Reading as a Tool of Learning to Foster the Awareness of the Anglophone Culture in 10th Grade Students at San Bartolome High School: An Action Research.

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University of Pamplona

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Thank you all, you will be forever in my memory and my heart.

Acceptance note

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Teaching Praticum Commitee

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Table of content

General presentation 11
Introduction 12
Justification 13
Objectives 14
General objectives 14
Specific objectives 14
General Conclusions 15
Institutional observation 16
Topographical location of the school 16
Institutional authorities 16
Principal aspects of the Institutional Educational Project (PEI) 17
Institutional horizon 17
Main aspects of the coexistence handbook of the educational institution 18
Organization chart of the educational institution 18
Symbols of the institution 20
San Bartolomé High school's flag 20
Institutional shield 20
Supervisor's academic Schedule 20
Pre-service teacher's schedule at high school 21
Pedagogical aspects 21
Chapter I: Pedagogical Component 24
Introduction 24
Statement of the problem 26
Justification 27
Objectives 28
General objective 28
Specific objectives 28
Theoretical framework 28
Literature review 31
Research methodology 33

Data collection 34
Data analysis 34
Ethical considerations 39
Implementation of the proposal 39
Findings and Discussion 42
Conclusions and recommendations 45
Chapter II: Research component 47
Introduction 47
Justification 47
Statement of the problem 48
Objectives 49
General objectives 49
Specific objectives 49
Theoretical framework 50
Methodology 55
Implementation of the Research Component 57
Findings 61
Conclusions 64
Chapter III. Outreach component 65
Introduction 65
Justification 66
Objectives 67
General objectives 67
Specific objectives 68
Project typology 68
Theoretical framework 69
Methodology 75
Development of the Outreach Component 77
Conclusions 78
Chapter IV: Administrative component 79
Introduction 79
Objectives 79

General objective 79
Specific Objectives 79
Methodology 79
Conclusions 84
References 86
Annexes 90

List of Tables

Table 1 School authorities chart 16
Table 2 Supervisor's academic schedule 21
Table 3 Pre-service teacher's schedule at high school in the morning 21
Table 4 Coding information 36
Table 5 Categories and subcategories 37
Table 6 Chronogram of activities Pedagogical Component 39
Table 7 Research Component Timetable 57
Table 8 Outreach component timetable 75
Table 9 Chronogram of activities 76
Table 10 Institutional activities last term 2019 80

List of Figures

Figure 1 Organization chart of the Institution 19
Figure 2 Scholar Calendar 19
Figure 3 Institutional flag 20
Figure 4 Institutional shield 20
Figure 5 Table to illustrate data 38
Figure 6 Reading about Australia 42
Figure 7 Reflection as a process 51
Figure 8 Narrative 58
Figure 9 Self-observation 59
Figure 10 Class recording 60
Figure 11 Reflective workshop 61
Figure 12 Outreach Component 77
Figure 13 Day of love and friendship 81
Figure 14 "Say No to Bullying and to Child Labor" 82
Figure 15 Project PRAE 83
Figure 16 Students' day 84

List of Annexes

Annex 1Collected Data 90
Annex 2Letters of permission to parent or legal guardian 92
Annex 3 Narratives 93
Annex 4 Class Recording 95
Annex 5 Outreach Component 96

General presentation

This project presents the process that a pre-service teacher must follow in order to carry out the practicum which is composed of four components (Pedagogical, Research, Outreach and Administrative) to achieve the quality and performance desired by the foreign language program of the University of Pamplona.

The first component is the pedagogical in which the pre-service teacher presents her proposal which is about the use of readings to study the Anglophone culture; by implementing this proposal it is supposed that 10th grade students improve their lexical knowledge as well as their reading comprehension.

Research is the second component, which is about the participation of the pre-service teacher on a project called "The formation of the reflective spirit in the practitioners of the foreign language program, a training tool to qualify the pedagogical practicum", herein the practitioner is going to evaluate her own performance during the process of integral practicum.

Following the established order, in third place is the Outreach Component which aims at sensitizing with the basic knowledge of the English language to the children of 5th grade of San Bartolomé Elementary School.

In the final part of the project the pre-service teacher presents the Administrative component, which must include the description of her performance on academic and extracurricular activities from which she took part in during the practicum process, that is to say, flag raising ceremonies, the student's day, inter alia.

Introduction

The current world is constantly changing and the field of education is not far behind. Nowadays, it is necessary for teachers to remain at the forefront of the new teaching-learning strategies, which are discovered through the research that year after year is carried out by pre-service teachers, professors and other professionals involved in the field of education who also share the same objective: to create and carry out projects for the improvement of educational quality at the national level.

The University of Pamplona, with a view to delivering competent English teachers to the country not only in the linguistic and pedagogical part but also in the research part, proposes the research project as a significant means for raising awareness, understanding and improving skill teaching in the context of the pedagogical practicum. This project must contain four components: pedagogical component, research component, outreach component and administrative component.

As a process already established, after having set a school, the pre-service teacher must observe for a week the courses assigned to her, this in order to identify the linguistic weaknesses of students in the English language and thus create a project with which students can improve their language performance.

After conducting the observation process, the pre-service teacher identified weaknesses in the four communicative skills, so she decided to propose a project intended for 10th grade students to improve their linguistic and sociocultural competence through readings concerning interesting facts about the Anglophone culture.

Justification

For the teaching and learning of a foreign language, the four communicative skills proposed by the Common European Framework must be studied and evaluated equally, which are: listening, speaking, writing and reading.

Nonetheless, according to the non-participatory observations made by the pre-service teacher, there is no evidence of good performance in 9th and 10th students of San Bartolomé High School regarding the lexical knowledge of the language. So, she proposes a project intended for 10th grade students based on readings about the culture of Anglophone countries.

With this activity, it is intended that students primarily identify new words and expressions, learn their correct pronunciation and answer short questionnaires from the readings. Seeking like this, not only the improvement in the language but also a training to improve the performance in the English test that they will find in the "Pruebas Saber 11", thus benefiting both students and the school.

Objectives

General objectives

- To foster the awareness of the Anglophone culture in 10th grade students through readings.

Specific objectives

- To implement reflection as a transformative tool of the pedagogical processes of integral practice.
- To promote in the Students-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.
- To respond to the English language teaching needs of the child population in primary school in San Bartolomé Elementary School in Cúcuta, Note de Santander.
- To integrate the training in foreign languages of the students of the Degree Program in Foreign Languages English-French to the educational reality of teaching English in schools in Pamplona.
- To create English activities with the students to present in different events established by the institution.
- To collaborate in the organization, discipline, and development of the activities executed by the institution.

General Conclusions

This project demonstrates the importance of teaching Anglophone culture in English classes, since at the beginning of this project the students said they did not know in detail the English-speaking countries. On the other hand, the students showed a great interest in learning the most relevant aspects of the English-speaking countries proposed by the pre-service teacher, who activated this interest through reading and presentation with slides, always taking them into account in a creative way to better catch the attention of students.

The use of reflection as a tool of the practicum process was the main idea of this part. Working on this tool helped at transforming the process of the practicum because it was needed the analysis of each part of the procedure developed in class, for the purpose to improve every day and acquire a different perspective for the criticism of the results. The process of reflection is required to apply in any kind of situation, because it helps us to think in a deeper way our behavior towards students, teachers or any other person.

The work with children was easier to carry out since they always showed enthusiasm for English classes and they showed a great interest in participating in the activities that were developed in class when these were developed through TPR technique, which allowed a better retention of the language.

Being part of the activities and events organized by the teachers allowed me to feel comfortable as such as I felt the respect of the students and the teachers. Each activity left the practitioner great lessons, one of the most remarkable is the dedication that a teacher must have in each one of the tasks assigned to her, it is necessary to organize, work as a team, be proactive, have a strategy to not forget any detail of what it is intended to present or carry out.

Institutional observation

The institutional observation is the first step to begin the process of integral practicum. It is considered important because through this, the pre-service teacher joins the institution in which she was assigned to carry out her practicum. For a week, the practitioner must know aspects such as the organization chart of the institution, its teaching methodology, its physical structure, among others.

Topographical location of the school

San Bartolomé High School is a secular educational community guided by the principles of the Catholic Faith, open to technological, scientific and cultural development, with the firm purpose of encouraging the development of the individual and collective capacities and values of our community. Strategically located in the center of Juan Atalaya citadel on the right side of the highway next to the pedestrian bridge in the Comuneros neighborhood, it benefits with its educational service the girls, boys and young people of Comuneros, Claret, Chapinero, Las Américas and Primera Etapa neighborhoods.

Institutional authorities

Principal	**Astrid Leonor Alvarez Jaime**
Academic Coordinator	**Oscar Cárdenas**

Table 1 School authorities chart

Principal aspects of the Institutional Educational Project (PEI)

Taking into account the real situation of the institution and of the social environment in which it is inserted, the institutional objective is to train integral students to respond to a culture, a society, a historical moment, a proper context where the peace is possible.

Institutional horizon

Mission. San Bartolomé School of San José de Cúcuta of official character; integrally trains its students through an inclusive, entrepreneurial, humanistic, academic and research orientation, with a vocation of service, leadership and autonomy to promote the construction of a progressive and productive society.

Vision. San Bartolomé School in San José de Cúcuta, in 2015, will be a leader in the integral and inclusive training of young entrepreneurs, competent, capable of promoting their life project and contributing to the economic, social and political development of their community.

Principles of the educational institution

- Humanism
- Integral Growth
- Tolerance and Respect
- Autonomy
- Participation and Democracy
- Entrepreneurship / Productivity
- Permanent Education
- Learn from mistakes
- Effective communication
- Identity

- Interactuality
- Flexibility
- Investigation
- Recreational-recreational dimension

Main aspects of the coexistence handbook of the educational institution

The coexistence handbook indicates the rights, duties, prohibitions, faults and procedures that students, teachers, directives and parents should know. It is justified by the need to strengthen and stimulate the principles, norms and values of the Bartolina educational community. The school environment is one of the ideal scenarios to learn how to live in community, to learn to be, to learn to live as an ethical-moral person, to share experiences, exercise self-control, acquire and reaffirm values such as: respect, responsibility, justice, leadership, responsibility, solidarity, tolerance, among others, which enables integral development and qualifies the person to achieve his/her personal and social fulfillment.

Organization chart of the educational institution

The authoritarian order of the people who are part of the school is presented in the following chart.

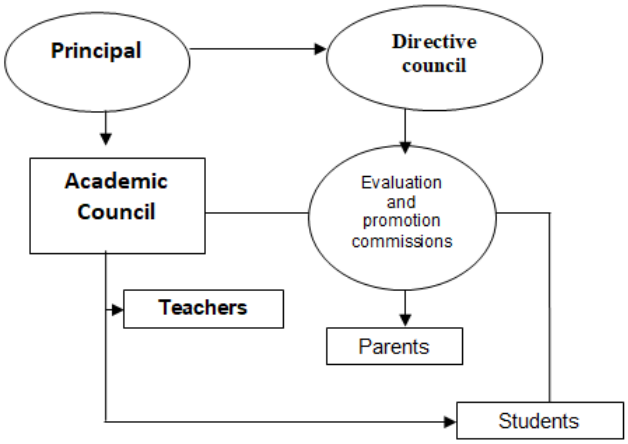


Figure 1 Organization chart of the Institution

Figure 2 Scholar Calendar

Symbols of the institution

San Bartolomé High school's flag

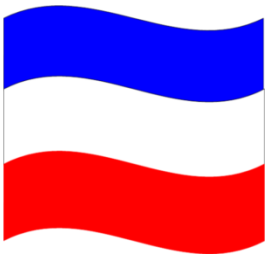


Figure 3 Institutional flag

Institutional shield

Figure 4 Institutional shield

Supervisor's academic Schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1st				10°b	
2nd	9°a	8°b			11°
3rd	9°a	8°b	11°	9°b	8°b
BREAK					
4th			9°b	9°a	Plannings check
5th	10°b	10°a		11°	9°b
6th		10°b	10°a	8°b	10°a

Table 2 Supervisor's academic schedule

Pre-service teacher's schedule at high school

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1st				10°b	
2nd	9°a				
3rd	9°a			9°b	
BREAK					
4th			9°b	9°a	Plannings check
5th	10°b	10°a			9°b
6th		10°b	10°a		10°a

Table 3 Pre-service teacher's schedule at high school in the morning

Pedagogical aspects

During the week of institutional observation, the pre-service teacher identified several positive pedagogical aspects within which is the teacher's attitude at the time of teaching or keeping active the attention of the students; the workshops and activity sheets developed by the students; and negative pedagogical aspects such as little or no willingness to participate in oral production activities as well as the lack of interest to deliver a job well done, due to the lack of motivation on the part of the students towards learning the English language.

Teacher's attitude

During each class the teacher speaks English most of the time. She begins with a greeting to the students, and verifies that the classroom is clean. As she uses the board very little, the date or class topics are not written there. On the contrary, the teacher asks the students what are the commitments to develop or present during class. Taking into account that this is answered

in disorder, she orally lists the activities that will be carried out during class. The teacher prefers to propose interactional activities such as oral presentations, dialogues or giving opinions; this in order to arise in students the interest in the foreign language, the value of respect for the word of classmates as well as the loss of fear to speak in public and the responsibility of doing a good job in class.

The teacher always shows respect and positive attitude towards the disinterest of the students towards the English language, it is necessary to clarify that 2019 is the first year of the teacher in San Batolomé High School, so both she and the students are in the process of coupling. Nevertheless, thanks to the activities proposed by the teacher and her willingness, a progressive interest in the majority of students to learn English as a second language is evident.

Students' attitude

According to the observations made by the pre-service teacher, 9th and 10th grade students are getting used to the methodology of their new English teacher. Apparently, the predecessor teacher did not speak English during the classes, so the students do not have an oral comprehension skill developed for the foreign language.

However, most of the students show enthusiasm during English classes. They often ask the teacher for expressions in English, pronounce them and put them into practice during the class, that is, they show interest in learning new vocabulary. For the other part of the students, it has been difficult to motivate themselves to participate in the English classes and consequently, misbehavior, class talk and distraction with their cell phone or classmates is evident.

Little motivation to participate in oral production activities

From what has been observed, the practitioner infers that the lack of interest shown by the students is due to the lack of vocabulary and the lack of knowledge about the pronunciation

of some words, so the students feel shy to speak in front of their classmates delaying their learning.

Chapter I: Pedagogical Component

Readings to Fostering the Awareness of the Anglophone Culture in 10th Grade Students an Action Research at San Bartolome High School.

