The implementation of culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach

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Practicum Stage

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APPROVAL NOTE

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Practicum Committee Signature

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Table of contents

List of figures

List of tables

Presentation

The project is divided into four chapters in which there are four components presented in the practicum process. The first one is the pedagogical component in which its proposal is to implement a methodology according to the issues and needs presented during the institutional observation in the assigned high school.

The second chapter is related to the Research Component, which focuses on the implementation of reflection as transformational tool in the pedagogical process in the practicum and to promote to the teacher-students the development of critical faculties during their practicum.

The third chapter is the Outreach Component in which the teacher-students attend the primary school necessities of the child population in Colombia concerning their English level and integrate the foreign languages learners to the reality of the English learning process in the primary school, this component is divided into two projects, the macro- project and the micro-one.

Finally, the Administrative Component which is related to the participation of the teacher-students as members of an educative institute; in this case at the Centro Educativo Rural San Miguel during the practicum process; being an active participant in the teacher community developing all the activities proposed in the high school.

Introduction

Nowadays, the education is the pillar of all society, according to United Nations Educational, Scientific and Cultural Organization (UNESCO) Education transforms lives and is at the heart of UNESCO's mission to build peace, eradicate poverty and drive sustainable development. It is the reason why education is essential in a community.

Regarding English education; according to British Council the English language is the world's first global language and it has become essential for work, study and travel. They are essential factors that people have to consider to learn English as a foreign language.

However, the current average of English level in Colombia is 48 percent in 2018 stated by Education First English Proficiency Index (EF EPI) having a low level concerning to the rest of the world who has a 53 percent. Concerning the English level at the school, the Department of National Education (MEN by its initials in Spanish) develop a program called Colombia Bilingüe in which its objective is to strengthen the teaching and learning process of English language during the primary and high school; although there has had an increasing of 4,75 percent learners who has a B1 level in 2017; the MEN has not achieved the goals indicated in this program (Colombia Aprende la Red de Conocimiento, 2018).

Finally, the institute Centro Rural Educativo San Miguel is located in a path near the municipality of Pamplona in which the learners have an efficient level, because they only have an English teacher one year ago; adding the difficult access of internet and communication, the high school students have the skills of A1 level user. For this reason, the researcher proposes the implementation of culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach and regarding the

four components stated in the presentation to increase the English level of CER San Miguel students.

Justification

This project is divided into four components in which it takes the model of an action research design. According to Mill (2011) (cited in Creswell, 2012) action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (p. 577). That is way, the author as a teacher-student will plan and execute classes in a high school at the same time that he is observing, analysing and conducting a project concerning the pedagogical, research, community outreach and administrative components with the objective to overcome his failures during his practicum process.

Related to the Practicum process, it takes place at a rural school in which the students present a deficiency not only in their English skills as foreign language but also the cultural aspects that represent an essential component in the learning process of a foreign language. However, the researcher takes the ninth-grade students as the sample of the pedagogical component; the third, fourth and fifth-grade students in the community outreach component; the learners from seventh grade to eleventh grade in the research one; and the institute scholar program and activities proposed by the institute in the administrative component.

Objectives

General objective

- The implementation of culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach.

Specific objectives

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

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

- To fulfil the needs in English training of the child population of the primary schools in Pamplona.

- To integrate the training in foreign languages of the bachelor program in foreign languages' students to the educative reality of the English teaching at the primary schools in Pamplona.

- To implement multimedia to enhance the learning of English in primary school from third to fifth students in the Centro Educativo Rural San Miguel.

- To participate in the administrative activities proposed by CER San Miguel.

<center>**Institutional observation**</center>

Topographical location

The principal headquarter of the institute Centro Educativo Rural San Miguel is located in Vereda Caimas at the settlement Laureano Gómez west of the urban area, it takes one hour and forty minutes in a bus from the municipality of Pamplona, Norte de Norte de Santander department. This institute has 13 headquarters, it represents some characteristics such as it is an official school, centered in formal education with mixed character and its educational modality is rural population.

Figure 1: Location, image generated by google maps.

Figure 2: Principal entry of CER San Miguel, main headquarter.

Identification of the educational authorities

The principal of CER San Miguel is Mister Danilson Albeiro Jaimes Parada; there are only 25 teachers, 286 learners and 166 tutors. Concerning the school board there are a principal, two representatives of teachers, two representatives of tutors, a representative of the students in eleventh grade, a representative of the alumni, and a representative of the productive sector.

Identification of the fundamental aspects of the institutional educational project

Firstly, this institution has 13 headquarters, San Miguel is the main headquarters and three of them are not working due to lack of coverage. In CER San Miguel there is an inclusion policy; in addition, the institute contemplates in its curriculum the teaching of a second language from pre-school to eleventh grade. In the CER San Miguel, the research has been taken as a basis in productive pedagogical projects. Through these projects, research has been involved as a pedagogical element supported by the use of ICTs. The institute has technological resources such as Tablets, computers, printer (in some of the headquarters), and video beam.

In relation to the analysis of the internal tests in the CER San Miguel, a bimonthly analysis of the students' results is carried out by the academic council; and according to this analysis, some recovery activities are designed and implemented to the learners; finally, the parents are informed of their students' situation. In the same way, the analysis of external tests is done concerning the results of the tests called pruebas saber on 3rd grade, 5th grade, 9th grade, and 11th grade. The results are compared with the previous years and the trend is established in each one of the areas.

Related to the promotion and repetition of the students within the CER San Miguel, it is done in accordance with the Institutional Evaluation System, it is adjusted in accordance with Decree 1290 and the recommendations of the MEN. At the San Miguel and Cimitarigua

headquarters, the educational service is from kindergarten to eleventh grade; therefore, the academic responsibility is distributed according to the profile of each teacher, however, there are not some profiles such as: English, physical education, productive projects among others. In the other headquarters, the teachers develop all the areas because it is the new school model.

Mission

To train integrated people, through educational programs, that privilege meaningful learning, with the use of ICTs, taking into account the inclusion criteria, in such a way that the change is made possible for the improvement of life quality in the rural sector.

Vision

The Centro Educativo Rural San Miguel, by the year 2025, will be recognized at the municipal and departmental levels, as a rural educational institute permanently committed to the excellence as a result of the explicit criteria in its mission and its institutional educational project.

Institutional principles

The CER San Miguel takes up the principles of Colombian Education enshrined in the Political Constitution of 1991, to be developed comprehensively in the administrative, pedagogical and community processes. The educational process responds to the learner and community needs, it is oriented towards its integral formation.

Important aspects of handbook

Handbook is defined as the set of values, principles, rights and duties that regulate the behavior of the educational community of the CER San Miguel. The norms are mechanisms for school organization and become the tool of action for the development, promotion and defense of the students and other members' rights and duties of the educational community. The following

principles are taken into account in the handbook:

Regulators

The criteria of duties and rights that determine the relationships between people in the CER San Miguel, are established according to the current regulations.

Procedural

The organizations in charge of complying or enforce the regulator principles, such as dialogue, participation, search and research.

Pedagogics

The pedagogical principles established in the handbook of the CER San Miguel, seek to strengthen the processes of people's moral development through the pact of coexistence.

Physical plant distribution

The San Miguel Rural Education Center has policies for the use of physical resources such as: library, computer room, sport scenes, classrooms, bathrooms, audiovisual media and school restaurant.

Figure 3: CER San Miguel bathrooms

Figure 4: CER San Miguel library

Figure 5: CER San Miguel scenes sports

Figure 6: CER San Miguel bathrooms

Figure 7: CER San Miguel classrooms

Institutional organigram

By organigram is understood the figure that shows the main functions of organizations and the authority of the institute; they are reflected in this organigram, it is designed in a circular way, showing that in the center location is the student and around it, there are the other organizations and authority.

Figure 8: Institutional organigram

School calendar of the institution

The school calendar of the CER San Miguel is prepared taking into account the current regulations.

Table 1: School calendar

School calendar	
First term	From 21 January to 29th -March (10 weeks)
Second term	From 1st -April to 14th June (10 weeks)
Third term	From 8th -July to 13th- September (10 weeks)
Fourth term	From 16th - September to 29th November (10 weeks)

Supervisor Schedule

Table 2: Supervisor schedule

Viviana Katherine Rueda Carrillo				
Monday	Tuesday	Wednesday	Thursday	Friday
English 8	English 11	Computer class 9	English 7	Computer class 7
English 8	English 11	Computer class 9	English 7	Computer class 7
English 6	Project 6	Computer class 8	English 9	Computer class 10
English10	Project 6	Computer class 8	English 6	English 8
English10	English 9	Computer class 10	English 6	Computer class 6
English 7	English 9	Computer class 11	Computer class 11	Computer class 6

Teacher-student Schedule

Table 3: Teacher-student schedule

Ricardo Antonio Aguirre Contreras				
Monday	Tuesday	Wednesday	Thursday	Friday
English 8	English 11	English 3, 4 and 5	English 7	
English 8	English 11	English 3, 4 and 5	English 7	
		English 3, 4 and 5	English 9	
English 10		English kindergarten, 1 and 2		
English 10	English 9			
English 7	English 9			

Pedagogical aspects observed

From 29th April to 3th May, the teacher-student observed and analysed some aspects about the learning process of a foreign language in the CER San Miguel.

The supervisor had all plans of all the English classes; in the plans format she made the description of each activity in all courses (appendix 1). She followed the guidelines and descriptors stated by the Common European Framework of Reference for Languages according to the students' level. The supervisor used the computer classroom in all sessions with the objective to project the activities or the explanation of the topics.

She made many activities in which they were projected and the students had to write them down in their notebooks and solving them. However, the teacher provided to the learners some worksheets to make the same activity projected in the board, in some cases. Some activities consisted on add or delete –s or –es to some nouns to practice about the pluralization rules, the students had the worksheet and they only had to complete it. Another aspect to add is the quantity of activities, the teacher proposed three activities in a class including the explanation of the topic because the time in that institute is valuable.

She always kept the silence and order in the classroom and the students usually understood the teacher's instructions. Taking into account the use of English language, the teacher tried to use 50% of the English language in the classroom because the learners were adopting this new process; due to it is the first time that the CER San Miguel had an English teacher.

With respect to the support material, the institute did not work any method or guide that helped students in their learning process in English as a foreign language; the only support material they received was the one that the teacher brought to the class.

With regard to the classroom, the classes were developing in the computer classroom because in this way, she could use the projector and use visual images that are very helpful for

the learners. The classroom was suitable for learning and each student was assigned a table and a chair; however, they were not computers in the classroom and there was not internet access. Then, the teacher had to prepare all the material at home and bring it into the class.

Finally, the first and last school block of each day had forty minutes or less because the school bus arrived with all the students and teachers at 7: 30 AM and in the last block, the restaurant service was opened at 1: 15 PM, so the learners were called by an assigned teacher to have the lunch and prepare to return to their houses in the bus at 1:30 PM. This aspect was remarkable because at this time, the students stopped to do their scholar activities and the teacher had to propose the rest of activities as pieces of homework.

1. Chapter 1: Pedagogical component

The implementation of culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach.

1.1 Introduction

Nowadays, the world is available to everyone, people can travel to any country and can talk with any person in the planet. Because of this, the societies are become intercultural; thus, they are integrating new foreign languages in their communities (Barón,2014). These factors proposed by the author are essential to people who search a reason why to learn another language.

In the sense of learning a foreign language, the Colombia government tried to provide to the educative institutes a program which attempts to reach an efficient English level among students with a B1 level when they finalized their scholar process. Nevertheless, this goal is not

achieved, it proves how important is to MEN that learners acquire an intermediate and a high level with the objective to be competitive in front of the world.

Concerning the institute Centro Rural Educativo San Miguel who is located in a path near the municipality of Pamplona, it presents how this process to become Colombia in a bilingual country is working by implementing an English teacher in 2018 with the objective to improve the English level of students in the countryside.

Thus, the researcher proposes to work with ninth-grade students of CER San Miguel in order to analyse the implementation of culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach.

1.2 Justification

Actually, to learn a foreign language as English is fundamental for people who look for other perspectives of the world; however, it seems that in Latin-American countries as Colombia, it is complicated to achieve that goal; because only 48 % population have a level in English during 2018 meaning that Colombia presents a low efficiency in this area according to EF EPI.

In other countries like Spain, the lack of motivation to learn a foreign language among students is increasing over time, this could be due to an inadequate methodology used to learn foreign languages, meaning a traditional method in which is based on four languages skills downplaying other aspects (Baròn, 2014, p,4). For that reason, it is dispensable to find new methods which include different components to learn a language.

In this way, the researcher proposes to implement culture as a key component for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel. The main purpose of implementing this project is to generate some benefits to the learners; hence, they could increase their awareness about culture and at the same time, they would improve their English level by doing several activities concerning cultural aspects.

The student-teacher aims to maximize the use of culture in their English classes, stating that language and culture are closely related and interactive. As the same way that Kuo and Lai (2006) affirm that cultural learning helps us to discover that there are a multitude of ways of viewing the world. Understanding the relationship between culture and linguistics will help us to develop instructional strategies and pedagogies for teaching second languages.

1.3 Problem

In the actual globalized world, migration and immigration there has been a growing recognition for the need for an intercultural focus in language education (Kramer, Nugent, 2014, p.1). Moreover, research on intercultural competence underscores the importance of preparing

students to engage and collaborate in a global society by discovering appropriate ways to interact with people from other cultures (Sinecrope, Norris, and Watanabe, 2012).

Contextualizing the previous issue to the institute CER San Miguel, on one hand, this high school is located in a place where not only the access of internet is complicated but also the communication access is almost inaccessible making difficult the input of culture. One the other hand, the students only have the opportunity to be with an English teacher for one year ago, therefore, they do not make oral and written productions or they rarely comprehend in an oral or written way; having the descriptors of an A1 level user instead of a B1 level according to the MEN.

