The Use of An Educational Blog to Improve 10th Grade Students' Written Skill At 'José Rafael

Faria Bermudez High School': An Action Research.

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General overview

       The next proposal aimed at improving an educational matter and also improving the professional formation of a pre-service teacher. This proposal was composed of four chapters: the pedagogical component, the research component, the outreach component, and the administrative component.

       The pedagogical component described in detail the proposal to be implemented regarding the phenomenon under study; this one is based on the theoretical framework and literature review, which were related to the problem and its remediation. Moreover, this component included the methodology of the execution of the proposal and the research methodology; this latter contained the chronogram of its implementation and the data collection.

       Following the research component, it sought to implement reflection as a transforming tool of the proper pedagogic process and promote in the pre-service teacher the self-assessment process when implementing the research proposal. Subsequently, the outreach component dealt with the English teacher's training process in terms of ICT, thus promoting the use of technology when teaching English.

       Finally, the administrative component is related to those extra-curricular activities that the pre-service teacher virtually participated in within the institution; moreover, this component contributed to the professional training of the training teacher in terms of responsibility and sense of belonging as a member of the educational institution.

Introduction

This proposal arose as a response to the phenomenon observed during the diagnostic week, which is related to students' writing skill since it was not properly enhanced during this year as a consequence of the Coronavirus pandemic. This problem was also related to the teaching methodology implemented in the previous school years because students were accustomed to a teaching methodology, which did not allow them to learn and practice English appropriately.

Regarding the current teaching methodology, it was difficult to look for a strategy adopted to students' English weaknesses since the teacher was in charge of several English courses, thus limiting the time allocated to correct these aspects; the new virtual mode had also promoted students' conformism towards their learning process in terms of responsibility and motivation.

Subsequently, the strategy that fitted appropriately to improve this phenomenon was the use of blogs to improve 10th-grade students' written skills; this strategy aimed at encouraging students to express their ideas making proper use of the grammar structure and vocabulary.

Justification

This proposal aimed at improving students writing skill taking into the proper use of grammar rules and vocabulary according to the context, for this, it was created an educational blog where the pre-service teacher uploaded English material related to grammar, vocabulary and creative writing activities where students put into practice their English proficiency.

On the one hand, the trainee teacher got a lot of benefices from these experiences given that this situation allowed her to adapt at any educational context, in this case, the virtual mode which was currently implemented in all schools in Colombia. Likewise, this circumstance enabled the pre-service teacher learning how to adopt her teaching methodology regarding students' English proficiency, since it was important to implement activities and tasks that encouraged students to see English as a key aspect to success in both personal and working life.

The creation of this blog beneficiated both educator and students. Regarding the EFL teacher, she had a blog that can be repurposed in the following years to upload English material or implement the same writing strategy.

Objectives

General objective

To improve Tenth grade students' written skills at 'José Rafael Faria Bermudez' through the use of an educational blog.

Specific objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process.
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.
- To reinforce English knowledge to High school students in Pamplona city.
- To integrate the foreign language training of the students of the Degree Program in Foreign Languages English-French into the virtual educational reality of the teaching of English in the school of the city of Pamplona.
- To participate in all the virtual events proposed by the High School.

Conclusions

During the development of this practicum, I gained insight into the role of being a foreign language teacher given that when carrying out the four components of the research , I discovered new aspects related to the educational field in terms of methodology, professional ethics and educational vocation since the fact of being the mentor of a student in his process of learning , it was not that easy as I expected. This experience allowed me to recognize the value that both teachers and students have in this educational journey given that most of time, we as teachers want to be respected by the students but we do not realize that we need respect them to be respected.

Institutional observation

The José Rafael Faría Bermúdez Headquarters of the Provincial San José de Pamplona school began to work after its foundation on November 3, 1972.This educational establishment started as an experimental center in the field of pedagogical sciences for future graduates of the University of Pamplona, with night classes. Later, it implemented the daytime section and the first graduating class was in 1973. The name of Centro de Educación Media of the University of Pamplona (CEMUP) ; it was maintained until 1999,then it named Colegio Universitario José Rafael Faría Bermúdez in homage to the founder from the main house of studies in the city; since 2003 it became part of Provincial San Jose High School.

