, even though it is noticed the quality of result with regard to other types of writing. For example, students who apply creative writing in their daily life are more skillful in writing than other who practice the normal writing instructions. This type of writing is well spotted by teachers because it helps to engage students in the writing competence.



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Motivation

According to Krashen 1998 in his affective filter hypothesis states that there are some aspects that encompasses motivation, self-confidence, personally traits and low level of anxiety which helps the students to ameliorate their languages skills and of course to enable the process of a second language acquisition. Teacher need to implement motivational activities even more in writing which is a complex skill to master.

How to catch the attention of students is a challenge in the environmental education. In writing the engagement an motivation is the key to gather important outcomes notwithstanding the educators need to focus their prompts in appealing and specific issues that could get interest of the students (Collie, Martin, & Curwood 2015)

Efl models of writing

Now, the process of writing follows certain steps to organize the students at the moment of work this activity, the writing process is a personal encounter with the context and identity that attempt to be transferred to a piece of paper, it is typically recognized in four important sections: planning, drafting, revising and editing (Seow, 2002, p. 316).



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It is found a variety of these steps which change their structure according to the authors, however, with regard to the context of this enquiring and the nature of the virtual methodology that limits some aspects like the lack of time, technological inequality, and misunderstanding about the use of it; it was more accurate and relievable the writing model of riddle 2015, who highlights three main stages; pre-writing, writing, and rewriting.

Talking about the prewriting, the author states that this is the moment before the writing process when the writer starts to brainstorming ideas about the thematic use his/her background information and search about the main idea. Then, in the writing stage, the writer develops their ideas on a text with the creation of the writing structure, and the use of examples, facts, papers, or different resources to support the text. Finally, the rewriting stage where the writer edits his/her text, checking its spelling, punctuation, coherence, and cohesion, in order to correct and public the text.



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Literal review

In this present actional research section will be show different implemented studies concerning the creative writing as strategy to improve 9the writing skill in carried in several parts of the world.

Firstly, Avramenko, Davydova, & Burikov (2018) in their implemented research considered the relevance of creative writing in language development while emphasizing the role of this type of writing in personal development through boosting imagination, creative thinking, self-esteem and the ability to find original solutions. This study was conducted on the basis of a writing task for high school students, based on the Russian Olympiads. Evaluation and analysis of data was supported by qualitative methods of research that allowed for graphic representation of the information gathered. the salient results reveal that creative writing should receive more attention as part of the school curriculum since it transforms the learning process by rendering it more stimulating and enjoyable. the significant pros of the creative writing are the support to language development specially grammar and vocabulary, it contributes to personal growth, stimulates student's imagination and inventiveness, boosts self-esteem, raises self-confidence, and motivates students to express their own voices and thoughts in written texts.



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Secondly, Chaiyadejkamjorn, Soonthonrojana, & Sangkhaphanthanon (2016) carried out a research aimed to construct an instructional model for creative writing for Mattayomsueksa Three students (Grade 9), at rural schools in the National Educational Service Area 5 in the province of Nakhon Ratchasima, in the northeast of Thailand. The research methodology consisted of three phases: phase one studied the current states, problems and needs for teaching and learning Thai language; phase two constructed a model for creative-writing instruction; phase three explored the results of the model in use. Talking about the results, this model for instructional creative writing developed by the researcher had an efficiency equivalent for the students because it was systematically developed under the pedagogical concepts of constructivism, it means that students have to be active and create elements of knowledge by themselves, learners' intellectual development, learners' creative ideas by using a cognitive process scaffolding and transmission of knowledge. At the end it found that the group activity was positively influential on learners' attitude.

Moreover, Tok & Kandemirb (2014), implemented an experimental study to investigate the effects of using creative writing activities on 7th grade students' achievement in writing skill, writing dispositions and their attitude to English. This study was conducted during four weeks in 2012- 2013 academic year in an elementary school in the urban area of Deniz, Turkey. It was found that students' achievement in writing skill was increased after the experiment. Students' writing disposition was also increased when compared to their levels before the experiment. As well as, the results indicate that using creative writing



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exercises has a positive effect on writing achievement and writing disposition in 7th grade English language classes in elementary schools. On the other hand, the authors agree Dai (2010) that in his study which aiming to explore the teaching of creative writing in English to sophomores in a university of China, he suggested that the creative writing course allowed students the freedom to explore different aspects of their lives; their language proficiency improved. In addition, the authors suggested that English teachers should provide creative writing activities in writing English language classes and the writing skill should be valued as much as other skills and be carefully studied on this skill.

Likewise, Murugiah, Perempuan, & Permaisuri, (2013) conducted a qualitative research in Sarawak- Malaysia, the target population was composed of 36 non – native English speaking students from a secondary, They were in form 5 (Year 11) and considerate as excellent students with good English proficiency. Concerning the methodology, it was implemented interviews and observations design with a group of fifth formers (year 11). Consequently, the purpose of this study was to explore the effectiveness of teaching the Creative Writing through the use of the Creative Writing Module which was developed to aid a group of excellent students to improve their creativity and vocabulary in writing. in the same way, another goal of this study is to encourage both teachers and educational institutions to notice and regard creative writing as one of the approaches to improve students writing skills with regards of vocabulary and creativity in writing. In order to achieve this goal, the authors designed a creative writing module to help these students. After the



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enforcement of this study it was evidenced some results, first of all, students' improvement was observed through observation in the classrooms during the lessons and through writing task , second, The result of the research showed that students have shown a great level of improvement in their writing skills. The outcome of this present study could be useful to assist language instructors in helping proficient learners to undergo a more effective second language learning experience.

Lastly, Akhter, (n.d.) mixed method research aims to explore the effectiveness of creative writing for English language learning in both Bangla and English medium and make a comparison between their ways of teaching. Two data collection instruments were applied; Questionnaire to provide quantitative data and classroom observation to gather qualitative data for this inquiring. The participants were 40 elementary level students, half of them from Bangla medium and the other half from English medium. Concerning the given results all the participants were motivated having creative writing classes. They were interested to write themselves using their creativity rather than following the teachers' instructions and besides their response towards creative writing suggested that teachers should give them more opportunities to practice different type of writing. Another relevant aspect to highlight is that English medium students are more confident than Bangla medium students in case of writing. The reasons behind this is English medium students do not follow any books or do not memorize their writing whereas Bangla medium students are traditionally used to in memorizing any kind of writing



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The author considers that Teachers' ways of teaching is also responsible for identifying the pertinent context. If the teacher encourages his students to write themselves as well as explores their creativity during the classroom context, students will be able to have high confidence level, therefore creative writing can be an effective language tool which helps the learners in developing both cognitive and communicative skills.

Methodology

Pedagogical Methodology

The implementation of the practicum start with the diagnostic week, after the exhaustive searching to become familiar with the educational community Concentración de Desarrollo Rural, and the approaching with the supervisor teacher, it was gathered the following information: the target population will be 8th secondary high school students between 13 and 15 years old with A1 level according to the Common European Framework of Reference (CEFR), due to the healthy emergency the traditional face to face methodology was change to a virtual methodology, the level of the students are the lowest according to the ICFES national test, it has been implemented worksheets to teaches English periodically (twice a month), The students have poor conditions and they don't have access to their own electronic devises (smartphones, tablet, laptop...), and finally, there aren't synchronic lessons.