Introduction

In the educational institutions of Colombia, English language learning has been established as one of the main goals with the purpose of improving the bilingual indicator measured with The State Test applied to the 5th, 9th and 11th graders. The objective is to raise awareness among students about the importance of handling more than one language taking into account that in order to excel in the current interconnected world, being bilingual becomes necessary to study, to work and to coexist. For this reason, the Ministry of Education, with the purpose of complying with the Law of Bilingualism set forth in Law 1651 of 2013, wants Colombia to stand out in Latin America for being the most educated country with the best level of English in 2025 (MEN, 2014).

With this in mind, it is important to understand that in order to fully learn a foreign language it is equally necessary to know its cultural context. That is, both the teacher and the student should stop focusing on grammar and vocabulary through mechanization activities and start making use of the most relevant information of the countries that use this language, which in this case is English. That's why Saglam (2012) considers that language and culture cannot be separated because language is a part of culture and culture is a part of language. In the same way, Tomalin (2018) states that culture could be taken as the fifth language skill since it is necessary to students to learn also about the characteristics, traditions and most important aspects of cultures around the world in order to succeed when interacting in real social contexts. Learning

about culture teaches the students to accept differences and to analyze and compare positively foreign traditions with ours.

Thus, this project aims at applying what was already mentioned to 10th grade students in a high school take into account the reading comprehension as a component of general second language proficiency. In which the pre-service teacher emphasizes on the Anglophone culture for students to get knowledge about it.

Statement of the problem

Taking into account the English classes that were observed during one week in 9th and 10th grades at San Bartolomé High School, the pre-service teacher concludes as the first aspect that most students do not have the willingness to learn English, since they do not see the importance that this language deserves but they take it as one more subject to which they have to devote three hours per week. Secondly, it was observed that students do not have good foundations in the lexical competence, causing low participation during classes.

As a consequence of the above, the teacher focuses on making clear the grammatical issues required in the institutional curriculum and leaves aside the knowledge of the Anglophone culture, a crucial aspect for the total appropriation of the language taking into account that language and culture are inseparable (Álvarez & Bonilla, 2009).

From this notion, the pre-service teacher proposes to develop a project based on the competence of written comprehension from which students acquire knowledge about some Anglophone countries through readings about the most relevant aspects of a country. Also, she aims that students achieve the acquisition of new vocabulary, new knowledge and not less important, the ability to understand texts; the latter, in order to familiarize students with the English test that they will find in "Pruebas Saber 11" that they must submit before completing their final year at the high school.

From this problem, the practitioner is going to keep in mind the following question: How does the implementation of readings improve the lexical and the cultural competence of 10th graders?

Justification

For a week, the pre-service teacher observed the knowledge and attitudes demonstrated by the 9th and 10th grade students of San Bartolomé High School, and primarily concluded that the students do not have enough vocabulary to achieve a spontaneous basic conversation, which leads to think that during their learning process not enough written comprehension activities have been implemented in order to allow them to search and interpret new words according to a given context.

It is because of the mentioned above that the pre-service teacher decides to propose a project in which, through the reading of texts referring to the Anglophone culture, students not only acquire new vocabulary and expressions but also enrich their general culture in the wide sense offered by the culture of English-speaking countries. This project also seeks to improve the phonological competence of students through oral post-reading production activities.

With the completion of this project, the need for the pre-service teacher to obtain a first approach to a real educational context is covered, achieving the ability to deal with real situations and needs present in an educational institution. And in turn they have contributed to the English language learning process of 10th grade students.

Objectives

General objective

- To foster the awareness of the Anglophone culture in 10th grade through readings.

Specific objectives

- To activate 10th grade students interest to the Anglophone culture.
- To ameliorate the lexical competence in 10th graders through readings.

Theoretical framework

For a better understanding of the project to be carried out, this section shows concepts for the following terms: Reading in the Learning Process, lexicon improvement through Reading, and Anglophone Culture in the EFL classroom.

Reading Comprehension

Reading comprehension is the point to which EFL readers can understand what they read and extracting efficiently what is essential in a written text. For instance, when they read a short text or story and read directions on installing a new computer, they used their reading comprehension skill to gather information from text. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Michigan Reading Association (1895: 1), showed reading as the process of constructing meaning is attained through dynamic interaction among the following aspects: the reader‘s prior knowledge, the information suggested by the text, and the context of the reading situation.

According to Goodman (1988), reading is one of the most important skills of a foreign language which is aimed to be taught to students in EFL courses. Also it is not an easy course to comprehend for the foreign language students because reading is a complex process. It claims

that reading is interaction between writer and the reader. Reading is a receptive language skill. It is a psycholinguistic procedure in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.

The importance of reading is widely recognized among educational workers; not a few teachers in the elementary school view reading as the important skill the school has to develop. Goodman (1998:9) states the ideas that reading, far from being passive, is an active process, with emphasis on both active and process. Though reading is a process in which information is dealt with and meaning constructed continuously, it can be usefully represented as a series of cycles (Goodman 1998:15).

Reading in the Learning Process

Reading is another important factor when acquiring vocabulary. There have been several investigations throughout past decades that support the belief about reading and indirect vocabulary learning (Saragi, Nation & Meister, 1978; Nagy, Anderson & Herman, 1987; Krashen, 2004). These studies found evidence which shows that children could learn vocabulary indirectly in context while reading.

Krashen (1989) extends this claim to second language learning, explaining that reading will result in vocabulary acquisition. Krashen bases his claim on the input hypothesis. The input hypothesis affirms that second and foreign language is acquired by a focus on the message and not on the form of the message. Krashen (2004), in a recent study, explains that vocabulary is best developed through real encounters with the words in context, over time, and in small doses. That is to say, students need contextualized examples, which can make them feel part of a story,

and not being taught words in isolation (Blachowicz & Fisher, 2009). Research not only suggests that reading is good for improving vocabulary, but also that reading stimulates the desire and ability to do self-selected reading (Wang and Lee, 2007).

Anglophone Culture in the EFL classroom

McLaren (2003) defines culture as a social group perception of its own life conditions. In addition, Álvarez and Bonilla (2009) define culture as a sphere of knowledge in which the frameworks of assumptions, ideas, and beliefs can be used to "interpret people's actions, patterns of thinking and human artefacts (art, literature, etc.)" (Castañeda 2012) states that culture is a determinant factor in human relationships because cultural traits affect the way people understand the world. Thus, culture is relevant for individuals' interaction with language learning and teaching materials.

Several scholars explore the relationship between language and culture. According to Kramsch (1998) language is the vehicle used by social groups to reflect beliefs, ideas, facts, and knowledge about the world since speakers identify themselves by the way they use the language as a mechanism to express their social identity. Moreover, Byram (1998) mentions that separating language from culture goes against the nature of language. Equally, Goldstein (2015) identifies culture as inseparable from language, that is to say that they are unavoidably linked.

Language and culture are tightly related. To this respect, Brown (as cited by Tudor, 2001) argues that learning a foreign language like English implies learning about the cultures associated with that language. Exploring culture in EFL lessons represents a challenge for educators. Moreover, Álvarez and Bonilla (2009) state that teachers, as mediators, have the responsibility to help students understand, value, and respect their own culture as well as that of

others. This should be done to plant the seed for approaching cultural diversity from a critical stance with the aim of fostering English learning.

Literature review

To foster the awareness of the Anglophone culture through readings, it is important to do some research about the methodology used and the results in different cases, in this particular case, "learning English through reading" and "Anglophone culture as an intrinsic aspect of learning English" were two categories created to get a better understanding.

Learning English through reading

Ríos and Valcárcel (2015) suggest that reading is an interesting way to motivate the English learning process in students because they can learn more in an entertaining way and it can be a tool to explore the world, other cultures and compare them with our own. That is why the researchers decided to study readings as a meaningful way to learn a foreign language choosing reading material according to learners' interests, age and needs. Therefore, they implement different sources for the data collection to found out what students liked reading.

To carry out this project, the researchers planned guides to work the different readings, containing pre, while and post reading activities. Then, they applied some readings and evaluated the students' reading skill in the foreign language through different activities developed in class. And taking into account that reading is a process to get some input but also to do oral and written production, the progress in students' learning processes was evidenced when students spoke mixing both languages, the native and target one, and even though some students have got some problems pronouncing some words and sentences. They tried to create some simple questions using what they knew. For example:

Student X: Teacher, what is winter?

Student Y: Teacher y el three?

Student Z: Question teacher, please!

Therefore, the author finds that reading activities have to be selected according to students ’likes. This means readings should be learner-centered. Likewise, the authors suggest that the design of the guides be properly in relation to students ’likes, level, interests and contexts. This ensures the attention and participation of the students.

Anglophone culture as an intrinsic aspect of learning English

Oviedo and Alvarez (2019) conducted a study with a group of 17 undergraduates from the English Language Teaching (ELT) program at a state university in south-eastern Colombia. Data were collected via students’ artefacts (EFL lessons developed by the participants) with corresponding self-assessment, teachers’ field notes, and surveys on students’ perceptions. In terms of pedagogical design, the researchers decided to consider the following principles to achieve the goals of this study. First, materials are relevant and useful to the learner. Second, they provide a variety of activities, attractive presentation, and appealing content. Third, materials facilitate students’ self-investment, and fourth, materials offer communicative opportunities. Besides, the researchers took into account the selection of the topics, content, and type of activities according to undergraduates’ preferences. To do so, they used a Likert scale survey to gather information related to the most appropriate content, learning activities and strategies for the customized lessons.

In such way, Oviedo and Alvarez (2019) found out that the inclusion of cultural content in instructional materials contribute to EFL learning. Including culture from the target language as well as from the students’ own culture encourages learners to take active part into the EFL

lessons. This enables students to relate their knowledge about their own and the culture of others to reach different learning goals. In other words, including both culture and language in customized materials is beneficial as language serves as a basis to express cultural knowledge and to develop cultural understanding.

Research methodology

This research is based on the characteristics of a qualitative research. According to Denzin and Lincoln (2000), qualitative research involves an interpretive and naturalistic approach: This means that qualitative researchers study things in their natural context, trying to understand or interpret phenomena according to the meanings people have for them. According to Creswell (2007) qualitative research is best suited to solve a research problem in which you do not know the variables and what you need to explore. That is, the central phenomenon is the key concept, idea, or process studied in qualitative research.

Besides, the design of this study is the action research which according to Creswell (2012) is the most used. This systematic procedure is used by educators to collect information about their students with respect to teaching and learning data. Therefore, what is needed to study in this design is a specific issue in order to give a solution accurately.

Population

This research project was carried out by a pre-service teacher from the University of Pamplona at San Bartolome High School - Cúcuta. She started this project at the beginning of her four-month practicum, thus, she observed the implementation of English classes during the first week to became acquainted with the context and meet the students she was going to share this research and teaching experience with. The participants were students between 14 and 16

years old from 10th grade group B, the pre-service teacher decided to take this group taking into account the disposition demonstrated by the students and the classroom environment.

Data collection

The data was collected through a questionnaire, a final evaluation and a narrative from the pre-service teacher. In reference to questionnaires, Bell (1993) states that "the aim of a survey is to obtain information which can be analyzed and patterns extracted and comparisons made" (p. 10). The questionnaire on students' perception towards the importance of reading and obtaining knowledge regarding Anglophone culture was conducted with eight 10th grade students. In relation to the final evaluation, Casanova (1998) states that the final evaluation is that which is carried out at the end of a process - in our case, teaching and learning - even if it is partial. This involves a moment of reflection about what has been achieved after a set deadline for carrying out certain activities and learning. Regarding narratives, Connelly and Clandinin, (1986, 1987, 1995) affirm that teaching and learning in classrooms must be understood, considered as a process that takes place temporarily, they propose the narrative method based on the following elements: with a focus on experience, time, personal knowledge, and reflection and deliberation.

Data analysis

To analyze data is to organize patterns, identify themes discover relationships, develop explanations, make interpretations or create theories. This process allows to assess the data collected, to answer the questions proposed in the study and verifying if the main objectives were achieved (Hatch, 2002).

This research studied data making use of the interpretative analysis proposed by Hatch (2002) who states that the researcher should give meaning to the data and generate explanations about the collected information being an active player in the study. For developing this type of analysis, it is needed to read and re-read the whole data, identify impressions, and finally, review the interpretations with participants in order to consider their reactions about what has been analyzed. Moreover, this study follows Powell and Renner (2003) steps for analyzing qualitative data.

Step 1 Get to know your data, in this part a good analysis depends on understanding the whole data, that is to say, read and re-read the information is required, as many times as possible and needed. (Annex 1 Collected Data)

Step 2 Focus the analysis, the researcher should take into account the purpose of the instrument and stablish key questions to answer through the analysis. Thus, two questions have emerged for that purpose.

1. How does the implementation of readings improve the lexical competence of 10th graders?
2. How do readings contribute to the knowledge of the Anglophone culture?

The information was gathered making use of a questionnaire, a final evaluation and a narrative were studied in the following form. Therefore, the coding information was developed as follows:

Instrument	Code	Source
Questionnaire	Part-quest 1	Students
	Part-quest 2	
	Part-quest 3	
	Part-quest 4	

	Part-quest 5	
	Part-quest 6	
	Part-quest 7	
	Part-quest 8	
Evaluation	Part-ev 1	Students
	Part-ev 2	
	Part-ev 3	
	Part-ev 4	
	Part-ev 5	
	Part-ev 6	
	Part-ev 7	
	Part-ev 8	
Narrative	Narrative 1	Pre-service teacher

Table 4 Coding information

Firstly, the researcher carry out the systematization of the questionnaire and the answers of the evaluation applied to the students. After doing this, the pre-service teacher read and re-read data and highlighted with a particular color the common and recurrent patterns from the different instruments for data collection.

After this analysis, two research categories with two sub-categories were identified, as can be seen in the following table.

Research questions	Categories	Subcategories
How does the implementation of readings improve the lexical and the cultural competence of 10th graders?	Reading as a tool to foster the awareness of the Anglophone culture	
	Reading as a means to improve lexical competence	Awakening the interest of 10th students in the Anglophone culture
		Readings contribution to the knowledge of Anglophone

	culture

Table 5 Categories and subcategories

Step1. The researcher proposed a questionnaire to know the students' perception regarding the importance of promoting the learning of the Anglophone culture. After telling them about the project and the importance of taking into account the English-speaking culture when learning English, the pre-service teacher proceeded to read the ethical considerations described in the upper part of each questionnaire and finally eight students decided to participate in the solution of the questionnaire.

After systematizing the students' responses, the researcher proceeded to underline the words that were repeated in the responses of all the participants, an example of this is "knowing new cultures" and "knowing about other countries". To illustrate the data the researcher included quotes through a visual display as follows.