Topographical location of the school facilities

Rafael Faria School is located on the 8th street N° 6-61, next to Centrales Eléctricas, during its first seventeen years (1972-1989) it settled an old one-story house equipped with two courtyards, offices, a full library, and six classrooms for each grade. Since 1989 during the rectory of Professor Luis Eliécer Suárez, the new building was built with the collaboration and work of teachers, employees, parents, students, alumni, and the community of the school.

Strategies for the community to take part in the academic activities

Regarding the current pandemic situation, the school has been implementing some strategies to link the community to the academic activities; some of these activities are the parents' accompaniment concerning students' tasks since it is their responsibility to make children deliver in an organized and punctual way their tasks. Another strategy is the creation of communication channels between the teacher and the parents and students to solve doubts and concerns as well as the realization of parents' meeting when it is required, these activities are carried out through either by WhatsApp or by telephone. In the same way, students and parents are involved in the evaluation and self-assessment process where students grade themselves regarding some criteria such as responsibility, punctuality when delivering the workshops, interaction with the family in the construction of concepts and development of activities as well as the parents have to evaluate their children taking into account the aforementioned aspects.

Institutional Educational project (PEI)

The provincial San Jose High School is framed within the mission and the vision from it; these serve as a school projection guide throughout the development as an institution and members.

Mission

The Provincial San Jose High School officially guarantees the education service addressed to preschool, primary and secondary education to train humans to become integral, competitive, and people characterized by research thinking and citizens in peace in a pluralistic

and globalized society that is changing. Nevertheless, humans beings that taking into account human rights, individual freedom, and their values of human dignity based on the "santandereanos" and "lasalliistas" principles such as honor, science, and virtue.

Vision

On 2020, the Provincial San Jose High School will continue to be recognized to provide a quality education service based on the humanistic and pluralistic principles, in harmony and the current actualization of the pedagogical practices and the research facing the challenges to the current time that the environment commands and the commitment related to peace.

Institutional objectives

Regarding the main significant aspects of the PEI, it is portrayed below the general and the specific objectives that performing the main principle, purpose and values of this institution. General objective

• To educate high-value people in order to facilitate the human, scientific and technological development.

Specific objectives

• To give academic education that allows the student to get into higher education and his incorporation into society effectively as an agent of change.

• To provide respect and values by stimulating the development of the socio-affective process.

•   To experience the conflicts resolution into the classroom respecting the individual differences and the plurality as elements of peace.

•   To develop the communicative competence and the use of new technologies and the researcher practices appropriately.

•   To preserve the physical and mental health of the person during the use of free time.

•   To instill respect, and the preservation of the environment appropriately.

•   To promote the research practice focused on the different fields as a teaching strategy that provides the development of the knowledge based on the ICT'S.

•   To invigorate the transversals pedagogical projects defined by the common education law links to the conditions of the institutional context.

Main aspects of the coexistence handbook

Among all the aspects that constitute in the coexistence handbook, these can be summarized by stating that "The coexistence manual can be understood as a tool in which the agreements of the educational community are recorded to facilitate and guarantee harmony in the daily life of educational establishments. In this sense, it defines expectations about how the people who constitute the organization educational community, resources, and procedures should act and resolve conflicts, as well as the consequences of breaching the agreements (Chaux, Vargas Ibarra MIniski 2013)".