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Taking to account this context it was decided to reinforce the writing skill by convenience and advise of the teacher in charge. After the diagnostic week, it will continue with the planning of the following worksheet (which is part to of the third term) of the present term (3rd term) until the last week of the 4th term. Each worksheet will be sent to the students every 20 days, and it will be created according to guide book “way to go” and follow the it sequence, it should elicit the creative writing. Also it will be created instructional vidios for each worksheets to support the students with explanations about them.

Research methodology

This works is an actional research all because it looks for solving a specific problem in a specific situation Creswell, (2002), and the current worldwide is the ideal context that has brought challenges for teachers, students, parents and all the educational communities, in this case, the opportunity to inquire about the difficulties presented during the practicum taken into account the teaching of a second languages through a non-presential methodologies.

In the premise of the actional research, this study aims to solve the problem of teaching the English writing skill in a difficult environment where students don't have access to an electronic devices and synchronic interactions, and their low proficiency in English



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jeopardize the process of learning and probably the autonomous sense to develop the proposed worksheets.

Setting

The present study will be developed in the Institución Educativa Concentracion de Desarrollo Rural it is a high school placed in the municipality of Saravena, department of Arauca in the Colombian Orinoquia region, Saravena borders with the republic of Venezuela the Cordillera oriental and Boyaca, department. Additionally, the institution is situated in the urban area of this city, however because of its agricultural orientation, it has two farms in the rural part of Saravena. The institution has important structures to develop their face to face classes, as well as, it has agro-industrial structures and equipment to transform the agricultural products. This school offers to its community cultural festivals to promote the traditional Colombian dance and music, and some important exhibitions of the students agricultural and agro-industrial outcomes.

Participants

The target population of this research includes 8th and 7th grade students of the secondary school CDR, they are male and female children and youths between 13 and 15 years old, they have a poor condition, as well as some of them are vulnerable, victims of the armed conflict and Venezuelan immigrants. The difficult economic status of this population does not let access to technological devices, probably their parent have these devices



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however they need them in their jobs, reason why the students just could reach this technology until late.

Instruments

The instruments of data collection implemented in this actional research are the following:

non-participant observations, Talking about non-participant observation I is important to crucial to understand that the observation will not interfere with the normal development of the setting and participants, particularly in educational institutions, the advantage of this method points out the objectivity of their procedure, Probably, when the observers intervention irrups in determinate setting, the real situation could change and influence the observation. In the same way, Liu & Maitlis, (2010) states that non- participant observation usually takes a period of days or months, but, depending on the phenomenon in question, sometimes several years what it is convenient for this study.

field notes: This instrument is important in the present study because lets to get register of all the events that could happen during the development of the enquiring, evens that could be relevant for the researchers' perceptions that will emerge during the teaching practicum for the results of the study. The field notes are in the form of a record of work of the students in the English lessons in which information such as date, time, virtual class,



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objectives, outcomes, the students' learning strategies, homework, participation, things that works correctly, and issues that compromise the practicum. (Burns, 1999).

Students worksheets (documents): Taking into account that actional research has strong relation with qualitative design, this one offers the opportunity to work with the collection of documents related to the participants outcomes and tests uses during the enquiring for example, newspapers, minutes of meetings, personal journals, and letters. (Creswell 2007). Concerning the case of this research, it is necessary to deal with the observation of the worksheets implemented during the academic year.

Data analysis

This study was conducted under an action research design which was developed with the objective of teaching the writing skill through the food healthy habits, nutrition, and self-care in English with 8th high school students of the educational institution CDR. All of this topic was proposed through the solving process of worksheets.

Regarding the salient data collection of this project, it was explored by the guidance of the typological analysis. the characteristics of this type of analysis was beneficial and enabled the understanding of the gathered data. It leded the division of



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possible codes in groups and categories to help the researchers to broke down the phenomenon of the study and identify patterns. (LeCompte and Preissle 1993).

Timeline.

Timeline of Practicum

Activities	Au	September				October				November				December			
	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<i>Diagnostic</i>																	
<i>Project's proposal writing</i>																	
<i>Presentation of the Proposal</i>																	
<i>Creation of the worksheets</i>																	
<i>A Creatios of instructive videos</i>																	
<i>Presentation of the Result</i>																	

Table 4 Practicum Timeline



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In the previous table are presented the chronological development of this study, the procedure contains the step by step of this inquiring that started the first week of September with the diagnostic and ends the first week of December.



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Results

Activities and Material

So, in this period of time, it was weekly carried out different activities addressed to 8th and 9th high school students of the educational institution CDR, located in the Colombian northeast. The most important work implemented is the pedagogical worksheets which are aimed to teach English and provide accurate contents that involve a real context. The creation of this material was done under the consideration and suggestions of the teacher in charge Alexandra Gonzales, they have to be practical, not extensive, and no more than one page per worksheet, as well as, the vocabulary, grammar aspects, and general topic were established by the supervisor who requested the activities for a specific time.

The vast majority of the worksheets were focused on developing the task in the writing skill since the bases of this project are underpinned by the improvements of this skill. Concerning the contents of the worksheets, it deals with modals verbs, and vocabulary related to healthy food habits, nutrition, adjectives, pronouns, simple past tense, habits in the past... otherwise authentic videos ([See appendix 1](#)), and a Facebook site, ([See appendix 2](#)), were implemented with the aim to support the pedagogical worksheets and the English learning activities.

In the [Annex 1](#) is presented the first worksheet related to the healthy food and modal verbs in which students had the opportunity to learn how to give healthy advice to consume



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certain some meal or on the other hand to avoid unhealthy products as well to know different vocabulary with the different type of food.

In the [Annex 2](#) is showed nutrition aspects and modal verbs, this work was created following the sequence of the first one worksheet, it was highlighted some aspect of nutrition with the main objective that students gain significant contents while they were developing their English course, furthermore, they were reinforcing the use of modal verbs to give important advice of nutrition.

The following worksheet contains the pronouns one/ones as it is illustrated in the [Annex 3](#), it has some specific grammar aspects concerning the pronouns one and ones that were related with shopping real situation, teaching how to interact with sellers people and touching some American cultural events like the black Friday, after the students were engaged with the topic, it was implemented a creative writing activity which involved the imagination of one dialogue with sellers in this important event before Thanksgiving in the USA.

Then taking to account the worksheet number 4 founded in the [Annex 4](#) the practitioner implemented the use of some objectives with a communicational activity which was involved the physical description of people, in order to engage the student with the topic to develop the focus skill of this project (writing), the task of this worksheet related the description of their relatives, family members and even some of their friends, in order to



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motivate the students it was included the implementation of photos of the chosen people during the development of the task.

The [annex # 5](#) encompassed the use of the simple past tense in all its forms, positive, negative, and interrogative. It was started with a listening activity with the aim to recognize some of the verb forms that means regulars and irregulars, so, the video was carried out under the main topic question “What did you do yesterday?” it served to introduce the grammatical subject and its uses and rules, so the video followed some interviews with native American people, it helped to provide authentic material and the input to the target population, then, taking into account activities about creative writing it was implemented the use of a short and simple diary as a task, in which was given to these student the opportunity to carry out their own interviews about their, friends, relative or family.

Now, to support the development of these worksheets they had created slides in order to explain the related vocabulary and grammar aspects as it displayed in the PowerPoint presentations were target to students who were interested in one extra- explanation to reinforce the given contents on the worksheet, [annex 6](#) and [annex 7](#). in these virtual teaching tools were depicted some grammatical and communicational examples, deeper explanation, and one space at the end of the presentation to let the students practice the topics.