QUESTIONNAIRE		
	• **Part-quest 1.** Me lleva a tener conocimientos acerca de otros paises lo cual resulta interesante y emocionante saber de otros lugares diferentes a mi país. • **Part-quest 2.** nos permite conocer otras culturas, sentimientos y pensamientos por si algún día llegamos a conocer alguno de ellos, sabemos algo de su cultura. • **Part-quest 3.** Porque me gusta conocer nuevas cosas y además me gusta viajar. • **Part-quest 4.** porque de allí yo conozco su cultura su idioma, las maravillas que se presentan a partir de aquel país.	• **Part-quest 5.** porque en el colegio siempre se ve lo mismo y ya se vuelve rutina, entonces no crean curiosidades de saber sobre otros paises y culturas. • **Part-quest 6.** porque es chevere conocer culturas nuevas, costumbres hasta el punto de saber cada identificación de los países. • **Part-quest 7.** porque voy a conocer cosas nuevas que me pueden servir, puedo conocer nuevos paises. Además aprender del idioma, entre muchas cosas más. • **Part-quest 8.** Puesto que soy joven me parece muy interesante llenar mis conocimientos sobre cultura general.

Figure 5 Table to illustrate data

After analyzing the previous information, it is possible to affirm that the students have noticed the importance of the Anglophone culture, according to their answers they consider necessary that the knowledge acquired from the English-speaking countries must be linked to the learning of the language, in this way they I would get more effective learning considering that they are new topics, which lend themselves to the development of new activities, since students, as they themselves state, have not had an approach to this type of teaching, on the contrary, they feel submerged in a traditional learning routine, where the board, grammar and worksheets reigned.

On the other side, the final evaluation was used as an analysis tool to check student learning both in general aspects of three English-speaking countries (Canada, Australia, and the

United Kingdom), as well as in the vocabulary studied in the readings. This was presented in two parts, first, a short evaluation by country of the vocabulary in which the pre-service teacher placed greater emphasis, and secondly, multiple-choice questions with only one answer, where nine questions of aspects were required Generals of the three countries. Based on the students' good and erroneous answers, the researcher determined that they had better results in the second part of the test, which, as mentioned earlier, were multiple-choice questions.

Ethical considerations

The researcher informed the students about the objectives of her project and the importance of participating in the development of research projects, then she proceeded to deliver the questionnaires to those who voluntarily wanted to fill it out and asked them to carefully read the heading of the questionnaire, where they would find ethical considerations for their participation in the project. Likewise, the researcher allowed herself to send a report to the parents of the participants of her project taking into account that the latter are minors. (Annex 2 Letters of permission to parent or legal guardian)

Chronogram of activities

Week	Date	Country
2	September 23rd 2019	Australia
5	October 17th 2019	Canada
8	November 7th 2019	United Kingdom

Table 6 Chronogram of activities Pedagogical Component

Implementation of the proposal

First of all, it is necessary to clarify that it was decided to implement this project after observing for a week the classes of its supervisor. Then, noting that the teacher focused on the

explanation of grammatical topics, and the other activities were carried out according to the grammar topic that was being studied, leaving aside the cultural competence, the pre-service teacher decided to implement a project in which the students knew the most interesting aspects of the most influential Anglophone countries, thus, they would be studying both the language and the cultural dimension of it.

The project started with Australia as an Anglophone country, the class prior to the application of the project, the teacher asked the students to bring information regarding the aforementioned country, it was necessary to bring as many aspects as possible, since the idea when starting. The class was for all students to share an important aspect of Australia. Then, the teacher gave each one the reading related to the most important aspects of this country, which was socialized through the reading made by a student voluntarily or chosen at random. In this way, the students followed the reading individually and interpreted this information by translation or taking into account the illustrative image indicated below some paragraphs, for this reason, it was necessary to deliver all color readings.

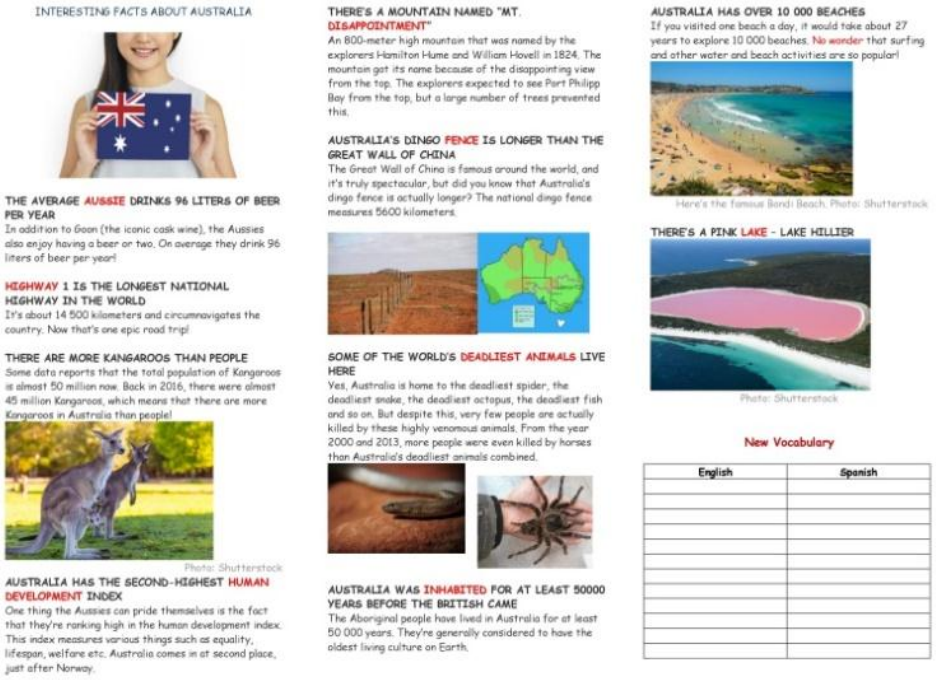
At the end, the pre-service teacher asked generalized questions about reading and the students answered according to their knowledge, that is, without making use of the reading and then the teacher allowed the students to choose between several English-speaking countries the country that was they would study in the next class that was dedicated to the development of this project.

According to the students' request, Canada was the second country studied in this project, the day before this class, students were told that they should bring information regarding Canada. On this occasion, the teacher decided to add slides for a slightly broader explanation of the topic.

In this way, the class would be divided into three parts, first, socialization of the subject by the students, secondly, short explanation through images by the teacher and at the end the teacher gave each student the reading about “From Canada”, this time, reading was developed in groups to add oral interaction between students.

The third and last English-speaking country was the United Kingdom. To carry out this class, the teacher began with an explanation of the location, climate, and fundamental aspects to take into account about the country, the above using slides. Then, she proceeded to deliver the reading so that the students commented in groups the most interesting points they found.

Finally, it should be noted that during these English classes focused on general culture learning in English-speaking countries, students showed interest and respect for the participation and opinion of their classmates. Likewise, they gave their best for expressing themselves in English and for having active participation during the class since it showed a kind of competition among the students for demonstrating who knew more about the subject. This process ended with a final evaluation in which the students demonstrated their learning regarding the most important points taught in each cultural workshop.


INTERESTING FACTS ABOUT AUSTRALIA

THE AVERAGE AUSSIE DRINKS 96 LITERS OF BEER PER YEAR
In addition to Goon (the iconic cask wine), the Aussies also enjoy having a beer or two. On average they drink 96 liters of beer per year!

HIGHWAY 1 IS THE LONGEST NATIONAL HIGHWAY IN THE WORLD
It's about 14 500 kilometers and circumnavigates the country. Now that's one epic road trip!

THERE ARE MORE KANGAROOS THAN PEOPLE
Some data reports that the total population of Kangaroos is almost 50 million now. Back in 2016, there were almost 45 million Kangaroos, which means that there are more Kangaroos in Australia than people!

Photo: Shutterstock

AUSTRALIA HAS THE SECOND-HIGHEST HUMAN DEVELOPMENT INDEX
One thing the Aussies can pride themselves is the fact that they're ranking high in the human development index. This index measures various things such as equality, lifespan, welfare etc. Australia comes in at second place, just after Norway.

THERE'S A MOUNTAIN NAMED "MT. DISAPPOINTMENT"
An 800-meter high mountain that was named by the explorers Hamilton Hume and William Hovell in 1824. The mountain got its name because of the disappointing view from the top. The explorers expected to see Port Philipp Bay from the top, but a large number of trees prevented this.

AUSTRALIA'S DINGO FENCE IS LONGER THAN THE GREAT WALL OF CHINA
The Great Wall of China is famous around the world, and it's truly spectacular, but did you know that Australia's dingo fence is actually longer? The national dingo fence measures 5600 kilometers.

SOME OF THE WORLD'S DEADLIEST ANIMALS LIVE HERE
Yes, Australia is home to the deadliest spider, the deadliest snake, the deadliest octopus, the deadliest fish and so on. But despite this, very few people are actually killed by these highly venomous animals. From the year 2000 and 2013, more people were even killed by horses than Australia's deadliest animals combined.

AUSTRALIA WAS INHABITED FOR AT LEAST 50000 YEARS BEFORE THE BRITISH CAME
The Aboriginal people have lived in Australia for at least 50 000 years. They're generally considered to have the oldest living culture on Earth.

AUSTRALIA HAS OVER 10 000 BEACHES
If you visited one beach a day, it would take about 27 years to explore 10 000 beaches. No wonder that surfing and other water and beach activities are so popular!

Here's the famous Bondi Beach. Photo: Shutterstock

THERE'S A PINK LAKE - LAKE HILLIER

Photo: Shutterstock

New Vocabulary

English	Spanish

Figure 6 Reading about Australia

Findings and Discussion

The pre-service teacher determined to use categories and subcategories to analyze the data gathered in a more organized way as follows: The first category entitles "Reading as a tool to foster the awareness of the Anglophone culture", and the second category named "Reading as a means to improve lexical competence", which is broken down in to two subcategories: "Awakening the interest of 10th students in the Anglophone culture" and "Readings contribution to the knowledge of Anglophone culture". These categories are supported by the data taken from the questionnaire, the knowledge assessment, and a journal from the researcher.

This section describes the findings that came up from the pedagogical component that aimed at fostering the awareness of the Anglophone culture through readings in 10th grade students at San Bartolome High School.

Reading as a tool to foster the awareness of the Anglophone culture

The first instrument used by the pre-service teacher was the questionnaire, with this she was able to realize that the students felt enthusiastic about obtaining knowledge about other countries. In turn, this type of activity represented for them a change in their routine and established new knowledge opportunities where not only grammatical aspects were covered but also the obtaining of general knowledge about Anglophone countries. Likewise, students feel excited and consider interesting the fact of knowing cultures different from that of our country.

In order to support what is established above, the researcher has used one of the responses of one of the participants who, regarding the learning about Anglophone countries, believes the following: “Me lleva a tener conocimientos acerca de otros paises lo cual resulta interesante y emocionante saber de otros lugares diferentes a mi país”. (Part-quest 1)

According to Byram (1998) separating language from culture goes against the nature of language, this highlights the importance of relating the language and culture so that there is a teaching-learning process developed in an integral way. It is for this reason that another participant considers that the Anglophone culture should be implemented, taking into account that “porque en el colegio siempre se ve lo mismo y ya se vuelve rutina, entonces no crean curiosidades de saber sobre otros paises y culturas” (Part-quest 5). To achieve this, it is necessary for the teacher to restructure her lesson plan, that the balance for learning a foreign language has on one side the good development of communicative skills in English as a foreign language, and that it also being included Anglophone culture on the other side of the scale, which leads to the student achieving a comprehensive learning, promoting tolerance and respect for the "other", thus achieving comprehensive learning not only to be put into practice in the context school, but in the daily life of the student.

Reading as a means to improve lexical competence

The researcher made use of the written evaluation as a tool for the collection of information in which it was demonstrated that the students effectively improved their vocabulary from the readings made during some English classes, these readings made reference to the most relevant aspects of Australia, Canada and the United Kingdom, and were presented through small paragraphs, some with the respective image of the subject being treated to provide a broader understanding.

Awakening the interest of 10th students in the Anglophone culture

The teacher should consider herself a mediator between her students and the foreign culture. As Sercu (2002) indicates this approach considers that, together with the acquisition of the communicative linguistic competence, the teacher must take into account the pedagogical objective of promoting in students the interest, knowledge, and opening towards cultures, people and foreign countries. With this in mind, the pre-service teacher decided to dedicate three classes of his pedagogical practice to the teaching of Anglophone countries, which had an excellent reception among the students, since they were not indifferent to the inverted classroom technique, whose objective was for students to seek information in advance regarding the country indicated by the pre-service teacher.

Therefore, the researcher decided to include the following comment in one of her narratives, taking into account the positive and the unfavorable aspects that she perceives in the class when implementing her project.

> La implementación de mi proyecto para el conocimiento de los hechos más interesantes de países anglófonos ha tenido mucho éxito dentro de los estudiantes. Ha sido necesario incluir la lengua materna a lo largo de las explicaciones para lograr una conexión total no solo de los estudiantes con la docente sino entre los mismos estudiantes. (Pre-service teacher, Narrative 1)

Conclusions and recommendations

Conclusions

This project demonstrates the importance of teaching Anglophone culture in English classes, since at the beginning of this project the students said they did not know in detail the English-speaking countries, on the other hand, the students showed great interest in learning the most relevant aspects of the English-speaking countries proposed by the pre-service teacher, who activated this interest through reading and presentation with slides, always taking them into account in a creative way to better capture the attention of students.

On the other hand, thanks to this project, the students understood the importance of knowing the culture of other countries and articulating this to the learning of English, this statement was evidenced through questionnaires that the students voluntarily filled out.

Similarly, the objective of improving lexical competence was achieved. This is shown through the final evaluation implemented by the pre-service teacher, within which the vocabulary studied with respect to the three English-speaking countries was evaluated and there was a good result taking into account that the application of this evaluation.

With this project, it is demonstrated that the teaching of English must go hand in hand with the teaching of Anglophone culture. This allows students to have a comprehensive knowledge of the language and the expansion of their minds to the knowledge of cultures and customs different from their own, generating the value of respect for the different and awareness and interest in learning English as a foreign language.

Recommendations

As described throughout the project, it is of great importance to awake the interest of students regarding the knowledge of foreign cultures in contrast to their own, this will improve in students the tolerance and respect towards the traditions and customs that in each country are presented. In the same way, it is recommended to do this type of workshop with a good amount of time, since it is very likely that activities should be accelerated and some students denied participation due to the lack of time, which is very common in public schools of Colombia. From the above, it is suggested that each workshop to know an Anglophone country be at least two hours, to ensure that there is input and output from students.

Chapter II: Research component

Introduction

In the context of training in the foreign language program, the pedagogical practices of teachers in training are emerging as one of the focal points of interest and updating to study and document for the improvement of teaching-learning processes, for the education qualification.