Other issues analysed during the observation process was the demotivation to learn English as a foreign language and the lack of incorporate different elements for learning a foreign language; for that reason, the student-practitioner suggest the implementation of culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach in order to solve the issues presented in the high school.

1.4. Objectives

1.4.1 General objective

- To implement culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach.

1.4.2 Specific objectives

- To recognize the perception of ninth-grade students at the Centro Educativo Rural San Miguel about culture.

- To increase the level of the four language skills of students by implementing culture in the classes of ninth grade students at the Centro Educativo Rural San Miguel.

- To influence the ninth-grade students in their learning process by using culture as a tool in the developing of the four basic skills of a foreign language.

1.5 Theoretical framework

The project entitled "Culture as a means to increase the linguistic skills among ninth-grade students at the Centro Educativo Rural San Miguel: task-based learning and project-based learning approaches" presents some terms that have to be analysed and clarified to better understand their concept; those terms are: culture, intercultural competence, the four language skills, and Task-Based learning

1.5.1 Culture

Culture may be defined as a 'social heredity' transmitted from one generation to another generation with the accumulation of individual experiences, or a mode of activities differentiating people of one society from another society (Ali, Kazemian and Hussain, 2015, p.3)

1.5.2 Intercultural competence

intercultural competence in terms of understanding worldviews of others and being able to effectively communicate and interact with people from other cultures (Odağ, Wallin, and Kedzior, 2015, p.19).

1.5.3 The four language skills

Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, Writing. These four language skills are sometimes called the "macro-skills".

This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling. The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message (Aydogan, 2014, 673).

1.5.4 Task-based learning

Task-based learning (TBL) is a way of teaching in which the teacher gives learners meaningful tasks to do (Todd, 2016, p.18). Bilsborough (2013) reported that TBL consists of three stages: the pre-task that is the introduction of the topic, task that concerns the student's performance and the use of the language and post-task related to the reflection on the language needs.

1.6 Literature review

This project entitled "the implementation of culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach" is based on some studies in which give other perspectives about culture in the learning process of a foreign language.

The culture in an educative context is closely connected with language; according to Barón (2014) states:

the foreign language management is based on several factors. In first place, to know the skills: listening, speaking, reading and writing; and in second place, to have an awareness of cultural factors and historical language facts. This last factor is primordial for the first one because the cultural and historical awareness of a language is too necessary for recognizing the formation, evolution and setting of the actual language (p.13).

Another aspect is that in language learning, culture plays a critical role because language makes the communication possible, allowing members of a society to engage in social and interactive activities that help them be as an active participant within the academic society (Pourkalhor and Esfandiari,2017, p.24). Moreover, when language skills and intercultural competence become linked in a language classroom, students become optimally prepared for participation in a global world (Kramer and Nugent, 2014, p.3).

Taking into account that culture is an essential aspect in the foreign language learning process, it is not applied during educational sessions. Ali, Kazemian and Hussain (2015) indicates:

There are some problems faced by the learners in communicating language in context. A number of language instructed programmes focus on the development of skills, i.e. (listening, speaking, reading, and writing) but the teaching of cultural context has not been introduced in any of the language learning programmes (p.3).

In order to solve the previous issue, Doganay and Maksut (2013) propose teaching and learning a foreign language through culture-based activities which it is one of the most effective and interesting ways for presenting, practicing and improving the learner's communicative competence (p.738).

In this way, this project aims to implement some cultural-based activities in order to make a link between language and culture in the foreign language learning process; having culture as a key component during the process.

1.7 Methodology

1.7.1 Pedagogical methodology

1.7.1.1 Pedagogical approach

This project was based on the Task-Based Learning approach (TBL) in order to implement culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel and overcoming all needs among the ninth-grade students.

Considering the definition of TBL, according to Todd (2016) Task-Based learning is a way of teaching in which the teacher gives learners meaningful tasks to do" (p.18). Continuing with this approach, Bilsborough (2013) reported that TBL consists of three stages: the pre-task (the introduction of the topic), task (the student's performance and the use of the language) and post-task (reflection on the language needs).

1.7.1.2 Thematic

The research was based on culture of other countries and other cultural aspects in order to make a relation between the foreign language that they were learning and the lesson topics in which it could serve like a motivator to learn English; however, the student-teacher followed a didactic unit proposed by Barón in her thesis entitled "the culture in English learning" in 2014 in which there are some cultural aspects such as geography of some English countries, some typical food, common sports, festivities like Christmas. By implementing this didactic unit, the researcher analysed how was the increasement in the ninth-grade learners in their English level in the four language skills (written and oral production and written and oral comprehension).

1.7.1.3 Didactic unit

The didactic unit proposed by Barón in 2014 was divided into seven sessions in which the English culture and their cultural aspect were immersed. However, five sessions were

developed during the practicum stage because of the time that the institute allowed to implement this project on Thursdays, four sessions were ordinaries and the final one was the evaluation of the project. In this sense, the researcher focused on the needs of population.

The cultural aspects presented were geography of the United Kingdom countries such as Wales, England, Northern Ireland, Scotland and Canada with some cultural aspect like typical food, common sports, transports, and famous places. The project was developed in ninth-grade with a population of 13 students and the sample was four students of this course who received a letter to their parents in order to have their consent. During the first session, the teacher presented the cultural aspects of those countries using English the 90% of the class, I asked some questions in order to verify if the students understood the topic (appendix 2).

The session 2 and 3 the students had to work with some cards in which they had to draw and write some relevant information about a country, the group was divided into 5 and finally, they had to present the whole information orally by answering the following questions: what is your country? What is the main sport of your country? How many floors does your country have? And what do you like of your country? (Appendix 3 and 4).

Concerning the production tasks, the students made an exam, a presentation and a card about cultural aspects of the five countries presented during the sessions (appendix 5 and 6); I considered they were motivated by the time the project was implemented on each Thursday in one class hour. However, talking the 90% of English was difficult related to they did not know how to answer; for that reason, I proposed a list of commands like I have a question, I don´t understand, and can you repeat teacher in order to have a class more dynamic.

In the fourth session, I explained the Christmas festivity by projecting some slides with some information about this festivity, I check if the student understood by implementing an exam (appendix 7). In the final session, I proposed the final exam in which there were the information of all previous lessons (Appendix 8).

1.7.1.4 Didactic unit chronogram

Table 4: Didactic unit chronogram

Didactic unit	May	June	July	August
Session 1: 16th May	▆			
Session 2: 23rd and 30th May	▆			
Session 3: 6th June		▆		
Session 4: 13th June			▆	
Session 5: 25th July			▆	

1.7.2 Research methodology

1.7.2.1 Approach

The qualitative research method involves the use of qualitative data, such as interviews, documents and observation, in order to understand and explain a social phenomenon…Qualitative research methods originated from social sciences to enable researchers to study social and cultural oriented phenomena (Perumal, 2014, p.105).

According to Perumas (2014) action research is a qualitative approach; hence the gather information and the instruments will be qualitative types.

1.7.2.2 Design

The design that the researcher conducted was an action research designs; Mills (2011) in Creswell (2012) affirms that:

this design is related to systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyse data, and implement changes based on their findings. In some cases, researchers address a local, practical problem, such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination (p.577).

1.7.2.3 Questions

1.7.2.3.1 General question

- How did the teacher implement culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel by using Task-Based Learning approach?

1.7.2.3.2 Specific questions

- What was the perception of ninth-grade students at the Centro Educativo Rural San Miguel about culture?

- How did the teacher use culture during the classes of ninth grade at the Centro Educativo Rural San Miguel?

- How did culture influence in the learning process among the ninth-grade students in the developing of the four basic skills of a foreign language?

1.7.2.4 Population

The target population in which the research conducted the study was the ninth-grade students at the Centro Educativo Rural San Miguel located in the Caimas path, in the municipality of Pamplona, in Norte de Santander, Colombia.

This population had English on Tuesday in the fifth and sixth block and on Thursday in the third block of the scholar schedule with three hours per week. In this classroom, there were seven girls and six boys making a mixed population.

1.7.2.5 Sample

This was the part of population that observed and analysed, the researcher chose randomly four to fourteen students from ninth-grade who took part of the research with the objective to analyse their process carefully and gathering data from them. The four students were a mixed population in order to have an equal proportion of population to gather data during the analysis.

1.7.2.6 Instruments

The instruments that the research conducted were: non participant observation, participative observation, narrative, interviews, and students' productions; these instruments served to get the triangulation process giving the opportunity to the researcher to have data saturation.

1.7.2.6.1 Non-participant observation

In this instrument the researcher does not live as a member of the subjects of the study. The researcher watches the subjects of his or her study, with their knowledge of his status as a researcher, but without taking an active part in the situation under study (appendix 9). This approach is sometimes criticized on the grounds that the very fact of their being observed may lead people to behave indifferently, thus invalidating the data obtained (Annum, 2018, p.5).

1.7.2.6.2 Participant observation

In this type of observation, the researcher lives as a member of the subjects of the study while observing and keeping notes of the attributes of the subject that is being researched so that he can directly experience, the phenomenon being studied. Even though he is seen by the subjects of the study, he conceals his real identity as a researcher (appendix 10). By this approach the researcher gets firsthand experience with informants. This is the type of observation which deals with covert investigation for which information may be sensitive and informants may feel uncomfortable to disclose (Annum, 2018, p.4).

1.7.2.6.3 Narratives

This instrument enables us to obtain long interventions from the participants. The narratives tend to be explanations of past events as researchers ask the participants to look back on their personal life and remember special moments (Canals,2017, p.397) (appendix 11).

1.7.2.6.4 Interviews

Interviews can be conducted in the classroom by the students themselves, and at the same time can be used as research and educational material for subsequent tasks. These interviews can be structured or semi-structured. The former follows a very specific

pattern in which the questions posed to participants are exactly the same, or where the interview conditions are the same to minimize differences between interviews, which will make them comparable (appendix 12). This type of interview can also provide quantitative data, or data that can be better quantified (Canals,2017, p.397).

1.7.2.6.5 Production task

This instrument is usually used in research related with education purpose. It can be time consuming and you may use it for diagnostic purposes to see the beginning, developing and ending of a phenomenon. These tools are simply an exam to evaluate knowledge. It can be a written, oral, or a reading or listening comprehension test or any other type of exam you might consider appropriate for your research purposes (Trigueros, 2017, p.13).

The production tasks that the researcher analysed were all the production made by the sample during the sessions such as an exam and a card.

1.7.2.7 Instruments schedule

Table 5: Instruments schedule

Instruments	May				June				July			
Non-participant observation	█											
Participant observation			█		█							█
Narratives			█	█	█					█	█	█
Interviews											█	
Production task					█					█		█

1.7.2.8 Ethical considerations

Ethical considerations are an essential factor that involve research; according to Fouka and Mantzorou (2011) research ethics is important in our daily life research endeavours and

requires that researchers should protect the dignity of their subjects and publish well the information that is researched (p.1).

> A researcher must be cautious in revealing his or her research findings if they may impede the good working relations of his or her sponsor. This is evident if the information focuses on the policies of the organization and could reveal sensitive matters of the people or organization (Akaranga and Makau, 2016, p.3).

For that reason, the researcher followed some aspects stated by Akaranga and Makau in the study entitle Ethical Considerations and their Applications to Research: A Case of the University of Nairobi conducted in 2016. Plagiarism, fabrication and falsification or fraud, there are some terms that researcher did not assume during the research process having real data and information about the project and information and authors properly referenced and cited.

Anonymity, confidentiality and privacy are three characteristics that the population observed possess, meaning that all the information is to gather date without determine the source of it. Finally, the Vulnerable groups or special populations; Muganda, 2003 in Akaranga and Makau (2016) states:

> While conducting research, it is possible to involve populations which are disadvantaged or vulnerable such as children, poor or sick people. If this is done, then the researcher must obtain due consent from their parents or guardians so as to involve them in the investigations (p.7).

For that reason, the researcher made an informed consent, meaning a letter in order to inform the parents or guardians that learners were observed, recorded and analysed with educative purposes (appendix 15).

1.7.2.9 Analysis

Related to data analysis, the researcher followed the guidelines of the typological analysis making the categorization of hypothesis and codes an important aspect in which could provide a substantial product of the analysis of data. It is important to consider the type of data; in this case, it is qualitative. According to Hatch (2002), it consists of dividing the overall data set into groups or categories based on predetermined typologies that are generated from a theory, common sense, and/or research objectives.

The researcher made the triangulation of the instruments in which he analysed each instrument finding some results according to the implementation culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach.

In the non-participant observation, it was observable how the classes were emphasized on grammar topics like pluralization or translate texts about vocabulary such as the environment, the culture of other countries was not involved during the classes; even though, the students paid attention to the teacher and made all the exercises, it seemed they were not motivated at all (appendix 9).

During the participant observation, I could notice that with all the courses that I had to continue with the methodology that they were accustomed to doing, the students made all the activities and tried to participate when I demanded without motivation; however with the students of ninth grade, they were amused every day that I had to develop the project; because they used to listen to the teacher talking in English and they had the opportunity to talk in the target language too; in addition, they enjoyed to learn cultural aspects about other countries like

wales, England, northern Ireland, Scottish and Canada or about festivities like Christmas (appendix 10).

With the ninth-grader students, every activity that I proposed to them was successfully, they did it with motivation and they paid attention all the sessions while I was talking in English. Some activities that I proposed were watching videos about Christmas, listening to music of those countries, watching some images about the United Kingdom countries, presenting with a card some cultural aspects about the United Kingdom countries and more. The only thing that I had to overcome was the participation by using English, then I had to implement some commands like I have a question, I don´t understand, and can you repeat teacher? in order to make the classes more fluid (appendix 11).