Likewise, other interactive activities were the use of challenges in order to catch the attention of the students, that was the reason why the popular interactive platform of Kahoot was



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necessary to create this interesting activity ([see annex 8](#)). Furthermore, to present this work, the social media WhatsApp was used to publish it ([see annex 9](#)). Although not all the class answered the challenge, the vast majority of them participate during the activity and it served to make known some relevant aspects about the topic and also to engage students with the content included on the worksheet ([see annex 10](#)), the types of questions used and the participation of the students.

With regards to the outcome of the students during the intervention of the practitioner in the educational institution CDR, it was implemented the of creative, for that reason most of the tasks were developed taking into account this linguistic skill. The students' writing performances were elaborated in their notebooks and through copies of the proposed worksheets ([see Annex 11](#)), As well as, working on the creative writing were carried out activities like interviews and diaries involving people who were close to their context ([see annex 12](#)), and [Appendix 3](#)), it is relevant to stress that the way to send and receive the proposed pedagogical worksheets, task, and corrections was the social media of WhatsApp, it was essential to establish communication with all the school activities and the students' educational difficulties that appeared during teaching practice ([see appendix 13](#))

The use of WhatsApp is relevant to the development of asynchronous classes since it let the constant communication with the student, and at the same time it was a channel to



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send worksheets, homework, and other duties, it seemed to be a virtual classroom where I was presented to the students ([see annex 14](#)), and of course, it was carried out tutorial service to the students who need it by audios, text message, and videos ([see annex 15](#)). The students send their productions through photos of the tasks carried out in the notebooks or photocopies of the pedagogical guides developed. or through videos when the activity to be carried out warranted it.

Generally, after receiving the work evidence, they were edited to later settle corrections errors or mistakes that could have occurred, ([see annex 16](#) and [annex 17](#)) over there, it emphasized the correction of those general aspects as groups weaknesses, as well as, for scoring these tasks, it was suggested by the supervisor, that the virtual methodology was not working with quantitative notes only with the format of whether or not you approved the delivery made.



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Conclusions

The teaching practice is always complicated because it is one of the first experiences in which tenth foreign language students as novice teachers explore many facts that could cause some changes in the normal function of some methodologies developed by the educational institutions. Now it is true that the notorious healthy emergency turned the presential classes into virtual spaces in which students, parents, and teachers have to deal with.

One of the positive aspects about this new methodology was that the practitioners could take advantage of all of these technological skills in which they were training along with their carrier, since, at the present time the higher education becomes familiar with this virtual mythology, for that reason the use of modern teaching tools were transcendental to develop the practicum in the distance-learning. Moreover, some implemented platforms like kahoot and Educaplay enabled the process of motivation because they are eye-catching to students at this age and they serve to hook students with the topic, an excellent introduction to encourage students with the English language.

It is well known that the writing skill is one the most difficult to teach because it relates a complex mental process, that means that students need to be attentive to have an accurate performance. Therefore, the use of creative writing helped to motivate students to



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get important outcomes in the writing skill. For example, the proposed activity about a dairy in the simple past form was successful, because in the vast majority of the student's writing production, they had a huge usage of the focused topic. Probably, when students had the opportunity to write about their context, they can connect their ideas and use the English language in their daily life.

In addition, The English language is important not only because of the fact of mastering a new language but also because it offers the opportunity to teach relevant content that students need to cope with in real life. With this in mind some of the created worksheets touched interdisciplinary activities, the students learned English while they were aware of important items of nutrition, healthy food, healthy food habits, and shopping situations. It could generate one unconscious awareness in their homes. It serves to take care of themselves, about their family and friends, as well as, the learning process becomes significant for the students, it helps to obtain a strong memory due to importance of each subject.

Concerning the use of video tutorial service, it was important to clarified aspects of grammar. It helps to explain the contents exposed in the pedagogical worksheets, giving more details and examples about the proposed subjects, it was a great advantage to support the worksheets, mainly because during this asynchronous virtual methodology it is difficult to



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teach the contents, for that reason these tutorial videos are essential to develop this methodology.

Recommendations

The present practicum was developed under the framework of the improvised virtual methodology that the ministry of education set up to face the lockdown forced by the COVID-19 pandemic emergency. Notwithstanding, it did not bear in mind that the vast majority of the students do not have access to the basic technological resources to follow this methodology. This situation was a mirror of the educational community in Saravena-Arauca, so, it will be better to support the process of education with this not face to face modality with technological help because there is not equality for those students who are not prepared to receive this kind of methodology.

Keeping in mind that the creation of the worksheet was the main alternative to develop the distance-methodology, it was noticed that the use of tutorial videos is essential to support the giving information and contests found in the worksheets. They could be implemented to explain grammar, vocabulary, pronunciation, and aspect related to the proposed activities., it is necessary because not all the students of the school have access to the internet or even though they are not technological devices to go to the different platforms used to carry out the synchronic tutorials.



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Furthermore, it is necessary to offer a bunch of activities to explain in different scenarios the given topics. All of this because inside the institutions could appear diversity in its population that needs several alternatives to obtain the same process of learning for all of them.

Now, concerning the face to face methodology, if it will retake its normal function, it will necessary to reinforce all of the linguistic skill and to evaluate the writing skill to continue improving their performance, as well as, in the general views of the students' weaknesses of this skill, it would be required to check options to correct some of the frequent error perceived with the corrections of the writing production, one of the most notorious is the omission of the personal pronouns, and the use of English in determinate vocabulary.

Finally, the use of creative writing was important in this project to motivate students in one of the most challenges English skills. It encourages students to practice the target language and involve their context in their process of learning. Taking into consideration this information this strategy would be essential to continue the teaching of the writing performance in this institution since it helps to enable motivation and encouragement inside the classroom activities.



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CHAPTER 4 RESEARCH COMPONENT

The Formation of the Reflective Spirit On PLEX' Pre-Service Teachers, A Training Tool to Qualify the Pedagogical Practice.

Introduction

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

Although there is a clear interest in light of the evident necessity to understand and transform the pedagogical practicum, it is also beneficial that local studies specially are focused on the learning problem than in matters of teaching.

It was considered relevant to design a project that involved a reflective approach on the practicum with the aim of objective knowledge, behavior and aptitudes that helped to guide teachers' labor. Additionally, as an assimilation, immersion, and significant exploration exercise upon the own teachers' perceptions, through questions formulation, and searching of information to seek a solution for any problem and for the self-recognition.



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Justification

The formulation of this Project in the foreign languages integral practicum context focused on a more professional conception of the practicum as a cutting edge to sharpen educative processes in rollout centers where PRADO is held. It was considered that conceding relevance to the reflection role in the teaching process that is the first step to fathom the difficulties of the profession, the own performances and to take an interest on the models and approaches to face a problematic situation and establish an analytic gaze on it.

Regarding with what the philosopher in education Jhon Dewey, precursor in the teaching applied reflective thinking realm, it was justified the necessity of this study in order to give analytic tools and self-observation to the students that allow them to distinguish among a daily action and reflective action. It was considered that a reflective approach shield the agents in a traditional context of inertia and the authority they had in the school.



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Statement of the Problem

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

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

Taking into account this scenario, which affected teachers to a greater or lesser extent, it was required that the teacher training process, in the future teacher, encouraged a critical and reflective spirit that contributed to the improvement of their pedagogical practices, so that these at the same time are essential elements that impact and transform their work and future professional performance.

