

Improving ninth graders writing skills by the implementation of a portfolio-based assessment

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Practicum

Pamplona

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APPROVAL NOTE

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Practicum Committee Signature

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Cooperative Teacher Signature

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## **General presentation**

This project aimed at implementing a portfolio as an assessment tool for ninth graders writing skills in the Mercedes Abrego public school for the development of students' self-reflection and written communication as well as to determine their growth and improvement in their learning process of ESL (English as a second language). Also, the managing and creation of these English portfolios helped students to improve their proficiency in the English language and at the same time get some other technical skills such as organization, responsibility, and creativity that lead to the comprehensiveness of the student.

Also, as part of the development of the practicum, this project was comprised of four main chapters, each one corresponding to the following components: Pedagogical component, research component, administrative component and community outreach component which represented the idea of integrity that should be reflected in the pre-service teacher after the achievement of ninth semesters in the foreign languages degree.

Hence, the aspects concerning each component were the following:

The pedagogical component covered a teaching proposal that was conducted inside the grades in charge during the ten weeks of practicum in order to solve a problem that was stated after the institutional observation week so that the trainee teacher could establish an action plan along with strategies to apply in the classroom in order to reach the objectives. Thus, this component included: introduction, statement of the problem, research questions, justification,

objectives, theoretical framework, literature review and finally the pedagogical and research methodology.

Similarly, the research component comprised the macro-project “*La formación del espíritu reflexivo en los practicantes de PLEX, herramienta de formación para cualificar la práctica pedagógica*” in which pre-service teachers participated with the aim of contributing to the educational field by implementing reflection in her practicum for the purpose of developing critical thinking and evaluate its own pedagogical endeavor. Also, the community outreach was developed during this process in Mercedes Abrego’s primary school which made part of the macro-project “*proyecto de sensibilización a la lengua inglesa en escuelas de primaria de Colombia*” and whose main objectives included: to meet the child population English education needs in primary schools in Colombia as well as integrating foreign languages training of the foreign languages English- French program students into the reality of English teaching in primary schools in Colombia. Finally, the administrative component relates to the trainee teachers’ participation in all extra-curricular activities proposed by the institution.

## **Introduction**

Over the years of the Colombian education history, it has been necessary to implement strategies and instruments in order to evaluate important aspects of the teaching-learning process in all of the disciplines. Evaluation defined by the Colombian Education Ministry (2009) as “a regulating element of the provision of educative service the permits the assessment of the progress and results of the process from evidences to ensure relevant education, meaningful to the student and relevant to society.”

This process has been conducted ever since its creation, and even to the extent that time passes and all fields of knowledge have advanced and have been modified, the evaluation remains teacher-centered and quantitative even if several other types of summative (projects, portfolios, performances, etc.) and especially formative assessment (students’ feedback, assessment observations; questions and answers sessions; reflective journals) types have been proposed over time.

That is the reason why this project aimed at implementing a different evaluation strategy such as the portfolio which allowed the pre-service teacher to identify the weaknesses and skills that students had in terms of writing as well as to keep track of their progress during the practicum period. In this way, one of the hypotheses that were established was that the students would feel more comfortable and confident to express themselves about the topics related to the classes and the development of the class itself. Furthermore, the students would be able to develop other skills besides the linguistic competence in the foreign language to which they are used to, on the contrary, they continue their learning process while working with different types of tasks that could foster students' motivation and interest in the subject and their reflective competence by contemplating on the development of the tasks administered by the trainee teacher, their proficiency and the obtained results during and after completing the journal, all of these aspects are reflected in the results of the pedagogical component found herein.

## **Justification**

This study emerged from the need of students to express themselves in written form appropriately and produce several types of texts according to ninth grade parameters such as summaries, letters, charts, etc. In which they are able to accomplish the following actions: to give their opinions; to explain reasons behind plans and actions; to identify cause and effects relationships in a text; to make short presentations about academic topics and to produce texts about suggestions and recommendations as it is stated in the DBA “Basic learning rights” by its Spanish initials proposed by the “Colombia bilingüe” team under the National Education Ministry during the government of the ex-president Mr. Santos. (National Education Ministry, 2016). In this way, it becomes necessary for the educative institution to adapt these relevant aspects to their pedagogical strategy which is Conceptual Pedagogy which according to Zubiria (2007) “Conceptual pedagogy is a pedagogical approach that aims to form full individuals

affectionately (passionate, joyful, loving), cognitively (bright) and expressively (talented).”

Consequently, the implementation of the portfolio for the improvement of written production in ESL could be an effective way to achieve the indicators of achievement and meet the benchmarks of the secondary education ninth grade established by the Institution and the Ministry of Education and at the same time, being consistent with the conceptual pedagogy considering that the students would have a space dedicated to work not only on the academic and cognitive matters of school but also on the affectionate aspect of the learner as a human being.

Hence, ninth graders students of the Mercedes Abrego Technical Institute were the benefited population of this project. They had three hours of English class weekly and they were cursing the last term of the school year. That is the reason why, I decided to work on writing skills, taking into account that throughout the year, the students had been acquiring a good range of vocabulary and a good level of understanding of written texts through the use of the students' book (outstanding 9). Through the observation week, the pre-service teacher was able to identify the current methodology of the class which relied on the explanation of the topic and making of the student's book exercises and the search of unknown vocabulary. [These activities that have been made for a long time could help the students in their creative process of writing in the target language.



## **Objectives**

### **General objective**

- To improve ninth graders writing skills through the implementation of a portfolio-based assessment.

### **Specific objectives**

- To address training needs in English, of primary school children in Mercedes Abrego primary school.
- To integrate foreign language training in the Foreign Languages English-French Degree Program students into educational reality of teaching English in primary school in the Mercedes Abrego primary school.
- To participate in extra-curricular activities proposed by the educative institution.

## **General conclusions**

Pedagogical component: the conducting of the research methodology and the pedagogical methodology provides useful information related to the implementation of EFL portfolios which were demonstrated to have a satisfactory use and which high school students, specifically ninth are aware of their usefulness in the English classes for develop their writing skills, to have a better organized learning process and to improve from the reflection that is made after accomplishing a specific task in the language.

*Research Component:* the information collected herein proves the relevance of being critical, reflective educators and never underestimate the importance of learning from our own experience and teaching practice, on the contrary, implementing these reflective instruments such as narratives, self-evaluations, reflection workshops are key for teachers to improve their methodology and guarantee their students' progress in the English language.

*Outreach component:* teaching kids can be considered a difficult task especially when it refers to language teaching, having in mind that according to the age they might be also learning their own mother tongue. Nevertheless, a big amount of strategies has been coming up to help teachers accommodate their teaching methodology to students' needs of learning while they have fun, because according to their age, they still want to play all the time. However, this is not a problem for upcoming teachers, whose ideas are born with the aim of helping young learners love the language and start a learning process from a young age. In this way, teaching vocabulary

through crafts seemed to be an effective way for students to acquire English knowledge, environmental awareness and creative skills.

*Administrative component:* This aimed composed of all the extracurricular activities, ceremonies, meetings and extra responsibilities that educators have while being part of an educative institution, helps the trainee teacher to have a full understanding and adaption to the way that things are developed and organized as it is stated in the organigram of the school in which all members have to take active part of the cultural celebrations that fosters a sense of belonging In the institution which starts from the teachers and it is transmitted to the students.

### **Institutional observation**

As part of the well development of the integral practice, it was first necessary to gather important information related to the institution in which the above mentioned is held, in order to have a full understanding of all the aspects found within the institutional education project (PEI by its Spanish initials) such as the coexistence handbook, the duties and rights of both students and teachers; the mission and vision; the principles and goals of the institution, and also the pedagogical strategy. All of this information play an important role, taking into account that the trainee teacher must be aware of the institutional education project, in order to conduct her pedagogical project and to know how to face the integral practice in an appropriate way.

*Institutional education project (PEI) main aspects.*

The institutional education project is defined by the Education Ministry in the following way:

“It is the navigation chart of the schools, specifying among other aspects the principles and purposes of the establishment, the teaching methodology and teaching resources

available, the pedagogical strategy, regulations for teachers and students and the management system.”

Hence, the important aspects of the Mercedes Ábrego school recorded in the institutional education project are:

**1. *Mission***

To provide education with the highest level of excellence.

**2. *Vision***

In the year 2025, the Mercedes Abrego Technical Institute will be recognized as one of the best schools in the country, obtaining in the ISCE (Synthetic Index of Educational Quality) a score above 9.0, in the elementary, secondary and middle levels.

**3. *School motto***

“More joyful, more fraternal and more competent everyday”

**4. *Institutional principles***

- Democratic participation: The educational community will take an active part in the decision-making that is incumbent upon each institution, promoting activities that stimulate constructive debate, the exercise of rights and compliance with institutional norms.
- Efficiency: the institution seeks for the established objectives and goals to be fulfilled in time and with the appropriate elements, in a right approach so that there is equity in the distribution of resources, the learning and pedagogical supports that the students receive and in the satisfaction of the needs of all the levels of the educational community.

- Integration: All students will be guaranteed access to learning, making the curricula more flexible, seeking the inclusion of students with special educational needs, if that is the case.
- Good deal: The institution will guarantee that the communication between all the members of the educational community is assertive, cordial and respectful. It will be sought for so that there is an increasingly fraternal coexistence, more cheerful and with guaranteed rights for all.
- Perseverance: the value of perseverance will enable students in their actions to forge steadfastness, and tenacity in achieving their goals by overcoming the difficulties that may arise in their path.

## 5. *Objectives*

- To develop a management system to provide quality education.
- To train talented students, seeking to make them more cheerful, more fraternal and more competent every day.

### *Topographic location of the educative institution.*

Mercedes Abrego high school created under ordinance number 28 of November 21<sup>st</sup> 1960; for the assembly of Norte de Santander is located in Cucuta, Colombia, specifically in Libertadores avenue 8N street. This school has both morning and afternoon school day from sixth to eleventh graders. There is also a headquarter located in 13th East avenue # 4A68 for primary school.

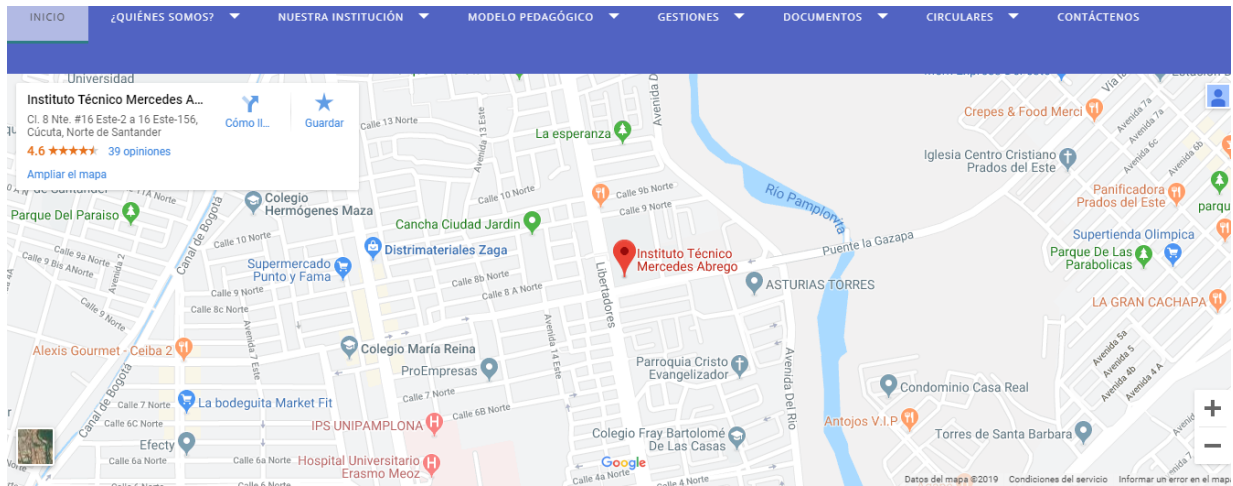


Figure 1. This figure shows the Google’s map location and address of Mercedes Abrego school.

*Authorities identification.*

Table 1. Authorities identification

Role	Name
School principal	Gloria Teresa Sepulveda Villamizar
Academic coordinator (6°, 7°, 8°)	Luis Alberto Moncada
Academic coordinator (9°, 10°, 11°)	Teresa Yezmin Monsalve Fuentes
President of the parents’ council	Juan Carlos Vejar
President of the students’ council	Johan Eduardo Chavez Roza
Teachers’ representative	Alfonso Jaimes
School orienteer	Javier Leonardo Torrado

Table 1 shows the people who are currently the main authorities of the school.

*Relevant aspects of the Coexistence handbook.*

According to the Mercedes Abrego school the coexistence handbook is:


“The document that contemplates the fundamental principles that regulate the processes of organizing and socializing a community. As such, it is the product of the consensus of all members of the institution and is the foundation of harmony, good behavior, respect and human, individual and collective excellence.”

The coexistence handbook is comprised of seven chapters as follows: “Institutional profile” which is the first chapter containing general but important aspects concerning the institution such as the institutional horizon, institutional principles, mission and vision among others. The second chapter is called “Legal basis” which has the legal grounds and the profiles of all members of the institution. The third chapter “students” contains all the information related to the procedures like enrolment, admission, cancellation, etc. as well as the personal presentation norms and finally the general schedules. The fourth chapter “rights and duties of students” as its title expresses, it has everything associated with the way students have to coexist inside and outside the institution. Also, there is information about the community work. The fifth chapter “promotion and prevention in the management of school coexistence” states the promotion component actions and formative processes as well as the protocol for the recognition and encouragement of students. The sixth chapter “categorization of situations, due process and attention routes” concerns the way in which the members of the institution must act when facing problematic situations, here we can find three types of situations (1,2,3) and the protocols to follow according to each type of situation. The last chapter entitled “services offered by the institution and PQRS” relates to other important components like the technology laboratory, cafeteria and finally the procedures that students, parents and/or attendees must follow in their petitions, complaints and suggestions.

*School syllabus.*

The following chart shows the current syllabus of the institution for all the education levels: elementary, primary, secondary and high school. In this way, the subjects are divided by areas and it was established from 2018.

Figure 2. Syllabus 2018.