The participants affirmed that culture is the ensemble of customs and beliefs about one or more countries. They stated that culture was important to learn a foreign language because it helped as a support to have a significative learning; however, they emphasised that the teachers did not used culture as a tool to learn English even though teachers know about some cultural aspects that could serve during the classes. The participants were motivated with the use of culture as a tool, they enjoyed those classes instead of the traditional method used in the previous academic periods; in addition, they expressed that they could learn new knowledge about other countries by using other skills like speaking, and writing with the implementation of this project (appendix 14).

With the productions that the students made during the sessions it was observable their motivation taking into account they were not interested to learn English and their low level of the language. For that reason, the researcher tried to work with the four basic skills by implementing tasks based on the culture of the United Kingdom countries with activities they like to do such as

draw, talk, colour, make word searches, watching videos, to present their own cards, and listen to music (appendix 13).

1.8 Findings

According to the analysis of each instrument used during the practicum process, the researcher made the triangulation of each instruments (appendix 14). By using this method, he could observe three important categories for this study, they were: the perception of students about culture, the use of culture in the classes, and the influence of culture in the learning process.

1.8.1 The perception of students about culture

According to this category, the participants affirmed in the interviews that culture is the ensemble of customs and beliefs about one or more countries, linking with the definition that Ali, Kazemian and Hussain propose in 2015, they stated that culture may be defined as a 'social heredity' transmitted from one generation to another generation; however, the participants also stated in the interviews that culture is an important tool and a magnificent opportunity to learn new aspects that are important for them such as sports, transports, music, food, and some current festivities like Christmas.

Thanks to the participant observation and narratives, it was observable how the cultural aspects seen during the sessions, made an increasement of students' motivation, the ninth-grade students were enthusiastic to learn more about other countries. Doganay and Maksut (2013) affirmed teaching and learning a foreign language through culture-based activities which it is one of the most effective and interesting ways for presenting, practicing and improving the learner's communicative competence (p.738).

1.8.2 The use of culture in the classes

Taking into account the non-participant observation, and the interviews, I could observe how the traditional method was the basis of the English classes. The students stated in the interviews that they did not feel motivation to make the English activities; moreover, the participants stated that the teachers did not used culture as a tool to learn English; following the statement of Ali, Kazemian and Hussain in 2015 that culture is an essential aspect in the foreign language learning process, but it is not applied during educational sessions.

Nevertheless, the hour that I assigned to implement the project with the ninth-grade students, I could analyse the positive results of implement culture as a tool of learning process of the English language. Thanks to the participant observation, I observed how the students were amused with the implementation of the project because they could make other activities and learn other things that in the normal classes were not possible; intercultural competence in terms of understanding worldviews of others and being able to effectively communicate and interact with people from other cultures (Odağ, Wallin, and Kedzior, 2015, p.19). Some activities were to listen to the teacher talking in English, to talk in the target language giving opinions about a cultural aspect, to watch videos in English, to listen to music, and to draw in cards about a country like wales, England, Northern Ireland, Scottish and Canada or about festivities like Christmas. it was observable how they were motivated doing those activities.

1.8.3 The influence of culture in the learning process

The third category was the influence of culture in the learning process. Taking into account the interviews developed to the participants; they stated that culture was important to learn English because this tool helped them as a support to have a significative learning about some knowledge about cultural aspects of the United Kingdom countries or festivities; in

addition, the participants were motivated with the use of culture, because, they enjoyed those classes instead of the traditional ones, they expressed that they could learn new knowledge about other countries by using other skills like speaking, and writing with the implementation of this project.

The culture in an educative context is closely connected with language; according to Barón in 2014.Taking into account this statement, I could state that the influence of culture in the learning process has positive results for those students who do not find any interested of learn English; moreover, the students were motivated to learn about other cultures by using English and the four basic skills for the implementations.

1.9 Conclusions

In the pedagogical component, the researcher applied fifth sessions in which he followed the didactic unit proposed by Barón in her thesis entitled "the culture in English learning" in 2014. The cultural aspects presented were the geography of the United Kingdom countries and Canada some typical food, common sports, transports, and famous places. The project was developed in ninth-grade with a population of thirteen students and the sample of four students who received a letter to their parents in order to have their consent. During the sessions, the students could work the fourth basic skills: writing, reading, listening, and speaking by implementing videos, word search, songs, images, and texts.

By implementing this project, I analysed three categories presented in this study, they were: the perception of students about culture, the use of culture in the classes, and the influence of culture in the learning process. These categories created a new perspective of how important

was the influence of culture in the English classes in an elementary school as CER San Miguel and how the students saw the culture as a tool in the learning process of the foreign language.

I analysed how the learners improve their four basic skills in English, how they were motivated to learn about other culture by using the foreign language in the different activities proposed by the teacher. The research stated that the students can learn easier English by using an interesting topic for them as culture than in the traditional classes in which they practiced the grammar structures of phrases and how to traduce a text.

1.10 Recommendations

As recommendation for further research, it is important to consider an interesting topic as culture as a meaningful tool to learn English taking advantage that the students see culture as an attractive topic and it works to increase their motivation, increase their level of the foreign language by improving the fourth-basic skills, and this tool allows to be part of a globalized world. Additionally, culture presents an increasement of students' level in English as a foreign language for the purpose of accomplishing the goals that MEN proposed for the students in each grade in the academic cycle; for that reason the increasement of the students' level in the four basic skills of language is an important issue that have to be solve; and the implementation of other activities as tests in each class in order to check the comprehension of each topic.

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<center>**2. Chapter II: Research component**</center>

The formation of reflexive spirit in the practitioners of PLEX, formation tool to quantify the pedagogy practicum. Conducted by Laura Torres, Myriam Gómez, and Lucy Durán.

2.1 Introduction

The pedagogical practices of the Student-teachers are defined as one of the focuses of interest and of updating to study and to document the improvement of the teaching-learning processes in order to qualify education.

Even though, there is a clear interest in the evident need to understand and transform the pedagogical practice, it is also true that a large part of local studies focuses on the problem of learning rather than teaching.

It is considered appropriate to formulate a project that establishes a reflexive approach focus on the practicum process as a way to objectifying knowledge, behaviours, and attitudes to guide the teaching profession. In addition, as an internalization, and immersion exercise and a conscious exploration upon the own teaching subjectivity through the formulation of questions and search of information for the solution of problems and for the self-recognition.

2.2 Justification

The formulation of this project in the context of the Integral practicum of Language Students, it is part of the professional conception of the practicum as a cutting edge for improving the educative processes in the institutes where the PRADO is carried out. 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 teaching profession, the own performances and to care about

the knowledge of models and approaches to attend a problematic situation and to establish an analytical look on the fact

In accordance with what the philosopher of education Jhon Dewey stated, forerunner in the field of reflective thought applied to teaching, it is justified the need for this project to provide students with tools for analysis and self-observation that allow them to distinguish between routine action and reflective action. It is considered that a reflective approach protects the agents of the traditional context of inertia, and authority that the school have.

2.3 Problem

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

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

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

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

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

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

2.4 Objectives

2.4.1 General Objective

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

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

2.4.2 Specific Objectives

- To consolidate a group of teachers-practitioners with a critical spirit who reflects and presents proposals and alternative solutions to problems presented in their pedagogical practice.

- To socialize criteria, share ideas and guidelines to assume their pedagogical practice and insert themselves effectively in the institution.

- To identify and to analyse the strategies that the student uses in his / her pedagogical practice.

- To implement workshops for reflection and development of didactic units that guide the reflection of Students-Practitioners.

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

2.5 Theoretical Framework

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

2.5.1 Teaching profession

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

Teaching demands the development of some skills that currently constitute a conceptualization and a way to operate in the planning and management of human resources regarding to facilitate a link between management, work and education. So that, each teacher has to meet all the teaching competences that will allow him/her to dominate the set of knowledge and capacities on the target area. Since, the first intellectual requirement of an expert is the level on which he/she develop his/her activity. Similarly, each teacher has to possess some competences dealing with the organization of content. It means, the pedagogical practice demands to not only organize the content for being learned by the students but also provide

teaching conditions inside or outside the educational context. The most important function that a teacher has to develop is to design and provide teaching practice.

2.5.2 Reflection

Talking about reflection, it implies to address different conceptions about this notion. That is the reason why aspects such as reflection as a process and reflection as a theme will be considered to deepen in their definitions (Correa Molina et al, 2010).

2.5.2.1 Reflection as a process.

Reflection is developed through out a set of stages resulting in a cyclical process. According to Shön (1983) cited by Correa Molina et al (2010) reflect on the experience implies "a type of reflective dialogue with a situation in which the language favour the access of the individual' experiences that allows to extract a new organization of the situation"

The stages of reflection as a process are shown in the following figure:
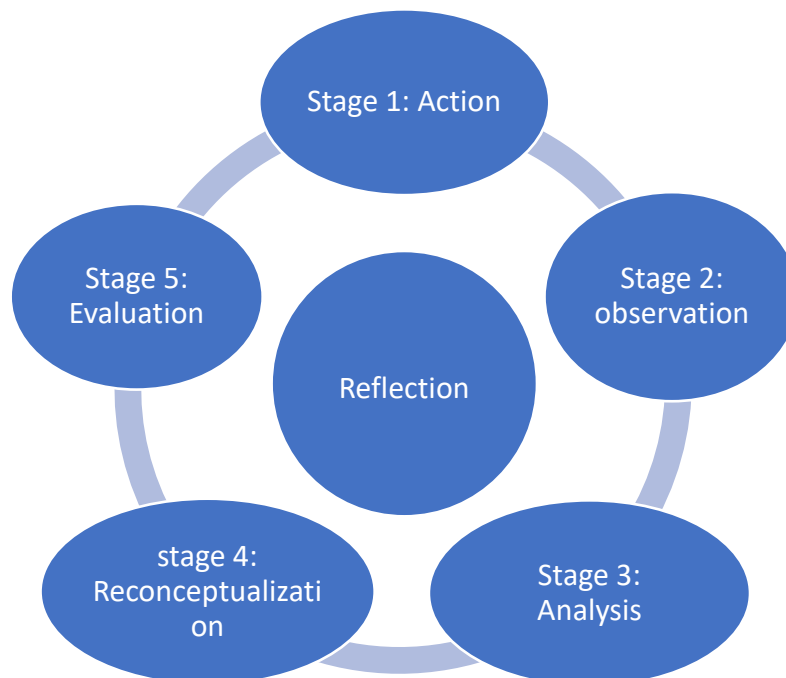
Figure 9: Reflection as a process.

2.5.2.2 Reflection as a theme

The conception of reflection is based on a theme linked to this concept. For it, and taking as a point of reference to Grimmet et al (1999) cited by Correa Molina et al (2010), reflection is based on three different perspectives: reflection as instrumental mediation of action, reflection as a deliberation and reflection as an experience reconstruction.

For the first two perspectives, the external aspect is the source of knowledge that allows reflecting; and for the third perspective is the contextual aspects what allow the reflective exercise. Likewise, those perspectives count with mediators in order to well develop these factors, finding in the first instance; action, context, colleagues and the same person that reflects.

2.5.3 Reflexive practice.

Updating and qualifying academic proposals at the University and orienting learners towards new ways of engaging to the world, it becomes necessary for the teacher to examine his own practice and the impact it has generated; to be able to objectify his behaviours, and to assume the different roles in the pedagogical relation.

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

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

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

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

On a second level, the reflection carries on the budgets implicit in the specific practices of the classroom. The consequences of the strategies adopted are then analysed, from the curricula, the practices are then chosen by the application of educational criteria to the practice of teaching to take pedagogical decisions adapted to the institutional reality and the contexts.

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

2.5.4 Pedagogical practicum

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

2.5.4.1 Academic practicum

It is guided at preparing teachers who are able to reflect about the courses they teach, so that they transform it into understandable structures for the students.

2.5.4.2 Social efficiency practicum

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

2.5.4.2.1 Development

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

2.5.4.2.2 Social reconstruction

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

2.5.4.2.3 Generic

The programs allude to reflection in a generic way, but without specifying the aims of the programs or the contents on which they should be reflected or the strategies to foster reflective learning.

2.5.4.2.4 Reflection triggers

According to Schulman (1987), these triggers are the teacher's cognitive foundation on classroom life; are essential because they are the element of reflective thinking that provides in

the process of one's own knowledge that a good teacher needs to make decisions in the classroom.

2.5.4.2.5 Critical element on reflective thinking

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

These authors established classification categories of knowledge

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials etc.)

4. Teacher knowledge and own professional configuration

5. Students' knowledge and their characteristics

6. The knowledge of educational contexts

7. The knowledge of philosophical, historical, axiological foundations

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

2.6 Methodology

The methodological strategy proposed has as central axis the ongoing reflection that, additionally, it is considered the convening of meetings to strengthen the collectiveness of practicum students as an initial space to approach the educational and professional problematic. The organization principals are autonomy, planning and self-observation.

To revise the incidence of the reflective proposal about this practicum process, it will be carried out a process of socialization and systematization of itself.

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

For data collection in this project, there were implemented the following instruments:

2.6.1 Reflective workshop

Reflection workshops have as their fundamental purpose to guide the process of reflection of students-practitioners, but at the same time of socializing and sharing experiences of their own work to enrich their process and insert new tools that allow to transform their pedagogical practices.

The researcher had participated in three occasions in order to share his experiences with the rest of the group; in addition, he could analyse the situations that his classmates were confronting and visualize another perspective of them (appendix 16 and 17).

2.6.1.1 Objectives

- To consolidate a collectiveness of pre-service teachers with a critical spirit that reflects and proposes alternatives of solution face to the educational problematic of their pedagogical practicum.

- To socialize criteria, share ideas and directives to assume their pedagogical practicum.