In the case of the Degree in Foreign Languages of the University of Pamplona, the reflection was conceived as a fundamental exercise so that students who carry out



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Their integral practice, self-evaluate, installs a critical and constructive look at their work in the teaching role. To start this study the following guiding questions were formulated:

To initiative this study, the following guiding questions are asked:

- How does the implementation of reflection contribute to transform the pedagogical processes inherent to the development of the practicum stage?
- How does the exercise of reflection influence the development of critical spirit of pre-service teachers in the analysis of their pedagogical work?



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Objectives

General Objectives

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

Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to the problems presented in their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.
- To identify and to analyze the strategies that the student uses in his / her pedagogical practice.
- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.
- To analyze one's own beliefs about the work of teachers and students.



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Theoretical Framework

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

Teaching Profession

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

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources target to enable an articulation between management, work and education. This is how we appreciate that every teacher must comply with some competences in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which he develops his activity. In the same way, every teacher must have competences in the organization of the contents, that is, the pedagogical practice does not only require ordering its components to be learned by the students, but also foresee for the teaching conditions in the educational context or



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outside it. The most immediate function that teachers must develop is to design or anticipate the practice of teaching.

Reflection

Talking about reflection, it involves addressing different conceptions of that notion. For this reason, to deepen their definition, two aspects are taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010)

The reflection as a process

Reflection is performed from a series of steps cyclically resulting in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflect on the means experience "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would extract a new structuring situation".



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The steps of the reflection process as the process appears at the following scheme:

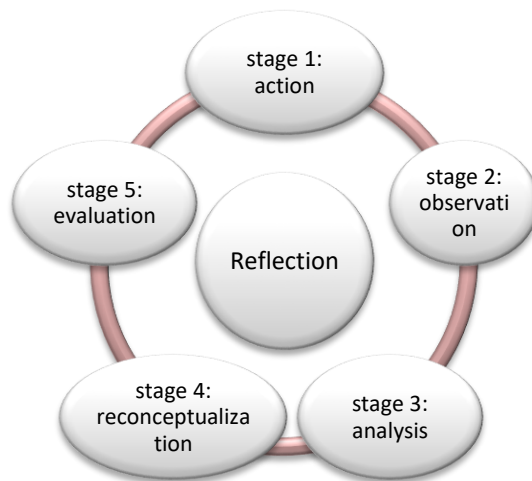


Figure 7 reflection process

The reflection as a thematic

The notion of reflection is based on a theme that is related to that concept. For this and taking as reference to 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, and the source of knowledge that allows reflection; and contextual aspects, which allows the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.



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The 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 their own practice and the impact it has generated; that is able to objectify their behaviours, and to assume the different roles in the pedagogical relationship.

The teacher occupies a central role in the current educational world; he acts in a complex space under constant change determined by the interaction of various factors and conditions. The teaching profession requires that: “teachers develop their professional knowledge in relation to changing circumstances” (Ebutt y Elliot: 1986). In this context, the problem of practice, and class space, require a particular treatment oriented towards social understanding and interaction.

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



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

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

On a second level, reflection is found in the implicit budgets of the specific classroom practices. Therefore, the consequences of the adopted strategies, curricula, and practices are analyzed. It is then necessary to apply educational criteria to the practice of teaching in order to make pedagogical decisions adapted to institutional reality and to contexts.

As a third, Van Manen establishes an exercise of critical reflection; at this level, the author stated that a more elaborated reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom are presented. Pedagogical Practicum

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



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Academic Practicum

It was led to prepare 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 aim was to success an effective teaching through the application of didactic techniques that were deduced from general principles to which the pedagogical research had reached. In this case, reflection was a strategic decision: "to select among the range of available techniques what is considered most effective". This was the way of proceeding from technical rationality.

Development

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

Social Reconstruction

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



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Generic

The programs alluded to reflection in a generic way, but without specifying the ambitions of the programs or the contents, on neither what to reflect nor the strategies to foster reflective learning.

Reflection triggers

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

Critical element on reflective thinking

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

These authors established classification categories of knowledge

1. knowledge of content
2. General pedagogical knowledge
3. Curricular knowledge (programs, materials etc.)



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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

On the basis of Georgea Spark-Langer and Amy Colton the narrative element, was another element of reflective thinking that was included in the present study as an instrument. This element relates to teachers' narratives, to encourage stories of their experiences in the classroom that were presented in many forms and achieve diverse functions in the subjectivity, and in the constitution of subjectivity. In this component were placed the teachers' journals in which writing triggers the elaboration of the teacher's reflective thought, about their experiences of practice, objective and subjective and inter-subjective.



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Methodology

The proposed methodological strategy has as its central axis the continuous reflection that additionally contemplates the realization of meetings for the strengthening of the practice group as an initial space for addressing the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

In order to review the incidence of the proposed reflection on this practice process, a process of socialization and systematization of it will take place.

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

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

Reflection workshops

The reflection workshops have the fundamental purpose of guiding the reflection process of the student-practitioners, but at the same time of socializing and sharing experiences of their work to enrich their process and insert new tools to transform their pedagogical practices.



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Goals

- Consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.
- Socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- Qualify, facilitate and effectively insert the educational center.

Self-observation tab

The goal of self-observation has as its main objective to guide the student-practitioner towards an own look of his practice as a teacher and his role in the classroom and in the environment of the educational community of which he is a part.

Narrative

The reflection exercise will allow the student to express themselves about their work from the narrative of their experience as a way to make sense of the daily life of the teacher's life.

Class records

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



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their pedagogical practices.

Context

Saravena is located in the Colombian Orinoquia, northwest of the department of Arauca. Its geographical coordinates are: North latitude between 6 degrees 46 'and 7 degrees 00' and in East Longitude between 71 degrees 41 'and 72 degrees 06' and at a distance of 196 km from Arauca capital. It is the third most populated municipality in the department of Arauca. It arose thanks to the colonization of the mid-twentieth century, having as its population base groups from all over the country; In little more than a decade it went from being an agricultural cooperative and part of the municipality of Tame to becoming a municipality in 1976.

It is in this geographical context where this study took place, the CDR is as an institution in which the school actors operate: PLEX practitioner.

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

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



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

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

The school as an educational institution accomplishes specific functions within which the following:

Socializing Function

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

Instructional Function

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



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Educational role

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

Population

The total population of the present study is made up of 54 pre-service teachers of tenth semester, belonging to the Bachelor of Arts in Foreign Languages degree at the University of Pamplona.

Direct beneficiary population:

Pre-service teachers

Supervisor teachers

Students community from the implementation center of the integral practicum

Indirect beneficiary population:

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



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Institutional agencies joint to the project

Foreign languages program

Language and communication department

Education faculty

External institutions linked to the project

Institución Educativa Brighton Bethlemitas

- Colegio José Rafael Faría Bermúdez
- Colegio Provincial San José
- Cristo rey, Sede del Instituto Técnico San Francisco de Asís
- New Cambridge
- Institución Educativa Águeda Gallardo de Villamizar
- Institución Educativa Alfredo Nobel. Santa Rosa del Sur Bolívar
- Institución Técnico Patios Centro N° 2, Sede la Sabana. Los Patios, Norte de Santander
- Institución Educativa Concentración de desarrollo Rural . Saravena, Arauca
- Instituto Educativo Técnico Diversificado De Monterrey. Monterrey, Casanare
- Institución Educativa Carlos Mauro Hoyos. Calamar, Guaviare