 MUNICIPIO DE SAN JOSÉ DE CÚCUTA SECRETARÍA DE EDUCACIÓN MUNICIPAL INSTITUTO TÉCNICO MERCEDES ABREGO																		
PLAN DE ESTUDIOS 2018																		
NIVELES	PREES	BÁSICA PRIMARIA					BÁSICA SECUNDARIA					MEDIA						
ÁREAS / GRADOS	TRANSIC	1º	2º	3º	4º	5º	6º	7º	8º	9º	10º CI	10º CONT	10º AA	10º GA	11º CI	11º CONT	11º AA	11º GA
<b>HUMANIDADES</b>	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Lengua Castellana		6	6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
L.O.C.				3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>INGLÉS</b>	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3
<b>MATEMÁTICAS</b>	4	6	6	6	6	6	6	6	6	6	5	5	5	5	5	5	5	5
Matemáticas/Algebra		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Estadística		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Geometría		1	1	1	1	1	1	1	1	1								
<b>CIENCIAS NATURALES</b>	2	3	3	3	3	3	4	4	4	4	7	7	7	7	7	7	7	7
Biología							2	2	2	2	2	2	2	2	2	2	2	2
Química		3	3	3	3	3	1	1	1	1	2	2	2	2	2	2	2	2
Física							1	1	1	1	3	3	3	3	3	3	3	3
<b>CIENCIAS SOCIALES</b>	2	3	3	3	3	3	4	4	4	4	2	2	2	2	2	2	2	2
Geografía, historia y democracia							4	4	4	4								
Ciencias políticas y económicas		3	3	3	3	3					2	2	2	2	2	2	2	2
<b>FILOSOFÍA</b>											2	2	2	2	2	2	2	2
<b>EDUCACIÓN RELIGIOSA</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>ÉTICA Y VALORES</b>	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>EDUCACIÓN ARTÍSTICA</b>	1	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1
<b>EDUCACIÓN FÍSICA</b>	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>TECNOLOGÍA E INFORMÁTICA</b>	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>TÉCNICA COMERCIAL</b>											8	8	8	0	8	8	8	0
COMERCIO INTERNACIONAL											8				8			
CONTABILIDAD												8				8		
ASISTENCIA ADMINISTRATIVA													8				8	
<b>TÉCNICA AMBIENTAL</b>											0	0	0	8	0	0	0	8
GESTIÓN AMBIENTAL														8				8
<b>TOTALES</b>	20	28	28	28	28	28	30	30	30	30	40	40	40	40	40	40	40	40

**Institutional symbols.**

➤ **Flag**





➤ **Shield**



*Infrastructure distribution.*

The Mercedes Abrego Technical Institute has as its disposal an appropriate physical plant which is home to secondary education from sixth grade to eleventh grade in two working days (morning and afternoon.). It counts on a several rooms, about three per subject, because in the school, the students are mobilized and not the teachers meaning that each teacher has a classroom in charge. Among the physical plant, we also find, a parking lot, chemistry laboratory, technology laboratory, library, soccer field, the directive offices (secretary, coordination,

president's office) bathrooms, cafeteria, etc. All of this elements can be seen in the following map:

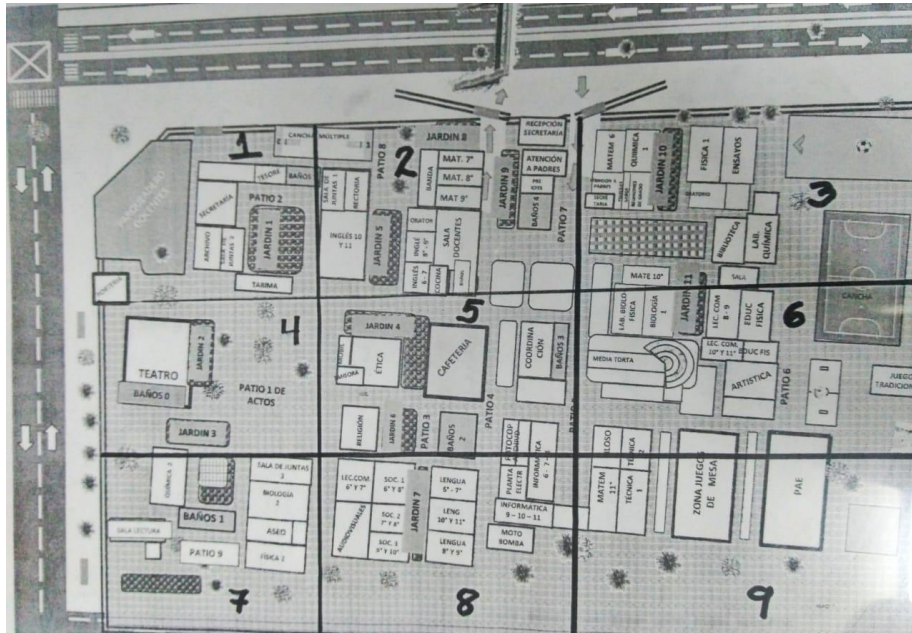


Figure 3. Mercedes Abrego Technical Institute infrastructure distribution.

## Institutional organization chart

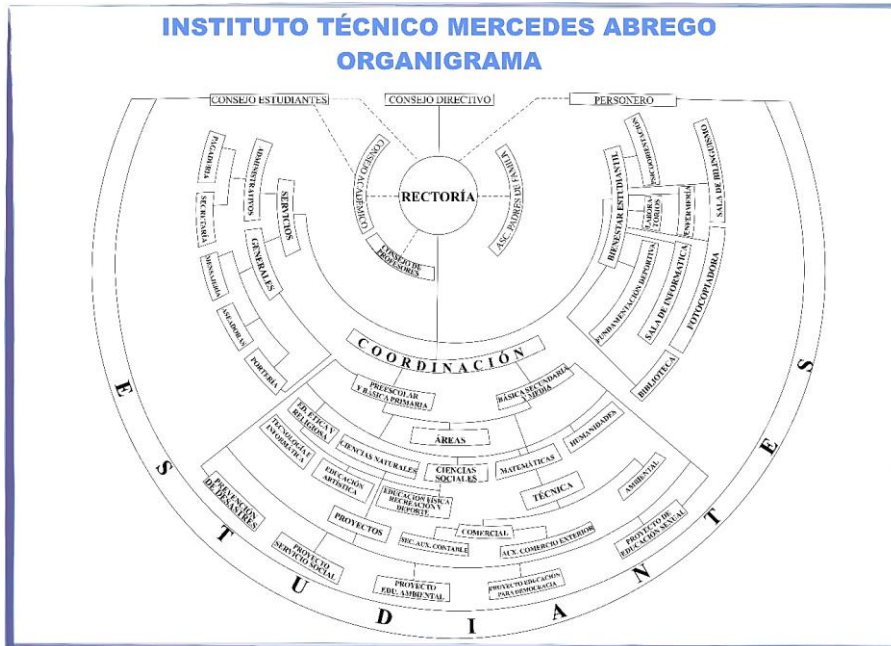


Figure 4. Institutional organization chart shows the regular channel under which the school is ruled. It can also be found the main divisions (students board, board of directors, representative of students) of the institution.

## School calendar

The school counts on a timetable of activities which is sent to all of the teachers monthly and also posted on their webpage.

INSTITUTO TÉCNICO MERCEDES ÁBREGO							
CALENDARIO ESCOLAR							
2019	LU	MAR	MIÉ	JUE	VIE	SÁB	DOM
		26	27	28	29	30	31
SEPTIEMBRE	2 Inicia II prueba AVANCEMOS 6º Inicia inscripción de estudiantes nuevos Inicia prematrícula estudiantes antiguos	3	4 Retiros 11º TA - 11º TB Reunión de Comité de Convivencia	5 Reunión del Consejo Académico	6 Finaliza II prueba AVANCEMOS 6º	7	8 Cierra sistema para informes parciales del III periodo
	9 Titulatura Inicia II prueba AVANCEMOS 4º Inicia solicitudes de cambio de jornada estudiantes antiguos	10 Reunión de Proyectos Transversales Cierre de sistema para ingreso de notas parciales III periodo (después de correcciones)	11 Retiros 11º MC - 11º MD Publicación de resultados AVANCEMOS 8º	12 Reunión del CAE Finaliza III aplicación de prueba AVANCEMOS 4º	13 Entrega de informe parcial de III periodo Cierre de prematrícula estudiantes antiguos	14	15
	16 Reunión de Directivos docentes. Prueba PLC para 11º	17 Reunión de Consejo Directivo Prueba PLC para 11º	18 Retiros 11º TC - 11º TD Publicación de resultados AVANCEMOS 6º	19 Reunión de Consejo Académico	20 Cierre de entrega de solicitudes para cambio de jornada de estudiantes antiguos	21	22
	23 Lengua Castellana Lectura y Pensamiento e Inglés	24 Matemáticas Ciencias Naturales Informática	25 Artística, Ética y Técnicas Publicación de resultados AVANCEMOS 4º	26 Ciencias Sociales y Filosofía	27 Educación física	28	29
	30 Escuela de padres 4º y 5º Inicia Prueba PLC 3º y 5º y 9º Publicación de listado de solicitudes radicadas de cambio de jornada	1					

Figure 5. September's activities calendar.

### English teacher weekly schedule

The teacher Julio Caesar Atuesta Fuentes is the pre-service teacher's supervisor during the practicum period. He is a foreign languages English- French teacher graduated from the University of Pamplona. The following chart shows his weekly schedule and the corresponding grades in charge of the teacher which are four eight grade groups and four ninth groups for a total of 24 hours (55min each) per week.

Table 2. English teacher schedule.

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1 12:15-1:10	8TA	9TD	8TC	8TB	
2 1:10-2:05					9TB
3 2:05- 3:00	9TC	9TA		9TD	9TC
4 3:30-4:25			8TB		8TD
5 4:25- 5:20	8TC		9TB	9TA	
6 5:20-6:15	8TD	8TA			

*Table 2.* This table shows the weekly schedule of the supervisor teacher for English classes.

*Pedagogical aspects*

The school is currently working with the conceptual pedagogy which aims at forming students for life and work. In this way, the classes are not only focused on the acquisition or development of knowledge but instead to take into account the affective skills of the students in order for them to become talented, fraternal, cheerful and competent people.

This model is considered as a contemporaneous cognitive psychological methodology as the School states: “conceptual pedagogy focuses on learning the capacity of the mind to establish relationships between different meanings to give a response to the environment. This response is qualified as the network grows (meaning structure).”

The planning of the lessons is done by the English teachers through the use of the Gnosoft platform, where they are given a user and password to have access. The teachers are asked to plan the classes according to the achievement indicators established for each grade at the beginning of the school year. These parameters are organized by units and topics and the assessment criteria in the categories “to know”, “to do” “to be” and “to coexist”. Also, there it can be found the evaluation activities along with the leveling work that should be implemented by the teachers.

For the sake of the class observations, the practicum coordinators have provided a format that contains relevant aspects about the development of a class from the teacher’s and students’ perspectives, in order to identify possible patterns and habits of the class and additionally the methodology of explanation and assessment used by the supervisor having in mind that they are currently in the last term of the school year and they are already accustomed to the way that the teacher in charge does the classes. Some of the main aspects that were able to be identified through the observations are: the sequence of activities during the class: all of the students stand in order to recite the Lord’s prayer. Then, the teacher checks if the students brought their dictionaries and he has an account of it in his assistance list, also he takes into account the use of the appropriate uniform and punctuality. The next step is to socialize and give evaluation grades, and afterwards the class begins.

As supporting course material, the students and teachers use the schoolbook “outstanding 9” by the editorial book mark international. This book is a teaching tool which is developed throughout the school year especially during the classes. Also, there is complementary material from the book in a digital form such as extra exercises and activities, songs, videos among others related to the topics of the book and the level.

## **Chapter I. Pedagogical component**

### **“Improving ninth graders writing skills by the implementation of a portfolio-based assessment”**

#### **Introduction**

Writing is one of the four skills that ESL learners develop throughout their learning process. This is an important skill that requires a cognitive process that leads to the development of students' communicative competence in written form which is as important as oral communication or any other ESL skills. Hence, the basic learning rights established by the Ministry of Education highlights the importance of being able to express appropriately in writing. Nevertheless, in the Colombian context and after a process of having the English subject within the curriculum, it has been observed over the years and through the different national evaluations that the students do not accomplish the expected results. The Basic Competence Standards in foreign languages designed by the Education Ministry and the Colombian Association of education faculties (ASCOFADE by its Spanish initials) it is claimed that ninth graders should be able to “write expository texts related to topics around them and their interests with acceptable orthography and punctuation.”. That is why, the implementation of a portfolio-based assessment allowed the trainee teacher to design writing activities according to the topics of the lessons and collect them in a portfolio so that both the teacher and students could monitor students' weaknesses and strengths when writing in the English language.

#### **Justification**

One of the multiple skills that a ESL learner must acquire, is the ability to put into words information related to their personal information and interests, but also to give opinions and summarize texts about various topics among other activities that are established in the Basic



learning rights and the Basic competence standards promoted by several bilingualism programs established by the Education ministry which states that at the end of eleventh graders the students would have achieved a B1 level according to the Common European Framework of Reference. Unfortunately, the contexts, the needs and the methodology followed by the schools vary potentially and while taking into account the results provided by the Saber 9 and Saber 11 exams, it can be concluded that the majority of students do not achieve the expected level for their grade. Hence, it is essential to identify students' weaknesses at the moment of producing texts in the target language. That is why, this study aimed at improving ninth graders writing skills through the implementation of a portfolio in which all of the developed writing activities were registered and assessed by both teachers and students in the way that they reflected on the making of the tasks and their performance.

## **Objectives**

### *Main objective.*

To improve ninth graders writing skills through the implementation of a portfolio-based assessment.

### *Specific objectives.*

- To know students' perceptions towards the use of a portfolio.
- To identify students' main difficulties when writing in ESL.
- To improve student's written production through reflective writing.

## **Problem**

The problem of this project relies on the poor performance of students to produce short coherent texts associated with topics that they have been familiarized with through the application and solving of the student's book. Taking into account that even when the students

are constantly elaborating the exercises proposed by the book, especially grammar and vocabulary exercises. There is still a difficulty in even simple tasks such as answering a question after reading a text and having looked for the unknown vocabulary. Through the observations, it was evident that some students still struggle with aspects like sentence structure, verb conjugation, among others. However, it does not seem like a student's problem but a lack of practice in the written production. Nevertheless, the idea of this project is not only having the students constantly writing without a specific purpose. On the contrary, the project intends to integrate the achievement indicators, basic learning rights and institutional criteria with the guide of the English book in order to guarantee that the student's write in a comprehensive way and knowing the purpose of each writing activity. Moreover, there is a space for reflection in which the students write down their feeling and thoughts toward the work they do, the proposed activity and the results they get. Hence, some questions were asked with the aim of leading the development of the project and finding appropriate solutions for the above mentioned problem.