The coexistence handbook contains:

Title I. Generalities of the coexistence manual

Title II. The students

Title III. Coexistence

Title IV. Pedagogical strategies

Title V. Encouragement and recognition of students

Title VI. Parents

Title VII. Teaching staff

Title VIII. Educational community, school government and institutional organization

Title IX. Student council

Title X. School coexistence committee

Title XI. Reform of the coexistence handbook

Organizational chart of the educational institution

It shows the distribution and organization of the administrative component of the institution.
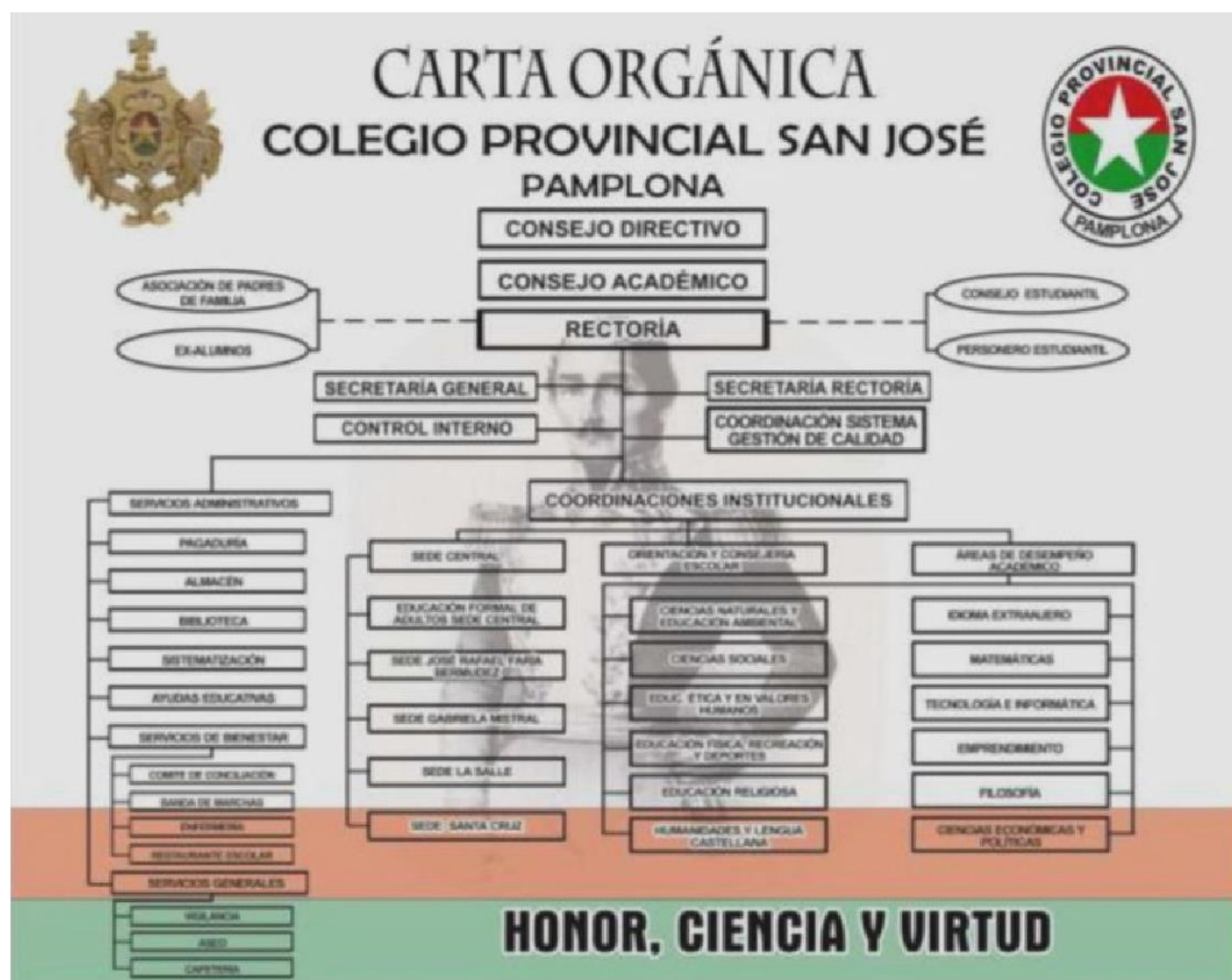
Figure 1 school organization chart

Ministry of National education guidelines and regulations adopted towards the Health emergency.