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- Institución Educativa La Divina Pastora. Cúcuta, Norte De Santander
- Institución Educativa La Divina Pastora. Cúcuta, Norte De Santander
- Institución Educativa Técnica General Santander. Arauca, Arauca
- Institución Educativa Integrado Juan Atalaya. Cúcuta, Norte De Santander
- Institución Educativa Carlos Arturo Torres Peña. Santa Rosa De Viterbo, Boyacá
- Colegio San Patricio. Floridablanca, Santander
- Instituto Técnico Nuestra Señora De Belén. Salazar De Las Palmas, Norte De Santander
- Institución Educativa Ernesto Rincón Ducan. Tame, Arauca
- Institucion Educativa Joel Sierra Gonzalez. Tame, Arauca
- Institución Educativa Técnica La Palmita. La Palmita, Valledupar, Cesar
- Institución Educativa San Luis. Tame, Arauca
- Institución rural San Miguel (zona rural Pamplona)
- Colegio San Francisco José de Caldas. Cúcuta Norte de Santander
- Educativa Colegio Ortún Velazco. Cúcota , Norte de Santander

Escuela Normal Superior Cristo Rey Barrancabermeja



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- Instituto Técnico Patios Centro N° 2. Los Patios
- Colegio Manuel Fernández De Novoa , Cúcuta Norte De Santander
- Colegio José Aquilino Durán, Cúcuta
- Andino Bilingüe, Cúcuta
- Colegio Nuestra Señora De Fátima, Cúcuta

About the pre-service teacher methodology

The implementation of the practicum start with the diagnostic week, after the exhaustive searching to become familiar with the educational community Concentración de Desarrollo Rural, and the approaching with the supervisor teacher, it was gathered the following information: the target population will be 8th secondary high school students between 13 and 15 years old with A1 level according to the Common European Framework of Reference (CEFR), due to the healthy emergency the traditional face to face methodology was change to a virtual methodology, the level of the students are the lowest according to the ICFES national test, it has been implemented worksheets to teaches English periodically (twice a month), The students have poor conditions and they don't have access to their own electronic devises (smartphones, tablet, laptop...), and finally, there aren't synchronic lessons.



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Taking to account this context it was decided to reinforce the writing skill by convenience and advise of the teacher in charge. After the diagnostic week, it will continue with the planning of the following worksheet (which is part to of the third term) of the present term (3rd term) until the last week of the 4th term. Each worksheet will be sent to the students every 20 days, and it will be created according to guide book “way to go” and follow the it sequence, it should elicit the creative writing. Also it will be created instructional vidios for each worksheets to support the students with explanations about them.

About reflective approach in the teacher performance

The practicum has involved a virtual education in which pre-service teachers have to support all of these educational processes, it provides few experiences to enrich the teaching identity however, it serves to look for new methodologies and resources in this virtual environment.

writing about our teaching experience is a great opportunity to know ourselves in the educational environment, and this 1st performance in the real field. As well as, it serves to notice the reality of the educational institution and its English teacher team.

Working with primary school is always rewarding, Children are enthusiastic and dynamic, they participate in almost all the proposed activities, and this is not the exception, however this virtual methodology becomes the educational process not fair, the students have access to technological devises or internet. There are few students who can stablish connection to the synchronic meetings.



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Expected results

Expected results are derived from the aforementioned proposed objectives, as follows:

- Reflective spirit training in pre-service teachers from the Bachelor of Arts in Foreign Languages degree as a training tool to qualify the practicum stage.
- Analysis of pre-service teachers' realities, surroundings and social representations along with notions and different concepts related to schools.



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Data Analysis and Results

The first incursion on the teaching training is demanding, and even more when reflective and critical activities have to be developed, one of the reason is the lack of expertise to be critical, however during this practicum were carried out some section to help the undergraduate students to write down about these circumstances that would go to be presented along the teaching process.

Hence, after the synchronic meeting, the application of the first workshop was accomplished by the novice teacher ([see Appendix 4](#)), it related six open questions about some beliefs from the face to face methodology to the virtual, and worries about how the teaching process will be executed, then, in the middle of the practicum was carried out the second one workshop ([see appendix 5](#)), it was composed of five open questions which motivated to reflect about the individual performance and teamwork during the spaces and activities developed until that time, and the last workshop was conducted the last week of the practicum and included seven open question about the step by step effectuated in the process of teaching, the time implemented and the difficulties presented taking into account the diversity of the population ([see appendix 6](#)). I should point out that the complete development of the reflection evidence in the two first workshops was not possible to show, because the platform used of Google form did not save a copy after submitting the reflection.



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On the other hand, to ameliorate that reflection spirit in the pre-service teacher practicum were effectuated nine auto reflective forms about feelings and situations that the undergraduate student had to experiment ([see annex 18](#)). Hence, it was necessary to do a complete description of the implemented activities, an overview of the teacher work, and the problems that could happen during the intervention. Additionally, it was incorporate the thoughts about these challenges that the practitioner had to face. These guides were submitted weekly via e-mail to tutors and coordinators of the practicum.



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Conclusions

Along the development of the practicum were implemented several instruments to encourage a sense of reflections, they were relevant to elicit the reflective spirit that pre-service teachers need to be aware of their practicum, taking into account that thinking about our teacher performance improve the process of training and the teacher identity.

Likewise, the Teacher practicum is connected with many facts that involve cultural contexts, social groups, and economic conditions that could improve or jeopardize changes in its outcomes. The teacher role is not a formula that fixes in all scholarly scenarios; I considered the labor of a teacher is a challenge to solve in different contexts with a particular geography, population, history, religion, and idiosyncrasy. For that reason, it is necessary to be aware of and critical about these characteristics of each educational environment.

On the other hand, it was found that teaching is not a task that concerns the efforts of one individual teacher, the role as an English teacher inside the public school has to take into account directions, first of all, the values that the institution wants to introduce inside its items to reach the integral education in its students, then the topics skills and possible methodologies that the teacher in charge are stressing, and finally the standards that the ministry of education attends to achieve. Thus, the pre-service teachers need to know that the



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teaching profession is a cooperative task where converge all the education community that's mean: students, teachers, parents, among others.



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CHAPTER 5: COMMUNITY OUTREACH COMPONENT

Project to Raise Linguistic Awareness of The English Language in Primary Schools in Pamplona

Introduction

In this proposal, the reader will find a twofold objective: to organize the social impact of the Languages Program in a project from the implementation of the outreach component to the community of Practicum; and, to raise elementary school students' awareness to the basics of the foreign language, English.

In the first instance, it contains the justification, and the objectives of the project, its characterization and the lines of contribution to which it contributes.

Next, the theoretical framework guiding the proposal, the target population, the timetable and the budget estimate table to be prepared by each participant are presented below.



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Justification

Concentración de desarrollo rural high school is a very important institution in Saravena, Arauca, its main characteristic is that is agro-industrial, in the mornings, classes are addressed to secondary school, in the afternoon the classes are addressed to primary school. During the observation week, it was possible to analyses that students do not have an English teacher. Besides, the teacher from each course do not know English, they do not have books or a specific topic to teach. When students are in 6th grade, experiment the first real contact in English with a professional teacher in the area, and sometimes it is a shock for most of them.

Considering this aspect previously mentioned, it is proposed to teach English 3rd grade through a different methodology, in this particular case it will be through songs.

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



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General objectives

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

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

Specific Objectives

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

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



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Typology of the project

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

This proposal is articulated to the social projection, transcends the institutional space and makes possible the articulation of the PLEX to the Pamplona's community. The main objective at the pedagogical and communicative level is framed within the institutional lines of projection and outreach to the community of the University and the program.

Contribution lines

- Contribution to the academic training in the field of foreign languages.
- Citizen preparation (attention to issues of the educational setting aimed at reducing the inequity of the educational system)
- Projection to the school community at the university and program levels, it was proposed some activities and videos for practicing at home.