### **Main question**

How can the implementation of a portfolio-based assessment help to improve ninth graders ESL writing skills?

### **Sub-questions**

- Which are the students' perceptions towards the use of a portfolio?
- Which are students' main difficulties when writing in ESL?
- What is the influence of reflective writing in students' writing performance?

### **Theoretical framework**

In order to carry out this project whose main objective is to improve ninth graders writing skills through the implementation of a portfolio-based assessment. It was first necessary to define

some key words concerning this study such as: portfolio, reflective learning, communicative competence and formative assessment.

### *Portfolio.*

Portfolios have been used for a longtime in different disciplines of knowledge such as medicine and arts. However, it has also taken place in the educational field providing a new strategy for learning assessment. There are several definitions on portfolio based on their purpose, their form (paper-based or e-portfolios) the type of assessment among others. Margery and Gominda (2014) state:

A portfolio is a collection of various forms of evidence of achievement of learning outcomes. In practical terms, a student portfolio for assessment purposes is a compendium of reports, papers, and other material, together with the student's reflection on his or her learning and on strengths and weaknesses.

From this, it is important to highlight that a portfolio not only consists on the collection of students' work. It also seeks for students' reflection upon their own learning process and progress.

### *Reflective learning.*

One of the aims of this project was to foster students' reflective learning so that they are able to think about all the process that they have been through and raise self-awareness about their abilities, strengths and difficulties as an introspection time derived from their own experiences. As it is explained by the University of Kent (2012), this process represents a great deal of benefits such as: examine what you have learned and how you have learned it; Demonstrate how your thinking grows and develops over time; assist with making connections

between what you already know and what you are learning; help you learn from mistakes by identifying how you would do things differently next time and encourage you to become a reflective practitioner in your future career. (Deakin University, 2018).

*Formative assessment.*

There are two main types of assessment types. Summative evaluation which is administered at the end of a term or process and it provides a quantitative grade. On the other hand, the formative assessment or evaluation that allows the teacher to identify student's perception and outcomes of a specific assignment and from that, make decisions for future classes. Hence, the formative assessment allows both teachers and students to improve their teaching and learning processes thanks to the ongoing feedback that can be received. (Renard, 2017).

*Communicative competence.*

Communicative competence is a broad term that has been referred to the knowledge of a language as well as the ability to use it effectively. For this, Canale and Swain (1980) stated that the communicative competence is comprised of four main components: the grammatical competence which refers to the appropriate use of orthography, vocabulary, word and sentence formation and phonology; the sociolinguistic competence determined by the sociocultural settings to whom a student is exposed and so, the communicative functions forms and that he uses in specific sociolinguistic contexts. Discourse competence which is related to the learner's ability to demonstrate coherence and cohesion when producing different types of texts. Finally, the strategic competence which concerns the use of different strategies such as repetition requests, gap fillers, paraphrasing, slow speech among others in order to overcome one's difficulties in their performance.

## **Literature review**

With the aim of implementing the portfolio-based assessment inside ninth graders classroom for the improvement of writing skills, the researcher documented herself in order to find potential information about the followed methodology and the corresponding results of other studies working on the same investigation subject.

### *Implementation of portfolios*

Portfolios have been considered as a technique for the development of ESL writing skills. Tarih's (2014) explored the ways in which using a portfolio could contribute to the development of ESL writing skills of fifth grade students in a private school in Istanbul. Some relevant aspects from the project is the fact the researcher used an attitude questionnaire, portfolios questionnaires and field notes as its main data collection instruments. For that reason, both quantitative and qualitative data was obtained.

Another way of implementing portfolios that has been become popular among professionals and scholars is the e-portfolio, a digital version of the traditional paper-based portfolio that is created, organized and supervised via a digital platform. Aydin (2014) shows the way in which a portfolio can be implemented through the use of the social network Facebook. From this strategy, it was obtained the following results; first, EFL writers have positive attitudes toward the use of F-Portfolios in EFL writing; second F-Portfolios improve EFL learning; third no results have been reported regarding at learners knowledge of vocabulary and grammar, as well as their research, reading and writing skills; fourth EFL learners perceive some problems during the F-Portfolio process; and finally some independent variables are significantly correlated with a limited number of items in the scales. To conclude, besides the students have a

positive attitude towards the use of e-portfolio. It is important to be aware of the limitations that it may cause.

#### *Portfolio as an assessment tool*

Lam 's (2015) states the importance of using different evaluation methods such as the portfolio which can promote teacher competence in teaching writing, student motivation for learning, and text improvement. Also, through its elaboration students are able to develop their cognitive and metacognitive capacity in self-evaluating their writing ability.

Mokhtaria (2015) provides relevant information concerning the methodology that a teacher should follow when using a portfolio as an assessment tool. He states that these are the four steps to be followed: stating the philosophy (goals, students' preferences); evidence collection, in which it has to be included school documents that demonstrates and evaluates students learning such as: tests, evaluations, assignments, mid-term feedback, etc.; planning and preparation as its title claims, concerns aspects like purpose, audience, length and content of the portfolio; assessment and examination intends to identify if there has been a progress in the student's effort, work completing and communicative skills. Finally, shaping and organizing that related the technical elements of organization according to the established guidelines.

#### *Portfolio benefits*

Portfolios implementation in ESL classrooms becomes popular thanks to the multiple benefits that it represents for both students and teachers and even parents. Burner (2014) claims that portfolio assessment (PA) represents potential benefits due to its process-oriented, authentic, integrated, interactive, and learner-centered characteristics. Taking into account that it increases students' motivation and autonomy as well as their writing skills.

## **Research Methodology**

### *Qualitative research.*

This study was carried out in consistence with a qualitative research design which according to Creswell (2012):

“Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration.”

### *Action research.*

Taking into account the description mentioned above and the problem of this study it has been chosen to conduct an action research given that, it is the type of research that best addressees to the current problem.

As it is stated by Creswell (2012) an action research addresses a specific, practical issue and seeks to obtain solutions to a problem where educators or any other education professional identifies a problem, collect data related to it and use this gathered information in order to apply changes that would help to improve the field.

In accordance with this action research design, the steps that were followed are:

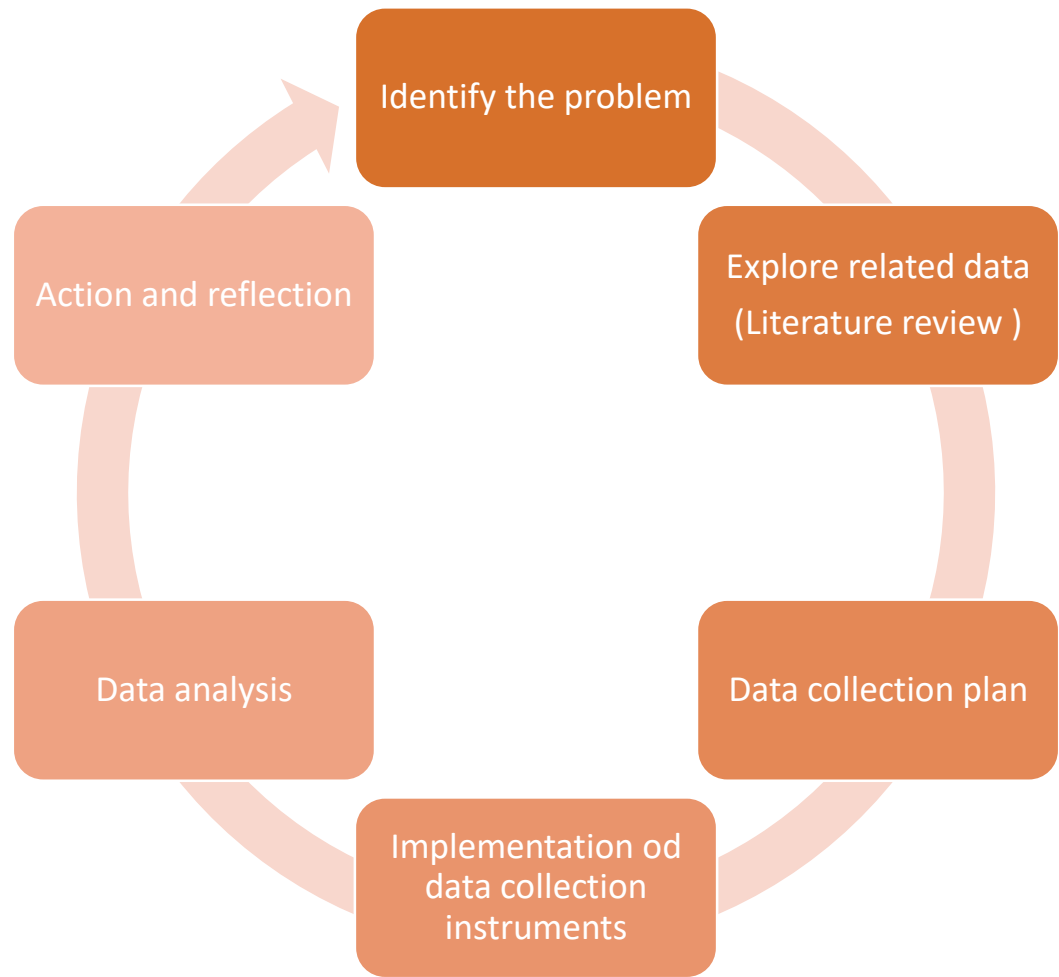


Figure 6. Steps in action research. Creswell, (2011). *J. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (4<sup>th</sup> ed.).

*Participants & setting.*

The participants of this study were ninth graders students at the public Mercedes Abrego school in Cucuta, Colombia. Four different groups with a weekly access of three hours to the English language. The four groups were conformed by a total of 134 students in the age of 13 and 14 years old, with both female and male students. Then, a sample of 34 students was chosen and with them, the project was conducted.



### *Ethical issues.*

In order to guarantee the confidentiality and the anonymity of the participants' information, a consent letter was designed and signed in which the researcher established the purpose and use of the data gathered through the different instruments. Also, they were informed and asked for permission to record their answers during the interviews. For this reason, the extracts from the audios and the evidences of the written productions are shown with a pseudonym of by hiding the participants' names.

### **Data collection.**

The data collection was conducted consistent with qualitative research in which the researcher identified the participants of the study by means of purposeful sampling after having observed the four groups for a week. Then, the necessary permissions were taken into account to be aware of the ethical issues that this project involves. After, the data was collected through observations and the application of a semi-structured interview mainly composed of open-ended questions whose answers were recorded after gaining permission in order to organize it and analyze it for the findings report.

### *Instruments.*

The instruments that were designed in order to gather the qualitative data consisted of a semi structured interview validated before being administered which had about ten open-ended questions and the follow-up questions that were asked at the moment of doing the interview. This instrument helped the researcher to know students' previous knowledge and perceptions of the use and implementation of a portfolio. On the other hand, the development of a research journal permitted to keep track of the thoughts, reflections and experiences lived by the trainee teacher-researcher. Also, concerning the pedagogical component of this research, the fulfillment of the

research objectives was made through the analysis of all written productions made during the practicum period that were collected inside the English portfolio.

*Data collection Timetable.*

The following chart shows the time in which the instruments were administered and the type of data that was gathered.

TIME	DATA GATHERED	INSTRUMENTS
September 2019	First approach to school environment, supervisor and students.  Institutional observation  Relevant aspects of the coexistence book and PEI in general.  Supervisor's methodology  And classroom management.  Students' behavior and habits.  Students' performance in EFL in presence of the supervisor.	Observations, journal
October 2019	Students' performance in writing. Students strengths and	Portfolio

	weaknesses in terms of written production through the implementation of workshops.	
November 2019	Students' perceptions of the implementation of the English portfolio.	Interview

*Table 3. Data collection timetable.*

**Data analysis.**

The data analysis for the research methodology was implemented through the organization and categorizing of the information that emerged from the different qualitative instruments such as the observation, journal, portfolio and interviews which had a specific objective to be accomplished. The information supplied by the participants was imported and organized with the help of the software MAXQDA for qualitative data analysis in which the information went through a coding process and finally it was organized and categories and subcategories for further analysis.

**Pedagogical methodology**

This study was carried out by applying the basis of the Task-Based Learning. Thus, it is important to define the most relevant elements of this approach.

### *Task-Based Learning.*

Task-Based Learning does not focus on a specific language-related topic, on the contrary, these aspects depends on the process of completion a bigger task. So the British Council states:

“Task -Based Learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages, pre-task, task, planning, report, analysis and practice.”

### *Task.*

The main core of Task-Based Learning is the idea of what a task is, taking into that this approach focus on the development of tasks. There are several definitions. In this occasion, Willis (1980) claims:

“By 'task' I mean a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences.” (p. 2)

### *Steps in Task-Based Learning.*

In order to achieve the project main purpose which is to improve ninth graders writing skills through the implementation of a portfolio-based assessment, the practitioner will takes into account the main aspects in Task-Based Learning proposed by Nizwardi (2017) which are divided into the primary and the secondary stages which at the same time is divided into seven more stages ( The formulation of expected learning outcomes; Understanding the concept of

teaching material ; Skills training ; Designing the project theme; Making the project proposal ;  
 Executing the tasks of project; Presentation of the project report) that can be represented in the  
 following figure.

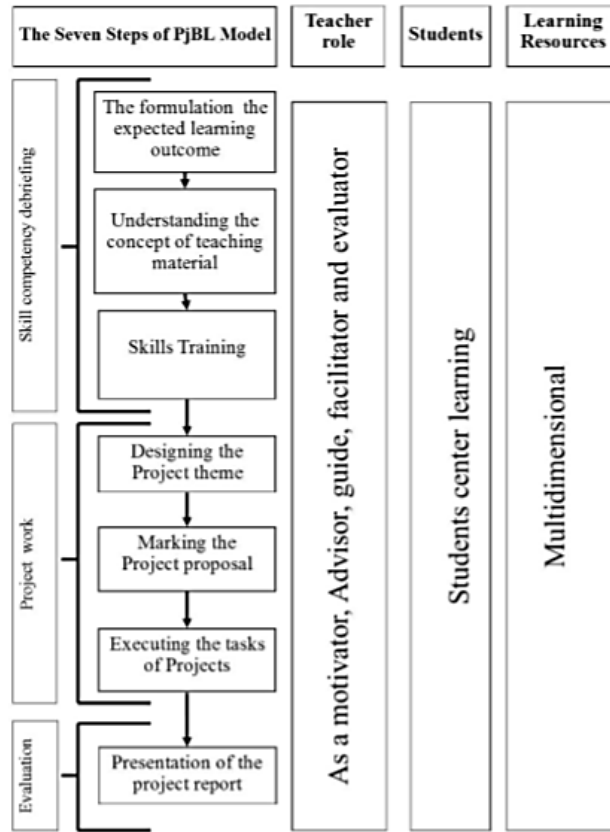


Figure 6. Steps in task-based learning.