The declaration of health emergency made by the Presidency of the Republic and the Ministry of Health and Social Protection through Resolution 385 of March 12, 2020, responds to

the commitment of the national government to protect and care for the lives of all citizens before the spread of Coronavirus 2019 (COVID -19).

The education sector is one of the key players. Their teachers represent the closest institutional reference for girls, boys, adolescents and their families. Hence, the educational service that we will provide at home must be adapted so that it can:

- Contribute to the strengthening of capacities and abilities that allow girls, boys, adolescents and young people to safeguard their lives.

- Promote educational experiences that offer elements that strengthen the structure, stability, and hope that sustain and vitality to their present reality and daily life, marked by the presence of measures of social isolation, the demand for incorporation of unusual hygiene and care habits, and awareness of the vulnerability of life.

- Become a reference of containment that helps to face painful situations that may arise and offer relief to the suffering.

Time table of the educational institution

The academic calendar of the educational institution is based on what is proposed by the education secretary of the department, however, the activities proposed at the beginning of the year were modified as a consequence of the coronavirus pandemic. This calendar corresponds to the third quarter of 2020.

CRONOGRAMA DE ACTIVIDADES INGLES
EIGHTH 06- NINTH- TENTH- ELEVENTH-SEDE JOSE RAFAEL FARIA

SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
31	1	2	3	4				1	2	2	3	4	5	6	30	1	2	3	4
	Up			Re										Re	Institutional Development				
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13	7				
		Vi			Students' vacation					Reinforcement Time					Institutional Development				
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20					
	Up			Re		Up		Vi		Leveling Time									
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27					
		Vi							Re	Leveling Time									
28	29	30			26	27	28	29	30	30									
					Up		Vi												

Up: upload workshop to webcolegios.
Vi: Send a video to the students.
Re: reinforcement of the topic
Purple: holiday

Figure 2 school calendar

English timetable of the supervisor teacher

Regarding the coronavirus pandemic, the supervisor teacher's timetable had certain changes regarding the assignment and delivery of tasks, the frequency of face-to face meetings, and the teaching methodology.

HOUR	ACTIVITY
7:00 a.m.	Be ready and say hi to the teacher supervisor.
7:15 a.m. – 7:30 a.m.	Listen to the coordinator's information.
7:30 a.m. – 7:45 a.m.	Raise doubts and concerns.
8:00 a.m. – 8:15 a.m.	Greet and motivate students under his /her responsibility.
8:15 a.m. – 9:30 a.m.	Pay attention to the students' grade by grade according to the organizing schedule and virtual activities.
9:30 a.m. – 10:00 a.m.	Break
10:00 a.m. – 1:00 p.m.	Pay attention to the students' grade by grade according to the organizing schedule and virtual activities.
COMMUNITY OUTREACH	
HOUR	ACTIVITY

Monday: 3:00 p.m. – 5:00 p.m. (first week)	Preparation of the video to explain the workshop's topic.
Wednesday: 3:00 p.m. – 5:00 p.m. (first week)	Preparation of the video to explain the workshop's topic. Presentation of the videos to the supervising teacher.
WORKSHOPS	
Tuesday: 3:00 p.m. – 5:00 p.m. (first week)	Joint elaboration of the workshops for 8, 9 and 10 grades

TOPICS FOR THE WORKSHOPS		
EIGHTH	NINTH	TENTH
Eighth Workshop – September 15th to October 2nd		
Information Question (What-where-who- why- when-how-what time)	Review about uncountable Nouns (food)	Review about Simple past tense with regular verbs (rules to add ed)
Ninth Workshop – October 13th to October 23rd		
Review about countable nouns	Review about -How many and -there are	Review about Simple past tense with irregular verbs
Tenth Workshop – October 26th to November 6th		
Review about uncountable nouns	Review about –How much and –there is	Second Conditional.