While there is a clear interest in the obvious need to understand and transform pedagogical practice, it is also that a good part of local studies focus especially on the problem of learning rather than that of teaching.

It has been considered pertinent to formulate a project that establishes a reflective approach to practice as a way of objectifying knowledge, behaviors and attitudes that guide teaching; also as an exercise in internalization, immersion and conscious exploration of one's own teaching subjectivity, through the formulation of questions and the search for information for problem solving and for self-recognition.

Justification

The formulation of this project in the context of the Comprehensive Practice of the students of

Languages is part of the professionalizing conception of the practice as a spearhead to improve the educational processes in the application centers where the integral practicum is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and to be interested in the knowledge of the models and approaches to address a problematic situation and establish an analytical look about the fact.

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

Statement of the problem

At school, core aspects of the constitution of subjects are assumed, of institutional life without questioning, they are seen as imprints, stable and unchanging features that are part of the identity and school culture. When the events unfold without major alteration, the teacher runs the risk of settling into logic of action that does not allow pedagogical evolution and the renewal of school culture.

A practicum stage without reflection does not favor the emergence of problematic situations; those realities are ignored, invisible. Seen in this way, the pedagogical practice is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier to the emergence of emerging practices tending to generate transformations of thought and knowledge, to meet the needs social.

Due to this situation, which affects teachers to a greater or lesser extent, it is required that the process of teacher training, fosters in the teacher in training, in the future teacher, a critical and reflective spirit that contributes to the improvement of their pedagogical practicum, so that these in turn are essential elements that impact and transform their work and future professional performance.

In the case of the Bachelor of Foreign Languages of the University of Pamplona, reflection is conceived as a fundamental exercise for students who perform their comprehensive practice,

self-assess, install a critical and constructive look at their work in the teaching role. To start this study, the following guiding questions are asked:

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

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

Objectives

General objectives

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

Specific objectives

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

- To analyze their own beliefs about teaching work and about students.

Theoretical framework

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

The teaching profession

One of the fundamental members of any educational institution is the teacher, whose purpose is to transmit a set of knowledge built upon certain science or art, but also the person who has the responsibility to educate students integrally.

The teaching profession requires the development of a series of competences that currently constitute a conceptualization and a way to operate in the planning and management of human resources in order to facilitate an articulation between management, work, and education. In this sense, we find that every teacher must be up to the requirements and competences in the discipline that allow him to master a set of knowledge and skills on any specific area since the first intellectual requirement of a professional is the level at which he/she develops his/her activity.

Additionally, every teacher should possess some competences in the organization of content, meaning that the pedagogical practice encompasses not only the planning of the components that are intended for students to be leant, but also to predict the teaching conditions inside and outside of the educational context. The most urgent ability that teachers need to develop is to design or contemplate the teaching practice.

Reflection

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

Reflection as a process

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

The stages of reflection as a process are presented in the following figure:

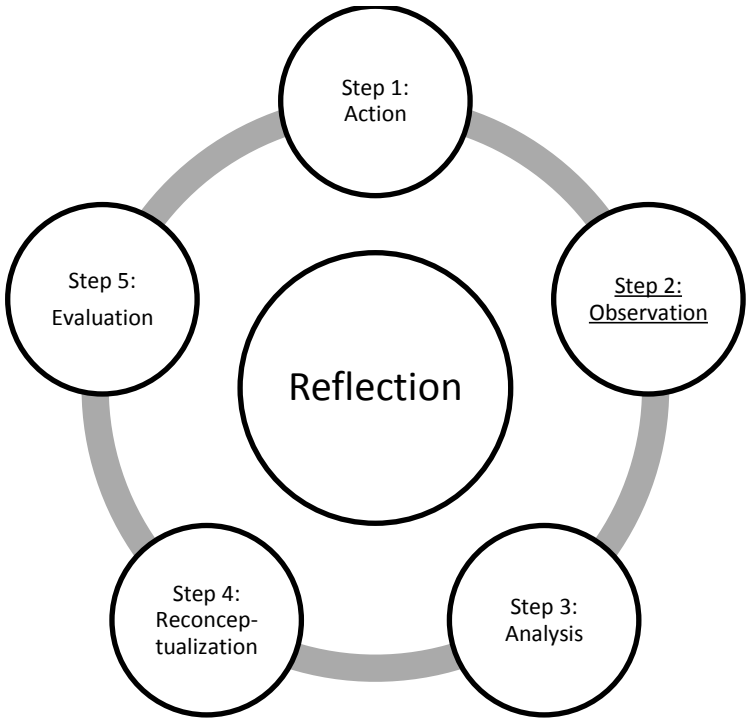


Figure 7 Reflection as a process

Reflection as a theme

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

For the first two perspectives the external aspects were the source of knowledge that allowed reflection; and for the third perspective, it was the conceptual aspects what allowed the reflection exercise. At the same time, these perspectives counted on mediators who executed this process; at first instance, it was found action, context, colleagues and the person who reflected.

Reflective practice

For the purpose of updating and to qualifying the academic proposals at the university and guiding students towards innovative ways of dealing with the world, it is necessary for the teacher to question about his/her own practice and the impact that it may have generated; so that he/she is capable of objectifying his/her behavior, and assuming the different roles in the pedagogical relation.

The teacher plays an important role in the current educational world; he/she operates in a complex space where constant change is determined by the interaction of several factors and conditions. The teaching profession requires that "teachers develop their professional knowledge in relation to the changing circumstances" (Ebutt and Elliot: 1986). In this context, the issues of practice demand a particular treatment towards understanding and social interaction.

This study will serve the teachers that are participating as they will reflect on their own methodological processes in the light of reflection as the only rational and ethical mode of intervention (Sacristán, 1999).

According to Van Manen (1997), there are various levels of reflexivity, at a first level, for example, in the classroom the effective application of skills and technical knowledge takes place; reflection is thus applied to the selection and correct use of the didactic strategies the teacher will implement.

On a second level, reflection deals with the implicit presuppositions in the specific practices of the classroom. The consequences of adopted strategies, the curriculum, and practices are then analyzed so that it opts for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to institutional reality and contexts.

On a third level, Van Manen proposes an exercise of critical reflection; at this level, the most elaborated reflection is presented, as an examination of ethical, normative and moral criteria that is related directly or indirectly to the classroom.

Pedagogical practicum

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

Academic practice

It is focused on preparing teachers who are capable to reflect on the courses they teach so that they are transformed into comprehensible structures for the students.

Practice of social efficiency

The goal is to achieve an effective teaching through the application of any didactic techniques that are gathered from general principles to which the pedagogical research has reached. In this case, reflection is a strategic decision: "to select among the range of available

techniques what is considered most effective". This is the way of proceeding from technical rationality.

From development

The teaching is based on the interests and development of students, and it takes into consideration the development of the teacher as a teacher and as a person, at the same time.

Social reconstruction

The object of reflection is the social, economic and political context, as a way to foster truly democratic relations in the classroom, equal and fair in the social field.

Generic

The programs often refer to reflection in a generic way, without specifying the ambitions of the programs nor the contents to reflect about nor the strategies to foment reflective learning.

Reflection triggers

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

The critical element in reflective thinking

This element of reflective thinking is associated with "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton 1991: 39. The interest in social justice and ethics in education.

These authors established some classification categories of knowledge

1. Knowledge of the content

2. General pedagogical knowledge

3. Curricular knowledge (materials, programs, among others.)

4. Teaching knowledge and professional configuration

5. Students' knowledge and their features

6. Knowledge of educational contexts

7. Knowledge-based on the philosophical, historical, axiological basis

According to Georgea Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present research as an instrument. This element is directly related to teacher's narratives, in order to foster reports on their experiences in the classroom that are usually presented in many forms and serve the diverse functions in subjectivity, and in the constitution of subjectivity. In this component, teachers' journals are placed, in which writing leads to the elaboration of teacher's reflective thinking about his/her experiences of practice, objective, subjective and intersubjective.

Methodology

The proposed methodological strategy has as central axis the continuous reflection that contemplates additionally the fulfillment of meetings to strengthen the practice’s collective as an initial space for tackling the educational and labor problem. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal about this practice process, it will carry out a process of socialization and systematization of itself.

This study is focused on 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 process of data collection in this project, it is proposed the application of the following instruments:

Reflective workshops

The main purpose of implementing these reflection workshops is for them to serve as guide in the reflection process of student-practitioners, but also to socialize and share their experiences to enrich their process and incorporate new tools to transform their pedagogical practice.

Objectives

- To consolidate a group of teacher-practitioners with a critical spirit who are willing to provide alternative solutions to the current educational needs.
- To socialize criteria, share ideas and guidelines to be assumed during their practicum.
- To qualify, facilitate and effectively incorporate them into the institutional center assigned.

Self-observation card

The main objective of the self-observation card is to guide the student-practitioner towards a proper view of his practice as teacher and his role in the classroom and in the environment of the educational community where he belongs.

Narrative

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

Class recordings

By keeping a track record of student-practitioners' performance in class, class recordings will facilitate the reflection on different aspects of the Foreign Languages teaching and learning process that may or may not have been taken into account by the pre-service teacher during his/her reflection process. These recordings will allow having an external and constructive look at their pedagogical practices.

Data collection timetable

Week	Date	Weekly narrative	Reflection activity	Self-observation	Class recording
1	16th – 20th September	X			
2	23rd – 27th September	X		X	
3	30th – 4th October	X			X
	7th – 11th October		School break week		
4	14th – 18th October				
5	21st – 25th October	X			
6	28th – 1st November				
7	4th – 8th November	X			
8	11th – 15th November	X			
10	18th – 22nd November		X		X
11	25th – 29th November		No classes		

Table 7 Research Component Timetable

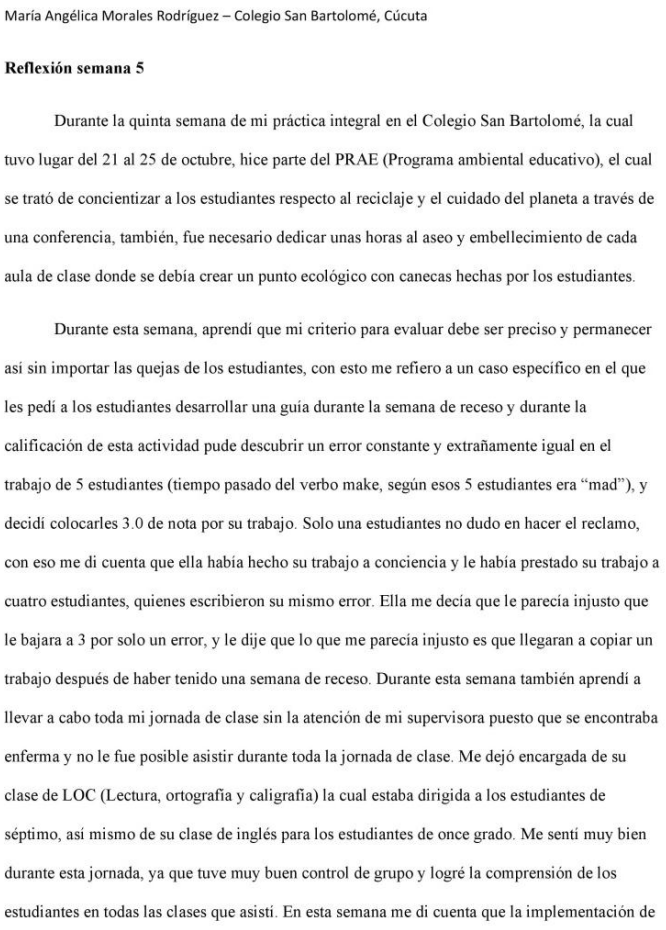
Implementation of the Research Component

Weekly narratives

With the weekly narratives, the pre-service teacher was able to demonstrate by means of a somewhat detailed description, the behavior of the students during their classes, the

effectiveness of their planners and the other relevant situations that arose during each week of their practice.

Thus, this activity was decisive for reflection and therefore, for the learning of the future teacher. Who, based on her mistakes, improved her behavior in terms of class preparation, group control, performance inside and outside the classroom, appropriate attitude towards problem-solving, responsibility and delivery during the implementation of each proposed activity. (Annex 4 Narratives)



María Angélica Morales Rodríguez – Colegio San Bartolomé, Cúcuta

Reflexión semana 5

Durante la quinta semana de mi práctica integral en el Colegio San Bartolomé, la cual tuvo lugar del 21 al 25 de octubre, hice parte del PRAE (Programa ambiental educativo), el cual se trató de concientizar a los estudiantes respecto al reciclaje y el cuidado del planeta a través de una conferencia, también, fue necesario dedicar unas horas al aseo y embellecimiento de cada aula de clase donde se debía crear un punto ecológico con canecas hechas por los estudiantes.

Durante esta semana, aprendí que mi criterio para evaluar debe ser preciso y permanecer así sin importar las quejas de los estudiantes, con esto me refiero a un caso específico en el que les pedí a los estudiantes desarrollar una guía durante la semana de receso y durante la calificación de esta actividad pude descubrir un error constante y extrañamente igual en el trabajo de 5 estudiantes (tiempo pasado del verbo make, según esos 5 estudiantes era "mad"), y decidí colocarles 3.0 de nota por su trabajo. Solo una estudiantes no dudo en hacer el reclamo, con eso me di cuenta que ella había hecho su trabajo a conciencia y le había prestado su trabajo a cuatro estudiantes, quienes escribieron su mismo error. Ella me decía que le parecía injusto que le bajara a 3 por solo un error, y le dije que lo que me parecía injusto es que llegaran a copiar un trabajo después de haber tenido una semana de receso. Durante esta semana también aprendí a llevar a cabo toda mi jornada de clase sin la atención de mi supervisora puesto que se encontraba enferma y no le fue posible asistir durante toda la jornada de clase. Me dejó encargada de su clase de LOC (Lectura, ortografía y caligrafía) la cual estaba dirigida a los estudiantes de séptimo, así mismo de su clase de inglés para los estudiantes de once grado. Me sentí muy bien durante esta jornada, ya que tuve muy buen control de grupo y logré la comprensión de los estudiantes en todas las clases que asistí. En esta semana me di cuenta que la implementación de

Figure 8 Narrative

Self-observation

The Self-observation allowed the pre-service teacher to make an analysis of the progress she made throughout the practice in terms of class planning, performance, and evaluation. In this way, she allowed herself to evaluate her behavior regarding the choice of the topic, the material used, the explanation of the topic, among other aspects. From this activity, the practitioner studied her attitude towards the students and vice versa, her teaching style and her imagination to propose activities that demonstrate effectiveness in teaching-learning English.