*Workshops timetable.*

Tasks	Workshops	October			
	Description / Methodology	1	2	3	4

<p>First conditional story chains</p>	<p><b>Pre-writing:</b> oral discussion about diverse real life situations and their possible circumstances. For instance: “What will happen if you don’t study for the English test?” some of their answers were: “we fail the subject” “we will fail the year” the idea was to see if they could elicit the correct structure of the first conditional before explaining the topic. Then, the practitioner teacher gave an example of what they had to do next. She gave them the instructions and explained through a chart on the board the criteria that was going to be used in order to evaluate their work as well as the percentage of each guideline and finally she gave them the order to begin.</p> <p><b>While - writing:</b> the students had to split the group into five sub-groups. Each one of those corresponded to the lines of the classroom in order to have a better organization at the moment to get together, in that way we avoided a loss of time while moving around the classroom. The activity consisted of writing down on a paper sheet given by the teacher a sequence of ideas written in first conditional to form a short story which had a beginning and an end but also coherent and cohesive along with a touch of creativity. This activity is called “story chains” since each participant is in charge of writing a small part of the story and so on. In this way, the teacher allowed them to choose among several situations such as: failing a test, being punished, being bored, helping a friend, etc. and they even had the possibility to add a new one. In this way, each group wrote a different story and had the motivation to write about something that they liked or knew about.</p> <p><b>After-writing:</b> after having finished the written production part, the students were asked to choose a representative from each group and share their stories by reading them to the group. Finally, the handed their work to the teacher. She</p>	<p>X</p>			
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	corrected and graded their performance in accordance to the criteria given.				
<p>What would you do if you won the lottery?</p>	<p>Taking into the evaluation criteria of the subject, the next grammar topic was the second conditional. That is why, after explaining, practicing and evaluating the first conditional through different exercises and short and simple written activities, I decided to level up these type of tasks.</p> <p>And so, for the second conditional and with the aim of following the same steps with this new but similar topic I first decided to explain the topic in a deductive way, after realizing that it was best adapted to the students' learning habits and pace. Then, the students went through the following activity:</p> <p><b>Pre-writing:</b> explanation and exemplification of the topic. Elicitation of target phrases in mother tongue. Oral answers for questions in the target language. Explanation and presentation of the task and the evaluation criteria.</p> <p><b>While-writing:</b> in this occasion the students were asked to write a 50 words paragraph in which they answered the question: what would you do if you won the lottery? Hence, the students had to express their ideas and thoughts about the question, while using the second conditional. In this way, they reflected upon the situation and also practiced their writing skills by redacting a more complex kind of text. The students had the possibility to use their dictionaries and also the teacher was constantly supervising their work and provided help and guidance.</p> <p><b>Post-writing:</b> after correcting their written production and letting their students know their</p>		X		

	<p>strengths and aspects to improve their text. The teacher returned the assignment to the students and asked them to correct the mistakes that were found in it. So they took the time to make a better work and finally it was handed back to the teacher for the final revision and grade.</p>				
<p>If you could turn back time, what would you do?</p>	<p>For the third workshop, the same methodology and steps of the second workshop were followed but in this case, the question was different and so different kind of reflections and answers aroused.</p>		X		
<p>Our perfect world</p>	<p>The fourth workshop consisted of evaluating the second conditional topic.</p> <p>Taking into account the content of the schoolbook, the second conditional and its uses, the students were asked to think about their idea of how the perfect world would be.</p> <p><b>Pre-writing:</b> the students made a mind-map in which they brainstormed the elements or aspects that they considered had to be included in a perfect world.</p> <p><b>While- writing:</b> with the help of the words or phrases that the students have brainstormed they had to create an 80 words text in which they included those aspects and described their beliefs of the perfect world while using the second conditional. Here, the students were able to work in couples and share and discuss about their ideas until they got to a convergence point.</p> <p><b>Post-writing:</b> after the given time was over, the teacher asked the students to check their writings</p>			X	



	carefully in order to identify any grammar, vocabulary or spelling mistakes that they could have made and afterwards received them in order to correct and grade.				
Portfolio organization and evaluation	The students were asked to use a folder as their portfolio in which they were asked to collect all the different activities that were developed during this process including quizzes, worksheets and workshops' written productions. For this, they were given a front page template to be used with their information (full name, grade, school, subject, year and teacher)				X

*Table 5. Workshops timetable.*

## Results and discussion.

The most relevant information that emerged from the implementation of this action research will be described here to taking into account the specific objectives and their corresponding research questions that were established at the beginning of this study.

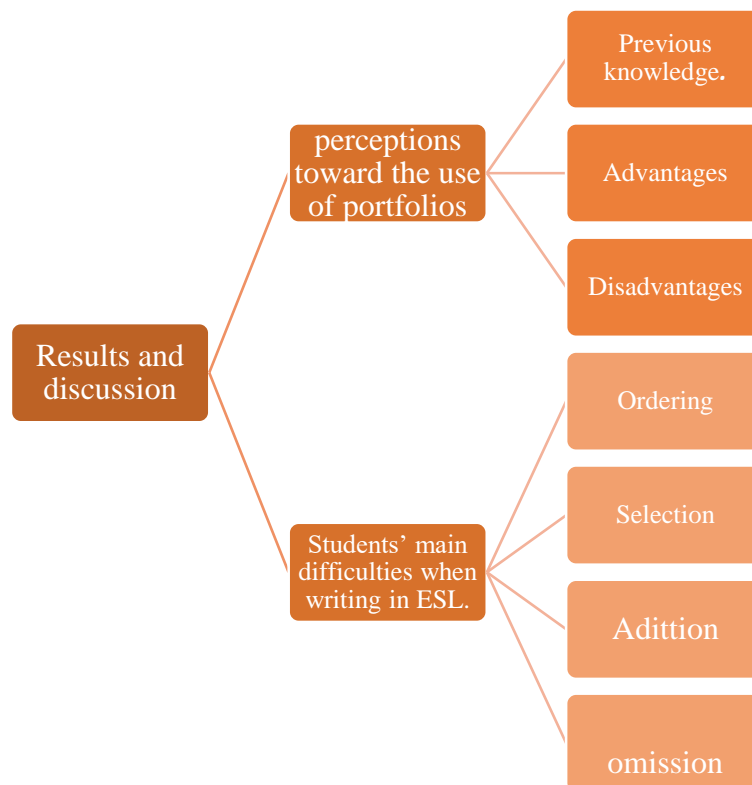


Figure 7. *Results and discussion.*

### 1. Students' perceptions towards the use of a portfolio

The first main category students' perceptions toward the use of portfolios in EFL class represents the aim of knowing students' pre-knowledge of portfolios in order to know how much information was needed for the students to make a good work during its implementation as well as to know what were the thoughts and opinions that they had before and after completing the

portfolio. In this way, three sub-categories emerged. First, previous knowledge. Second, the advantages of portfolio implementation and finally the disadvantages of portfolio implementation.

### *1.2 Students' perceptions toward the use of portfolios in EFL class.*

The implementation of the portfolio for assessing writing in EFL was demonstrated to be mainly satisfactory, especially in terms of organization and collection of specific documents. However, there were some difficulties that counteract their positive usage according to the participants-students which emerged from the previous and current experience.

#### *1.2.1 Previous knowledge.*

This assessment tool had been already implemented by school teachers but in a different area of knowledge such as Spanish and Informatics. Where students were asked to create an e-portfolio as part of their curriculum. As participant A said: “habíamos trabajado en un portafolio antes, para la materia de informática, así que fue digital” and participant C said: “También trabajamos con un portafolio para un proyecto de lengua castellana acerca de leyendas y mitos populares”. This means that students had previous knowledge of its function and development which helped the students to have more ease at the moment of developing their physical or traditional portfolio for English class.

#### *1.2.2 Advantages.*

According to Participant F

“El uso del portafolio me ayuda a organizar mis documentos en una carpeta y revisarlos cuando quiera”. Similarly, participant H claimed: “Yo creo que los portafolios son

archivadores de documentos donde ponemos todo lo que hicimos durante el periodo”.

This is demonstrated by Mokhtaria (2015) which had stated that portfolios are a compilation of different kind evidence such as tests, evaluations, assignments, and feedback. However, another important aspect is the possibility to reflect upon one’s own learning outcomes within a specific period of time and not only taking it as a summative evaluation. This point was made by Gominda (2014) in which he said that apart from the collection of the above mentioned documents it is important to include students’ reflection on their weaknesses and strengths. Similarly, participant H expresses: “one of the advantages of using a portfolio is that you can see your progress, how much you have improved”.

## 2. Students’ main difficulties when writing in ESL.

The second category was students’ difficulties in writing which emerged after the analysis of more than sixty written productions made by a focus group from the sample of this study. Here, the Error Analysis Theory (EA) was implemented which according to Namukwaya “it is a systematic study which aims at discovering the origin of the errors made by L2 learners” (2014). This process was made by following the stages proposed by Sridhar (1980): data collection, identification of errors, classification into errors types, identification of the areas of difficulty and remedial lesson. In this way, the researcher decided to do the classification of errors based on Corder’s (1974) type of errors are the following: Addition, omission, ordering and selection. Hence, the most recurrent errors made by the learners are represented as follows:

Type of error	Error example	Error analysis
Lack of knowledge about the rules / omission	I would <b>looked</b> all my <b>child</b>	The student did not use the correct conjugation of the verb after using the modal would. Also, he did not write “childhood” completely.
Lack of knowledge about the rules	I would <b>went</b> to concert	There is an error of verb conjugation, having in mind that it is the 2 <sup>nd</sup> conditional and after would the verb should be in its base form.
Selection / addition	<b>For</b> become <b>in</b> a big artist	An inappropriate choice of preposition. / the word in is added because a literal translation from the L1 was made.
Selection	I would <b>share</b> with my brothers	The word share is inappropriate in its context. Spend should have been used.

Interference of L1	I would talk of new	There is an evident interference of the Spanish language in the learning process.
Selection / verb-subject agreement	For passing year / For has better academic performance	A bad formation of the gerund and infinitive form of the verb.
Interference of L1	To recover the materia	As a result of not knowing the word, the learner writes in his L1.
Incorrect capitalization	More responsible in study Because now	Words within phrases are not written in capital letter unless is a proper noun.
Incorrect capitalization	If i feel sad, i will cry	The first person of the singular is always written in capital letter.
Selection	If your mother punishes you, I won't be able to go out	A bad choice of possessive pronoun when referring to her own mother.
Interference of L1	The favorite country of my mom	A literal translation from Spanish where the sentence structure in L2 is not taken into account.

Ordering	... and buy clothes Versace	The adjectives are always placed before the noun they describe.
Lack of knowledge about the rules	We'll are late	An evident lack of knowledge of the rule, infinitive verb after modal verb.

Table 4. Error analysis chart.

As the chart shows, those were some of the examples of the errors found in the students' production which were divided in this way according to the data analysis code system.

Sistema de códigos					
	Código superior	Código	Segmentos co...	Segmentos co...	Autor
●		Students' writing difficulties	0	0	Hp
●	Students' writing difficulties	ordering	10	0	Hp
●	Students' writing difficulties	addition	15	0	Hp
●	Students' writing difficulties	selection	16	0	Hp
●	Students' writing difficulties	Omission	32	0	Hp
●		Students' perceptions towards portfolio	2	0	Hp
●	Students' perceptions towards portfolio	Portfolio disadvantages	6	0	Hp
●	Students' perceptions towards portfolio	Portfolio advantages	14	0	Hp
●	Students' writing difficulties	Interference of L1	7	0	Hp
●	Interference of L1	L1 words	6	0	Hp
●	selection	lack of knowledge about the rules	15	0	Hp
●	Students' writing difficulties	cohesion	3	0	Hp
●	Students' writing difficulties	Incorrect capitalization	11	0	Hp
●	Students' writing difficulties	misspelling	5	0	Hp
●	Students' writing difficulties	punctuation	3	0	Hp
●	selection	agreement	9	0	Hp
●	Students' perceptions towards portfolio	knowledge about it	7	0	Hp

Figure 5. Code system.

## **Chapter II. Research component**

### **“The formation of the reflective spirit in PLEX practitioners, a training tool to qualify the pedagogical practice”**

#### **Introduction**

In the context of training in the PLEX, pedagogical practices of teachers in training are emerging as a focus of interest and update to study and document for improving the teaching-learning for qualification education.

There is a clear interest to the obvious need to understand and transform teaching practice, it is also that much of the local studies are particularly focused on the issue of learning rather than teaching.

It was considered appropriate to formulate a project to put in place a reflective approach to practice as a way of objectifying knowledge, behaviors and attitudes that guide the teaching; also as an exercise of internalization, dipping and conscious exploration of subjectivity teaching, by asking questions and finding information for troubleshooting and even self-recognition.

#### *1.1 Statement of the problem*

At school core aspects of the constitution of subjects, of institutional life without question, are seen as imprints, stable and unchanging traits that are part of the identity and school culture are assumed. When events unfold without major disruption, the teacher, risks installed in a logic of action that does not allow the pedagogical development and renewal of school culture. A



practice devoid of reflection is not conducive to the emergence of problematic situations; these realities are ignored, invisible. Seen this way, the pedagogical practice is assumed from reproductive codes installed teachers in a traditional making of cultural reproduction which becomes a barrier to the emergence of tending to generate transformations of thought and knowledge emerging practices to meet the social needs.