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Theoretical framework

Language teaching

International Linguistic Policies

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

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



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with development of policies for the translation, by all possible means, of written and visual materials in order to promote the circulation of ideas and artworks.

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

National Bilingual Program

Colombia, like other countries in Latin America and the world, has adopted academic policies aimed at publishing the English language as a foreign language, through the national bilingualism program established 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



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at training competitive and productive human talent in a global environment in different fields of action. (MEN, 2006, p. 6).

The following table shows the levels sought by the national bilingual program for the year 2019:

Table 5. Niveles de lengua esperados en el PNB

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

Fuente: Adaptado de Altablero (2005).

Tomado de: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

Bilingualism refers to the different level of control by which an individual communicates in more than one language and culture. This level depends mainly on the



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context in which the individual is. Therefore, according to how another language is used, different from the native one, these languages are considered second languages or foreign languages. MEN (2006)

Teaching English in primary school

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

Thus, the importance of reaching to the point of understanding how the child learns and incorporates a foreign language makes it necessary to analyze the theoretical basis that explain the process of learning or acquiring a second language. (L2) o LE and how this process is related to the mother tongue”. On the basis of what was written above Krashen (1991) quoted by Yesser A & Chacon C, (2011) makes a distinction between the terms acquisition and learning in relation to the LE. “language acquisition is natural and unconscious in form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language.”

“This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-



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Amato 1996)”. the authors present their point of view on the subject and differ “that for purposes of this discussion, the terms learning and acquisition interchangeably because the LE can be acquired through inductive recreational activities and naturally which also involves learning processes”.

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

Pre-production. It is the stage in which the child develops the ability to listen and understand language through gestures and actions, it 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 in the oral production.

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



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

To support the aforementioned about the process of acquiring an LE, it can be said that regarding to Berko and Bernstein (1999), quoted by Yesser A & Chacon C, (2011) “The children ability to learn, understand, discover and formulate communicative forms in a foreign language mainly underlies the need to establish new social approaches” (p. 467). Consequently, children build meanings of the world around them through the language and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, learning the LE must be based on prior knowledge and schemes mother tongue since the representations developed in prior learning and previous experiences are the scaffolding to build by LE, new mindsets or expand the existing ones”.

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



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to say, at a younger age, the greater the probability of the child to develop the pronunciation of a native”.

Why learn LE in elementary school?

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

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



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To summarize it is found that the learning process of the human being is based on experiences with the environment in that is influenced by prevailing cultures and identify their idiosyncrasies and autonomy, especially among young people in the life cycle of childhood, wherefrom many theories from the psychological, sociological area it is argued that learning takes place through the observation and listening of sounds that put the main attention of the senses of each individual. Emphasizing that the process of cognition from the mental processes directs and brings to fruition significant learning in children who are at the beginning of learning especially of an LE.

Subprojects

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

The objective of this proposal is part of the concept of social interaction of the university with Pamplona's community through the design of a project to support training in English.



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Pamplona's context

Pamplona's city, has institutions of basic and secondary education, being mainly public.

Most of them are grouped by general Colleges as follows:

- **Escuela Normal Superior**, which has as headquarters “Escuela Rural Cariongo, Instituto Aurora”.
- **Colegio Provincial San José**, which has as headquarters “Escuela la Salle, Escuela Santa Cruz, Escuela Gabriela Mistral, Colegio Rafael Faría Bermúdez”.
- **Colegio Águeda Gallardo de Villamizar**, which has the “Escuela Santísima Trinidad, Escuela el Escorial, Escuela Nueva Iser, Jardín Infantil Nacional”.
- **Institución Educativa San Francisco de Asís**: which is in charge of “Colegio José Antonio Galán, el Colegio de Cristo Rey, la Escuela 4 de Julio, la Escuela Juan XXII”.

Likewise, there are two institutions that do not have the nature of a General College but that provide basic and secondary education of a public nature. They are:

Colegio Técnico la Presentación

- **Institución Educativa Brighton Betlemitas.**



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In this context where the students of Foreign Languages program of the University of Pamplona carry out their integral practice, and doing social projection in primary schools.

The scenarios in which the activities of the Project will be developed are the educational institutions described above. The specific course will be included once the students - practitioners finish the observation stage and provide the courses and schedules in which they will be implementing the Social Projection component.



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Subproject.

Introduction

Learning vocabulary is one of the most important facts in the process of learning a second language since it helps the comprehension of an oral or written text, in order to communicate our thinking and illustrate it, according to Wilkins, (1972) when the lack of grammar is evidenced, it is difficult to understand a text but without vocabulary, it is impossible to get a comprehension.

In the same way, it is known that Vocabulary it is the first approach that we have with a language even in the mother tongue, it serves as a cornerstone in order learn more complex structures during the process of acquisition of a new language, for that reason, Krashen, (1982) states that if learners do not understand words of what they are reading or listening, certainly it will not be a success for language acquisition.

Although the other linguistic competences have a great influence at the moment of mastering the target language, Afzal, (2019) asserts that lexical knowledge is an essential base when a second language is studied, even though it has a strong relationship with the level of students, for example when students have a limited number of words, it is quite



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difficult that they could have an advanced level of English or that they could reach this level (

Taking into account that the most common problems found when we learn new vocabulary like memorization, spelling and the correct use of it (Afzal, 2019). It is necessary for searching other methods and instruments that could be eye-catching for foreign language students, as well as, they need to support the contemporary teaching process and the current society's necessities.



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Justification

Taking into account the new challenges in the educational environment in order to provide cutting-edge virtual spaces to practice English at home, and take advantages of the free time that children and youths have with their families, it is essential the implementation of new ways of teaching that encompass the new necessities of our society concerning the English language teaching and learning (Sanchez, 2008).

One of the important facts at the moment of acquiring a new language is the learning of vocabulary, this fundamental process helps learners to establish bases and gets confidence at the moment of developing tasks in whatever linguistic competence (Alqahtani, 2015). Furthermore, when students working online, they become familiar with online environments like social media, and it enables the learning process since let them link the content with their context.

According to Srinivas (2019), the English language has become the first global language allowing communication between people and communities around the world with the purpose of sharing culture, knowledge, do business, traveling and entertainment. Hence, the feasible impact that this project could attempt is the vocabulary enrichment that students could achieve through the audiovisual exposure. Regarding the new challenges of our educational system and forming the students' integrality with self-sufficient and independence in their process of learning.



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Objectives

General objective

- To teach English vocabulary through videos and cartoons in 3rd elementary school students of the CDR

Specific objectives

- To establish an English learning process by using ICT as a tool.
- To support the teaching process with didactics worksheets.
- To encourage elementary school students to learn English.
- To help the e-learning process of 4^o-5^o elementary school students.

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Theoretical Framework

Teaching English as a second language demands looking for certain methodologies that could supply the new changes in the educational environment. For that reason this project encloses the using of the ICT on the English course, The ICT is considered one of the most innovated tools inside the process of learning and teaching English since some important technological devices could be handled easily and interactively, that allows students to keep in touch with an enormous quantity of information that enables the students to focus on the topic, enhances memorization and comprehension of a text.