The above was carried out in order to distinguish the positive aspects within the practice as well as the aspects that should be improved to apply them on later occasions. (Annex 5 Self-observation Checklist)

Auto-observación de clase, 2019-2

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACIÓN
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS INGLÉS-FRANCÉS
PRÁCTICA INTEGRAL

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGÓGICA

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moralesangelica553@gmail.com

Autoevaluación

*

septiembre 27 2019

Autoevaluación *

septiembre 27 2019

Figure 9 Self-observation

Class recording

In the process of comprehensive practice, it was necessary to record one of the classes taught by the pre-service teacher. This was done, in the first place, with the objective of analyzing each one of her actions throughout the class. On the other hand, one of her colleagues

was randomly chosen to evaluate this video, this following an evaluation rubric to cover aspects such as the material used, appropriate tone of voice, teacher-student interaction, among others. (Annex 6 Class Recording)

This is how the partner in charge of the evaluation of the pre-service teacher establishes that taking the video account, the teacher must improve in terms of the application of a warm-up activity to start the class, also suggests that the practitioner to use the mother tongue to a greater extent to ensure student understanding.

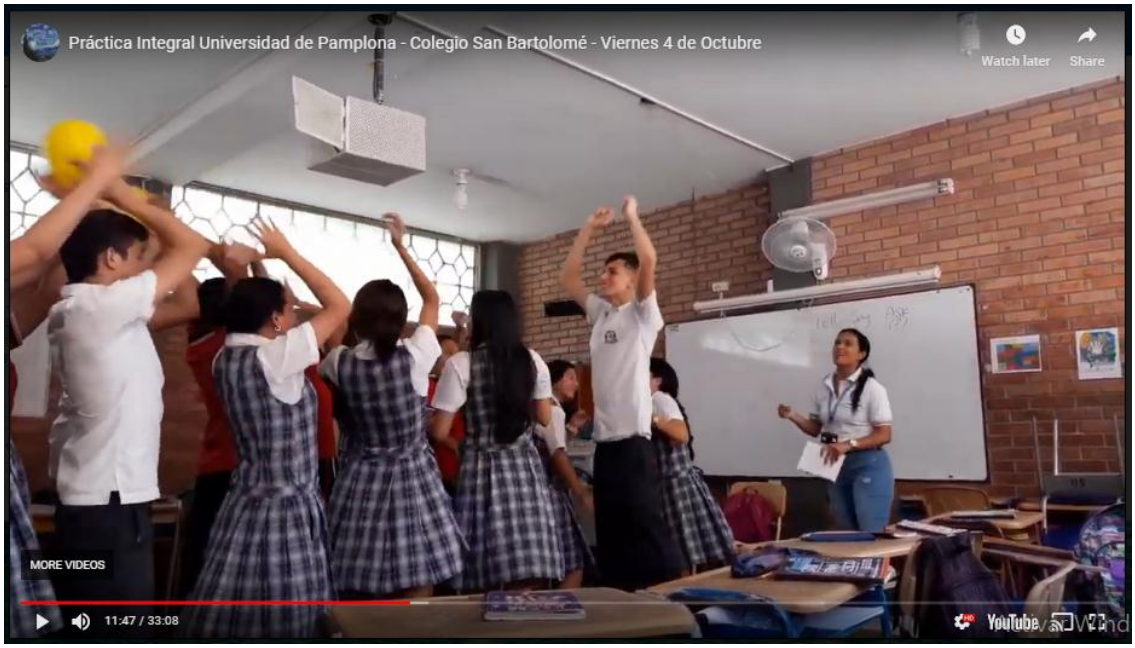


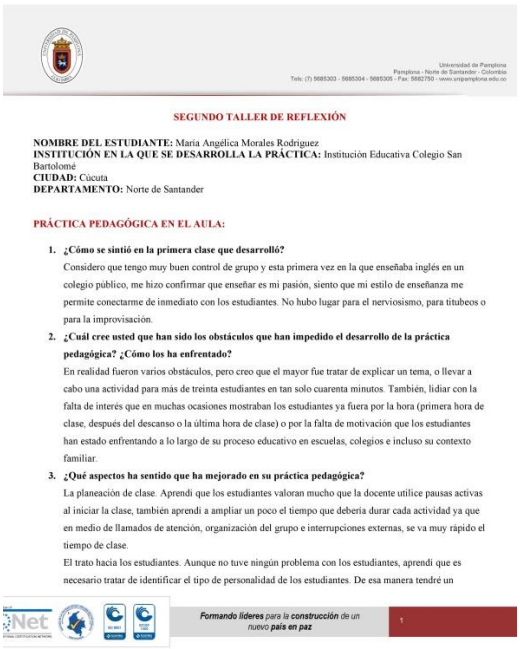
Figure 10 Class recording

Reflective workshops

The reflection workshops, as the name suggests, allowed us to analyze the behavior of the pre-service teacher during her pedagogical practice regarding the didactic and discipline strategies she used. Thanks to these, the teacher evaluated her feelings, attitudes and the different obstacles that were possibly evident from the beginning of the teaching practice.

The teacher states that she felt very comfortable from the beginning of her practice with her classmates and students, since she always demonstrated a good group dominance, this added to the proposal dynamic activities that motivated the participation and good performance of the students.

On the other hand, the teacher admitted that the flexibility towards the students did not allow her to be an authority figure towards them, to be more precise, the teacher extended the date of delivery of work by noting that several students did not fulfill the commitment, which, in her opinion, motivated the students to turn in their work and obtain a grade, even if it was lower than that of the students who delivered the work on time. (Annex 7 Reflective workshop)



Universidad de Pamplona
Pamplona - Norte de Santander - Colombia

SEGUNDO TALLER DE REFLEXIÓN

NOMBRE DEL ESTUDIANTE: María Angélica Morales Rodríguez
INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: Institución Educativa Colegio San Bartolomé
CIUDAD: Cúcuta
DEPARTAMENTO: Norte de Santander

PRÁCTICA PEDAGÓGICA EN EL AULA:

1. **¿Cómo se sintió en la primera clase que desarrolló?**
   Considero que tengo muy buen control de grupo y esta primera vez en la que enseñaba inglés en un colegio público, me hizo confirmar que enseñar es mi pasión, siento que mi estilo de enseñanza me permite conectarme de inmediato con los estudiantes. No hubo lugar para el nerviosismo, para titubeos o para la improvisación.
2. **¿Cuál cree usted que han sido los obstáculos que han impedido el desarrollo de la práctica pedagógica? ¿Cómo los ha enfrentado?**
   En realidad fueron varios obstáculos, pero creo que el mayor fue tratar de explicar un tema, o llevar a cabo una actividad para más de treinta estudiantes en tan solo cuarenta minutos. También, lidiar con la falta de interés que en muchas ocasiones mostraban los estudiantes ya fuera por la hora (primera hora de clase, después del descanso o la última hora de clase) o por la falta de motivación que los estudiantes han estado enfrentando a lo largo de su proceso educativo en escuelas, colegios e incluso su contexto familiar.
3. **¿Qué aspectos ha sentido que ha mejorado en su práctica pedagógica?**
   La planeación de clase. Aprendí que los estudiantes valoran mucho que la docente utilice pausas activas al iniciar la clase, también aprendí a ampliar un poco el tiempo que debería durar cada actividad ya que en medio de llamados de atención, organización del grupo e interrupciones externas, se va muy rápido el tiempo de clase.
   El trato hacia los estudiantes. Aunque no tuve ningún problema con los estudiantes, aprendí que es necesario tratar de identificar el tipo de personalidad de los estudiantes. De esa manera tendré un

Formando líderes para la construcción de un nuevo país en paz

Figure 11 Reflective workshop

Findings

Throughout this process of constant learning, the pre-service teacher decided to follow the communicative methodology in which students could freely express their opinions regarding the topic or situation that they were covering. In this way, the teacher always tried to achieve an

environment of trust in the classroom where students showed respect for the opinion of others. As for the class planners, thanks to the supervisor's pieces of advice the practitioner learned that they must be delivered in an orderly and detailed manner; her demands have made me take a big step in terms of the organization and quality of each lesson. The above making use of screw folders to keep in excellent condition not only the plannings but the activity sheets to be developed in class (Annex 3 Plannings presentation).

On the other hand, due to the very low level of English presented by the students, it was necessary for the pre-service teacher to use the mother tongue to give instructions and to give some explanations. Automatically, the students answered everything in Spanish and it was in those moments that she asked them to use the foreign language to give short and simple answers and motivated them by telling them to use words they already know.

Although during the week of observation it was evident that the supervisor communicated to students the steps to follow throughout the class, the practitioner didn't do the same, nevertheless this would have been the most suitable as this made students follow a series of steps and they could be aware what the class would be about. Regarding the preparation of activities, for the practitioner, it was necessary to spend hours in front of the computer researching, reading, and finding out which activities were more effective to make a subject clear and to get the necessary materials to put it into practice in the classroom. When it came to videos or visual material, the pre-service teacher ensure the use of images and videos that are connected with the reality of the students and with the various situations that may arise in their adolescent stage. However, the projection of visual material had not been as expected, as the classroom is very clear and impeded students from appreciating the slides I prepare.

I always have the students in constant evaluation, during the class I ask them questions about topics that we have previously studied. That is why, I always try to keep connected the issues that I explain, although due to their age, they are very easy to deconcentrate and create a chain of decentralization. Therefore, although at the beginning of my practice I tried to show my best face, the students did not appreciate the confidence I gave them, so I had to become a little more rigid and start looking differently at the undisciplined students, I began to report on the classroom monitoring book those students who passed the boundaries of indiscipline. This usually takes place in the fourth hour of class, that is, when returning from the break.

In conclusion, it is obviously the low level that the students present in the English language so it is necessary that they begin to have greater contact with the language. I believe that the problem is that this subject does not receive the importance it deserves in school. And this is reflected in the few class hours students receive. There is no school environment in connection with the language, in other words, the children only listen and read the English language during class time.

How does the implementation of reflection contribute to the transformation of your practice?

Without a doubt, reflecting on what happens in each class has made me grow by leaps and bounds in regards to the teaching role. Every procedure that I think was very good or could have been better, I write it when I get home and with this exercise I can realize the importance that it has. Since I think that many times we simply acted, without stopping to analyze what was wrong, what was right and how important it was for both the students and my teaching experience.

In addition, although I am asked to make weekly reflection of the activities developed in the school. My supervisor suggested that I do them daily. And this last option has given me excellent results considering that I do not forget any details of how I could have felt in class, of the activities I wanted to do and it was not possible due to the short time, among other things.

Conclusions

The use of reflection as a tool of the practicum process was the main idea of this part. Working on this tool helped at transforming the process of the practicum because it was needed the analysis of each part of the procedure developed in class, for the purpose to improve every day and acquire a different perspective for the criticism of the results. The weekly narratives evidenced the experiences and situations lived by the practitioner, most of them stated the way she had to face the classroom management in the real context, the grammatical aspects she needed to focus on.

Similarly, the reflective workshops helped to analyze deeper the different situations that could have happened during the classes, and to express the own experiences and issues undergone in the classroom.

Finally, the process of reflection is required to apply in any kind of situation, because it helps us to think in a deeper way our behavior towards students, teachers or any other person.

Chapter III. Outreach component

"Awareness project to English language in elementary schools in Pamplona, Colombia"

Introduction

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

With a view to promoting English language learning in Colombia and making Colombians more competitive citizens, the Ministry of National Education launched in 2004 its bilingual policy whose main objective is "To have citizens capable of communicating in English, with internationally comparable standards, which insert the country in the processes of universal communication, in the global economy and in cultural openness". This is how this Ministry has been implementing a wide variety of strategies at different levels of education with a view to meeting this goal, a clear example of this is the creation of English quality standards for basic and secondary education, the definition of a solid and coherent evaluation system and the description and development of training plans.

This program has been developed throughout the country and has integrated the work done by the education secretariats, public and private universities and language centers; however the results obtained so far have not been very encouraging since many of the educational institutions of the nation have not yet been impacted by it. With regard to primary school, the National Government tends to extend the coverage of English language education to children, since many of these educational establishments sometimes do not have an English teacher to

guide processes of teaching-learning and therefore the results of the evaluations applied at the national level are not very encouraging.

The University of Pamplona of Colombia, in its capacity as a public training institution for trainers and more specifically the Bachelor Program in Foreign Languages English-French Foreign Languages, has approached the reality faced by the primary school of the city of Pamplona in regards to the National Bilingualism Policy; Many of the educational institutions in this city do not have an English teacher to meet the training needs of the elementary school sector.

In recognition of this reality and the problems it generates, this proposal for social projection seeks to meet the training needs of the primary school population in the city of Pamplona in English and integrate the foreign language training of students from Degree Program in Foreign Languages English-French to the educational reality of this sector to try to reduce the gap that is generated between public and private schools in the area of foreign languages.

Government policies identify the problem. However, their attention is not filled with regulations, effective support is required, for the specific case of trainers in the area of foreign languages so that the results of the exams, tests and results of our students are in accordance with the proposals of Colombia as the most educated country.

Justification

The learning and acquisition of a foreign language allows being at the forefront of the needs that the world demands today. Therefore, the implementation of this process is necessary from the beginning of the schooling of children so that at the end of their basic education cycle

they have foundations that allow them to continue said learning in secondary, vocational and higher education, to achieve that more people be trained in this area.

The purpose of this project is to raise awareness of the teaching of English in primary schools in Pamplona, contributing to the basic foreign language training that is necessary and essential at these levels. For this reason, it is carried out as part of the community extension component of the integral practice developed by the last semester students of the Bachelor of Foreign Languages of the University of Pamplona, as a way to contribute to the strengthening of teaching of English in the primary basic sector.

The realization of this project favors the institutions and the student population of Pamplona, as well as the Foreign Languages Program and the students who develop their integral practice in a mutual way. This benefit results in the possibility that elementary school children have to have contact with the foreign language and in turn the students who finish their university training process so that they know the educational realities and needs of the environment and thus contribute, intervening in processes that impact on the improvement of these needs.

Objectives

General objectives

The implementation of this social extension project by the Bachelor Program in Foreign Languages English-French of the University of Pamplona is moving towards the following purposes:

- To respond to the English language teaching needs of the child population in primary school in San Bartolomé Elementary School in Cúcuta, Note de Santander.

- To integrate the training in foreign languages of the students of the Degree Program in Foreign Languages English-French to the educational reality of teaching English in schools in Pamplona.

Specific objectives

With a view to a greater understanding of the aspects outlined above, this proposal will seek:

- To familiarize primary schools' children of San Bartolomé School with the fundamentals of the English language.
- To involve students from the Bachelor degree in Foreign Languages English-French in the English language teaching processes at a primary school level in the community of San Bartolomé School.
- To articulate the teaching training that students from the Bachelor Degree in Foreign Languages English-French have received with the outreach programs offered by the Social Interaction office at the University of Pamplona.