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

In the case of the Degree in Foreign Languages at the University of Pamplona, reflection is seen as a key to exercise students doing their practice training, self - evaluate, install one a look critically and constructively about their work in the teaching role. To start this study, the following guiding questions are asked:

*How to implement reflection contributes in transforming own pedagogical processes of development of integral practice?*

*How does the exercise of reflection on the development of critical thinking of students-practitioners in the analysis of their pedagogical practice?*

## **Justification**

The formulation of this project in the context of the language students practice training, is part of the professionalizing conception of practice as a spearhead to improve educational

processes in application centers where the PRADO<sup>1</sup> runs. It is considered that giving importance to the role of reflection in the teaching process is the first step in understanding the difficulties of the profession, one's own actions and to inquire about the knowledge of the models and approaches to address a problematic situation and establish a glance analytical about the fact.

In accordance with the foregoing by educational philosopher John Dewey, a pioneer in the field of reflective thinking applied to teaching, we justify the need for this project to provide students with analytical tools and self - observation that allow them to distinguish between routine action and reflective action. We believe that a thoughtful approach protects the traditional context agents of inertia, and authority that permeate the school.

## **Objectives**

### **General objectives**

- Implement reflection as a transforming tool of pedagogical processes of integral practice.
- Promote students-practitioner's development of a critical spirit enabling them to analyze their pedagogical practice.

### **Specific objectives**

- Consolidate a group of teachers-practitioners who think critically and presents proposals and alternative solutions to the problems in their pedagogical practice.
- Socialize criteria, share ideas and guidelines to take their teaching practice and be inserted effectively in the institution.

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<sup>1</sup> PRADO: Teaching Practice

- Identify and analyze the strategies that students used in their pedagogical practice. Implement workshops for reflection and development of teaching units to guide reflection of students-practitioners.
- Analyze the beliefs held about the work of teachers and on students.

### **Theoretical framework**

The theory of the teaching profession, reflection, reflective practice and teaching practice, constitute the conceptual framework of this study. To have greater clarity on the concepts covered in close connection with this research project, we present an approach to each of them.

- **Teaching Profession**

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

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

➤ **Reflection**

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

- ***Reflection as a process***

Reflection is performed from a series of steps cyclically resulting in a process.

According to Schön (1983) cited by Correa Molina et al (2010) reflect on the experience involves "a kind of reflective dialogue with the situation, where language would favor access to the experiences of the individual, which would extract a new structuring situation".<sup>2</sup>

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

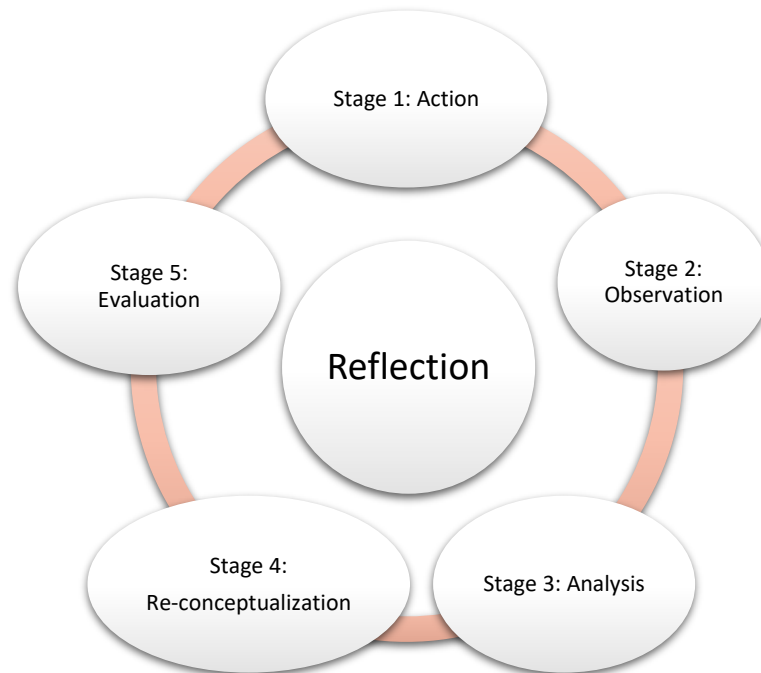


Figure 1: Reflection as process

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<sup>2</sup>Free translation from the document: Concept of Reflection: un regard critique. Correa Molina et al (2010)

- **As a thematic reflection**

The concept of reflection is based on a topic that is related to the concept. For this and with reference to Grimmett et al (1999) cited by Correa Molina et al (2010), reflection is based on three perspectives: reflection as instrumental mediation of action, reflection and deliberation and reflection as reconstruction of the experience. As for the first two perspectives, external aspects, the source of knowledge that allows for reflection; and contextual aspects allowing the exercise of reflection on the third perspective. In turn, these perspectives have mediators to run this process; in the first instance is the action, context, colleagues and the person who reflects.

➤ **Reflective practice**

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

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

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

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

(Sacristan 1999)

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

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

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

➤ **Pedagogical practice**

For analysis and reflection on practice is considered adequate recourse to a conceptual operation methodologically classification practice; for this purpose, the proposal Zeichner who has established various forms of practice and is assumed:

- **Academic practice**

It aims to prepare teachers able to reflect on their courses, so that transform into understandable structures for the students.

- **Practice of social efficiency.**

This is to achieve effective teaching by applying teaching techniques that follow from general principles to which educational research has come. In this case, reflection is a strategic decision "to choose between the range of techniques available which is considered most effective."

This is the way of proceeding of technical rationality.

- **Developmental**

The teaching is based on the interests and development of students, and at the same time, consider teacher development as a teacher and as a person

- **Social reconstruction.**

The object of reflection is the social, economic and political context, so that truly democratic relations in the classroom are encouraged, and equal and fair in the social sphere.

- **Generic**

Programs refer to generically reflection, but without specifying the pretensions of programs or contents that should reflect and strategies to encourage reflective learning.

- **Reflection activators**

According Schulman (1987), these activators are the cognitive basis of the master on classroom life; They are essential because they constitute the element of reflective thought which brings in the process of the expertise that a good teacher needs to make decisions in the classroom.

### **Critical element of reflective thought**

This element of reflective thought makes relation to "the moral and ethical aspects of compassion and social justice" as pose Sparks-Langer and Colton 1991: 39. Interest in what pertains to social justice and ethics in education.

These authors established a sorters categories of knowledge

1. Knowledge of content
2. General pedagogical knowledge
3. Knowledge curriculum (materials, programs, etc.)
4. teachers own professional knowledge and configuration
5. Knowledge of students and their characteristics
6. Knowledge of educational contexts
7. Knowledge of fundamentals: philosophical, historical, axiological

According to Georgea Spark-Langer and Amy Colton narrative element, another element of reflective thinking that is included in the present study as instrument is related to the stories of teachers, to encourage the stories of their experiences in the classroom that they present many forms and fulfill different functions in subjectivity, and the Constitution of subjectivity. This component day teachers are at that writing triggers the development of reflective thinking of teachers, their practical experiences, objective and subjective and intersubjective.

## **Methodology**

The methodological strategy proposal is central axis continuous reflection further contemplates conducting meetings for strengthening the collective practice as an initial approach to space education and labor issues. Organizational principles are autonomy, planning and self-observation.



To review the impact of the proposed reflection on this practice process will take just a process of socialization and systematization of it.

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

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

### **Reflection workshops**

Reflection workshops have fundamental purpose guide the process of reflection of student-practitioners, but at the same time to socialize and share own experiences to enrich their work process and insert new tools to transform their teaching practices.

### **Goals**

- Consolidate a group of teachers-practitioners who think critically and presents proposals and alternative solutions to the educational problems of pedagogical practice.
- Socialize criteria, share ideas and guidelines to take their teaching practice.
- Qualify, and inserted facilitate effective way to school.

### **Self-observation sheet**

The record of self-observation main objective is to guide the student-practitioner toward her own view of her tenure as teacher and their role in the classroom and in the environment of the educational community of which she is part.

## Narrative

The exercise of reflection allows the student to express on her work from the narrative of her experience as a way to make sense of the everyday life of the teacher.

## Class recordings

Have evidence of the performances of student-practitioners in the classroom, allow to reflect different aspects of what the teaching / learning foreign languages concerned that may have been taken into account or not by the teacher in training exercise of reflection. These records allow to have an external and constructive view of the teaching practices.

## Data collection timetable

Table 3. Data collection timetable

**Cronograma de recolección de datos macro proyecto “La formación del espíritu reflexivo en los practicantes de PLEX, herramienta de formación para cualificar la práctica pedagógica”**

ACTIVIDAD	SOCIALIZACIÓN DE LA OBSERVACIÓN	NARRATIVAS	FICHAS DE AUTO-OBSERVACIÓN	REGISTRO DE CLASE	TALLERES DE REFLEXIÓN	LOS TUTORES VAN A HACER LA OBSERVACIÓN DE CLASE DE ESTUDIANTES DE PRÁCTICA	REUNIÓN DE COORDINADORES DE PRÁCTICA CON SUPERVISORES
SEMANAS	Los que están en Pamplona presencial Los que están fuera de Pamplona envían video	Cada lunes antes de las 6:00pm al correo de tutores con copia al correo de práctica	Se hace en línea, todas en el mismo link enviado, en cualquier día de la semana	Solo un video, promedio de 30 a 40 minutos (tratar de no enfocar la cara de los estudiantes, solo la del practicante). Enviar al correo de práctica preferiblemente en un link. Los estudiantes que están fuera de Pamplona, envían uno de los dos videos que ya tienen. El video es de cualquier clase, no obligatoriamente que muestre el desarrollo del proyecto	Deben asistir todos los estudiantes de práctica. Los que están fuera de Pamplona, la coordinación de práctica les envía los documentos a desarrollar	Por favor recordar a tutores y avisar a supervisores, portero de la institución y coordinador del colegio. Los estudiantes que están fuera de Pamplona, envían video al tutor con copia al correo de práctica. Por favor, pedir muy respetuosamente al tutor retroalimentación de la observación.	Asisten coordinadores de práctica y supervisores (por favor avisar a supervisores). Para los estudiantes que están fuera de Pamplona, los supervisores llenan una rejilla impresa en la carpeta para enviar un informe. Los estudiantes lo escanean y lo envían. También, se la va a enviar a los correos de supervisores por si lo quieren hacer en digital.
Semana 1 16-20 Septiembre							
Semana 2 23-27 Septiembre		Lunes X	X				
Semana 3 30 septiembre-4 octubre	X 6:00 pm a 8:00 pm Sala de profesores	Lunes X	X	X Plazo máximo de entrega viernes 4 de octubre, sólo al correo de práctica.		X	X Envío de informe por parte de supervisores fuera de Pamplona
7-11 Octubre		Lunes X			X Lunes 7 de septiembre 6:00 pm Sala de profesores del programa		
Semana 4 15-18			X				

Octubre							
Semana 5 21-25 Octubre		Lunes X					Reunión de supervisores de Pamplona X Lunes 21 de octubre 5:00 pm Casa Águeda
Semana 6 28 octubre-1 noviembre		Lunes X					X Envío de informe por parte de supervisores fuera de Pamplona
Semana 7 5-8 noviembre		Lunes X	X		X Jueves 7 de noviembre 6:00 pm Sala de profesores del programa	X	
Semana 8 12-15 Noviembre		Lunes X					
Semana 9 18-22 Noviembre		Lunes X	X				Reunión de supervisores de Pamplona X Lunes 18 de noviembre 5:00 pm Casa Águeda
Semana 10 25-29 Noviembre		Lunes X					X Envío de informe por parte de supervisores fuera de Pamplona
2-6 Diciembre					X Lunes 2 de diciembre 6:00 pm Sala de profesores del programa		

*Table 3* shows the data collection instruments and the dates where they were administered.

## **Chapter III Community outreach component**

### **“Raising in the English language in the Mercedes Abrego primary school by creating recycled crafts”**

#### **Introduction**

Participate in global policies in the academic, cultural and economic fields led the Colombian Government to promote foreign language learning in different educational sectors, so that citizens have the opportunity to participate in cultural exchanges that allow them to access more level playing field against the personal and social development.

In order to promote the learning of English in Colombia and make Colombians competitive citizens, the Ministry of National Education launched in 2004 its policy of bilingualism whose main objective is "to have citizens able to communicate in English with internationally comparable standards, to insert the country into universal communication processes in the global economy and cultural openness"<sup>3</sup>. Thus, this Ministry has been implementing a wide variety of strategies at different levels of education with a view to meeting this goal, a clear example of this is the creation of quality standards of English for primary and secondary education, the definition a solid and coherent system description and assessment and development of training plans.

This program has been developed throughout the country and has integrated the work done by the secretaries of education, public and private universities and language centers, however the results so far have not been encouraging since many of educational institutions of the nation have not been impacted by it.

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<sup>3</sup>Portal Colombia Learn: National Bilingualism Program. Recovered from <http://www.colombiaaprende.edu.co/html/productos/1685/article-158720.html>

With regard to primary school, the national government aims for expanding coverage teaching English to children language, since many of these educational establishments sometimes do not have an English teacher to guide processes teaching and learning and therefore the results of evaluations implemented at national level are not very encouraging.

University of Pamplona, Colombia in its capacity as forming public institution of trainers and more specifically the Degree Program in Foreign Languages English-French, it has approached reality facing the primary school in the city of Pamplona in regard to National Bilingualism Policy; many of the educational institutions of this city do not have English teacher to meet the training needs of the primary sector.

In recognition of this reality and the problems it generates, this proposal for social projection aims to address training needs in English, of children of primary school in the city of Pamplona and integrate foreign language training for students Degree Program in foreign Languages English- French to the educational reality of this sector to treat, to reduce the gap generated between public and private schools in the area of foreign language.

Government policies identify the problem, but the attention they do not is filled with regulations, we need effective support for the case, trainers in the area of foreign languages, so that the results of examinations, tests and our students are in line with the proposals of Colombia's most educated.

### **Justification**

Learning and acquisition of a foreign language, can be at the forefront of one's own needs that today the world demands. That is why this process is necessary to implement it and work it from the beginning of schooling for children so that on completion of its cycle of basic education

are fundamentals that enable them to continue such learning in secondary education, vocational middle and higher education, to get more people to be trained in this area.

This project aims to make awareness of teaching English in primary schools in the city of Pamplona, contributing to basic training in foreign language is necessary and essential at these levels. For this reason, it is carried out as part of the component of community outreach for the integral practice developed by students last semester of the Bachelor of Foreign Languages at the University of Pamplona, as a way to help strengthen teaching English in the field of primary education.