Figure 3 Institutional observation-1supervisor's schedule

Pedagogical aspect

Language area planning

    Area planning 8th and 9th grade.

- Express ideas, feelings, plans, wishes, in a foreign language.

- Assimilate the basic meaning of texts of different kinds.

- Produce messages and communicate them. Apply what you have learned in some

  communicative situations.

- Apply the ethics of communication in any situation.

    Area planning 10th grade.

- Interact as much as possible in a foreign language.

- Identify the constituent elements of language.

- Expand knowledge about the academic media through the foreign language.

- Make valid inferences about the texts read.

- Practice the ethics of communication in any everyday situation.

Language teaching collective methodology

From the active pedagogical model, the purposes, contents, methodology, resources, and evaluation are considered as fundamental elements that orient the educational work of the San José Provincial College Institution and favor the development of competences in students.

The active methodology allows the students' learning process when participating in activities in which the main objective is to carry out actions in a foreign language. These methodologies allow students to use the foreign language to actively communicate both in the classroom and in the circumstances of the environment that require it. In the same way, this active methodology is directly linked to the ludic factor, which is an element of great importance in the life of the student since it establishes a connection between their usual activities at home and in the neighborhood. Playful activities have the advantage of having patterns known in advance by boys and girls and provide a family framework to develop new learning.

In terms of learner and teacher's role, the student is the center of the learning process while the teacher acts as a guide where he uses strategies that allow the student to discover by using their means and learning styles.

Knowledge of available pedagogical resources

The 'José Rafael Faria High School' has adopted its pedagogical resources to the current Coronavirus pandemic in a virtual way. The institution has its own institutional platform name Web colegios where the teachers upload the virtual workshops for students; this platform also systematizes the students' grades which are upload by the teacher.

Ministry of National education guidelines text

In this section, the ministry of National education proposes strategies to apply in the design of educational activities regarding the coronavirus pandemic. These are characterized by being:

- Flexible, strategic, inclusive and contextualized.
- Recognizing the individual characteristics of girls, boys, adolescents and young people and their capacities in terms of autonomy to be able to carry them out.
- Possible to be developed calmly and in the available times.
- Aware of the dynamics of families and considered with their conditions and capacities to be able to fulfill a role of companions to their development, according to the characteristics and moments of development of the girls, boys, adolescents, and young people and their circumstances.
- Taking into account that many of them will have to support more than one child and that on occasion they will have the additional demand for adapting other

resources given their conditions such as disability, exceptional talents, among others.

Syllabus

EIGHTH GRADE

MODULE 1: FAMOUS PEOPLE AND PLACES.

- Lesson 1: Review verb to be in the past.

- Lesson 2: Review past continuous tense.

- Lesson 3: Review There was / there were – There is / there are

- Lesson 4: Countable and uncountable nouns. How many, How much – quantifiers.

MODULE 2: A BEAUTIFUL CITY TO VISIT.

- Lesson 1: Simple past in all its forms.

- Lesson 2: Time expressions. Simple past: regular and irregular verbs.

- Lesson 3: Past habits. Used to.

- Lesson 4: Vocabulary and Wh questions

MODULE 3: A NIGHT IN GUANAJUATO.

- Lesson 1: Prepositions

- Lesson 2: Gerund and infinitive verbs

- Lesson 3: Vocabulary about adjectives

- Lesson 4: Comparatives

- Lesson 5: Superlatives

NINTH GRADE

MODULE 1: YOUR WORLD.

UNIT 1: To be verb! (MODULE 1)

- Lesson 1: The alphabet. Full and contracted forms of to be affirmative, negative and interrogative forms in present, past and future tenses.

- Lesson 2: Ordinal and cardinal Numbers 0- 100.

- Lesson 3: Possessive adjectives.

- Lesson 4: Family members, possessive -'S.

- Lesson 5: Adjectives describing physical appearance.

- Lesson 6: Countable and uncountable nouns: there is / there are. Food / drink.

- Lesson 7: How much / how many.