Following the possible scope of the ICT, this project points out authentic material aiming to furnish students with original input, that's how the implementation of videos and cartoons were selected. Videos spark motivation when learners are studying the target language, facilitating the acquisition of new lexical knowledge, likewise, the understanding and teaching process has one notoriously improvement in its development (Kabooha,R. & Elyas, T, 2015). Additionally, videos provide several advantages to taking into consideration, they offer images while the students listening words, it means the association of a mental meaning with the phonetic register of each word, so, when these videos display subtitles, they have the opportunity to integrate different items in order to acquire long vocabulary retention since it is teste (Sydorenko, 2010).



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Bearing in mind that affective filter is one of the crucial aspects that teachers have to take into account during the teaching practice, the employment of cartoons is a successful tool to elicit English vocabulary even more with children and youths are considered as public, hence, when teachers achieve to enroll the attention of the students they could carry out their classes efficiently, this implies that the application of this strategy eases the process of acquisition of vocabulary and the identification of a context where the cartoons are depicted (Hayati & Mohammadi, 2009).

Finally, with the purpose of following modern methods teaching, one worldwide network was shortlisted in order to develop this project, Facebook has considered the most popular social media around the world with more than 2.2 active users, It is an important network that boasts with different options to interact with the member of a group. It fosters student's participation without stress or anxiety. (Rodelo, 2016).



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Literature Review

The teaching's evolution has been groundbreaking since the ICT started to be implemented. It changed and reorganized the manner in which students learn English and develop technological skills in the educational environment. Evidence of this fact is the research project conducted by Abdo & Al-Awabdeh (2017), concerning the implementation of animated videos with the object to teach grammar English with ESL basic school students, hence, it is noticed that the effectiveness of this technological tool touches the emotional part of learners, it engages the capability to store information but even better it keeps meaning in the long term memory, as well as, it triggers students' confidence in the process of learning.

On the other hand, when videos are set up in the teaching process, the English class has an enormous opportunity to work on different linguistic competences, for that reason, these audiovisual instruments help teachers to integrate unconsciously all linguistic aspects and focusing on a specific skill. Taking this in mind, a current study carried out by Krishnan & Yunus, (2018) shows the importance of the lexical competence during the second language acquisition in the case of elementary school public, so, it is relevant to draw students' attention with children's matters and animated cartoons provide many benefits that support the English learning process; for example, it helps the low proficiency students to enhance



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their vocabulary and listening skill proving that the use of ICT achieves the purpose of improving the learning and teaching process.



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Methodology

This project is based on learning which aims to teach vocabulary through videos and cartoons by taking advantage of social media as an imperative tool in contemporary times, when virtual and interactive education is more than one option, taking into account the necessity of looking for a funny way to learn English which its standards of effect will be considerable, working with videos and cartoons provides many advantages during the current world problems and lockdown. For example, this process enriched the social and mental students' development, enables the withholding of information and reinforces memorization. Also, these appealing audiovisual tools strengthen the students' capabilities to establish brain links which are essential to keep easily the storing of vocabulary Dale, (1969).

Regarding that they will enjoy the process of learning, it takes the affective approach touching the emotional field what it is important to learners win confidence, (Krashen, 1982) likewise, these videos offer original input which it is crucial to practice the listening skill in order to perceive the correct pronunciation, intonation and the context where the world is displayed, beyond that, the images help to connect the meaning of a word with one action or mental description, and even more when the videos offer the opportunity to see the written text, it becomes in a complete task to teach vocabulary.



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Considering the existing challenges in the educational Colombia's system nowadays, the target population will be third grade primary school children with A1 level according to the Common European Framework of Reference (CEFR).

The course will have several stages, the first stage will be unfolded with the selection of videos and cartoons, those, will not be extensive and each one will contain English subtitles in compliance with a determinate thematic that will be explained in a short and clear description to develop the proposed activities. Consequently, worksheets will be developed according to thematic and chosen vocabulary. All the material will be delivered by the social media (WhatsApp) each 20 days, the supervisor will be direct contact with the students. Finally, the last stage consists on collecting the outcome of each participants with the aim to give a whole result or pedagogical conclusion of the availability of this project.

Participants

This inquiring will be carried out with third grade students at Concentracion de Desarrollo Rural School. As the national educational problematic the institution do not have English teacher to cover all the primary and the teacher in charge of this course is not expert in this area, for this reason, it is necessary to support this the teaching of a second language in this educational institution. In the normal schedule established at the beginning of the academic



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year and before the lockdown by the pandemic situation, they had two hours of English weekly, in which they especially learned vocabulary and few basic expressions.

Setting

The context where this project will be set up is the Primary school of the Institución educativa Concentración de Desarrollo Rural, placed on the urban area of the municipality of Saravena, Department of Arauca, this location is a multicultural region where converge people from different parts of Colombia, even Venezuela since it borders with this country. The institution focusses its attention in sustainable farming and the industrial process of transformations of raw material as a mean of encouraging the entrepreneurship in its students.

Working with children is special for the teacher because they see the teacher with respect and most of the time, they are interested in certain topics that touch their imagination and feelings. In the course of this component, it has been working different activities that concern the implementation of didactic worksheets that were animated to catch their attention, short because the population concerned eight years old students, as well as, this material explains the topic with one example and from that point onwards it was presented the proposed task.



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Despite the fact that the first one worksheet was created by the teacher in charge of the 3° grade ([see annex 19](#)), I continued with the video tutorial to explain the topic, ([see annex 20](#)) the Idea was to provide input to these students and give to them the correct pronunciation of each work, although in the worksheet only was disclosed vocabulary related with some emotions, it was included in the explanatory video the use of complete sentence with the aim that students could interact in one possible communicative situation and of course, to relate incautiously this vocabulary with a grammar topic like the verb to be and personals pronouns.

As the lesson have to continue during the period of time of twenty days it was necessary to create another activity to evaluate the vocabulary taught. It was published on the Educaplay platform and concerned a memory game in which they had to match the written word with on representative image, or the pronunciation of the world with the emoji that represent determinate feeling ([see annex 21](#)). This activity allows to reinforce the content given on the worksheet and motivate the student to practice the target language since they enjoyed while they were learning.

Although the students sent the task on different days of the agreed period of time the students did the draws of emojis with the writing of the corresponding work, and finally, using a poster they have to expose this vocabulary on a video ([see annex 22](#)); in spite of some misspelling mistakes it is important to highlight that students mostly pronounced well the emotions, not to mention the use of complete sentences along with their presentations.



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The second one created worksheet handled the basic communicational lesson about the self-presentation, [\(see appendix 23\)](#) as an example was introduced the famous character of the well-known comic (Spiderman) in a short straightforward presentation, he told his name, age, place of living and the language that he speaks. As well as, aiming to guide the process of learning and motivate students was created an interactive video [\(See annex 24\)](#) where the practitioner introduced a “puppet friend” to simulate one interaction and encouraging the students to follow the given example and they could present a friend on a video. Besides, the other taught activity was implemented through a PowerPoint presentation to show some expression of the preposition of place [\(see annex 25\)](#), it aimed to provide a vocabulary that they can use during the online section, it helped to construct the sense of metalanguage inside the virtual environment.

Eventually, a didactic worksheet was made up to display the lesson of professions and workplaces, it was created with animated cartoons that represent each profession and the use of complete sentences instead of only the vocabulary [\(See annex 26\)](#). Also, cartoons were shown on a video related to the topic because authentic videos provide input to the students. [\(See Appendix 7\)](#),

Moreover, to explain every topic was settled a schedule on Fridays from 3 pm to 5pm to explain the topics and the prompts that were added to every worksheet, likewise, it served



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to practice the English language, the students could repeat or answer a question in the course of synchronic section, sometimes these tutorials were done in a group and others individually throughout the Platform Google Meet. It is important to highlight that due to the population were children under 10 years was necessary the support of parents and the teacher in charge who help to lead in a better way the interaction with the students ([see annex 27](#), [annex 28](#)).