- To qualify, facilitate and be set in an effective way to the educative institute.

2.6,2 Self-observation card

The self-observation card has as main objective to allow the pre-service teacher to form a perspective of her own professional activity as a teacher does; this is feasible by playing such role in the classroom and in the educational community environment to which they belong.

With this instrument, the researcher could analyse some aspects that he developed during the classes such as the planification, the realization, and the evaluation of a session (appendix 18). The teacher-student developed three times this format and taking into account each item of this instrument, he could analyse himself and overcome any failure during his performance in the practicum process (appendix 10).

2.6.3 Narrative

The reflection exercise will allow students to express their endeavour based on the narrative of their experience as a way to provide meaning to the teacher's everyday life. The teacher student could realize eight narrative, one for each week in which he could describe the activities and the magnitude that they had to the students and to accomplish the objectives propose for this study (appendix 11).

2.6.4 Class Recording

Have evidence of student-practitioner performances in the classroom, it will make possible to reflect on different aspects of the process of teaching/learning foreign languages that may or may not have been taken into account by the teacher in training in their reflection

exercise. These registers will make it possible to have an external and constructive look at their pedagogical practices.

Here, the teacher-student recorded two times a class in order to be analyse by the tutor or another teacher-student; it allowed to find some failures like the voice and the implementation of more didactic activities; overcoming these issues, the researcher could improve his classes (appendix 19).

2.7 Context

The city of Pamplona is founded in 1549, it is the oldest city in the department Norte de Santander. It is located in the valley of the Holy Spirit, in the Colombian Andes. It was founded during the colonial period, it has been throughout its history centre of confluences and religious influences; it welcomed a large number of religious communities, among which we can mention: the Franciscan community, the Clare Sisters; the Brothers of Saint John of God, the Society of Jesus, the Society of the Psalmist, as well as female religious communities : Sisters of the presentation, Bethlemite sisters, among others. The presence of these communities in the city brought with it, the creation of educational institutions with projection of their beliefs and values. It is in this geographical context that this study is located, that the school has as agency in which the school actors develop: practitioners of PLEX.

School is understood as a specific educational community that as an organism, it is responsible for institutionalized education; the school is the place where education is carried out, where education is achieve and where education is ordered.

Today, school is considered the way of life of the community; in other words, the school transmits those learnings and values that are considered necessary in the community and that lead students to use and improve their abilities for the benefit of both society and their own.

In school, it is found a series of fundamental elements that intervene such as the case of teachers and pupils whose actions and ways of acting are subordinate to a social and cultural order from which the school itself takes its organization.

The school is a subordinate body of society, a targeted social institution, within the specific area of education, to administer the systematic education that conditions the formation and organization of groups represented by educators and educators (Crespo, 2010).

The school as an educational institution has specific functions, including:

The social function

These are the learning of young people, values, norms, behaviours, attitudes or aptitudes, focused on the dominant social culture, in the political and economic context to which they belong. This function covers all socialization processes, in which school members participate.

Instructive function

The instructive function uses two functions, the improvement of spontaneous socialization processes, to ensure the formation of human capital, which requires the functioning of the labour market. It seeks to increase the level of culture, knowledge, values etc., and the possibility of adaptation.

Educational Function

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

2.8 Population

The total population of this study is thirty students of the tenth semester, practitioners of the Program of Foreign Languages French of the University of Pamplona.

2.8.1 Direct benefit population

- Teachers in training
- Teachers Supervisors
- Student community of the Integral Practice implementation centres

2.8.2 Indirect benefit population

It is composed of the teaching community of the Program and Foreign Languages; the results will feed the vision of the Programme's agents on their practices collective of practicum process.

2.8.2.1 Institutional units linked to the project

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

2.8.2.2 External institutions linked to the project

- Colegio José Antonio Galán

- Colegio Brighton

- Colegio La Presentación

- Normal Superior de Pamplona

- Colegio José Rafael Faría

- Institución Educativa Cristo Rey

2.8.2.3 Proposed places and scenarios for the project's activities in the first semester conducted in 2019

All the educative institutes that the student-teachers are implying their practicum process.

2.9 General chronogram of the project

Table 6: Research component chronogram.

Description	April	May	June	July	August
Socialization					
Implementation of the project					
Data analysis					
Results					
Instruments					
Classroom observations					
Narratives					
Reflective Workshops					
Self-observation card					

2.10 Conclusions

In this component, the teacher participated in two reflective workshops in which the main topic was the feedback of the institutional observation. In that case, all the practitioners presented their opinions and perspectives about this theme and they exposed what kind of issues were presented during the three weeks of the practicum process. Concerning the instruments, the teacher-student sent a narrative per week meaning eight narratives, he did three self-observation cards about the classes in the educative institutions, and two class recordings.

Concerning with the implementation of these instruments, the teacher-student could analyse his practicum process and to overcome any failure in his methodology such as the activities that he proposed during the classes that they had to be more dynamic, and the interaction with the students, this aspect related to my voice that it had to be more powerful in order to catch the attention of them. According to other aspects like the presentation of content to the students, the instructions to make the pieces of homework, and the control of the discipline were some characteristics that the practitioner could manage optimally.

Related to the implementation of reflection and critic analysis in the practicum process, I could notice how important is to analysed the current classes with a research perspective, because I could observe and apply other techniques or activities if there were some issues during the classes and in this way, overcome them. In addition, those processes of auto-reflexion allowed thinking of how we as practitioners could improve our methodology in the classes about teaching a foreign language in the practicum.

3. Chapter III: Outreach community component

Project of awareness upon the English language in the primary school in the city of Pamplona, this component is divided into two parts; the first part is a macro project and the another is the microproject.

3.1 Macro Project

Project of Awareness upon the English language in the primary school in the city of Pamplona; conducted by Laura Torres, Viviana Rueda, Myriam Gómez, and Lucy Durán.

The reader will find, when reading this proposal, a double objective: to organise in a project the social impact of the Language Program from the implementation of the outreach community component of integral practice, and to sensitize elementary school students to the basic fundamentals of the foreign language, English.

It presents in the first instance the justification, the objectives of the project, its characterization and the contribution lines to which it contributes. After that, there is the theoretical framework that guides the proposal, and the population that will be benefited.

3.1.1 Introduction

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

Aiming at promoting the English learning in Colombia and make Colombian people more competitive, in 2004, the MEN created the bilingual policy whose objective is: "Having citizens that can be able to communicate in English, with international standards which take the country

deeper in the communicative and universal processes, in the global economy and in the cultural openness". This is why the MEN has been implemented a large variety of strategies in the different levels of education aiming at obtaining this goal. A clear example of this is the creation of the standards of quality in English for primary and secondary education, the implementation of a very coherent and complete system of an evaluation system and the description and development of several training plans.

This program has been implemented in the whole country and has integrated the work done by the Education secretary, the public and private universities and the language institutes, however, findings obtained until the moment have not been promising given that most of the educational institutions of the country have not been impacted by this.

Regarding primary school, the National Government pretends to expand the coverage of the English teaching to children, due to the fact that several times, most of these educational establishments do not have an English teacher who guides the teaching-learning process; hence, the results of the nation-wide evaluations are not gratifying at all.

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

Facing this reality and the problems associated with it, the current proposal of social influence aims at meeting the needs in the English language, in the child population of the primary school in Pamplona city and integrating the formation of the foreign languages degree

English and French students to the educational reality of this sector for trying to reduce the gap generated between the public and private schools in the foreign languages area.

The governmental policies identify the problem; however, normativity is not enough effective support is needed, to be more specific, more teachers in the foreign languages section, so that the results in the exams from the students are in accordance with the proposals of "Colombia the most educated".

3.1.2 Justification

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

This project aims to raise consciousness of the English teaching process in primary schools in the city of Pamplona, contributing to the basic training in foreign language that becomes necessary and primordial at these levels. For this reason, it is carried out as part of the community extension component of the comprehensive practice developed by the last semester students of the Foreign Languages Degree of the University of Pamplona, as a way to contribute to the consolidation of teaching of English in the primary basic sector.

The implementation of this project favours both the institutions and the student population of Pamplona, as well as the Foreign Languages Program and the students who develop their practicum. This benefit results in the possibility that primary school children may have contact with the foreign language, and at the same time, to the students who are finishing

their university training process so that they know the realities and educational needs of the environment, so that they can contribute intervening in processes that impact on the improvement of those needs.

3.1.3 Objectives

3.1.3.1 General objectives

The setting in motion of this outreach project by the bachelor program in foreign languages English- French of the University of Pamplona, it is led by the following guidelines:

- To fulfil the needs in English training of the child population of the primary schools in Pamplona.

- To integrate the training in foreign languages of the bachelor program in foreign languages' students to the educative reality of the English teaching at the primary schools in Pamplona.

3.1.3.2 Specific Objectives

In pursuit of a wider comprehension of the aspects previously stated, this proposal will attempt:

- To familiarize the primary school child of Pamplona with relevant knowledge in English.

- To involve the bachelor program in foreign languages students in the process of English teaching at the primary schools in Pamplona.

- To articulate the training of the bachelor program in foreign languages' students with the social project programs that offers the "Oficina de Interacción social' in university of Pamplona.

3.1.4 Typology of the project

This is a formative project, disciplinary in the area of the curriculum; opened to the institutions where the practicum is developed and offers training in basic elementary in Pamplona. It makes part of the project in training of the program in foreign languages of the University of Pamplona.

This proposal is linked to the social projection, going beyond the institutional space and enables the articulation of PLEX Bachelor to the community of Pamplona.

The main objective to a pedagogical and communicative level is related to the institutional guidelines of projection and outreach of the university and the Bachelor.

3.1.5 Lines of contribution

- Contribution to the academic formation at the foreign languages area.

- Citizen formation (attendance to the problems of the educative surrounded in order to decrease the inequality of the educative system).

- Projection to the scholar community to the university and program level.

3.1.6 Theoretical framework

3.1.6.1 Languages teaching

International linguistic policies

"The UNESCO has been worried long time ago for the languages' role in the worldwide context. In its general conference adopted the term "multilingual education" to refer to the use at least of three languages: the mother tongue, a regional or national tongue and an international one. This resolution departed from the idea that the national and global requirements of participation, also the attention of the particular needs of the communities cultural and

linguistically different, only can be address through the multilingual education. Cruz M, Loyo G, & Mendez E, (2011).

The UNSECO (2003) considers that the languages are not only means of communication but that represents the real origin of the cultural expressions; they carry identities, values and worldviews. Thus, it proposes as principle for the cultural diversity, maintain and strength the languages diversity (Including those with nomadic and isolated populations) at the same time to support the learning of international languages that offers access to the worldwide community and the exchange of information. To achieve that, the UNESCO suggests fostering the Multilingualism and the intercultural dialogue, as well as developing policies for the translation of written and visual material with the purpose of promoting ideas and artistic works".

According to Lima M, (2006), "Currently, the foreign languages learning is an unavoidable need as well as the learning of the cultures that they represent. The languages constitute the spirit and the consciousness of the nations. They are the best instrument to accede to other cultures, histories and other ways to see and understand the world, delete the distances and approach us to the science and the technology". Every type of learning is vital for the sociability of the human being as long as allow it to untangle adequately in different contexts. The learning of one and several foreign languages focus the personal and professional life of an individual allowing him to be successful in his performance.

3.1.6.2 National Program of Bilingualism

Colombia, as other countries in Latin America and the world, has adopted academic policies directed to spread the English as a foreign language, across the national program of bilingualism launched in 2014 with three specific lines of work: basic elementary institutions, high school, college education, educational programs for working and human development; the

ethno-education, and flexible models of education. This program attempts to the formation of the competitive and productive human talent at a global context in different fields of action. (MEN, 2006, pag. 6)

The following chart shows the expected levels for the national bilingualism program to the year 2019:

Table 7: Expected levels of language in the PNB

Population	Language level target
3rd grade students of basic elementary education	A1 (Beginner)
7th grade students of basic secondary education	A2 (Basic)
11th grade students of basic education	B1 (pre-intermediate)
College graduated	B2 (Intermediate)
Foreign languages degree graduated students	C1 Advanced
Current teachers of basic elementary education	A2 (Basic)
English teachers	B2 (Intermediate)

Source: adapted from Altablero (2005); taken from: Cárdenas, R.; Miranda, N. (2014).

3.1.6.3 Bilingualism

The bilingualism refers to the different mastery level, which an individual communicates in more than a language and culture. This level mainly depends to the context where the individual is. Therefore, according to how the other language is used, that language is considered a foreign language. MEN (2006).

3.1.6.4 The English teaching at the elementary school

According to Yesser A, & Chacon C, (2011) "The acquisition of a foreign language is a complex process in which intervene different variables of cognitive and affective feature inherent to the individual like own factors of the sociocultural and educative context such as the curriculum, the methodology employed and the teacher training in the foreign language". Based on the information written previously Krashen (1991) cited by Yesser, A. & Chacon, C. (2011) makes a differentiation between the terms Acquisition and Learning related to the FL. "The language acquisition occurs natural and unconsciously as a comprehensible input, while the Leaning implies to learn consciously the grammar rules"

"This distinction has been questioned due to the difficulty of untangling both terms, which form part of a continue process between the conscious and unconscious (Richard-Amato 1996)". The authors state their points of view regarding the topic and differ "for the purpose of this dissertation, the terms Learning and Acquire distinctly due to the FL might be acquired across activities in an inductive and natural way that also implies learning processes". "It is important to highlight, nevertheless, that the contributions of Krashen and Terrel (1983) regarding the natural approach of the language is relevant for the acquisition process of the FL in children and underpin the total physical response method (TPR) proposed by Asher (1976). According to Krashen and Terrel (1983), the child acquires a language in three phases:

Pre-Production: This is he phase in which the child develops the skill to listen and comprehend the language across gestures and actions, this is a period characterized by the silence. Hence, in this phase is recommended utilize the Total Physical Response method (TPR) proposed y Asher to stimulate the development of the FL through psychomotor activities, without focusing in the oral production.