Project typology

This is a training and disciplinary project in the area of curriculum, open to the institutions where the Integral practice is carried out and where primary basic training is offered in the city of Pamplona. It is part of the training project of the Foreign Languages program of the University of Pamplona.

This proposal is articulated to social projection. It transcends the institutional space and enables the articulation of the Bachelor of Foreign Languages with the population of Pamplona.

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

Contribution lines

- Contribution to the academic training in the area of Foreign Languages.
- Citizen training (attention to problems in the educational environment tending to reduce the inequality of the education system).
- Projection to the School Community at the University and Program level.

Theoretical framework

Languages teaching

International language policies

"UNESCO has been concerned for several years about the role of languages in the global context. In its 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 attention of the particular needs of culturally and linguistically different communities, can only be met through multilingual education. Cruz M, Loyo G, & Mendez E (2011).

UNESCO (2003) considers that languages are not only means of communication, but represent the true factory of cultural expressions; they are bearers of identities, values and visions of the world. Therefore, it proposes as a principle for cultural diversity to maintain and strengthen the diversity of languages (including those with nomadic or isolated populations) and,

at the same time, support the learning of international languages that offer access to global communication and the exchange of information. To achieve the above, UNESCO suggests fostering multilingualism and intercultural dialogue, as well as developing policies for the translation, in all possible means, of written and visual materials in order to promote the circulation of ideas and artistic works".

According to Lima M, (2006), "The learning of foreign languages is currently an unavoidable necessity, but so is the learning of the cultures they represent. Languages constitute the spirit and conscience of the peoples, says the poet; they are the best instrument for access to other cultures, to other stories, to other ways of seeing and understanding the world; they erase 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 function properly in different contexts; Learning a foreign language or several languages focuses on both the professional and personal life of an individual, allowing him to be successful and fruitful in his do and know-how.

National bilingual program

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

The following table shows the levels aspired by the national bilingual program to the year 2019:

Population	**Level of language**
Students from 3rd grade of basic primary school.	A1 (Beginner)
Students from 7th grade of basic secondary school.	A2 (Basic)
Students from 11th grade of basic media school.	B1 (Pre-intermediate)
Graduate Higher education	B2 (Intermediate)
Graduate from degrees in foreign languages or related	C1 (Advanced)
Actual teachers of basic primary school and teachers of other areas.	A2 (Basic)
English teachers	B2 (Intermediate)

Taken from: Cárdenas, R.; Miranda, N. (2014).

Bilingualism

Bilingualism refers to the different degree of mastery by which an individual communicates in more than one language and culture. This degree depends mainly on the context in which the individual is. Therefore, according to how another language is used, other than the native one, these languages are considered second languages or foreign languages. MEN (2006).

English Teaching in Elementary Schools

According to Yesser and Chacon (2011):

> The acquisition of a Foreign Language is a complex process in which multiple variables of cognitive and affective character inherent to the individual are involved, as well as factors of the

sociocultural and educational context such as the curriculum, the methodology used and the training and updating of the Foreign Language teacher, among others.

Thus, the importance of understanding how the child learns and incorporates a Foreign Language. It is also necessary to analyze the theoretical foundations that explain the process of learning or acquiring a second language (L2) or LE and how this process relates to the mother tongue". From the above, Krashen (1991) cited by Yesser and Chacon (2011) differentiates between the terms acquisition and learning in relation to LE. "The acquisition of language is done naturally and unconsciously in the form of an understandable input, which is processed and internalized, while learning involves consciously learning the rules of the language"

"This distinction has been questioned because it is complex to demarcate both terms which are part of a continuous process between the unconscious and conscious (Richard-Amato 1996)." The authors raise their point of view regarding the issue and differ "that for the purposes of this dissertation, the terms learn and acquire indistinctly because the LE can be acquired through recreational activities in an inductive and natural way that also involves learning processes". "It is important to note, however, that the contributions of Krashen and Terrel (1983), in terms of the natural approach to language, are relevant to the process of acquiring the foreign language in children and support the Total Physical Response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires 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 the foreign language through psychomotor activities, without emphasizing oral production.

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

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

To support the aforementioned about the process of acquiring a foreign language, it can be said that according to Berko and Bernstein (1999), cited by Yesser and Chacon (2011) "The ability of children to learn, understand, discover and formulating communicative forms in a foreign language mainly underlies the need to establish new social approaches " (p. 467), consequently,

> Children build through the language meanings of the world around them and establish their own criteria of semiotic interpretation to each concept they discover. For this reason, the learning of the foreign language must start from the previous knowledge and the schemes of the mother tongue since the representations developed in previous learnings and previous experiences constitute the scaffolding to build through the foreign language, new mental schemes or expand existing ones.

Yesser and Chacon (2011), cite Ausubel (1986) who states that from the point of view of cognitive psychology, there are differences between the cognitive abilities of the child and the adult in relation to cognition and affectivity, which are manifested in the motivation, creativity, spontaneity and flexibility that characterize children and that are far from the adult, who is

generally more prone to affective blockage when expressing themselves in another language". "From the previous approaches, it follows that age is a factor that affects the learning of English as a foreign language, particularly in the acquisition of pronunciation. That is, at a younger age, the greater the probability of the boy or girl to develop the pronunciation of a native.

Why to teach a Foreign Language in elementary schools?

Frandiño, Bermudez, and Vasquez (2012) cite Madrid and McLaren (1981) who affirm that "there are different kinds of reasons that justify the learning of a foreign language at school. Pointing out that the real reasons are pedagogical and formative. For example, based on various 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 capacity to imitate colloquial sounds and expressions but also a great flexibility, spontaneity and daring that surpasses those of young people 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".

As a synthesis, it is verified that the learning process of the human being is based on experiences with the environment in which it is influenced by cultures that predominate and identify its idiosyncrasy and autonomy; especially in the young population in the life cycle of childhood, where from an infinity of theories from the psychological and sociological field it is

argued that learning takes place through observation and listening emphasizing that the process of cognition from the mental processes directs and brings to fruition a meaningful learning in children who are at the beginning of learning a foreign language.

School context

This proposal will be developed at San Bartolomé School a public educational institution located in Claret neighborhood.

Timetable

The table below presents the pre-service teacher's schedule to carry out this component.

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1st					
2nd	5° 3				
3rd			5°4		
BREAK					
4th					5°3
5th					5°4

Table 8 Outreach component timetable

Methodology

As an initial step in this project, the pre-service teacher observed for one week the English classes of students in grades 5-03 and 5-04 from San Bartolomé School in the afternoon. At the end of this period, she established that the students do not have adequate classrooms for the good development of a class since the sun's rays reach almost half of the students in the

classroom, which distract them and makes them uncomfortable to the point that almost everyone should join the students in the left part of the classroom. Likewise, the practitioner observed that the students do not have a good structuring of the subjects to study, which is reflected in the students' incomprehension and confusion regarding some issues, this mainly taking as reference the authoritative attitude of the teacher towards the students and the traditionalism evidenced in the repeated use of guides to be developed in class with a previous superficial explanation of the subject.

Therefore, the pre-service teacher decided to implement classes where empathy reigns with students but keeping as fundamental basis respect for the teacher, the student and among peers. In the same way, the pre-service teacher proposed activities in which students not only reinforced their knowledge but also their participation was crucial for the development of the class in a fun way. This is why activities such as: stairs on the floor, Bingo, Flashcards combined with Hangman and races, among others, were taken into account.

Chronogram of activities

Week	Date	Topic	Material
1	16th – 20th September	The simple present	Worksheet
2	23th – 27th September	X	X
3	30th – 4th October	Verbs (Simple present)	Stairs on the floor
4	7th – 11th October	Week off	
5	14th – 18th October	Present continuous	Worksheet by the teacher
6	21st – 25th October	Body parts	Flashcards
7	28th – 1st November	Verbs	Bingo

Table 9 Chronogram of activities

Development of the Outreach Component

This project sought to motivate student learning through fun classes, where learning techniques such as repetition and total physical response (TPR) were presented in the English classes of grades 5th 03 and 5th 04 for the acquisition of vocabulary and its correct pronunciation. For this, the pre-service teacher decided to implement activities that required the active movement of students inside the classroom, and achieved through careers, stairs on the floor and hangman that the students mechanized the subject that was explained at the beginning of the class. (Annex 8 Outreach Component)

Figure 12 Outreach Component

Conclusions

Throughout this practice process, it was observed that the students showed great interest when starting the English class with the pre-service teacher. The foregoing, taking into account that the teaching style used by the practitioner, who focused on showing empathy with the students, making them feel part of the class in a fun way and with fundamental bases in respect, had the expected effect. On the other hand, the students showed a greater interest in participating in the activities that were developed in class, when these were developed through TPR technique, which allows a greater retention of the language when the determined memorial associations (association with a movement or action) are carried out more intensely and frequently (Sanchez, 1997).

Chapter IV: Administrative component

Introduction

During the integral practicum in a high school, it is likely that there are some events and extracurricular activities prepared for or by the students in order to get a better development as a member of a community either acquaintance or unknown. The pre-service teacher must be an active part of these activities to obtain knowledge about how to organize an event for so many people, how to keep the assigned group in silence, and, above all, how to give an example of respect, good posture and good personal presentation during the development of these activities that are most commonly, celebrations of civic days, flag risings and activities by the National Police or another team from the municipality.

Objectives

General objective

- To take part in cultural, institutional, religious and academic events carried out by the Institution.

Specific Objectives

- To get acquaintance with the administrative features at school and the activities commonly developed in this context.
- To collaborate in the organization, discipline, and development of the activities executed by the institution.

Methodology

The practitioner was an active part of the institutional events in order to demonstrate a sense of belonging to the institution, a fundamental value for the proper development of the

teaching work. Through these activities, the pre-service teacher not only learned about the organization and development of these activities but students also saw reflected in her an example of determination and dedication that was evidenced when carrying out presentations, when preparing the place and some details for the activities to be developed, and so on, taking part of each activity where she was asked for.

Timetable of the activities

Institutional activities Fourth term - 2019	
Date	**Activity**
September 20th	Day of love and friendship
September 26th	Activity by the National Police – "Say No to Bullying and to Child Labor"
October 14th	Bulletins delivery
October 21st	Project PRAE (Proyecto Ambiental Escolar) execution
October 29th	Preliminary grades report of fourth term
October 31st	Students' day celebration

Table 10 Institutional activities last term 2019

The first activity I took part in the institution was in the celebration of the day of love and friendship. This day was productive: I helped clean and organize more than 300 chairs on the school's covered court, I also collaborated with posters and participated in a show of pampering alluding to friendship in the company of my supervisor. This activity made me realize my responsibility and dedication to carry out tasks that are assigned to me, since it was not something improvised but an act that required rehearsal, preparation of didactic material,

costumes and makeup just before putting on stage, because, my supervisor and I should be attentive to the development of each point and the discipline of the students of our correspondent group. Likewise, with this presentation, I was able to make myself known to the entire Institution since administrative, teachers and students were attentive to our act.

Figure 13 Day of love and friendship

The activity called "No to Bullying, No to child labor" was carried out by the national police without prior notice, this activity allowed me to realize that for an educational institution of a public nature, it is not possible to keep in order an academic calendar, neither for activities nor to complete the demands of the curriculum. Even though I couldn't carry out any kind of the ones I had prepared, I focused on being in view of teachers and administrators to collaborate in what they asked me. For this reason, during the interview made by a local newscast to the tallest man in Latin America I was assigned the task of holding the microphone of the police news, I was also assigned the task of taking photos as evidence of this activity to be shown in the Facebook account of San Bartolome High School. This activity began with a prayer, then with a parade around the school and ended with some words of reflection from the highest man in Latin America and the police commander.

Figure 14 "Say No to Bullying and to Child Labor"

On the day of the bulletins delivery, I was quite excited to live that experience. During this activity, everything was learning for me and I was attentive to the indications of my supervisor and her course throughout the day to observe what I thought was right or wrong and then communicate it to her. I noticed the punctuality and unpunctuality of some parents, I also observed that many of the parents who had to work were late to receive their son's report and above all, they wanted to be taken into account before those who were punctual.

The PRAE project started the previous day with the organization of the cleaning equipment of the boards, fans, walls, and desks. The students were also asked to bring sponges, some powdered soap, alcohol among other products and cleaning utensils. The day of the execution of the project began with the total cleaning of the classrooms, however, only some of our students brought cleaning utensils, so I had to look for a solution in the utensils of my house and ask my father to take them to school. Likewise, as the disposition of the students for this activity was not the best, the cleaning result was not the best.

After this activity, the student environmental project was carried out and the teachers should develop some activities and raise awareness among students about changes in the planet, about the importance of recycling and having habits that contribute to the care of the planet.

Figure 15 Project PRAE

On October 29th, the preliminary delivery of notes to the parents was carried out, in this meeting I was more involved with the parents since I was in charge of the English area during this last academic period. This is how several parents came to ask me about the progress of their children, so I should give them a detailed report using the report card and student behavior during English classes. This activity allowed me to realize that it is necessary to memorize the names of the students and be very aware of their performance in class to communicate it to their parents when they request it.

The students' day was celebrated on October 31st, it was established the previous day that there would be no class, on the contrary, it would be a day of enjoyment for the students. On the other hand, teachers were told that hot dogs would be prepared as a snack for all members of the

institution, so we had in mind that we should prepare 300 hot dogs. I believe that I was proactive that day since I saw it necessary to carry a knife, a tray, and gloves for the handling of sausages and bread. When I arrived at the school, I noticed that only two teachers had thought the same, so that act was valued. During the preparation of that great quantity and hot dogs I was attentive to be part of all the delegations for their preparation: remove the plastic from the sausages, cut the bread, put the sausages when they were hot, and apply the sauces at the end. It was an exhausting experience but I think it enriched my knowledge in this context.

Figure 16 Students' day

Conclusions

Being part of the activities and events organized by the teachers allowed me to feel as such as I felt the respect of the students and the teachers. Each activity left me great lessons, one of the most remarkable is the dedication that a teacher must have in each one of the tasks assigned to her, it is necessary to organize, work as a team, be proactive, have a strategy to not forget any detail of what it is intended to present or carry out. The above, taking into account that

they are acts that both teachers, as administrative and students greatly value. In the student context, respect is earned from demonstrations of commitment and a sense of belonging.

On the other hand, I was able to realize that activities for the good personal and social development of students are necessary during the school year. This allows not only students but the community in general to have time for recreation and relaxation, which motivates them to continue giving their best.