The social media WhatsApp is fundamental to achieve educational purposes for example for providing feedback of the oral production ([See annex 29](#)) it is used the voice recorder, moreover, with the writing production, it is used the photos and WhatsApp editor of photos. ([See annex 30](#), [Annex 31](#))



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Timeline

Timeline

Activities	Au	September				October				November				December			
	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4	W 1	W 2	W 3	W 4
<i>Diagnostic</i>																	
<i>Project's proposal writing</i>																	
<i>Presentation of the Proposal</i>																	
<i>Creation of the worksheets</i>																	
<i>A Creatios of instructive videos</i>																	
<i>Presentation of the Result</i>																	

Table 6. Timetable



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Conclusion

In short, through the development of the virtual methodology and the implementation of tutorial videos, students were allowed to assimilate the contents of the workshops in a more didactic and meaningful way, since this tool provided the target language input with authentic material. In addition, the use of cartoons on the worksheets, the giving explanation of the pronunciation allow one association of the image with the meaning of the words and sentences as well as, the motivation to practice the target language. On the other hand, the implementation of this work provided the student with audiovisual material that has a great impact on the attention and concentration of the child, moreover, the tone of the voice was moderated according to the population, that means children between 7 and 10 years old. In this way it was achieved the encouragement of students to learn and practice the English language and in an implicit way, the incursion of e-learning that is being developed in the framework of the current health emergency.

Taking into account that the teaching practice in primary schools is a challenge that requires a lot of commitment and creativity for the development of classes in the different institutions, and even more in the framework of the current health emergency in which it was changed to a Completely virtualized teaching modality, the interaction between the pre-service teacher and the students was scarce, hence, it can limit the learning process. That is why the searched for channels or virtual synchronic spaces for this interaction will be



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essential, since it is necessary to enrich educational experiences that will be significant for the reflection of teaching practice. It is important to emphasize that due to the multiple conditions that do not favor this connection with all the students and members of the educational community have to taking into account to remediated and ameliorate these aspects if the virtual methodology lasts until the next academic year.

All in all, it was evidenced that the educational Colombian system shows some flows at changing dramatically the traditional classroom lessons to the implementation of the e-learning due to the current global pandemic situation. The roll-out of this project alleviates some of these necessities that English students and teachers of elementary school depict during this transition to the use of ICT, even more in the country setting where its population does not have technological resources to go on with this kind of education.

On the other hand, all the material that this population needs have to be eye-catching since children learn better when they associate the information with appealing details. In the view of the above, the implementation of videos served to students to memorize in a better way the lexical and grammar contents thought in every class, furthermore the creation of didactic worksheets enhanced and underpinned the given topic on the videos, likewise, they were inclusive, insomuch they allowed to the population who has no internet service or smartphones to get English contents access.

Finally, this process was very important because kids participated in a course where it was used a material which contained all the information in English in that way, they could had I direct contact



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with this language working with an animated material and using ICT resources, we can say that this project caused a positive impact on this community.



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CHAPTER 6: ADMINISTRATIVE COMPONENT

Introduction

Taking into account that the educational institutions not only are focused on the pedagogical issues but also logistic and admirative aspects that teachers have to accomplish. Most of them are related with the interaction of cultural aspects inside a general community where the schools work. This extracurricular responsibility encompasses the accompaniment of some meetings, fairies, festivals, celebration of special days, and recreational activities.

Likewise, the exposures to environment and duties provide to pre-service teacher the opportunity to become familiar with the educational institution, their future teacher profession; and in that way gain expertise. As well as this outside classroom activities aware the preservice teachers with their future college and their role in the school.



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Objectives

General objective

- To be aware of the role as teacher in the extracurricular activities that educational institutions

set up during the academic year.

Specific objectives

- To be engage with the administrative and logistical matters of the institution.
- To cooperate with the possible outside classroom activities that the Institucion Educativa Concncracion de Desarrollo Rural will propose.
- To collaborate with teachers in charge in the organization of extracurricular activities.



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Methodology

Taking into account that the objective of this project is that acquire knowledge of the educational institution where they have been attached and consequently achieve their immersion in the practicum setting. These two aspects will guarantee the practitioners a remarkable experience in this teaching practicum.

On the benefits of the extracurricular activities' development on students is the training in important values as cooperation, teamwork and leadership (Moran, J. 2017). At looking these advantages, The Institución Educativa Concentracion de Desarrollo Rural provides the ideal setting to share experiences accomplishing this essential and necessary outside classroom activities of the Cederista community.

Due to lockdown resulted of the Pandemic by coronavirus the institution has to change the mythology which is virtual environment, however is important to become familiar with the events that they used to do in the face to face methodology. In addition, other important aspect to take into account is that virtual the teachers' meetings are no being done it in real time and practitioners do not have access to these encounters.



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Schedule of activities.

During the academical year this high school has established some extracurricular activities that relate administrative, cultural, recreational, and religious issues. They used to be the following:

1. Cycle ride
2. Cederista Family's day
3. Festival of traditional Colombian
4. dance and country music.
5. Ago-industrial fair
6. Parent's school
7. Juegos supérate con el deporte
8. Sportive week
9. "Interclases"
10. Language day
11. English evento

Table 7. extracurricular activities



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Institutional Development activities	
1° Institutional Development week	From 13 to 19 January 2020
2° Institutional Development week	From 16 to 22 March 2020
3° Institutional Development week	From 23 to 29 March 2020
4° Institutional Development week	From 05 to 11 October 2020
5° Institutional Development week	From 07 to 13 December 2020

Table 8. Institutional Development activities.

As it was explained before the Institución Educativa Concentración de Desarrollo Rural has suspended all these activities, however, the interaction through the social media WhatsApp was fundamental to interact with the English teachers, coordinators, and principal of the educational institution CDR with the aim to organize the creation and delivery of worksheets and tutorial service (See [annex 32](#), [Annex 33](#), [Annex 34](#), [Annex 35](#), [annex 36](#), [Annex 37](#)). Moreover, one of the tasks that were relevant in this component was the processing of student' data, ([see appendix 8](#)) this extracurricular exercise allowed the approach to the target population since it could be appreciated the real social and economic conditions, their place of living, the name of their parents, their nationality, their age and date of birth, in short, many characteristics of this educational community.



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Conclusion

Most of the people have the wrong perception of the role of a teacher when they believe that the only one task of them is to develop classes inside the classroom. However, when they are in their work there are many aspects which have to be accomplished by these educators. These responsibilities encompass the disciplinary surveillance, the development of the cultural and symbolic event, recreation activities, meetings to coordinate the development of the syllabus, meeting with parents, and the processing of data.

These activities are so important because they are carried out with the support of other teachers and coordinators, this cooperation is essential to achieve the well-functioning of the educational institution and its objectives. As well, these experiences furnish the training of pre-service teachers to become familiar with all of this work that they will have to face soon, in their jobs.

Although the current lockdown makes the schools and universities ban the face to face meetings and cultural events, it was not an excuse to help the teachers who are double their endeavors to offer different alternatives in the framework of the virtual methodology. In spite of that, I was included in school board activities, I could interact with the English teachers of the institution to organize schedules and help with the processing of student's data, it was enough to be aware that inside the teaching environment is necessary to be



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collaborative with all the educators since it is a reciprocal procedure which will be beneficial for all sides.



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