Early production: it begins by producing g two words or phrases. It suggests focusing on the meaning, not the grammatical errors.

Extensive speaking: in this period, the child is capable of producing complete sentences and participate in conversations. The teacher must help the students to improve the fluency in the foreign language.

In order to support the information previously mentioned about the process of a foreign language acquisition, it can be said that according to Berko and Berntain (1999), cited by Yessel A & Chacon C, (2011). "The capacity that the children have to learn, comprehend, discover and formulate communicate forms in a foreign language lies mainly on the necessity of establishing new social approaches" (p. 467). In consequence, the children build across the language, meaning of the world that surround them and establish their own criteria of semiotic interpretation to each concept discovered. For this reason, the FL learning should begin from the previous knowledge and the mother tongue schemes, taking into account that the representations developed in previous learning and experience constitute the bases to build through the FL, new mental schemes or to widen the already created".

Yesser A & Chacon C, (2011) cite Ausubel (1986) who establishes that "From the cognitive psychology's view point explains that it exists some differences between the child and adult's cognitive skills regarding the cognition and the affectivity. Which are manifested in the motivation, creativity, spontaneity and flexibility that characterized the children and adults differ, who generally opts for the affective lock at the moment of expressing in a second language". "Having that in mind, the age is a factor that influence the English learning as a FL, particularly in the pronunciation acquisition. In other words, less age, higher the child's probability to develop a native's pronunciation".

3.1.6.5 Why does a FL should be learned in elementary school?

Frandiño Y, Bermudez J, & Vasquez V, (2012) cite to Madrid ad McLaren (1981) who affirm that "there are different types of reasons that justify the learning of a foreign language at the school. Highlighting that the real reason is pedagogical and formative. For example, based on different studies, it indicates that:

- Children who start studying foreign languages at school tend to perform more positively than others.

- Children show not only a special ability to imitate sounds and colloquial 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 to make mistakes but often acquire and transmit meaning through gestures and pantomime.

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

To summarize, it can be seen 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 realm, The sociological argument is that the learning process is given through the observation and listening of sounds that put in main attention the senses of each individual. Emphasizing that the process of cognition from mental processes address and bring to fruition a meaningful learning in boys and girls who are in the beginning of learning especially of an LE.

3.2 Micro project

The implementation of multimedia to enhance the learning of English in primary school

in the Centro Educativo Rural San Miguel.

This space aims to establish a line of action for the Language Program regarding social

projection. In this sense, the implementation of the outreach community component, each

practitioner will adapt the general guidelines of this proposal to the educational reality of the

educative institute in which he carries out the integral practice.

The objective of this proposal is framed within the conception of social interaction of the

university with the community of Pamplona through the design and implementation of a project

to support training in English entitled the implementation of multimedia to enhance the learning

of English in primary school in the Centro Educativo Rural San Miguel.

3.2.1 Introduction

Nowadays, educational institutions search to implement different tools, techniques or

methods to improve the learning process of students. A solution to this need is to apply

multimedia applications; according to Cairncross and Mannion (2001) Multimedia applications

have many advantages that allow teachers and lecturers to provide other advice which tailored to

particular group of learners' needs (p.162).

The teaching of English as a foreign language is within the educational curriculum from

kindergarten to high school levels. However, it seems that the incorporation of this language

from early stages, it has not been enough and the learning results have not been the desired ones

according to MEN (Colombia Aprende la Red de Conocimiento, 2018).

Therefore, the implementation of multimedia activities would be ideal to enrich and promote each of the objectives proposed by the institutional curriculum meaning they should be incorporated into the rural context because multimedia has the potential to create high quality learning environments which actively engage the learner, thereby promoting deep learning (Cairncross and Mannion, 2001, p.156).

Nevertheless, there is a large number of children who do not attend the center and this is due to the fact that the learners just had taken the grammatical translation approach; thanks to the implementation of multimedia activities, the learners could be interested in the acquisition of English as a foreign language.

3.2.2 Justification

During the observation process, the student-practitioner could notice that students from Third grade to fifth grade present a demotivation to learn English as a foreign language, related to a low level in their four language skills due to the teacher in charge from those courses is not an English teacher and he only use a grammatical translation approach to teach English making only an empty process of the language acquisition.

Thereby, the implementation of multimedia to enhance the learning of English in primary school in the Centro Educativo Rural San Miguel. It is an important fact that the students can take in advantage; Mukherjee (2018) states that multimedia language teaching promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning (p. 247).

The use of multimedia as tools videos, games, songs and audios which will help to enhance the learning of English in the four skills language in primary school from third to fifth-

grade learners in a rural context. According to Cairncross and Mannion (2001) the multimedia has some benefits such as supporting conceptualization and contextualization of the new material being presented, actively involving the learner in the learning process, and promoting internal reflection (p.162).

3.2.3 Objectives

3.2.3.1 General objective

- To implement multimedia to enhance the learning of English in primary school students in the Centro Educativo Rural San Miguel.

3.2.3.2 Specific objectives

- To identify what multimedia tools are implemented to primary students in the Centro Educativo Rural San Miguel.

- To recognize the level of accuracy of the multimedia tools implemented to third, fourth and fifth-grade students in the Centro Educativo Rural San Miguel.

- To analyse the process that students have after the implementation of multimedia tools for learning English as a foreign language in primary students in the Centro Educativo Rural San Miguel.

3.2.4 Methodology

Incorporate multimedia tools for improving the level of English in to primary school at the Centro Educativo Rural San Miguel; considering that they were in a rural environment. Finally, after having implemented some multimedia tools such as videos, images, graphics, animation, and audio proposed by Mukherjee in his study conducted in 2018 based on the role of

multimedia in education; the researcher will analyze the growth of learners' English level by implementing those tools.

3.2.5 Chronogram

Table 8: Chronogram of the study process in the outreach community component.

Description	April	May	June	July	August
Observation					
Project formulation					
Implementation of the project					
Analysis of the process					
Results					
Socialization					

Table 9: Chronogram of activities of the outreach community component.

Date	Course	Topics	Materials
15/05/19	5th, 4th, 3rd, 2nd, 1st and kindergarten	Alphabet	Computer Speakers Board Markets
22/05/19	5th, 4th, 3rd, 2nd, 1st and kindergarten	Numbers	Computer Speakers Board Markets

05/06/19	5th, 4th, 3rd, 2nd, 1st and kindergarten	Days, months and seasons	Computer Speakers Board Markets
12/06/19	5th, 4th, 3rd, 2nd, 1st and kindergarten	Body parts	Computer Speakers Board Markets
10/07/19	5th, 4th, 3rd, 2nd, 1st and kindergarten	Animal	Computer Speakers Board Markets
17/07/19	5th, 4th, 3rd, 2nd, 1st and kindergarten	Food	Computer Speakers Board Markets
24/07/19	5th, 4th, 3rd, 2nd, 1st and kindergarten	Personal pronouns	Computer Speakers Board Markets
30/07/19	5th, 4th, 3rd, 2nd, 1st and kindergarten	Verb to be	Computer Speakers Board

3.2.6 Population

3.2.6.1 Direct benefit population

It is composed of the student academic community of the primary schools in the city of Pamplona in which the practicum process is implemented. The beneficiary audiences are listed below, the number of participants will be defined after the end of the observation period. An estimated population of between 50 and 60 students per institution is estimated.

- Primary school students

- Teachers of the area and basic primary language courses

- Students-practitioners of the Foreign Language Program

3.2.6.2 Indirect benefit population

- The foreign language degree community

- Educative community of Pamplona in this case the CER San Miguel at the Cimitarigua headquarter with two groups, $5^{th,}$ $4^{th,}$ 3rd and $2^{nd,}$ 1st and kindergarten with a new school method.

3.2.6.2.1 The foreign language degree community

- Foreign Language Program

- Department of Languages and Communication

- Faculty of Education

- Office of social interaction

3.2.6.2.2 Educative community of Pamplona

- Colegio José Antonio Galán

- Normal Superior Pamplona

- Colegio Técnico La Presentación

- Colegio José Rafael Faría

- Institución Educativa Cristo Rey

- Institución Educativa Brighton Bethlemitas

- Other educative institutes.

3.3 Conclusions

In this component, I could observe how the goals proposed in the micro and macro project were accomplished during the practicum process. I could help teachers with a different way of teaching by using multimedia as a tool of learning; meaning I proposed in each class using videos with a specific thematic such as alphabet, scholar supplies, parts of the house, members of the family, and parts of the body. I implemented those videos by using the task-based learning, meaning I presented the vocabulary of the video with familiar words that the students knew; after that, I reproduce the video in my computer in each course due to the new school method, and finally, I proposed an activity in which the students had to draw the vocabulary, look for the translation, and to write down ten times the English words. These activities were accepted by the teachers in charge.

By implementing those kinds of activities, I noticed how the students started to recognize and to remember the topics that I presented in the previous lessons. Finally, I observed how the students started to enjoy the English classes and the subject because they wanted to participate in

the activities, they made the activities more quickly, and they did not want that the English class were finished; this experience with the primary school allowed to expand my horizons and to analyse new ways of teaching and to be more dynamic with this population.

4. Chapter IV: Administrative component

4.1 Introduction

The Centro Educativo Rural San Miguel high school carries out different types of activities during the year, all these activities allow to integrate the whole educative community in order to commemorate some educational days or national days such as language day or the Independence Day.

In some cases, the teachers make some presentations or exhibitions about a specific topic for example during the language day, learners of CER San Miguel had to recite some four-line stanzas or to present some facts about an important Colombian writer, and all the students of all grades had to present an act like that.

These kinds of activities create a peaceful atmosphere among students and teachers making an additional learning process, meaning the students learn by recognizing some curious facts or cultural aspects of specific thematic. Besides, these events give an idea to the practitioners to notice how the procedure is followed in an institution, in other words, this administrative component involves the student-teacher part of the teacher community being responsible and aware of his work in the establishment.

Furthermore, being part of the institution will provide student-practitioners experiences dealing with a real teaching context assuming the complete role of a teacher. Hence, this experience may surely help to create a new vision about how to be a comprehensive teacher.

4.2 Objectives

 4.2.1 General Objective:

- To participate in the administrative activities proposed by CER San Miguel.

 4.2.2 Specific Objectives:

- To offer organization services in order to create a suitable atmosphere and succeed in the events proposed by the institution.

- To work together helping in discipline and the activities planning in the CER San Miguel.

- To help and motivate students to do an excellent job and performance the day of the presentation according to the guidelines of the thematic and topic.

4.3 Methodology

 The procedure in this component is based on the attendance to extra events that are part of the educative institution, as well as the collaboration with any job proposed by CER San Miguel teachers or principal. In this sense, it is important to cooperate in their events with the objective to get involved and to be immersed in the activities proposed such as cultural events, meetings, exams week, and so forth. Meaning that the practicum process is not focused only in the work as a teacher, but also as an integrant of the educative community.

 An important fact is that, in the CER San Miguel, the cultural events are schedule during the month and some times during the week; hence, the student-teacher could not notice what the following events or organization that the CER San Miguel are; however, he will be available and ready to make part of the programs or activities proposed by the institute.

4.4 Chronogram

Table 10: Chronogram of administrative component

Activities	Role	April			May			June			July			August		
Language day: 26th April	Observer			▉												
Teacher Day: 15th May	Observer					▉										
Family day and curricular week: 22nd May and ceremony	Animator						▉									
Independence Day: 19th July and ceremony	Observer											▉				

4.5 Conclusions

In this component, the main objective was to participate in the administrative activities proposed by CER San Miguel and I had the opportunity to be part of some activities such as the language's day, the teacher's day, the family's day, and the Independence Day. In the language day activity and the Independence Day, there was a ceremony in which the most remarkable students in the Spanish subject were recognized; there were some activities such as reading activities and dancing by the students of each grade; in these activities, I was an observer. However, in the teacher and the family's day were more familiar, meaning that in those days some teachers were in charge of doing some fun activities in order to enjoy those days sharing with the teachers or the family. I had to collaborate in deep in the family day which I had to announce the whole program and to be part of the decoration and adequation of the place.

I could analyse that to take part of those activities is really important because I had the opportunity to have a nearer relation with the educative community; because in that way, the

students and other teachers could identify me as an important part of the CER San Miguel. In addition, I noticed what kind of activities are developed in an educative institution and how those activities can be developed.

General conclusions

This study was divided into four components entitled pedagogical component, research component, outreach community component, and administrative component; each component has its own objectives however the main purpose of this project was to implement culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel by using Task-Based Learning approach as well as accomplish the objectives of the other components.

In the pedagogical component, the researcher applied fifth sessions in which he followed the didactic unit proposed by Barón in her thesis entitled "the culture in English learning" in 2014. The cultural aspects presented were the geography of the United Kingdom countries and Canada some typical food, common sports, transports, and famous places. The project was developed in ninth-grade with a population of thirteen students and the sample of four students who received a letter to their parents in order to have their consent. During the sessions, the students could work the fourth basic skills: writing, reading, listening, and speaking by implementing videos, word search, songs, images, and texts. According to the implementation of this project, I analysed how the learners improve their English skills; in addition, they felt motivation with these types of classes stating that they could learn English easier than in the traditional classes in which they practiced the grammar structures of phrases and how to traduce a text.