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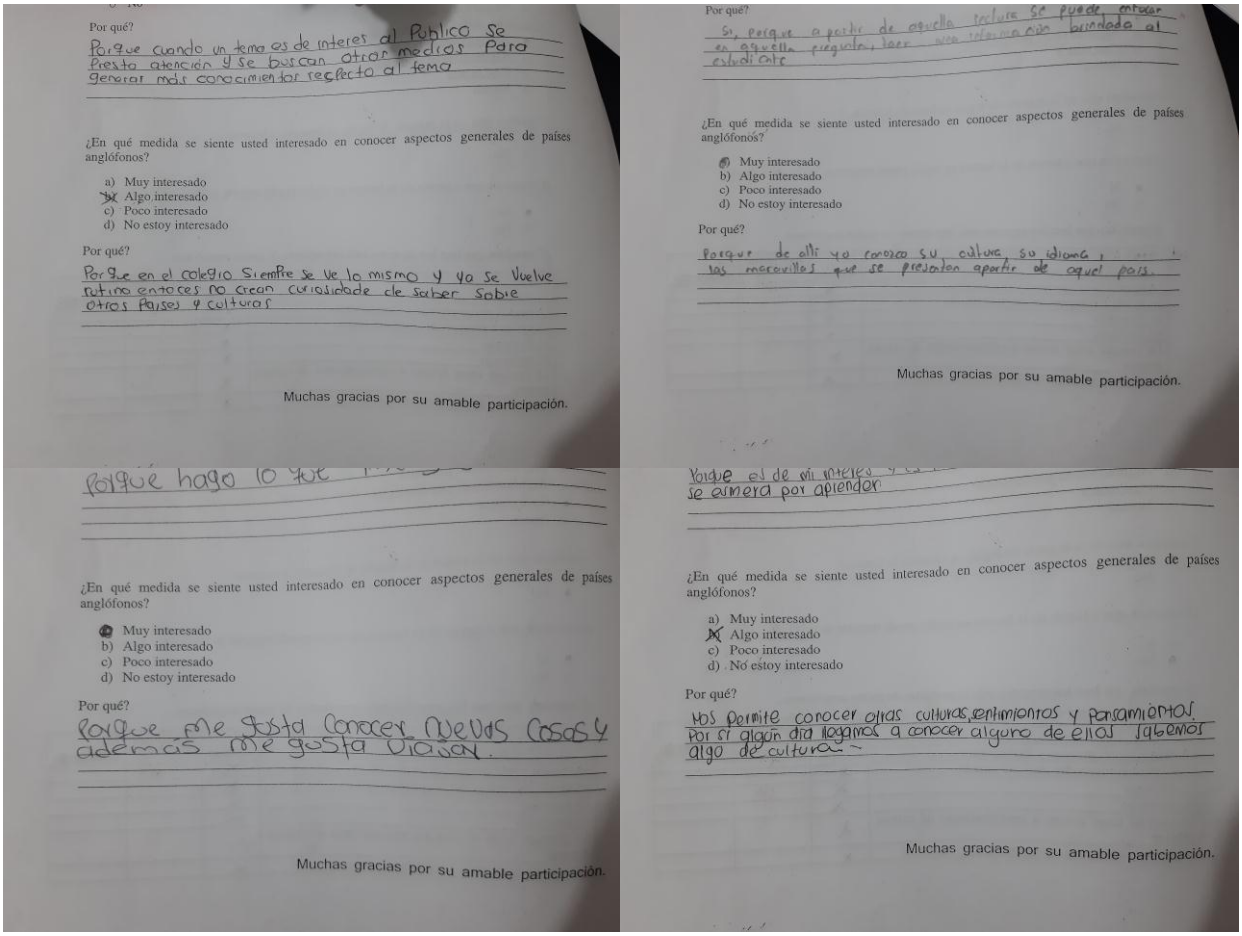
Annexes

Annex 1Collected Data



Por qué?
Porque cuando un tema es de interes al Publico Se Presta atención y se buscan otros medios Para generar más conocimiento respecto al tema

¿En qué medida se siente usted interesado en conocer aspectos generales de países anglófonos?

a) Muy interesado
b) Algo interesado
c) Poco interesado
d) No estoy interesado

Por qué?
Porque en el colegio Siempre Se Ve lo mismo y yo Se Vuelve rutina entonces no crean curiosidade de saber Sobre otros Paises y culturas

Muchas gracias por su amable participación.

Por qué?
Si, porque a partir de aquella lectura se puede entrar en aquella pregunta, hacer una retroalimentación brindado al estudiante

¿En qué medida se siente usted interesado en conocer aspectos generales de países anglófonos?

a) Muy interesado
b) Algo interesado
c) Poco interesado
d) No estoy interesado

Por qué?
Porque de allí yo conozco su cultura, su idioma, las maravillas que se presenten apartir de aquel país.

Muchas gracias por su amable participación.

Porque hago lo que

¿En qué medida se siente usted interesado en conocer aspectos generales de países anglófonos?

a) Muy interesado
b) Algo interesado
c) Poco interesado
d) No estoy interesado

Por qué?
Porque me gusta conocer nuevas cosas y además me gusta viajar.

Muchas gracias por su amable participación.

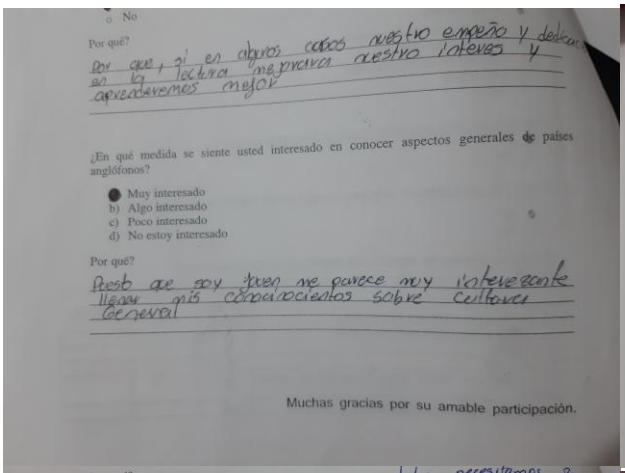
Porque es de mi interés y se esmera por aprender

¿En qué medida se siente usted interesado en conocer aspectos generales de países anglófonos?

a) Muy interesado
b) Algo interesado
c) Poco interesado
d) No estoy interesado

Por qué?
Nos permite conocer otras culturas, sentimientos y pensamientos. Por si algún día llegamos a conocer alguno de ellos sabemos algo de cultura.

Muchas gracias por su amable participación.



o No

Por qué?

Por que, si en algunos casos nuestro empeño y dedicar en la lectura mejorara nuestro interes y aprenderemos mejor

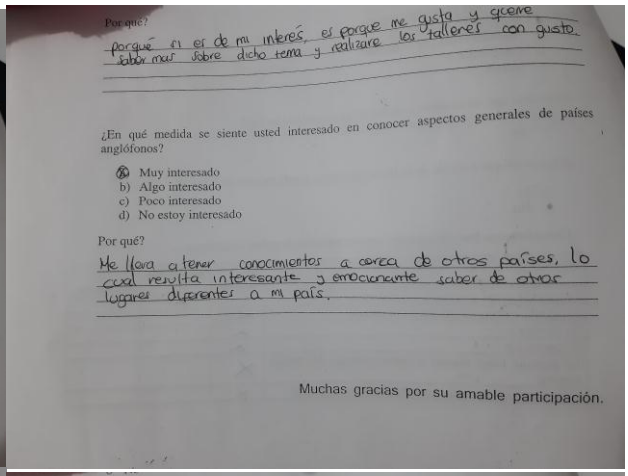
¿En qué medida se siente usted interesado en conocer aspectos generales de países anglófonos?

- Muy interesado
- b) Algo interesado
- c) Poco interesado
- d) No estoy interesado

Por qué?

Presto que soy joven me parece muy interezante llenar mis conocimientos sobre cultura General

Muchas gracias por su amable participación.



Por qué?

porqué si es de mi interés, es porque me gusta y quiere saber mas sobre dicho tema y realizare los talleres con gusto.

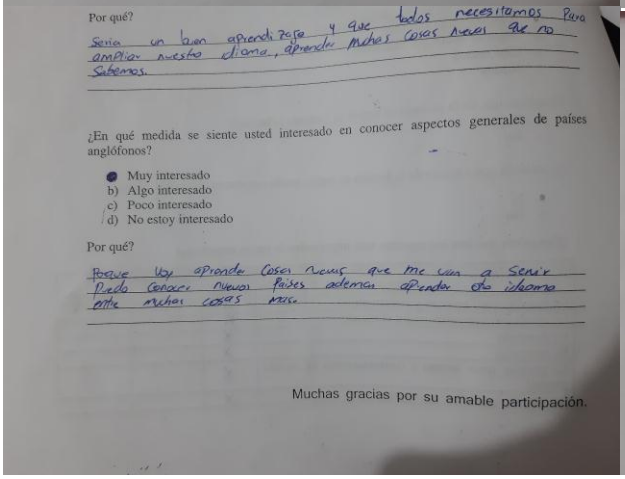
¿En qué medida se siente usted interesado en conocer aspectos generales de países anglófonos?

- a) Muy interesado
- b) Algo interesado
- c) Poco interesado
- d) No estoy interesado

Por qué?

Me llera a tener conocimientos a cerca de otros países, lo cual resulta interesante y emocionante saber de otros lugares diferentes a mi país.

Muchas gracias por su amable participación.



Por qué?

Seria un buen aprendizaje y que todos necesitamos para ampliar nuestro idioma, aprender muchas cosas nuevas que no sabemos.

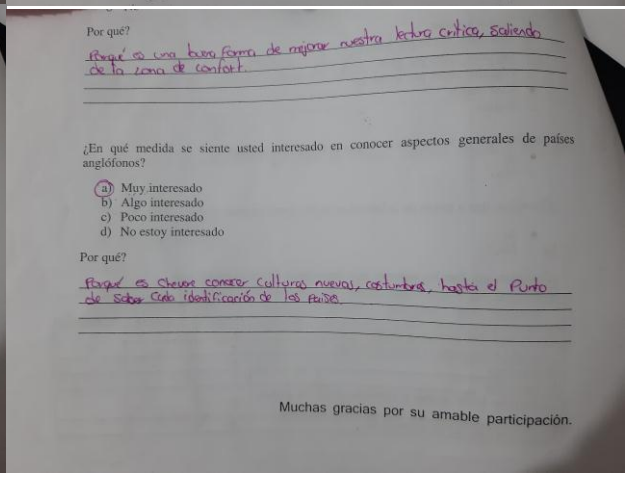
¿En qué medida se siente usted interesado en conocer aspectos generales de países anglófonos?

- Muy interesado
- b) Algo interesado
- c) Poco interesado
- d) No estoy interesado

Por qué?

Porque voy aprender cosas nuevas que me van a servir puedo conocer nuevos paises ademas aprender otro idioma entre muchas cosas mas.

Muchas gracias por su amable participación.



Por qué?

Porqué es una buena forma de mejorar nuestra lectura critica, saliendo de la zona de confort.

¿En qué medida se siente usted interesado en conocer aspectos generales de países anglófonos?

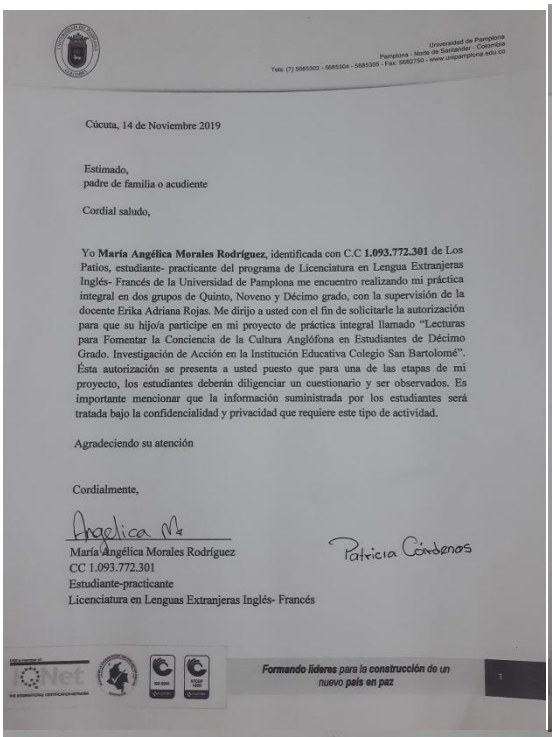
- a) Muy interesado
- b) Algo interesado
- c) Poco interesado
- d) No estoy interesado

Por qué?

Porqué es chevere conocer culturas nuevas, costumbres, hasta el punto de saber cada identificación de los paises.

Muchas gracias por su amable participación.

Annex 2Letters of permission to parent or legal guardian



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Cúcuta, 14 de Noviembre 2019

Estimado,
padre de familia o acudiente

Cordial saludo,

Yo **María Angélica Morales Rodríguez**, identificada con C.C **1.093.772.301** de Los Patios, estudiante- practicante del programa de Licenciatura en Lengua Extranjeras Inglés- Francés de la Universidad de Pamplona me encuentro realizando mi práctica integral en dos grupos de Quinto, Noveno y Décimo grado, con la supervisión de la docente Erika Adriana Rojas. Me dirijo a usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica integral llamado "Lecturas para Fomentar la Conciencia de la Cultura Anglófona en Estudiantes de Décimo Grado. Investigación de Acción en la Institución Educativa Colegio San Bartolomé". Ésta autorización se presenta a usted puesto que para una de las etapas de mi proyecto, los estudiantes deberán diligenciar un cuestionario y ser observados. Es importante mencionar que la información suministrada por los estudiantes será tratada bajo la confidencialidad y privacidad que requiere este tipo de actividad.

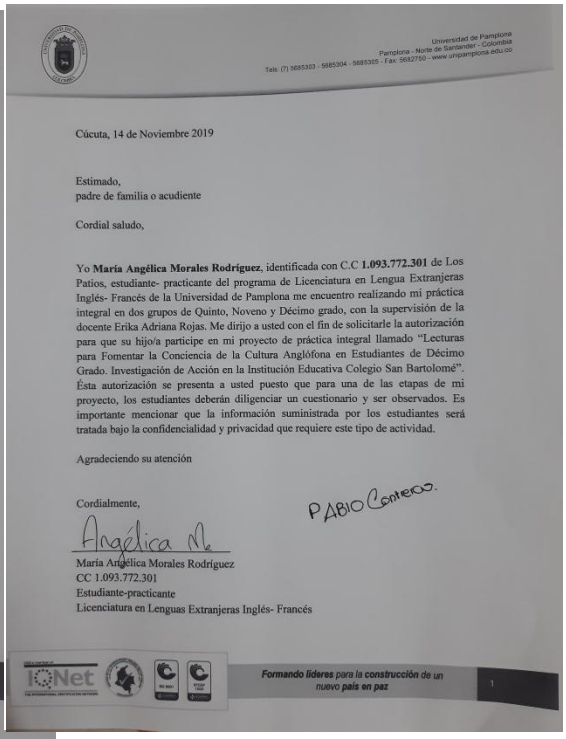
Agradeciendo su atención

Cordialmente,

Angelica M
María Angélica Morales Rodríguez
CC 1.093.772.301
Estudiante-practicante
Licenciatura en Lenguas Extranjeras Inglés- Francés

Patricia Cárdenas

Formando líderes para la construcción de un nuevo país en paz



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Agradeciendo su atención

Cordialmente,

PABIO Cantero.