The realization of this project favors high and mutual manner both the institutions and the student population of the city of Pamplona, as Foreign Language Program and students who develop their comprehensive practice. This benefit results in the possibility for primary school children to have contact with the foreign language and in turn students who complete their process of university education to know the realities and educational needs of the environment and thus can contribute, intervening in processes that impact on improving those needs.

Furthermore, this project also aims at learning English through the creation of recycled crafts related to the lesson topics. This is an imitative that could motivate students' interest on the topic while contributing positively to the preservation of the environment and showing children its importance.

## **Objectives**

### *Main objectives*

The implementation of this project social extension by the Degree Program in Foreign Languages English-French from the University of Pamplona, is heading for the following purposes:

- To Learn English through the creation of recycled crafts.
- To address training needs in English, of children of primary school in the city of Pamplona.
- To Integrate foreign language training of students of Degree Program in Foreign Languages English-French educational reality of teaching English in primary school in the city of Pamplona.

Specific objectives with a view to greater understanding of the issues raised above, this proposal will seek to:

- To raise primary students' awareness of the importance of recycling.
- To familiarize the children of primary school Pamplona with basic knowledge of English.
- To involve students Degree Program in Foreign Languages English-French in the teaching of English in primary school in the city of Pamplona.
- To join training of students of Degree Program in Foreign Languages English-French with social outreach programs offered by the Office of social interaction at the University of Pamplona.

## **Methodology**

In order to conduct this sub-project, it was first necessary to observe the classroom which was benefited from the project meaning Mercedes Abrego primary school fifth grade. In this way, some aspects must be taken into account: recycling awareness, learning through crafts,

### ***Recycling.***

The protection of the environment is a highly important issue that concerns all members of a community, not only the school members. However, part of the comprehensive formation that a child must receive at school is the awareness of the natural resources protection. Hence, this project was based on the need to guide children's behavior towards more conscious habits like recycling and to give them the guidance and tools to recycle in different fields.

EPA (United states environmental protection agency) has a simple and concrete definition of recycling: "Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit your community and the environment."

In this way, the students were asked to collect as many recycled materials as they can such as plastic bottles, packaging, lids among others, which were later re-use as the principal material of the crafts, among the crafts ideas that were developed can be found: plastic penny pig, farm animals, animals pencil holders. all of them made out of recycled material.

### ***Learning English through crafts.***

As Gomez (2017) highlights, crafts and arts which consists of handmade activities. These activities represent a motivational way of learning for kids and have been helpful for the learning development of English especially in terms of vocabulary.



Hence, it is important to mention, that young learners, like primary school students see are in a stage where their main interest is to play and have fun. That is why, ESL teachers should adapt their teaching methodology to students' preferences and interests, because motivation plays an important role to guarantee the success of their learning process.

### **Activities**

Time was a determinant limitation for the development of the crafts that were established before conducting the study. Because, students have to fulfill the contents of the curriculum and develop their book exercises. In this way, most of the classes were dedicated to accomplish the curriculum content through different activities such as written exercises, spelling bee, work group. Videos, songs and flashcards. Fortunately, after having explained the topic of animals and their different types. (amphibian, mollusks, reptiles, mammals and so on.) there was a space for creating a recycled craft that consisted of a panda pencil holder, made out of plastic and foamy, the students really seemed to love the activity and the results were adorable.

### **Conclusions**

Learning through craft is a great strategy for young learners to foster their motivation to improve their knowledge of a foreign language especially vocabulary while developing other abilities such as creativity, organization, work group and eco-friendly sense.

The activities that were developed showed 5<sup>th</sup> graders students that recycling is a fun and useful activity which has a very positive impact in the world they live in. This was demonstrated by the way the students followed all the steps given, being the recycling of the plastic bottles and convert them into a cute, practical school supply.

This also serves as an example for other primary school teachers, taking into account that they realize different ways to teach their disciplines while implementing one of the aspects attached in the basic learning rights by the MEN.

## **Chapter IV Administrative component**

### **Introduction**

In order to have a full immersion in the Educative Colombian context is important to participate not only in the development of ESL classes but to be aware of the multiple other responsibilities and extra-curricular activities that are in charge of a school teacher such as parents' meetings, grades reports, bulletin delivery, institutional celebrations, etc. For this reason, this component aims at doing a comprehensive immersion in the teaching work while developing the practicum in the Mercedes Abrego School.

#### Objectives

##### Main objective:

- To have a full immersion in the teaching practice in a public Colombian school.

##### Specific objectives:

- To participate in institutional celebrations and extra-curricular activities of the school.
- To help to the development of school events

### **Methodology**

The development of the administrative mainly consisted of the punctual assistance to all kind of cultural, extra-curricular and academic celebrations of events that were held in the school during this period of time which were numerous because of the ending of the school year.

## Activities timetable

<p>Mercedista's week:</p>	<p>This is a week in which all the educative community dedicate one week to cultural events in which they highlight the diverse talents that this institution has in all of the areas and fields of knowledge.</p> <p>Each day is assigned to one or more areas. In this case, English and Spanish were in charge of opening the ceremony.</p>	<p>Here, my principal role was to be one of the judges for the spelling bee contest and the song festival. I decided who had the best performance in this two categories with the use of some criteria grid.</p>
<p>Environmental fair</p>	<p>A fair organized by 11<sup>th</sup> grade students</p> <p>In which they all made a stand and offer their food products such as fast food, dessert, drinks, etc. and sell them to both the institution members (teachers, students, etc.) and also the community in general because they have open school during the day.</p>	<p>I participated in the collecting of funds during the environmental fair.</p>
<p>Annual sport event "interclases"</p>	<p>An event that is made annually in charge of the physical education area in which all students show their dancing talent by presenting a choreography.</p>	<p>I assisted to the event at La Toto Hernandez. My role was to observe and supervise students' behavior.</p>

<p><b>Flag raising ceremony</b></p>	<p>Another event that made part of the administrative component was the flag raising ceremony dedicated to the tolerance value and it was a space to reward the students who won in the different sports at the intercollegiate.</p>	<p>_____</p>
<p>Día de la excelencia “E”</p>	<p>The most recent meeting as disposed by the ministry of education aimed at reuniting all of the teachers of the school in both working days and including primary as well as high school in order to have a space for reflection upon the role and importance of the pertinence and coherence of the evaluation criteria that has been implemented in the school. That is why, there were a number of tasks to be made, shared and conducted by groups depending on the different areas.</p>	<p>English teachers including myself were reunited and discussed about some questions that were sent by the Ministry of education.</p>
<p>Handing out of recognition and flags.</p>	<p>This event was organized by ten graders; it was a closing ceremony for all 11<sup>th</sup> grade students who were about to graduate. That day, all of those students</p>	<p>_____</p>

	<p>were presented in a kind of parade in which their future major and university was told along with the best student's quality.</p> <p>Also, during this day all of the best students of the school were rewarded. In the first place, for their excellent academic performance but also for being the best friends, show the most effort, among others.</p>	
Pre-evaluation committee	<p>It is made during the last term, where all teachers of the different signatures get together to discuss about the students' performance and results during that period. Here, they share who among the students fail the year directly and who has the opportunity to make up the subjects.</p> <p>This methodology is also made after recovering week with the same purpose.</p>	<p>To talk about the performance of the students in my charge and demonstrate whether they pass the subject satisfactorily or failed it.</p>
<b>Eucharist</b>	Thanksgiving Eucharist	_____
<b>Academic reports delivery</b>	These reports are given to parents or students' guardians who receive the	Explain to the parents the work that the students have to

	information related to their performance, behavior and final results.	do in order to make up the English area and make them sign the format.
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**Conclusion.**

Being part of all the institution events are important in order to acquire a full understanding of the responsibilities and duties that an educator has that vary from the fact of just giving classes. Instead, the participation in raising flag ceremonies, parent’s meetings, pre-evaluation meetings among others that develop a sense of belonging of the school and the profession itself.

Having the opportunity to be part of this institution both as a student and then as a teacher made me realize how important the role of the educators is when forming students that would impact society positively. Because, even when the students’ families or the community in general do not take active part of the learning process of the learners, teachers have still the obligation to deal with several situations and give results not only academically but it is also reflected upon students’ behavior. Finally, the several limitations derived from superior authorities which make teachers adapt to certain rules or orders even if they disagree in order to stay in their position.





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## Annexes

### 1. Interview Protocol

#### Interview 1.

“IMPROVING NINTH GRADERS WRITING SKILLS THROUGH THE IMPLEMENTATION OF A PORTFOLIO --BASED ASSESSMENT”

Estimados estudiantes, este cuestionario tiene como objetivo principal conocer sus percepciones acerca del uso del portafolio dentro del aula de clase como una herramienta de evaluación y mejoramiento de la producción escrita en el inglés.

Las respuestas que aquí consignen serán de total confidencialidad, por lo tanto, esta información será usada únicamente con fines académicos y de manera anónima.

1. ¿Qué idea tiene sobre portafolio? ¿Cómo lo puede definir?

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2. ¿Ha utilizado el portafolio dentro del aula de clase?

SI \_\_\_\_\_ NO \_\_\_\_\_

Si su respuesta es afirmativa, continúe con las siguientes preguntas.

2.1 ¿Cómo se trabajó el portafolio en esa ocasión?

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2.2 ¿Qué pasos se llevaron a cabo?

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2.3 ¿Qué aspectos se tuvieron en cuenta?

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2.4 ¿con qué objetivo se implementó ese portafolio?

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3. Desde su punto de vista, ¿cuáles son las ventajas de usar un portafolio en clase de inglés?

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4. ¿Cuáles son las desventajas de implementar un portafolio en la clase de inglés?

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### 2. Consent letter

**TITLE OF THE STUDY**

**Improving ninth graders writing skills by the implementation of a portfolio-based assessment**

**PRINCIPAL INVESTIGATOR**

VIANNY MICHELLE PEINADO GARCÍA

FOREIGN LANGUAGES DEPARTMENT

3102533895

[Vianny2806@gmail.com](mailto:Vianny2806@gmail.com)

**CONFIDENTIALITY**

For the purposes of this research study, your comments will not be anonymous to the researcher. However, during the data analysis and the writing of the results, every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in the personal possession of the researcher.

**CONTACT INFORMATION**

If you have questions at any time about this study, you may contact the researcher whose contact information is provided on the first page.

**VOLUNTARY PARTICIPATION**

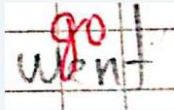
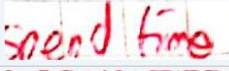
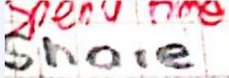


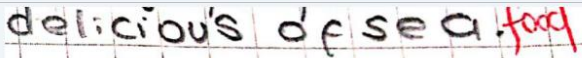
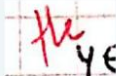
Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form.

**CONSENT**

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature \_\_\_\_\_ Date \_\_\_\_\_

## Analytical matrixes

•	If I could turn back time_3	Students' writing difficulties/selection	1785 1730	2020 1875	0		34075	0.55	HP
•	If I could turn back time_4	Students' writing difficulties/Omission	2065 430	2375 510	0		24800	0.49	HP
•	If I could turn back time_4	Students' writing difficulties/selection	2050 475	2360 595	0		37200	0.73	HP
•	If I could turn back time_4	Students' writing difficulties/addition	1045 735	1585 805	0		37800	0.74	HP
•	If I could turn back time_4	Students' writing difficulties/ordering	585 860	940 955	0		33725	0.66	HP
•	If I could turn back time_4	Students' writing difficulties/interference of L1	1980 980	3100 1080	0		112000	2.19	HP
•	If I could turn back time_5	Students' writing difficulties/Omission	1115 675	1265 810	0		20250	0.25	HP

•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	16	16	0	Sencillo y diferente	20	0.53	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/knowledge about it	29	29	0	Una carpeta para trabajos	25	0.66	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/knowledge about it	30	30	0	Un archivador de documentos,	28	0.74	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/knowledge about it	31	31	0	Documentos, trabajos, fotos, videos (si es digital)	51	1.35	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/knowledge about it	32	32	0	Organizador de documentos	25	0.66	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/knowledge about it	33	33	0	¡, habían trabajado un portafolio virtual en clase de informática no en inglés	76	2.01	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/knowledge about it	35	35	0	Organizados en portafolio personajes, libreto,	46	1.22	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	37	37	0	Facilita la búsqueda	20	0.53	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	38	38	0	Organización	12	0.32	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	39	39	0	Reciento de notas	17	0.45	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	40	40	0	ara ver nuestro desempeño si ha disminuido o ha aumentado	57	1.51	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	41	41	0	- todos podemos participar	29	0.77	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	42	42	0	podemos expresarnos y reflexionar acerca de como estudiamos y hacemos las cosas. (autoevaluación)	97	2.57	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	43	43	0	mostramos otras habilidades como la organizacion, una letra bonita, creatividad, etc	84	2.22	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	44	44	0	na forma distinta de evaluarlos	31	0.82	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio advantages	45	45	0	recibimos ayuda de un profesor	30	0.79	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/knowledge about it	47	47	0	Herramienta, google drive	25	0.66	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio disadvantages	49	49	0	Copia, backup de la información para que no se pierda la información	68	1.80	HP
•	QUESTIONARIO 1	Students' perceptions towards portfolio/Portfolio disadvantages	51	51	0	se necesita bastante tiempo para hacerlo bien y Hacer ub borrador y luego pasarlo en blanco para mayor orden usualmente tenemos muchas tareas de todas las materias.	164	4.34	HP

### 3. Plannings.

UNIVERSITY OF PAMPLONA  
 TEACHING METHODOLOGY SEQUENCE

<b>GROUP:</b> 9° <b>TEENAGERS</b>	<b>LEVEL:</b> -	<b>CLASS N: 1</b>
<b>TEACHER:</b> JULIO CESAR ATUESTA	<b>PRACTITIONER TEACHER</b> VIANNY MICHELLE PEINADO GARCÍA	<b>DATE/ DAY</b> September 16 <sup>th</sup> to September 20 <sup>th</sup>
<b>LINGUISTIC OBJECTIVE:</b> - To learn the use of the first conditional - To learn the affirmative, negative and interrogative form of the first conditional - To use and differentiate “if” and “unless”	<b>COMMUNICATIVE OBJECTIVE:</b> - To describe possible consequences in the future about the environment - To talk about negative natural effects	<b>SOCIO-CULTURAL OBJECTIVE:</b> - To discuss about the eco-friendly strategies used at school and at home to preserve the environment.
<b>GENERAL COMPETENCES</b> • Communicative competence • Linguistic competence • Cultural competence	<b>PREVIOUS SEQUENCE</b> Spelling bee practice	<b>TOPIC-TASK</b> Environmental issues Grammar workshop Written production