In the research component, the teacher participated in two reflective workshops, in the elaboration of a narrative per week, in three self-observation cards about the classes in the educative institutions, and two class recordings. Concerning with the implementation of these instruments, the teacher-student could analyse his practicum process and it allowed to overcome any failure in his methodology such as the activities that he proposed during the classes, the interaction with the students, the presentation of content to the students, the instructions to make the pieces of homework, and the control of the discipline. In this aspect, I could notice how important is to analysed the current classes with a research perspective, observe and apply other techniques or activities improving the methodology as teachers of a foreign language.

In outreach community component, I observed how the goals proposed in the micro and macro project were accomplished during the practicum process. I could help teachers of the primary school by implementing a different way of teaching using multimedia as a tool of learning; I implemented videos based on the task- based learning. By implementing this project, I noticed how the students started to recognize and to remember the topics that I presented in the previous lessons. Finally, I observed how the students started to enjoy the English classes and the subject because they wanted to participate in the activities, they made the activities more quickly, and they did not want that the English class were finished; this experience with the primary school allowed to expand the horizons and to analyse new ways of teaching and to be more dynamic with this population.

Finally, in the administrative component, the main objective was to participate in the administrative activities proposed by CER San Miguel and I had the opportunity to be part of some activities such as the language's day, the teacher's day, the family's day, and the Independence Day. This component allowed to analyse how is the experience of being part of

those activities; moreover, it is an opportunity to be nearer with the educative community; and to recognize how those kinds of activities are developed in an educative institution.

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Appendixes

Appendix 1: Planning format of the normal classes

República de Colombia
Departamento Norte de Santander
Centro Educativo Rural San Miguel Complexa
Creado bajo el Decreto 00252 de abril 12 de 2005 Lic. Funcionamiento. Resolución 001728. 10-11-2006
NIT900054949-5 - DANE 254218001100
SEDE CIMITARIGUA
PREPARADOR DE CLASE 2018

Asignatura: INGLÉS		GRADO: ONCE			Periodo: Primer		
Unidad: 1							
Eje Temático: El centro comercial							
Componente:							
Competencia: lingüística, sociolingüística							
Contenido	Estándar	D.B.A.	Aprendizajes	Evidencias	Actividades	Recursos	Evaluación
Shops and stores E.g. Electronics store, clothing store, gift shop, toy store, laundromat, ice cream stand, flea market, bookstore, jewelry store, supermarket…	Identifico el tema, las personas, los lugares y las situaciones en textos sencillos.	Identifica la intención de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros.	Reconocer en inglés los lugares que se pueden visitar en un centro comercial	Cuaderno del estudiante, ejercicios desarrollados. Asistencia Trabajo cooperativo	Relacionar las imágenes con el vocabulario de acuerdo a lo que escuche	Cuaderno Tablero Marcador Video beam sonido	Entiende y utiliza apropiadamente el vocabulario aprendido en clase. Responsabilidad en el cumplimiento de sus tareas manejo del portafolio y cuaderno como herramienta de trabajo y uso posterior. Comprende textos relacionados con temas de su interés.
Adaptación:							
Transversalidad: Español							

Appendix 2: Session 1

Ninth grade note:

Group: ninth grade	Level: A2	
Duration: 55 minutes		
Teacher-student:	Supervisor:	First Week
Ricardo Antonio Aguirre Contreras	Viviana Katherine Rueda Carrillo	1 block on Thursday
Objectives:		
- The implementation of culture for the growth of the four languages skills among ninth graders at the Centro Educativo Rural San Miguel: Task-Based Learning approach. - To recognize other cultures and some cultural aspects of different countries. - To increase the level of the four language skills of students by implementing productions comprehension activities concerning culture. - To guide the ninth-grader students in the developing of their recommended English level according to MEN.		
Competences:	Previous sequence:	Topic-task:
Communicative competence. Linguistic competence. Four language skills.	This is the first sequence	

Stages	Description of The activity	Time (minutes)	Skills	Material
Opening		8 minutes		
Opening	The student-teacher will greet to all the students in English and asking how they are.	1 minutes	Speaking Listening	

information	The teacher will give the general information of the project that he will conduct in this grade.	7 minutes		
Project				
Activities	This session is proposed by Barón in his study entitled "La cultura en la enseñanza del inglés" conducted in 2014.			Projector Workshe ets Noteboo ks
Pre-task	• Para comenzar la sesión, los alumnos deben estar en sus sitios, tranquilos y atentos. • Con la ayuda de un power point como recurso didáctico, explico la geografía y las banderas del Reino Unido, abarcando Inglaterra, Irlanda, Gales, Escocia y, por otra parte, Canadá. • Posteriormente, vamos a conocer los aspectos más importantes de la cultura de cada uno de ellos, como es la comida, los deportes, las fiestas culturales, los lugares turísticos y los medios de transporte.	20 minutes	Listening Writing Reading	
Task	Una vez vista la parte teórica de la sesión pasamos a la parte práctica. Los alumnos van a realizar una ficha de trabajo de manera individual. De esta manera comprobaremos el índice de atención del alumnado durante la sesión teórica. - Ficha de trabajo (Anexos): o Exercise 1: Join the countries with their form. o Exercise 2: Circle the correct country. o Exercise 3: Join the menu with his food. o Exercise 4: Write the correct country.	20minutes	Writing Reading Speaking Use of the language	
Post-task	Los alumnos deben escribir cual país les gusto más y una característica vista en él. Ejemplo: I love England because they play soccer and its food is delicious.	15 minutes	Writing Use of the language	

Appendixes

ACTIVITY 1.

Join the countries with their form. (Une los países con su forma)

SCOTHLAND

WALES

ENGLAND

CANADA

IRELAND

ACTIVITY 2.

Circle the correct country. (Rodea el país correcto)

- In WALES / CANADA people play ice hockey.
-
- The Big Ben is in ENGLAND / IRELAND.
- The Niagara Waterfalls are in CANADA / WALES.

ACTIVITY 3. Join the menu with his food. (Une el menú con su comida).

ENGLISH MENU   SPANISH MENU

BREAKFAST 8:00
- MILK WITH COOKIES

LUNCH 2:00
- SPAGUETTIS
- CHICKEN WITH CHIPS

DINNER 9:00
- OMELETTE

BREAKFAST 7:00
- FRIED EGGS, SAUSAGES, HAM AND TEA.

LUNCH 12:00
- SANDWICH AND FRUIT

DINNER 6:00
- FISH AND CHIPS

ACTIVITY 4. Write the correct country. (Escribe el país correcto)

Slides:

Transports

Northern Ireland

Scotland

Canada

Transports

Wales

England

Scotland
Edinburg castle

Northern Ireland
Snowdonia

Famous places
The Big Ben
England

Niagara waterfalls
Canada

- MILK WITH COOKIES

- SPAGUETTIS
- CHICKEN WITH CHIPS

- OMELETTE

- FRIED EGGS, SAUSAIGES, HAM AND TEA.

- SANDWICH AND FRUIT

- FISH AND CHIPS

Scotland

Crocket

Northern ireland

Golf

fishing

Sports

ice-hockey
Canada

Soccer
England

**Rugby
wales**

**The United
Kingdom**

Appendix 3: Session 2

Ninth grade note:

Group: ninth grade Duration: 55 minutes	Level: A2	
Teacher-student: Ricardo Antonio Aguirre Contreras	Supervisor: Viviana Katherine Rueda Carrillo	Second Week 1 block on Thursday
Objectives: • The implementation of culture for the growth of the four languages skills among ninth graders at the Centro Educativo Rural San Miguel: Task-Based Learning approach. • To recognize other cultures and some cultural aspects of different countries. • To increase the level of the four language skills of students by implementing productions comprehension activities concerning culture. • To guide the ninth-grader students in the developing of their recommended English level according to MEN.		
Competences: **Communicative competence.** **Linguistic competence.** **Four language skills.**	Previous sequence: First didactic session proposed by Baron	Topic-task: Session 2

Stages	Description of The activity	Time (minutes)	Skills	Material
Opening		**8 minutes**		
Opening	The student-teacher will greet to all the students in English and asking how they are.	3 minutes	Speaking Listening	

Project				
Pre-task	The teacher will summarize some information about the countries presented during the first session such as transport, sports, and places. Then, the teacher will forme 5 groups and each group will have a country.	20 minutes	Listening Writing	Projector
Task	The teacher will provide to each group a card. They have to make a title and stick some photos or draw some places or things of their country. Then, they will write a message of each thing of what they stick in the card.	20minutes	Writing Use of the language Reading	Projector Workshee ts
Post-task	The students will give the cards to the teacher and with this step, the session is finalized. However, if there is enough time, the teacher will propose to the students the presentation of each card and its relevant information.	15 minutes	Reading Writing Use of the language Speaking	Projector The students' notebooks

Appendix 4: Session 3

UNIVERSITY OF PAMPLONA
TEACHING METHODOLOGY SEQUENCE
Ninth grade note:

Group: ninth grade	Level: A2	
Duration: 55 minutes		
Teacher-student:	Supervisor:	First Week
Ricardo Antonio Aguirre Contreras	Viviana Katherine Rueda Carrillo	1 block on Thursday
Objectives: • The implementation of culture for the growth of the four languages skills among ninth graders at the Centro Educativo Rural San Miguel: Task-Based Learning approach. • To recognize other cultures and some cultural aspects of different countries. • To increase the level of the four language skills of students by implementing productions comprehension activities concerning culture. • To guide the ninth-grader students in the developing of their recommended English level according to MEN.		
Competences: Communicative competence. Linguistic competence. Four language skills.	Previous sequence: The second session	Topic-task: Third session: Cultural aspects in the United Kingdom countries and Canada (cards).

Stages	Description of The activity	Time (minutes)	Skills	Material
Opening		**8 minutes**		
Opening	The student-teacher will greet to all the students in English and asking how they are.	1 minutes	Speaking Listening	

UNIVERSITY OF PAMPLONA
TEACHING METHODOLOGY SEQUENCE

Project				
Activities				Projector
Pre-task	The teacher will make some individual feedback of the cards that each group did in the previous session. The teacher will explain some questions in order to make a presentation more fluid. The questions will be: - Which is your country? - What sport is typical in _____? - What is the most famous place in _____? - how many floors have your transport?	20 minutes	Listening Writing Reading	Notebooks Cards Markets Colours
Task	Then, the students will continue developing the cards activity.	15 minutes	Writing Reading Speaking Use of the language	
Post-task	Finally, each group will present its card and will answer the questions asked by the teacher.	15 minutes	Writing Use of the language	

Appendix 5: First exam

SANDRA MILENA CONTRERAS LEAL

ACTIVITY 1.

Join the countries with their form. (Une los países con su forma)

SCOTHLAND

WALES

ENGLAND

CANADA

IRELAND

ACTIVITY 2.

Circle the correct country. (Rodea el país correcto)

- In WALES / CANADA people play ice hockey
-
- The Big Ben is in ENGLAND / IRELAND
- The Niagara Waterfalls are in CANADA / WALES

ACTIVITY 3. Join the menu with his food. (Une el menú con su comida).

ENGLISH MENU	SPANISH MENU

BREAKFAST 8:00
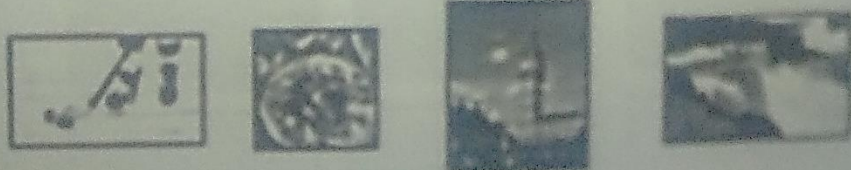
- MILK WITH COOKIES

SPANISH MENU

LUNCH 2:00

- SPAGUETTIS
- CHICKEN WITH CHIPS

ENGLISH MENU

DINNER 9:00

- OMELETTE

SPANISH MENU

BREAKFAST 7:00

- FRIED EGGS, SAUSAGES, HAM AND TEA

SPANISH MENU

LUNCH 12:00

- SANDWICH AND FRUIT

ENGLISH MENU

DINNER 6:00

- FISH AND CHIPS

ENGLISH MENU

ACTIVITY 4. Write the correct country. (Escribe el país correcto)
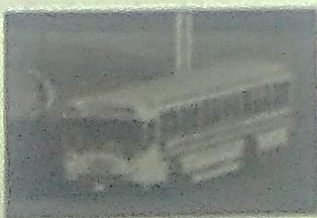
wales	CUSTAUD	canada

Appendix 6: Cards about cultural aspects of wales, Canada, Northern Ireland, England and Scotland

SCOTLAND

EDINBURG CASTLE

Sports: Crocket

Scotland it remember is for its Sport better what is flame escroker.

Appendix 7: Session 4

Ninth grade note:

Group: ninth grade	Level: A2	
Duration: 55 minutes		
Teacher-student:	Supervisor:	First Week
Ricardo Antonio Aguirre Contreras	Viviana Katherine Rueda Carrillo	1 block on Thursday
Objectives:		
• The implementation of culture for the growth of the four languages skills among ninth graders at the Centro Educativo Rural San Miguel: Task-Based Learning approach. • To recognize other cultures and some cultural aspects of different countries. • To increase the level of the four language skills of students by implementing productions comprehension activities concerning culture. • To guide the ninth-grader students in the developing of their recommended English level according to MEN.		
Competences:	Previous sequence:	Topic-task:
Communicative competence. Linguistic competence. Four language skills.	The third session	Fourth session: Festivities Christmas

Stages	Description of The activity	Time (minutes)	Skills	Material
Opening		8 minutes		
Opening	The student-teacher will greet to all the students in English and asking how they are. The teacher will present a list of command in order to make more fluid the class. I have a question, I don't understand, Please teacher, Can you repeat the question?	1 minutes	Speaking Listening	
Project				
Activities Pre-task	The teacher will introduce the topic with some images and sentences, the students have to predict what the topic is. it's an English festivity, it's on December, on these dates comes Santa Claus...(Christmas).	5 minutes	Listening Writing Reading	Projector Notebooks Videos
Task	With some visual aids, I will present some facts and information about this festivity in English countries. - What is Christmas? - When is Christmas? - What do people do on Christmas? - Christmas Eve - Christmas Day At this part, the students will have to read some information and listening a carol sing on this day.	25 minutes	Writing Reading Speaking Use of the language Listening	
Post-task	Finally, the students will work on a worksheet proposed by the teacher, it will have three exercises. o Exercise 1: Join the drawing with his name. (Vocabulary: Christmas tree, present, Christmas card, Santa Claus, reindeer...)	20 minutes	Writing	

	o Exercise 2: Complete the sentences with the words in the box. o Exercise 3: Find the words.		Use of the language	

NAME: _____

ACTIVITY 1. Join the drawing with his name. (Une el dibujo con su nombre)

- a Christmas card
- a Christmas tree
- Santa Claus
- a stocking
- a present

ACTIVITY 2. Complete the sentences with the words in the box. (Completa las frases con las palabras de la caja).