Angélica M
María Angélica Morales Rodríguez
CC 1.093.772.301
Estudiante-practicante
Licenciatura en Lenguas Extranjeras Inglés- Francés

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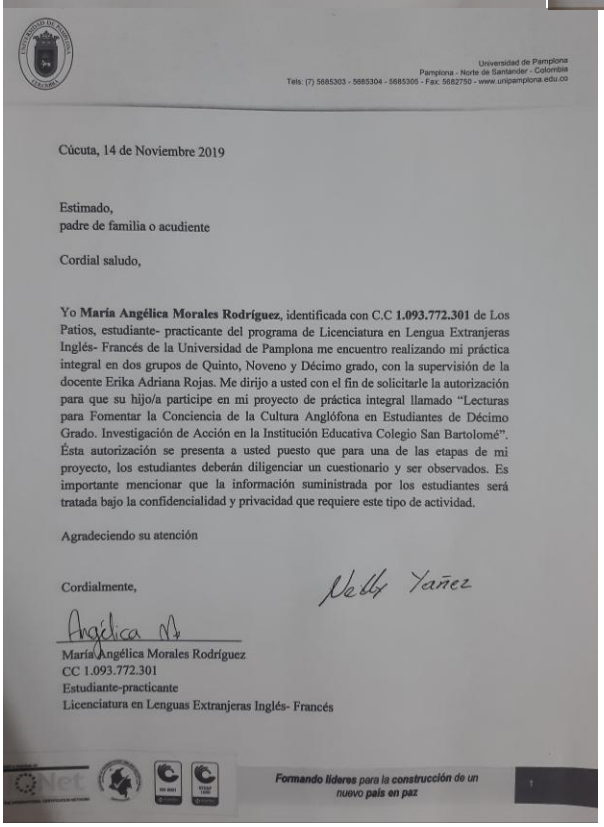

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Agradeciendo su atención

Cordialmente,

Nelly Yañez

Angélica M
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Formando líderes para la construcción de un nuevo país en paz

Annex 3 Narratives

María Angélica Morales Rodríguez – Colegio San Bartolomé, Cúcuta

Reflexión semana 1

Durante la primera semana de mi práctica integral en el Colegio San Bartolomé de Cúcuta, me sentí muy cómoda dentro de las aulas de clase. Sin embargo, a pesar de que la docente expresó que me enviaría por correo el diseño para el plan de clases, nunca lo recibí, por lo que tuve que hacer los planes de clase a último momento y a mi manera. Antes de llevar las clases a cabo, le entregué a mi supervisora el planeador de la semana, pero al momento de compartirselos, el diseño no fue de su agrado. Me explicó que el contenido estaba muy bien, pero que quería más estructuración del mismo, es decir, que presentara los planeadores de las próximas semanas a modo de tabla incluyendo el nombre y escudo de la institución y los objetivos generales. A partir de esto, empecé a usar como base el diseño de planeador que me facilitaron durante el curso de Didáctica.

Respecto al desarrollo de lo propuesto en los planeadores, debo iniciar diciendo que durante esta, mi primera semana de práctica, se llevaron a cabo las evaluaciones bimestrales, por lo que cada clase tenía una duración de cuarenta minutos. Hubo actitud de respeto de parte de cada estudiante, de mi supervisora, de todo el cuerpo docente y administrativo. Sin embargo, en algunas clases me quedaba corta de tiempo para las explicaciones de gramática. Esto principalmente porque me alargaba en algunas explicaciones de expresiones sin prestarle atención al tiempo que ya había destinado a cada actividad.

En lo que concierne a la aplicación de mi proyecto, hubo muy buen recibimiento de parte de la población seleccionada para el desarrollo del mismo. Lamenté no haber aplicado un cuestionario antes de iniciar el proyecto, aun así, los estudiantes me respondieron de manera positiva algunas preguntas generalizadas respecto a su conformidad con este proyecto.

María Angélica Morales Rodríguez – Colegio San Bartolomé, Cúcuta

Reflexión semana 2

Durante la segunda semana de mi práctica integral en el Colegio San Bartolomé, la cual tuvo lugar del 23 al 27 de septiembre, adopté algunas sugerencias de parte de mi supervisora para contribuir con la construcción de valores tales como la limpieza y el respeto entre los estudiantes. Es así como al principio de cada clase me cercioro de que el salón se encuentre libre de basura en el suelo, así como de la correcta organización de los pupitres. También, al tomar la lista de asistencia, le pido a cada estudiante que al escuchar su nombre diga "Here" y me muestre su diccionario de inglés. Esto para promover el uso de expresiones en la lengua extranjera y para que los estudiantes muestren responsabilidad aprontando los materiales necesarios para el buen desarrollo de la clase.

Durante esta semana implementé actividades didácticas tales como "el paquete chileno", "Bingo", "el teléfono roto", entre otras; y pude darme cuenta que los estudiantes muestran mejor desempeño en el idioma a través de las mismas, sin mencionar la motivación y la buena actitud que se puede apreciar durante el desarrollo de la clase. Así mismo, aprendí, a partir de una experiencia negativa, que los estudiantes no siempre llegan con los compromisos con los que se supone que se desarrollará la clase, es decir, aprendí a no planear clases basadas en actividades que los estudiantes deben traer de casa pues no siempre cumplen con su responsabilidad, por eso, debo tener un "plan b" a desarrollarse en clase. De la misma manera, aprendí que antes de pretender llevar a cabo una explicación haciendo uso de diapositivas, debo cerciorarme de que el proyector funcione y de que el cable HDMI del colegio sea compatible con el adaptador de mi computador portátil.

María Angélica Morales Rodríguez – Colegio San Bartolomé, Cúcuta

Reflexión semana 3

Durante la tercera semana de mi práctica integral en el Colegio San Bartolomé, la cual tuvo lugar del 30 de septiembre al 4 de octubre, me mantuve atenta a ser parte de todo aquello que me brindara la experiencia que la práctica integral me ofrece. Para empezar, es importante mencionar que hago parte activa de la formación que se hace dos veces a la semana en el patio del colegio para dar la bienvenida a una nueva semana académica, para orar y para dar información académica general. Al hacer parte de esto, aprendo que, como docente, debo llegar puntual al colegio y estar bien presentada para dar buen ejemplo a los estudiantes.

En lo que concierne a las clases de inglés, durante esta semana hubo muchos altibajos. Primero, aprendí que es necesario llevar un speaker con los decibeles adecuados para un aula de clase amplia, que recibe ruido de la calle, de los ventiladores y de los estudiantes habladores, esto, teniendo en cuenta que el colegio no cuenta con speakers incorporados al salón. En segundo lugar, esta semana el mal comportamiento de algunos estudiantes se generó a partir de la ausencia de mi supervisora en clase. Esta dispersión interrumpió el aprendizaje significativo de la totalidad del grupo.

Con respecto a las planeaciones de clase, considero que la implementación de las pausas activas es de gran ayuda sobre todo al inicio de la primera y de la última hora de la jornada. También aprendí que debo extender más el tiempo dedicado a cada actividad ya que por estar pendiente de pedir silencio y de calmar la indisciplina no alcanzo a hacer todas las actividades que propongo en los planeadores. También pude darme cuenta de que debo llevar más ejercicios de mecanización para el tema que explico, pues los ejercicios que implementé no fueron

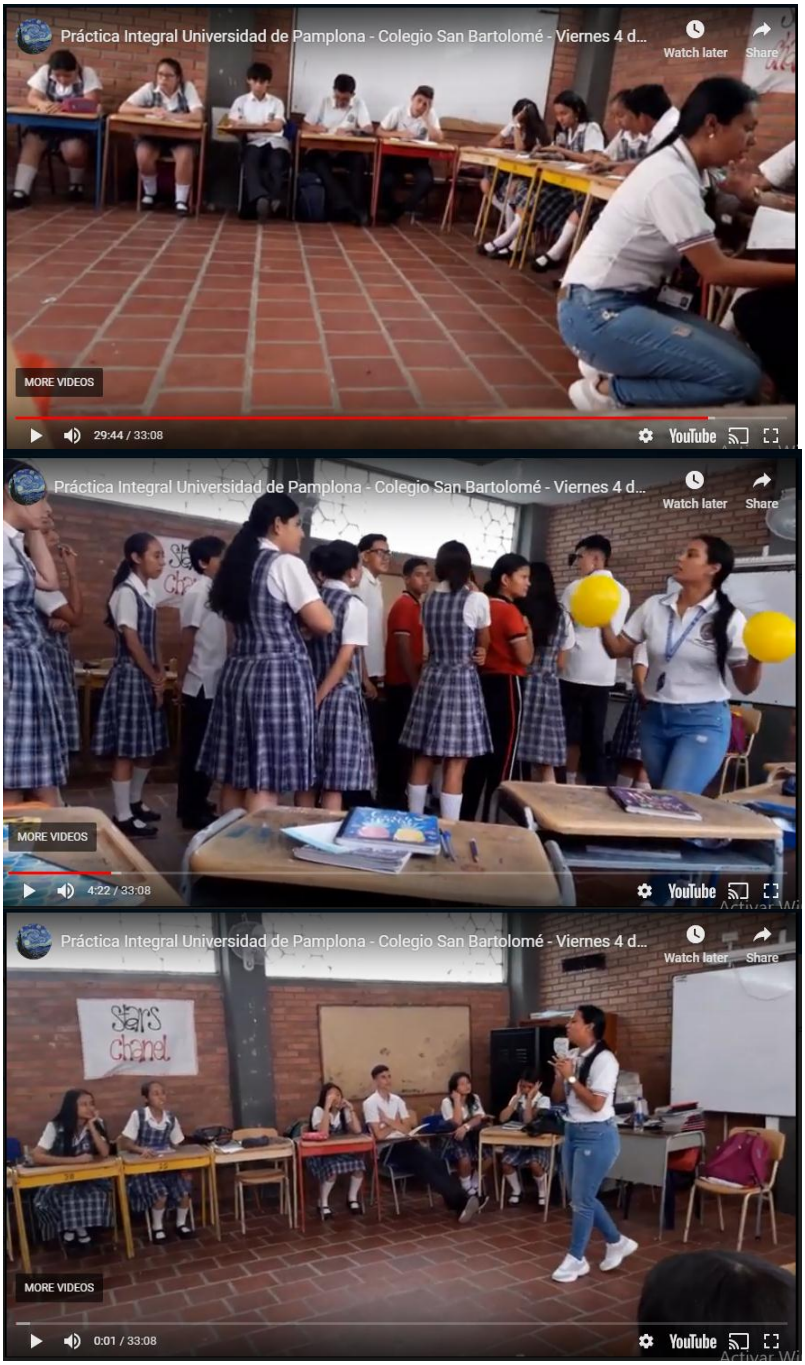
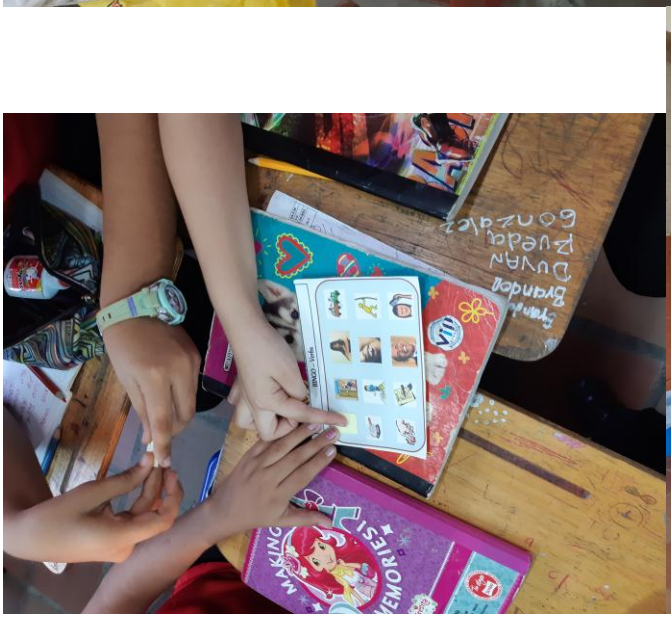
María Angélica Morales Rodríguez – Colegio San Bartolomé, Cúcuta

Reflexión semana 5

Durante la quinta semana de mi práctica integral en el Colegio San Bartolomé, la cual tuvo lugar del 21 al 25 de octubre, hice parte del PRAE (Programa ambiental educativo), el cual se trató de concientizar a los estudiantes respecto al reciclaje y el cuidado del planeta a través de una conferencia, también, fue necesario dedicar unas horas al aseo y embellecimiento de cada aula de clase donde se debía crear un punto ecológico con canecas hechas por los estudiantes.

Durante esta semana, aprendí que mi criterio para evaluar debe ser preciso y permanecer así sin importar las quejas de los estudiantes, con esto me refiero a un caso específico en el que les pedí a los estudiantes desarrollar una guía durante la semana de receso y durante la calificación de esta actividad pude descubrir un error constante y extrañamente igual en el trabajo de 5 estudiantes (tiempo pasado del verbo make, según esos 5 estudiantes era "mad"), y decidí colocarles 3.0 de nota por su trabajo. Solo una estudiantes no dudo en hacer el reclamo, con eso me di cuenta que ella había hecho su trabajo a conciencia y le había prestado su trabajo a cuatro estudiantes, quienes escribieron su mismo error. Ella me decía que le parecía injusto que le bajara a 3 por solo un error, y le dije que lo que me parecía injusto es que llegaran a copiar un trabajo después de haber tenido una semana de receso. Durante esta semana también aprendí a llevar a cabo toda mi jornada de clase sin la atención de mi supervisora puesto que se encontraba enferma y no le fue posible asistir durante toda la jornada de clase. Me dejó encargada de su clase de LOC (Lectura, ortografía y caligrafía) la cual estaba dirigida a los estudiantes de séptimo, así mismo de su clase de inglés para los estudiantes de once grado. Me sentí muy bien durante esta jornada, ya que tuve muy buen control de grupo y logré la comprensión de los estudiantes en todas las clases que asistí. En esta semana me di cuenta que la implementación de

Annex 4 Class Recording



Annex 5 Outreach Component