STAGES	DESCRIPTION OF THE ACTIVITY	TIME (min)	SKILLS	MATERIAL
Opening	The teacher will start the class by asking the students to stand up in order to pray “Our father”  Then, the teacher will check if the students brought their dictionaries.	5 min	• Speaking	Assistance list
Linguistic activity	The students will listen to a song “count on me” by Bruno Mars which uses the first conditional in its lyrics.  In this way, the teacher will give them a worksheet with some exercises.  First, the students will be asked to look for unknown vocabulary (taking into account that sts have difficulty with this aspect)  Second, the teacher will ask about the title and the theme of the song.  Third, the teacher will play the song and ask them to answer the worksheet while they listen. The teacher will play it by parts so that the sts have time to complete it.	40 min	- listening - grammar - vocabulary -	worksheet speakers computer song

## TEACHING METHODOLOGY SEQUENCE

Warm-up	<p>As a warm-up and introduction to the topic, the teacher will ask some questions related to the reality of the planet. Especially about the Amazon rainforest tragedy such as:</p> <ul style="list-style-type: none"> <li>- What environmental tragedy has recently happened?</li> <li>- What was your reaction?</li> <li>- What do you think were the reasons of the fire?</li> <li>- What would be some solutions for this situation?</li> </ul>	5 min	<ul style="list-style-type: none"> <li>• Speaking</li> </ul>	
Explanation Of the topic	<p>The teacher will introduce a topic through a statement          “If we take care of the environment, we will have a better world”          The teacher will ask if they understand the meaning of the sentence, if not she will explain. Then, she will ask them “what do think about it?”</p> <p>Afterwards, the teacher will ask the students to identify the grammar tense of each clause.          Consequently, the teacher will explain that it is the conditional and what is its main use. Also, she will give them some other examples of all three forms (affirmative, negative, interrogative)</p>	15 min	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar</li> <li>• speaking</li> </ul>	Board Markers
Linguistic activity	<p>After the explanation, the teacher will ask the students to do the exercises proposed by the book “outstanding 9” in the pages 98 and 99 which are the following:</p> <ol style="list-style-type: none"> <li>1. page 98: the students will read a conversation and underline the sentences that express possibility, then they will classify them in a chart as affirmative, negative or interrogative. (page 99)</li> </ol>	30 min	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Grammar</li> </ul>	Students’ book



## TEACHING METHODOLOGY SEQUENCE

Further information	The students will watch a short video with complementary information about the first conditional. As a homework the sts will have to take notes of the relevant information of the video.	5 min	<ul style="list-style-type: none"> <li>- listening</li> <li>- grammar</li> </ul>	Video Computer
Evaluation of the topic	In order to evaluate the worked topics. The teacher will give the students a workshop with related grammar exercises that they will do at home and hand it during the following class (in case they have just one hour of class)  For the case of 9 <sup>º</sup> A grade (my focus group) they will be asked to do a shorter grammar workshop along with a written exercise which consists on expressing their thoughts about the environment by proposing hypotheses (using first conditional) about possible solutions to help the environment.	40 min	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Writing</li> <li>• Reflective competence</li> </ul>	Worksheet Portfolio
Feedback	After grading and giving the students their workshops there is going to be a space for correction as a group in order to answer any doubt or questions and explain any mistake that they could have had.  For 9 <sup>º</sup> A they are going to express in their portfolio in mother tongue, how did they feel while doing that exercise, what was the most difficult thing to do and any suggestions they have about future exercises.	10 min	<ul style="list-style-type: none"> <li>• Linguistic competence</li> </ul>	Board Workshop

## UNIVERSITY OF PAMPLONA

## TEACHING METHODOLOGY SEQUENCE

<b>GROUP:</b> 9 <sup>º</sup> <b>TEENAGERS</b>	<b>LEVEL:</b> -	<b>WEEK</b>
<b>TEACHER:</b> JULIO CESAR ATUESTA	<b>PRACTITIONER TEACHER</b> VIANNY MICHELLE PEINADO GARCÍA	<b>DATE/ DAY</b> October 15 <sup>th</sup> – October 21 <sup>th</sup>
<b>LINGUISTIC OBJECTIVE:</b> <ul style="list-style-type: none"> <li>- To learn the use of the second conditional</li> <li>- To learn the affirmative, negative and interrogative form of the second conditional</li> </ul>	<b>COMMUNICATIVE OBJECTIVE:</b> <ul style="list-style-type: none"> <li>- To talk about hypothetical and imaginary situations.</li> </ul>	<b>SOCIO-CULTURAL OBJECTIVE:</b> <ul style="list-style-type: none"> <li>- To discuss about how our wishes, influence the environment.</li> </ul>
<b>GENERAL COMPETENCES</b> <ul style="list-style-type: none"> <li>• Communicative competence</li> <li>• Linguistic competence</li> <li>• Cultural competence</li> </ul>	<b>PREVIOUS SEQUENCE</b> Evaluation of the first conditional	<b>TOPIC-TASK</b> Written production

<p>FIRST HOUR</p>	<p><b>OPENING</b> “what would you do if you were rich?”</p> <p>The teacher will begin the class with a question in the second conditional. The teacher will see if the sts understand the question and are able to answer it.</p> <p><b>EXPLANATION OF THE TOPIC</b> The teacher will start by explaining that it is written in the 2<sup>nd</sup> conditional. Then, she will explain the use of the second conditional and the different structures used in this tense. (affirmative, negative and interrogative form).</p> <p>Now that they know how the 2<sup>nd</sup> conditional works, the teacher will ask a different question: “what would you do if you could turn back time?” In this occasion the teacher will choose various sts to answer the question in English by using the 2<sup>nd</sup> conditional.</p> <p><b>LINGUISTIC ACTIVITY</b></p> <p>The sts will be asked to do some grammar exercises on their notebooks.</p>	<p>55 min</p>	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Grammar</li> </ul>	<p>Board Notebooks Markers</p>
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TEACHING METHODOLOGY SEQUENCE

<p>SECOND HOUR</p>	<p><b>PRODUCTION ACTIVITY</b></p> <p>The students will be asked to write a role-play dialogue in groups of three in which they use the second conditional. They will follow an example found in their books. Taking into account the criteria given by the teacher.</p> <p>Later on, the students will present the role-play to the class.</p> <p>Finally, the teacher will evaluate both their presentations and the written production that they must hand.</p>	<p>55 min</p>	<ul style="list-style-type: none"> <li>- grammar</li> <li>- vocabulary</li> <li>- writing</li> <li>- speaking</li> </ul>	<p>Books Notebooks Board Dictionaries</p>
<p>THIRD HOUR</p>	<p><b>EVALUATION OF THE TOPIC</b></p> <p>In order to evaluate the second conditional, the teacher will ask the students to write a text in which they express how their perfect/ ideal world would be using the second conditional.</p> <p>They will follow the next steps: Before writing:</p> <ul style="list-style-type: none"> <li>- They will brainstorm their ideas about their perfect world and write them down.</li> <li>- They will organize their ideas in categories (population, place, education, food, etc).</li> </ul> <p>While writing:</p> <ul style="list-style-type: none"> <li>- The sts will express those ideas in a coherent text that obeys the instructions given.</li> <li>- They will find a picture which represents and complements their text.</li> </ul>	<p>55 min</p>	<ul style="list-style-type: none"> <li>• Speaking</li> </ul>	

# Students' writing productions

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## "COUNT ON ME" BY BRUNO MARS

Fill in the empty spaces and/ or choose the correct word.

If you ever find fly yourself stuck in the middle of the sea / sea

I'll say / save / say the world to fight / find you

If you ever find yourself most / lost in the dark and you can't see / feel  
I'll be the life / light to guide you

### Chorus

Find out what we're made of, when we are called to help our friends in need.  
You can count on me, like 1, 2, 3, I'll be there,  
and I know when I need it, I can count on you, like 4, 3, 2, you'll be there,  
cause that's what friends are supposed to do, oh yeah.



If You're tossin' and you're turnin'  
And you just can't fall asleep I'll sing a song beside you  
And if you ever forget how much you really mean to me Every day I will remind you

## FIRST CONDITIONAL WORKSHOP

Name: Jhuan Sebastian Aparicio Gómez Date: September 19th Code: 02 Grade: 9TA


- 11) I (come) early, if you (want). I'll come early if you want ✓
- 12) They (go) to the party if they (be) invited. They'll go to the party if they're invited ✓
- 13) She (stay) in London if she (get) a job. She'll stay in London if she gets a job ✓
- 14) He (not/get) a better job if he (not/pass) that exam. He won't get a better job if he doesn't pass that exam ✓
- 15) I (buy) a new dress if I (have) enough money. I'll buy a new dress if I have enough money ✓
- 16) She (cook) dinner if you (go) to the supermarket. She'll cook dinner if you go to the supermarket ✓
- 17) They (go) on holiday if they (have) time. They'll go on holiday if they have time ✓
- 18) We (be) late if we (not/hurry). We'll be late if we don't hurry ✓
- 19) She (take) a taxi if it (rain). She'll take a taxi if it rains ✓
- 20) I (not/go) if you (not/come) with me. I won't go if you don't come with me ✓

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CamScanner

FIRST CONDITIONAL WORKSHOP

Name: Jhoan Sebastian Aparicio Gómez Date: September 17th Code: 02 Grade: 9TA

- 11) I (come) early, if you (want). I'll come early if you want ✓
- 12) They (go) to the party if they (be) invited. They'll go to the party if they're invited ✓
- 13) She (stay) in London if she (get) a job. She'll stay in London if she gets a job ✓
- 14) He (not/get) a better job if he (not/pass) that exam. He won't get a better job if he doesn't pass that exam
- 15) I (buy) a new dress if I (have) enough money. I'll buy a new dress if I have enough money
- 16) She (cook) dinner if you (go) to the supermarket.  
She'll cook dinner if you go to the supermarket ✓
- 17) They (go) on holiday if they (have) time. They'll go on holiday if they have time
- 18) We (be) late if we (not/hurry). We'll be late if we don't hurry
- 19) She (take) a taxi if it (rain). She'll take a taxi if it rains ✓
- 20) I (not/go) if you (not/come) with me. I won't go if you don't come with me ✓

	MERCEDES ABREGO TECHNICAL INSTITUTE - CUCUTA	
	Exam: FIRST CONDITIONAL	Date: October 3 <sup>rd</sup> 2019
	Teachers: Lic. Julio C. Atuesta F. / Vianny Peinado	Grade: 9 <sup>th</sup> <u>12</u>
	Student's name: <u>JUAN A. Lopez B.</u>	Mark: <u>48</u>

1. Write the correct form of the verbs to make the first conditional. (1 pts)

- A. If the weather (not/ improve), we (not/have) a picnic.
- B. I (stay) at home if it (rain) today.
- C. Peter (get) wet if he (not/ take) an umbrella.
- D. They (go) on holiday if they (have) time.
- E. If you (do) your homework, I (let) you go out.

They will go on holiday if they have time ✓

2. Change the sentences into the negative form by using "unless". (1,5 pts)

- A. They will come early if you want.
- B. If you don't work, you won't get money.
- C. We will be late if we wait here.
- D. If she doesn't study, she will fail the test.
- E. You will get sick if you eat unhealthy.

Unless she doesn't study, she will fail the test ✓

3. Complete the sentences with real information. (1,5 pts)

- A. If we don't arrive on time ...
- B. We will be hungry ...
- C. If the phone rings ...
- D. I will call you ...
- E. If he doesn't play ...

I will call you if I have time ✓



MERCEDES ABREGO TECHNICAL INSTITUTE - CUCUTA

Exam: FIRST CONDITIONAL

Teachers: Lic. Julio C. Atuesta F. / Vianny Peinado

Date: October 3<sup>rd</sup> 2019

Grade: 9<sup>th</sup> A

Student's name: Laura Gómez Marriaga

Mark: 25

1. Write the correct form of the verbs to make the first conditional. (1 pts)

- si el tiempo no mejora, ellos no tendrán un picnic*
- A. If the weather (not/ improve), we (not/have) a picnic.
  - B. I (stay) at home if it (rain) today.
  - C. Peter (get) wet if he (not/ take) an umbrella.
  - D. They (go) on holiday if they (have) time.
  - E. If you (do) your homework, I (let) you go out.

If the weather <sup>doesn't</sup> ~~can't~~ improve, we won't have a picnic. X

2. Change the sentences into the negative form by using "unless". (1,5 pts)

- A.) They will come early if you want.
- B. If you don't work, you won't get money.
- C. We will be late if we wait here.
- D. If she doesn't study, she will fail the test.
- E. You will get sick if you eat unhealthy.

They ~~will~~ unless come early, if you want. X  
They will not come early, unless you want.

3. Complete the sentences with real information. (1,5 pts)

- A. If we don't arrive on time ...
- B. We will be hungry ...
- C. If the phone rings ...
- D. I will call you ...
- E. If he doesn't play ...

If we don't arrive on time, we won't eat cake. ✓



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October 1<sup>st</sup> 2019

9<sup>th</sup>A

First conditional story chain

1. If I'm hungry, I will go to the refrigerator. ✓
2. If I go to the refrigerator, I will find food there. ✓
3. If I find food there, it will be cold. ✓
4. If the food is cold, I will put it in the microwave oven. ✓
5. If I put the food in the microwave oven, it will be hot. ✓
6. If the food is hot, I will eat it. ✓
7. If I eat the food, I won't be hungry. ✓

1. Hillary Ramirez
2. Carolina Galicia
3. Laura Gomez
4. Joseph Parra
5. Sarah Barbosa
6. Shily Toro
7. All of us

50

Julio C. Alvarez Jr.  
Office in EPL - PLB  
1/10/19  
Wang

qPA

# FIPSN CONVENTIONAL STORY CHAIN

October 4th 2019

- If I lose my cellphone, I will lose my contacts. (by German)
- If I lose my contacts, I won't communicate with them. (by Sebastian Aparicio)
- If I don't communicate with them, I won't go to the party (by Angelle)
- If I don't go to the party, I will stay at home (by Juliana Gamboa)
- If I stay at home, I will watch Netflix (by Julian Montoya)
- If I watch Netflix, I will cook pop corn (by Sebastian Sanchez)
- If I cook pop corn, I will drink Coke (by Sofia Mora)

45

Adrian C. Alvarez  
October 4th 2019  
A. Alvarez



Sofia Duarte

If you won the lottery, what would you do?