CARDS – ROAST TURKEY – CHRISTMAS DAY – STOCKING – CAROLS

- _____ is on 24th December.
- Santa Claus put the presents into the _____.
- The typical food on Christmas is _____.
- Children do Christmas _____.
- On 25th December children sing _____.

ACTIVITY 3. Find the words. (Encuentra las palabras).

CANDLE

CARDS

CAROLS

COOKIES

PRESENT

CHRISTMAS TREE

pudding

a stocking
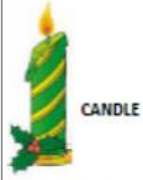
SANTA CLAUS

```
B U V A H S F J Ń O K R O F I
N F D O X A U V Q P Q Q E K Ń
X S F R O N J R N A H Ń E Y Q
J D S I I T K C E W V E R H T
N Ń G U R A A D Q T R S T L C
Z C V F Ń C E N X P K T S C O
R B B G R L G R J N Z O A A O
Ń B G N A A H R S T T C M N K
G D P I D U T Q D Ń C K T D I
A D R D Ń S T S R Z A I S L E
K J E D K V L Ń A Q R N I E S
T A S U Q F B G C K O G R D O
Q V E P B S V L I E L R H E H
D O N G V K B L O U S X C M L
J Z T H W L C H W I V H D K D
```

Appendix 8: Session 5

Ninth grade note:

Group: ninth grade	Level: A2	
Duration: 55 minutes		
Teacher-student:	**Supervisor:**	**First Week**
Ricardo Antonio Aguirre Contreras	Viviana Katherine Rueda Carrillo	1 block on Thursday

Objectives:

- The implementation of culture for the growth of the four languages skills among ninth graders at the Centro Educativo Rural San Miguel: Task-Based Learning approach.
- To recognize other cultures and some cultural aspects of different countries.
- To increase the level of the four language skills of students by implementing productions comprehension activities concerning culture.
- To guide the ninth-grader students in the developing of their recommended English level according to MEN.

Competences:	Previous sequence:	Topic-task:
Communicative competence.	The fourth session	**fifth session:**
Linguistic competence.		**final exam**
Four language skills.		

Stages	Description of The activity	Time (minutes)	Skills	Material
Opening		**8 minutes**		
Opening	The student-teacher will greet to all the students in English and asking how they are. The teacher will review the list of commands that the students learnt during the previous class in order to make more fluid the class. I have a question, I don't understand, Please teacher, Can you repeat the question?	1 minutes	Speaking Listening	
Project				
Activities	During this session, the teacher will provide a worksheet in which the students have to answers some questions about the topics seen during the previous classes. This activity will have a grade and the students cannot have their notebooks during the exam. The teacher will give all the instructions that the students have to follow during the exam.	30 minutes	Writing Reading Use of the language	Worksheet

ACTIVITY 1. Join the drawing with his name. (Une el dibujo con su nombre)

a Christmas card

a Christmas tree

Santa Claus

a stocking

a present

ACTIVITY 2. Complete the sentences with the words in the box. (Completa las frases con las palabras de la caja).

CARDS – ROAST TURKEY – CHRISTMAS DAY – STOCKING – CAROLS

- _____ is on 24th December.
- Santa Claus put the presents into the _____.
- The typical food on Christmas is _____.
- Children do Christmas _____.
- On 25th December children sing _____.

ACTIVITY 1.

Join the countries with their form. (Une los paises con su forma)

SCOTHLAND

WALES

ENGLAND

CANADA

IRELAND

ACTIVITY 2.

Circle the correct country. (Rodea el país correcto)

- In WALES / CANADA people play ice hockey.
- _____
- The Big Ben is in ENGLAND / IRELAND.
- The Niagara Waterfalls are in CANADA / WALES.

Appendix 9: Non-participant observation

Non-participant observation

From 29th April to 3th May, the teacher-student observed and analysed some aspects about the learning process of a foreign language in the CER San Miguel.

The supervisor had all plans of all the English classes; in the plans format she made the description of each activity in all courses. She followed the guidelines and descriptors stated by the Common European Framework of Reference for Languages according to the students' level. The supervisor used the computer classroom in all session with the objective to project the activities or the explanation of the topics.

She made many activities in which they were projected and the students had to write them down in their notebooks and solving them. However, the teacher provided to the learners some worksheets to make the same activity projected in the board, in some cases. Some activities consisted on add or delete –s or –es to some nouns to practice about the pluralization rules, the students had the worksheet and they only had to complete it. Another aspect to add is the quantity of activities, the teacher proposed three activities in a class including the explanation of the topic because the time in that institute is valuable.

She always kept the silence and order in the classroom and the students usually understood the teacher's instructions. Taking into account the use of English language, the teacher tried to use 50% of the English language in the classroom because the learners are adopting this new process; due to it is the first time that the CER San Miguel has an English teacher.

Appendix 10: Participant observation and self-observation card

I. PLANIFICACIÓN

Sin título

Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área *

8 points

	1	2	3	4	5	6	7	8	9	
	○	○	○	○	○	○	○	○	◉	Siempre

Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar. *

3 points

1	2	3	4
○	○	○	◉

Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo. *

3 points

1	2	3	4
○	○	○	◉

los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes *

	1	2	3	4
	○	○	○	◉

Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes. *

3 points

	1	2	3	4
	○	○	○	◉

Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y auto evaluación. *

3 points

	1	2	3	4
	○	○	○	◉

Planifico mi actividad educativa de forma coordinada con el resto del profesorado. *

3 points

	1	2	3	4	5	6	7	8	9
	○	○	○	○	○	○	○	○	◉

Observaciones y propuestas de mejora: *

0 points

con respecto a la planeacion de clases, pude notar una mejoria con respecto a las actividades que propongo durante la clase, las cuales tiene una gran

REALIZACIÓN:

-Motivación inicial de l@s estudiantes:

trato de hacer en cada clase un juego antes de empezar la explicación del tema. Pero por lo general antes se debe iniciar con la oración.

Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad. *   3 points

	1	2	3	4
	○	○	○	◉

Planteo situaciones introductorias previas al tema que se va a tratar. *   2 points

	1	2	3	4
	○	○	○	◉

-Motivación a lo largo de todo el proceso:

no, solo a veces los motivo a que continúen aprendiendo

Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado. *   3 points

	1	2	3	4
	○	○	○	◉

Comunico la finalidad de los aprendizajes, su importancia, 3 points
funcionalidad y aplicación real. *

	1	2	3	4
	O	O	O	◉

Doy información de los progresos conseguidos así como 3 points
de las dificultades encontradas. *

	1	2	3	4
	O	O	O	◉

-Presentación de los contenidos:

Relaciono los contenidos y actividades con los 3 points
conocimientos previos de mis estudiantes. *

	1	2	3	4
	O	O	O	◉

Estructuro y organizo los contenidos dando una visión 3 points
general de cada tema (índices, mapas conceptuales,
esquemas, etc.) *

	1	2	3	4
	O	O	O	◉

Facilito la adquisición de nuevos contenidos intercalando   3 points
preguntas aclaratorias, sintetizando, ejemplificando, etc. *

	1	2	3	4
	○	○	○	●

-Actividades de aula

Planteo actividades variadas, que aseguran el logro de los   3 points
objetivos didácticos previstos y las habilidades y técnicas
instrumentales básicas. *

	1	2	3	4
	○	○	○	●

Recursos y organización del aula:

vídeos, diapositivas, carteles

Distribuyo el tiempo adecuadamente: (breve tiempo de   4 points
exposición y el resto del mismo para las actividades que
l@s estudiantes realizan en la clase). *

	1	2	3	4
	○	○	○	●

Adopto distintos agrupamientos en función de la tarea a   3 points
realizar, controlando siempre que el clima de trabajo sea
el adecuado *

	1	2	3	4
	○	○	○	◉

Utilizo recursos didácticos variados (audiovisuales,
informáticos, etc.), tanto para la presentación de los contenidos
como para la práctica. *

	1	2	3	4
	○	○	○	◉

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos:

Compruebo que l@s estudiantes han comprendido la tarea que
tienen que realizar: hago preguntas, hago que verbalicen el
proceso, etc. *

	1	2	3	4
	○	○	○	◉

Facilito estrategias de aprendizaje: cómo buscar fuentes de
información, pasos para resolver cuestiones, problemas y me
aseguro de la participación de tod@s *

	1	2	3	4
	○	○	○	◉

-Clima del aula:

Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias. *

	1	2	3	4
	○	○	○	◉

Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas. *

	1	2	3	4
	○	○	○	◉

Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes. *

	1	2	3	4
	○	○	○	◉

-Seguimiento/ control del proceso de enseñanza-aprendizaje:

Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula. *

	1	2	3	4
	○	○	○	◉

Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula. *

	1	2	3	4
	○	○	○	◉

Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas. *

	1	2	3	4
	○	○	○	◉

En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición. *

	1	2	3	4
	○	○	○	◉

En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición. *

	1	2	3	4
	○	○	○	◉

En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición. *

	1	2	3	4
	○	○	○	◉

-Atención a la diversidad:

Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje *

	1	2	3	4
	○	○	○	◉

Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades. *

	1	2	3	4
	○	○	○	◉

Observaciones y propuestas de mejora: *

en la metodologia intento ser muy creativo para que los estudiantes puedan tener un aprendizaje significativo utilizando todos los recursos como tablero video beam y guias.

III. EVALUACIÓN:

Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área. *

1	2	3	4
○	○	○	◉

Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área. *

1	2	3	4
○	○	○	◉

Realizo una evaluación inicial a principio de curso. *

1	2	3	4
○	○	○	◉

Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos. *

1	2	3	4
○	○	○	◉

Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes. *

	1	2	3	4
	○	○	○	◉

Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos... *

	1	2	3	4
	○	○	○	◉

Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación. *

	1	2	3	4
	○	○	○	◉

Observaciones y propuestas de mejora: *

en la parte evaluativa intente siempre evaluar las producciones escritas que los estudiantes hacian para que mejoraran este aspecto, ademas cada tema visto lo evaluaba la siguiente clase para poder observar falencias o errores en los estudiantes y asi poder avanzar en ello.

Appendix 11: Narratives

Narrativa de la segunda semana de clase en el Centro Educativo San Miguel
por Ricardo Aguirre

Esta narrativa concierne la segunda semana en la institución CER San Miguel del día 20 al 24 de mayo del 2019; durante esta semana se presento el cese de actividades solamente el día jueves 23 de mayo; debido a que el día miércoles 22 de mayo se realizó un evento concerniente al día de la familia, donde estuve presente.

Con respecto a las clases, transcurrieron con normalidad. Seguí los pasos que propuse en los planes de clase dividiéndolos en las tres fases que propone el enfoque por tareas. Sin embargo, la supervisora me pidió que modificara los planes de clases adicionándoles los deberes básicos de aprendizaje, los estándares y el tema de la unidad siguiendo de esta manera el diseño que propone la institución educativa.

Aun sigo de cerca las inquietudes de los estudiantes y reviso si copiaron todo en el cuaderno, con respeto al proyecto tuve que finalizar la sesión 1 puesto que la semana anterior las horas eran mas cortas (45 minutos) por una reunión de padres de familia que tenía la institución.

Finalmente con respecto a las tareas, en cada clase fueron revisadas de manera rápida asignándoles una nota; de esta manera los estudiantes ahora tomaron conciencia y son más precavidos en la realización de las asignaciones.