If I won the lottery, I would buy things that always I want, like a car, a big house, clothes and travel to some countries.

I'd spend time with my family <sup>specially</sup> in Spain with my mom, maybe visit Madrid because is the favorite country of my mom, also help poor people, and collaborate with a some foundation

If you won the lottery,  
what would you do?

If I won the lottery, I would buy a yacht in? I would travel around the world, I would visit art gallery and I would start my art collection for another part I would buy a house to my family and me too I would meet to my favorites singers and all my favorites actors

Tatiana Medina  
9A

Hillary Rossana Fabón R.

03/10/19

## Second Conditional

IF you won the lottery, what would you do?

If I won the lottery, I would buy a very beautiful and big house. I think that I would donate some of my money to the poor people, also with this money I would choose the university that I always wanted and my family would have a good life, we would travel to Ibiza more often and we would spend more time in family. I would like to pay all the courses that I want too, like my English, Music and Vocal technique course.

god!



Angely Rodriguez

IF you won the lottery, what would you do?

If I won the lottery, I would buy a yacht in the world, travel around the world, I would visit a oceanic places and take diving classes, I would try hospital food, I would travel to Paris and buy clothes Versace, I would buy a house for my mom and my father in England.

16 10 19

Scribe

Diana Valentina Pérez Gullin 9B

What would you do if you could turn back time?

If I could turn back in time, I would repair my mistakes, my falls, I would learn from them and I would become the best person. If I could turn back in time, I would see my mom from the past, I would see when she was a teen. If I could turn back in time, I would desire to stay in the moment when the second world war started. If I could turn back in time, I would pay a ticket for Queen concert.

Good!

What would you do if you could turn back time?

If I could turn back time, I would study more for passing the year with better academic performance. I would speak better some language and I would participate with more people. I would travel to Medellin and I would get in the metro. I would never be rough with my aunt.

Good!

NAME: Julieth Alexandra Romero Niño.

GRADE: 9<sup>th</sup> Grade.

DATE: October 16<sup>th</sup> 2019.

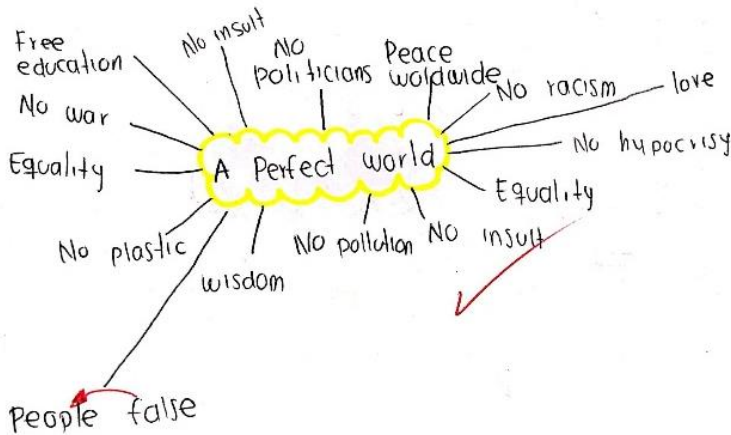
What would you do if you could turn back time?

If I could turn back time, I would begin to save money, to spend in more clothes, I would travel over the world, to buy a beautiful car, to buy beautiful shoes.

If I could turn back time, I would be more responsible in study because now I am worried

what would you do if you could turn back time?

- If I could turn back time, I would look at all my children and when I learnt to speak and talk.
- If I could turn back time, I would change the president of Colombia.
- If I could turn back time, I would take course of drawing to become a big Artist.
- If I could turn back time, I would go to concert of marvin gaye.



Saray Gusman  
Juliana Gamboa  
9TA

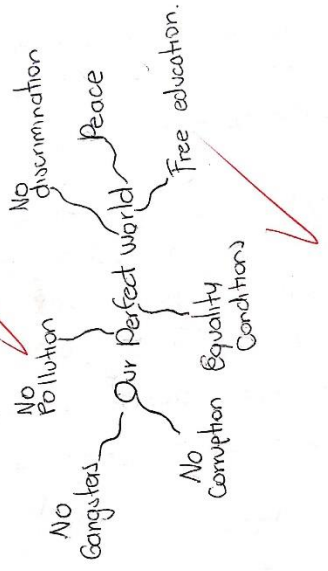
In our perfect world, we would be without racism in people, a perfect world racism in people, a perfect world would be without corrupted politicians, a perfect world would be with equality in people, whether because of their size, gender, tastes, sexual attraction, etc.

A perfect world would be without plastic, in this way there would not be so much environmental pollution. It would be without hypocrisy, without insults and without people false. There would be peace,

A perfect world would be free education for the people.

90a

Sebastian Sanchez - Julian Montoya.



Our perfect world would be mainly without wars and conflicts, meaning. If there were worldwide peace, the life in this world would be more pleasant for us. It is important to have more culture education because if we had more knowledge about this, we would have a better personal improvement. If there were more employment opportunities, the unemployment and poverty would decrease. We would like that there weren't violence and we would achieve this with tolerance, the most important value in the current world.

Furthermore we would work hard to have a world without pollution, because the people have understood that the world is ours and we must take care of it.

The drugs are a factor that produce irresponsible acts, because of this in our perfect world we wouldn't have drugs.

The change only we can do it.

Nice job!

Sebastian Apanuo  
Sofia Duarte  
Andrea Garcia

Sofia Mora  
Hillary Pabon

QTA

16 10 19

Scribe

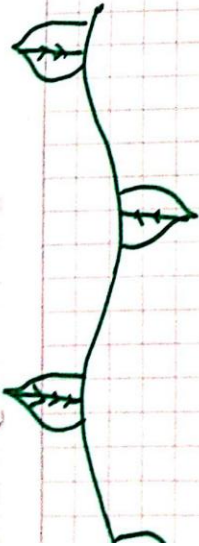
Diana Valentina Pérez Gullin

9B

What would you do if you could turn back time?

If I could turn back in time, I would repair my mistakes, my falls, I would learn from them and I would become the best person. If I could turn back in time, I would see my mom from the past, I would see when she was a teen. If I could turn back in time, I would desire to stay in the moment when the second world war started. If I could turn back in time, I would pay a ticket for a Queen concert.

Good!



Scanned with  
CamScanner



October 16<sup>th</sup> 2011

Name: Fraynel Santiago Ferrer Játome

What would you do if you could turn back time?

If you could turn back time, I would travel over the world  
I would learn to speak many languages, I would meet  
people, I would inspire love girls, I would know about  
the cultures, I would travel to the moon.

good!



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CamScanner



what would you do if you could turn back time?

- if I could turn back time, I would look<sup>d</sup> all my child<sup>hood</sup> and when I learnt<sup>t</sup> to speak and talk.
- If I could turn back time, I would change the president of Colombia.
- If I could turn back time, I would take course of drawing<sup>to</sup> become ~~in~~ <sup>=</sup> an big Artist.
- If I could turn back time, I would <sup>go</sup> want to concert of marvin gaye.

Frany Yalira Lopez Giraldo. 9TB. October 16<sup>th</sup> 2019.

What would you do if you could turn back time?

If I could turn back time, I would <sup>spend time</sup> share with my brothers, I would be more tolerant with my family, I would talk <sup>again</sup> ~~of~~ new with my friends, I would play basketball ~~for~~ being taller, I would go to travel with my father, I would buy more clothes and shoes, I would enjoy my time in the beach, I would eat the delicious of sea <sup>food</sup>.



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CamScanner

Duan

Felipe

Higuera

Quintero

What would you do if you could turn back time?

If I could turn back time I wouldn't change anything. What because I changed something, I wouldn't be here. If you think about that, you will understand me. The time is a narrow line, if you could change that, you would have problems to maintain our universe in action.

19/06/2021

Nombre: Luis Alejandro Rubio Quintero

9B

October 16 2019

What would you do if you could turn back time?

If I could turn back time, I would ~~to~~ pass old exams and, I would ~~to~~ pass Spanish Quiz, I wouldn't seem to recover old material, I would seem that he year, I there will be had variations

I would ~~played~~ my friends in the party, I would ~~be~~ happy in house.

October 16<sup>th</sup> 2019

9TB

W/M

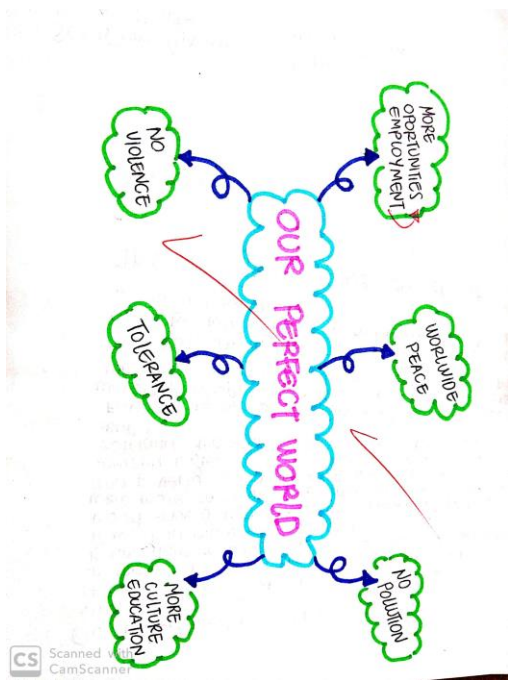
YERELIN Rojas paredes

What would you do if you could turn back time

If I could turn back time, I would study more  
For <sup>to</sup> have better academic performance, I would  
~~to~~ travel <sup>to</sup> medellin, I would see my mom when  
she was a girl, I would know my grandfather,  
I would ~~take~~ <sup>make</sup> better decisions, I would ... ?

CS

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CamScanner



#### 4. Students and setting











## S Self-observation format

Google Forms

Gracias por rellenar [Auto-observación de clase, 2019-2](#)

Esto es lo que nos has enviado:

**VER PUNTUACIÓN**

[Editar respuesta](#)

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Siempre busco planear mis clases y desarrollo del proyecto basado en las necesidades e intereses de los estudiantes y así se ha visto su progreso.

\*\*\*

### 5. Narratives

Nombre	Fecha de modificación	Tipo	Tamaño
Narrativa 1	23/09/2019 10:37 p. m.	Documento de Mi...	14 KB
Narrativa 2	30/09/2019 10:39 a. m.	Documento de Mi...	13 KB
Narrativa 4	22/10/2019 10:04 a. m.	Documento de Mi...	13 KB
Narrativa 5	04/11/2019 09:38 p. m.	Documento de Mi...	13 KB
Narrativa 6	04/11/2019 10:02 p. m.	Documento de Mi...	13 KB
Narrativa 7	11/11/2019 03:08 p. m.	Documento de Mi...	13 KB
Narrativa 8	14/11/2019 04:14 p. m.	Documento de Mi...	13 KB

NARRATIVA: 5

PRACTICANTE: VIANNY MICHELLE PEINADO GARCIA

FECHA: 21 AL 25 DE OCTUBRE

Esta semana se llevaron a cabo las evaluaciones trimestrales en la institución. Para esto se tuvo en cuenta un horario para grados 6°-9° y 10°-11° en los cuales hubo una división en la cual cada día de la semana se hicieron trimestral de dos asignaturas diferentes una con mayor dificultad que la otra. De esta manera, el martes 22 de octubre fueron ingles junto con geometría.

Además, es importante mencionar que la institución sigue una metodología muy específica para esta época de trimestrales. Ya que durante la primera y tercera hora de clases son "horas de estudio" y en la segunda y cuarta hora se realizan las trimestrales establecidas. Por ende, como es el mismo horario para todos los estudiantes, ellos son supervisados por los docentes con quienes tenían clase a esa hora (matemáticas, lengua castellana, informática, etc.) y no los de la asignatura como tal. Por esta razón, fue necesario que yo buscara y pasara por cada uno de los salones donde se encontraba los cuatro grados novenos, para revisar y aclarar cualquier duda relacionada con la trimestral que los otros docentes no pudieran responder ya que yo estuve a cargo del diseño de la trimestral. Al finalizar la jornada, se recibieron todos los exámenes de cada grupo y los llevé conmigo para calificarlos. Ahora bien, las notas no se subieron de una vez, puesto que los estudiantes tienen clase durante esta semana presente (28-01 nov) y eso haría que si pasaron la materia pierdan el interés por trabajar durante esta semana. Durante las horas 5 y 6 de trimestrales se llevó a cabo clase normal.

## 6. Reflection workshops

### SEGUNDO TALLER DE REFLEXIÓN:

NOMBRE DEL ESTUDIANTE: VIANNY MICHELLE PEINADO GARCIA  
INSTITUCIÓN EN LA QUE SE DESARROLLA LA PRÁCTICA: INTITUTO TÉCNICO MERCEDES ABREGO  
CIUDAD: CÚCUTA  
DEPARTAMENTO: NORTE DE SANTANDER

#### 1. Responda las siguientes preguntas:

#### PRÁCTICA PEDAGÓGICA EN EL AULA:

1. ¿Cómo se sintió en la primera clase que desarrolló?

como es común en la vida, los inicios causan nervios y un poco de ansiedad y por lo tanto antes de mi primera clase estuve pendiente de cada aspecto importante, cada documento, el material, la hora de llegada y hasta lo que debía decir y como me presentaría antes mis próximos estu-

diantes. Puedo decir entonces que esto me ayudo a llevar a cabo mi primera clase de manera exitosa, al final del día me sentí muy cómoda y complacida por el recibimiento de los grupos y la colaboración de mi supervisor para aclarar mi rol y propósito en la institución durante este proceso.

2. ¿Cuál cree usted que han sido los obstáculos que han impedido el desarrollo de la práctica pedagógica? ¿Cómo los ha enfrentado?

Creería que el principal obstáculo ha sido el tiempo, como ya había sido comentado durante la semana de inducción de práctica, muchos de los planes u objetivos que establecemos dentro de nuestra propuesta, debe ser adaptados a la institución y su cronograma, ya que durante el último periodo se ha dedicado mucho tiempo a actividades culturales y administrativas y por lo tanto en contacto con los estudiantes dentro del aula de clase fue limitado. La manera en que enfrente esta situación fue previendo los tiempos y no desaprovechando los encuentros tenidos con los estudiantes para el desarrollo de mi propuesta.

## 7. Outreach component





8. *Administrative component*