Appendix 12: Interviews

Entrevista para el desarrollo del proyecto «The implementation of culture for the growth of the four languages skills among ninth-grade students at the Centro Educativo Rural San Miguel: Task-Based Learning approach»
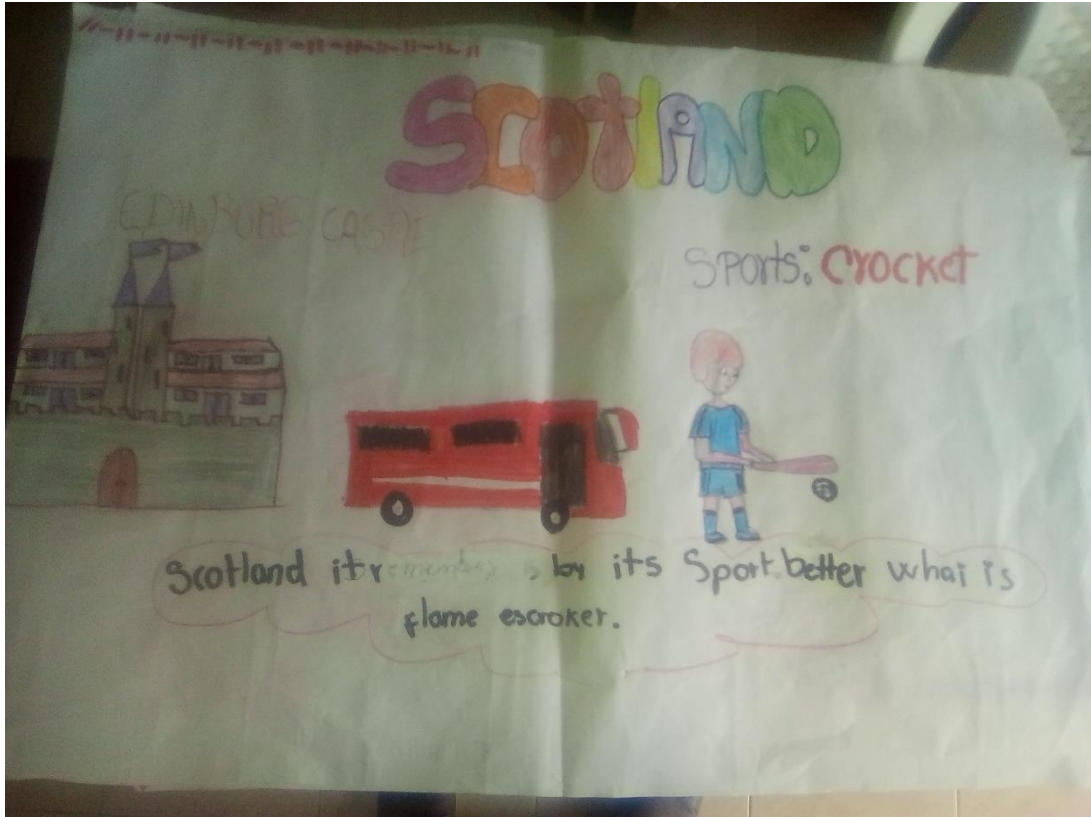
Fecha: _____   curso: _____

Se debe tener en cuenta que las respuestas e información recabada será estrictamente confidencial y para el uso exclusivo del investigador interesado. La identidad no aparecerá en ningún informe o publicación y esta será tratada de manera anónima. Además, la información dada por el estudiante participante no afectara de ninguna manera las notas o su proceso académico.

Objetivo: Identificar el progreso que los estudiantes del centro educativo rural San Miguel han tenido con la implementación de la cultura como herramienta de aprendizaje en el proceso de adquisición del inglés como lengua extranjera.

1. Al escuchar la palabra cultura ¿Qué es lo que piensa?

2. ¿Considera importante conocer la cultura para aprender una lengua extranjera?

3. Durante su proceso de aprendizaje del inglés, ¿usted cree que los profesores han utilizado la cultura como herramienta para aprender esta lengua? ¿podría describir de qué manera la han utilizado?

4. Actualmente, durante las sesiones propuestas por el profesor de inglés ¿Cómo se siente cuando se utiliza la cultura para aprender esta lengua?

5. ¿Considera que la implementación de este proyecto ha tenido alguna influencia en su aprendizaje del inglés?

6. ¿Qué diferencias puede notar con las clases normales y las clases que esta la cultura como herramienta para aprender inglés?

7. ¿Qué ha aprendido a través de la cultura en las clases de inglés?

Appendix 13: Production task

Appendix 14: Interviews

Category	Question	Answer	Analysis

Percepción de los estudiantes sobre cultura. (definición)	1 al escuchar la palabra cultura ¿Qué es lo que piensa?	Participante 1: Qué es un conjunto de costumbres, creencias, comidas, fiestas, idioma, etcétera de cada país. Participante 2: son la religión costumbres, comidas, fiestas, etcétera de cada país o gente. Participante 3: Qué es un conjunto de tradiciones y costumbres de la sociedad y son los conocimientos que poseen las personas. Participante 4: Qué son las costumbres, fiestas, comidas, etcétera de cada país.	En primera pregunta se puede observar que los participantes asimilan la definición de cultura por un conjunto de costumbres y creencias sobre uno o varios países.
Percepción de los estudiantes sobre cultura. (importancia)	2 ¿Considera importante conocer la cultura para aprender una lengua extranjera?	Participante 1: Sí porque es algo que nos ayuda a saber la cultura de cada país y es más fácil aprender su idioma. Participante 2: Sí porque con ello podemos adquirir más conocimiento y ayuda que aprendamos cosas nuevas. Participante 3: Sí porque, aunque sea la comida típica la podemos saber a través de la cultura y sus sitios turísticos y nos sirve para centrarnos más rápidamente. Participante 4: Sí porque eso nos ayuda a que nuestro aprendizaje mejore y saber más.	En este apartado, los participantes afirman que es importante la cultura para aprender una lengua extranjera porque les sirve de ayuda o como base para tener un aprendizaje significativo.
El uso de la cultura en las aulas de clase.	3 durante su proceso de aprendizaje del	Participante 1: no porque, aunque ellos conocen algunas culturas de	En este apartado, los participantes recalcaron que los profesores no

(por parte de los profesores)	inglés, ¿usted cree que los profesores han utilizado la cultura como herramienta para aprender esta lengua? ¿podría describir de qué manera la han utilizado?	diferentes países; en ocasiones no las utilizan en las clases. Participante 2: no, porque las clases que nos dictan nos enseñan cosas gramaticales como verbos o los tiempos del inglés y no nos enseñan sobre los países de otros lados. Participante 3: no, porque nos traen textos sobre algunos temas, pero nada sobre otras culturas, temas como inventos o el medio ambiente. Participante 4: no porque, en las clases vemos solo traducciones o reglas y a veces textos, pero nunca conocemos como son las cosas en otros países.	han utilizado la cultura como herramienta para aprender inglés; aunque los profesores conocen sobre el tema, no es implementada en las clases; en cambio, utilizan mucho la traducción o el método tradicional basado en las reglas gramaticales.
Percepción de los estudiantes sobre cultura. (apropiación)	4 actualmente, durante las sesiones propuestas por el profesor de inglés ¿Cómo se siente cuando se utiliza la cultura para aprender esta lengua?	Participante 1: feliz porque es bueno saber cosas de otros países e ir avanzando más en conocimiento inteligencia. Participante 2: satisfecho porque estoy aprendiendo cosas nuevas de diferentes países del mundo. Participante 3: chévere porque estamos aprendiendo nuevas cosas nuevas costumbres y eso es lo que tenemos que hacer para aprender cada día más. Participante 4: bien porque estoy aquí viendo conocimientos y aprendiendo cosas nuevas,	Con respecto al uso de la cultura para aprender inglés, los estudiantes han tenido una respuesta afirmativa sobre su uso, manifiestan que han aprendido mucho y que les ha gustado.

Influencia de la cultura en el proceso de aprendizaje. (nuevos conocimientos)	5 ¿Considera que la implementación de este proyecto ha tenido alguna influencia en su aprendizaje del inglés?	Participante 1: Sí porque cada vez sabemos más cosas y es un proyecto que nos ayuda a adquirir nuevos conocimientos. Participante 2: Sí porque es un proyecto que nos ayuda a aprender más y a tener más conocimiento. Participante 3: Si, porque con la implementación de este proyecto, no hemos tenido ningún problema en aprender la lengua de inglés, siempre hemos tenido facilidad. Participante 4: Sí porque he podido aprender cosas nuevas de los países del Reino Unido.	Los participantes manifiestan que han aprendido nuevos conocimientos sobre otros países con la implementación de este proyecto basado en la cultura.
El uso de la cultura en las aulas de clase. (diferencia entre las clases normales y las del proyecto)	6 ¿Qué diferencias puede notar con las clases normales y las clases que esta la cultura como herramienta para aprender inglés?	Participante 1: que las clases normales sólo aprendemos cosas de inglés como adjetivos oraciones en sus tres tiempos verbos etcétera en las clases de cultura podemos aprender los diferentes platos típicos de cada país creencias bailes costumbres etcétera. Participante 2: En qué las clases normales aprendemos sólo a las cosas básicas para aprender inglés; en las clases de cultura aprendemos los lugares famosos de un país su comida idioma costumbres etcétera. Participante 3: que las clases normales no nos ponen hablar	Con respecto al uso de la cultura, los participantes afirman que, en las clases normales, las actividades están basadas en las reglas gramaticales; sin embargo, en las clases donde se implementa el proyecto; los estudiantes pueden entrenar otras habilidades como la producción oral y aprender cosas sobre otras culturas.

		inglés y en las de cultura nos ponen a hablar. Participante 4: En qué las clases normales solo vemos verbos oraciones etcétera. En las de cultura podemos aprender cosas de diferentes países con diferentes culturas.	
Influencia de la cultura en el proceso de aprendizaje. (conocimientos)	7 ¿Qué ha aprendido a través de la cultura en las clases de inglés?	Participante 1: las comidas de varios países del Reino Unido los lugares famosos su transporte su deporte etcétera. Participante 2: varias cosas de los países del Reino Unido como la comida típica los lugares famosos transportes deporte etcétera. Participante 3: los sitios turísticos los deportes principales de cada país la comida típica y lo de Navidad. Participante 4: la cultura de los países del Reino Unido como su comida su deporte su transporte etcétera.	Finalmente, los participantes afirman a ver aprendido sobre algunos aspectos sobre países de habla inglesa; tales como la comida, los transportes, deportes y una festividad ya reconocida por ellos como la navidad.

Appendix 15: Informed consent letter

Pamplona, 13 de mayo del 2019

Estimados,

PADRES DE FAMILIA, noveno grado

Estudiantes noveno grado

Cordial saludo,

Yo, Ricardo Antonio Aguirre Contreras identificado con C.C 1090490574 de Cúcuta, estudiante-practicante del Programa de Licenciatura en Lenguas Extranjeras Inglés-Francés, de la Universidad de Pamplona; durante este semestre estoy realizando mi práctica integral en los cursos de séptimo, octavo, noveno, decimo y once acompañado de la supervisión de la docente Viviana Katherine Rueda Carrillo. Me dirijo a Usted con el fin de solicitarle la autorización para que su hijo/a participe en mi proyecto de práctica titulado la implementación de la cultura para el crecimiento de las cuatro competencias entre los estudiantes de noveno grado del Centro Educativo Rural San Miguel: enfoque basado en aprendizaje por tareas, esta autorización se presenta a Usted, ya que para una de las etapas de mi proyecto, la voz de los estudiantes será grabada. Es importante mencionar que la información por ellos suministrada será tratada bajo total confidencialidad y privacidad que requiere este tipo de actividad por parte mía y con solo fines educativos.

Agradeciendo su atención.

Cordialmente,

_____ c.c.

Estudiante-Practicante
Licenciatura en Lenguas Extranjeras Inglés-Francés
Universidad de Pamplona

Appendix 16: Reflection workshop 1

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACION
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN

TALLERES DE REFLEXIÓN

TALLER No 1

ELEMENTOS PARA REFLEXIONAR

No creemos en la lectura o en la escucha pasiva, sino en la reflexión y construcción realizada al hilo de la propia tarea, en el propio proceso, poniendo en diálogo la teoría de la que partimos con la práctica que llevamos a cabo. Por ello, antes de comenzar a leer la primera parte, conviene contestar a las siguientes preguntas.

I. Reflexión individual

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles y qué consecuencias.

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

3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone?

5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos y cómo lo trabaja?

II. Poner en común, con el equipo, las respuestas a estas cuestiones

Organizar un contraste de opiniones con el equipo de trabajo y deducir en qué aspectos se está más de acuerdo y en dónde se ponen las diferencias.

Una vez contestadas estas preguntas, se puede comenzar a poner en diálogo la propia experiencia profesional con lo que, a continuación, se plantea.

Estar de acuerdo o en desacuerdo no es lo importante, sino que esta actitud de diálogo es lo que nos hace reflexionar y seguir buscando. Éste es un libro abierto que puede seguir siendo escrito por cada uno.

Programa de Lenguas Extranjeras Inglés Francés
2016

Appendix 17: Reflection workshop 2

UNIVERSIDAD DE PAMPLONA
FACULTAD DE EDUCACION
DEPARTAMENTO DE LENGUAS Y COMUNICACIÓN

TALLER DE REFLEXIÓN NO 2

PARA REFLEXIONAR

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el profesor a partir del currículo oficial y que concreta en Unidades Didácticas.

Objetivo: Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

Tarea: Reflexionar y tomar decisiones de forma individual y en equipo.

I. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes?

2. ¿Qué experiencias educativas de las que tiene programadas cree que les enseñan a vivir?

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

II. Puesta en común con el equipo docente con el grupo de práctica

1. Análisis de las cuestiones anteriores.

2. Toma de decisiones respecto a aquellas decisiones que ayuden a una mayor coherencia del equipo en su acción educativa.

Programa de Lenguas Extranjeras Inglés Francés
2016

Appendix 18: Format of self-observation card

I. PLANIFICACIÓN

		1	2	3	4
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.				
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.				
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.				
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.				
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				

Observaciones y propuestas de mejora

_____

_____

_____

II. REALIZACIÓN

Motivación inicial de l@s estudiantes

		1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				
2	Planteo situaciones introductorias previas al tema que se va a tratar.				

Motivación a lo largo de todo el proceso

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.				

4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.				
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.				

Presentación de los contenidos

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.				
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)				
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				

Actividades en el aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.				
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.				

Recursos y organización del aula

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).				
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado				
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.				

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s				

Clima del aula

1	2	3	4

16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.				
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.				

Seguimiento/ control del proceso de enseñanza-aprendizaje

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y fuera del aula.				
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.				
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				

Atención a la diversidad

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje				
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.				

Observaciones y propuestas de mejora

_____

_____

_____

III. EVALUACIÓN

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				
3	Realizo una evaluación inicial a principio de curso.				

4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la evaluación de los diferentes contenidos.				
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.				
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...				
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.				

Observaciones y propuestas de mejora

_____

_____

_____

Appendix 19: Class recording.

video 1 de practica.mp4