- Lesson 8: Present and past continuous tenses. (MODULE 4)

SABER TRAINING: Lecturas incompletas.

MODULE 2: AROUND THE WORLD (MODULE 2)

UNIT 1: FROM DAY TO DAY

- Lesson 1: Regular and irregular verbs
- Lesson 2: Present simple: affirmative, negative and interrogative. Daily routine. Time

expressions and wh questions.

- Lesson 3: Adverbs or frequency.
- Lesson 4: Prepositions

SABER TRAINING: Lecturas incompletas.

MODULE 3: VERBAL TENSES

UNIT 2: FUTURE TENSES (MODULE 4)

- Lesson 1: Affirmative, negative and interrogative sentences in simple future.
- Lesson 2: Time expressions.
- Lesson 3: Affirmative, negative and interrogative sentences in future with be going to.

SABER TRAINING: Lecturas incompletas.

TENTH GRADE

MODULE 1: Teen culture

UNIT 1: Having fun.

- Lesson 1: Modal auxiliary verbs: can, could and be able to.

- Lesson 2: Modal auxiliary verbs: must and have to.

- Lesson 3: Modal auxiliary verbs: should and ought to.

- Lesson 4: Modal auxiliary verbs: will, shall, would.

- Lesson 5: Modal auxiliary verbs: may, might and need to.

SABER TRAINING: (comprensión de lectura literal)

MODULE 2: Money makes the world go round.

- Lesson 1: Zero conditional. Present simple.

- Lesson 2: First conditional. Future simple.

- Lesson 3: Second conditional. Past simple.

- Lesson 4: Present perfect tense.

- Lesson 5: Past perfect tense.

- Lesson 6: Third conditional.

- Lesson 7: Wh questions.

SABER TRAINING: (comprensión de lectura literal)

MODULE 3: We are all different.

- Lesson 1: Comparative and superlatives.

- Lesson 2: Verbs + -ing / verbs + infinitive.

- Lesson 3: Nouns and adjectives.

- Lesson 4: More or less with nouns.

- Lesson 5: use to / used to / get used to.

SABER TRAINING: (comprensión de lectura literal

Methodology

During the first meeting carried out with the supervisor, some aspects related to the teaching of English in the institution were identified; regarding the pandemic situation, EFL teachers had to adopt a virtual methodology to keep teaching English to the students. This methodology consisted of uploading one English workshop on the institutional platform Web colegios every 15 days, and from which the EFL teacher gets two grades, then she evaluated the topic worked through an evaluation on Edmodo; most meetings were asynchronous and when these were synchronous, they were carried out through the video conferencing platform Zoom; these synchronous meetings sometimes took place every 15 days regarding students' internet access.

Regarding communication strategies, parents and students could contact the teacher to request an assistance, or an answer for any doubt or concerns about the subject; this contact could be either by WhatsApp or by telephone from Monday to Friday respecting the teacher's working time (7am-5 pm).

Workshops and materials design

The activity planner was not a mandatory requirement in the process of teaching English as a foreign language at 'José Rafael Faria Bermudez School', however, the supervisor indicated that it was necessary to follow a format when creating the workshops; there are two types of English workshops.

The first one is for those students who had internet or computer access and comprised the following aspects:

- Area

- Teacher

- Teacher's e-mail

- Unit

- Lesson

- DBA

- Competence

- Time of study

- General instructions

- Prior knowledge

- Presentation of topic to develop and practical examples.

- Application examples

- Evaluation

- A grading rubric

The second one was for those students who did not have internet access or computer. This format was very similar to the previous one; however, it had some changes as follows:

- Teacher's e-mail is not required.

- There is not any link of online exercises, these are physically placed on the workshop.

It is important to outline that this material is created by the supervisor and are worked in all her curses which are 8th ,9th and 10th grade.

Ministry of national education guidelines and standards

The first figures below represent the educational guidelines from 8th grade to 9th grade regarding the four language skills (listening, reading writing and speaking).
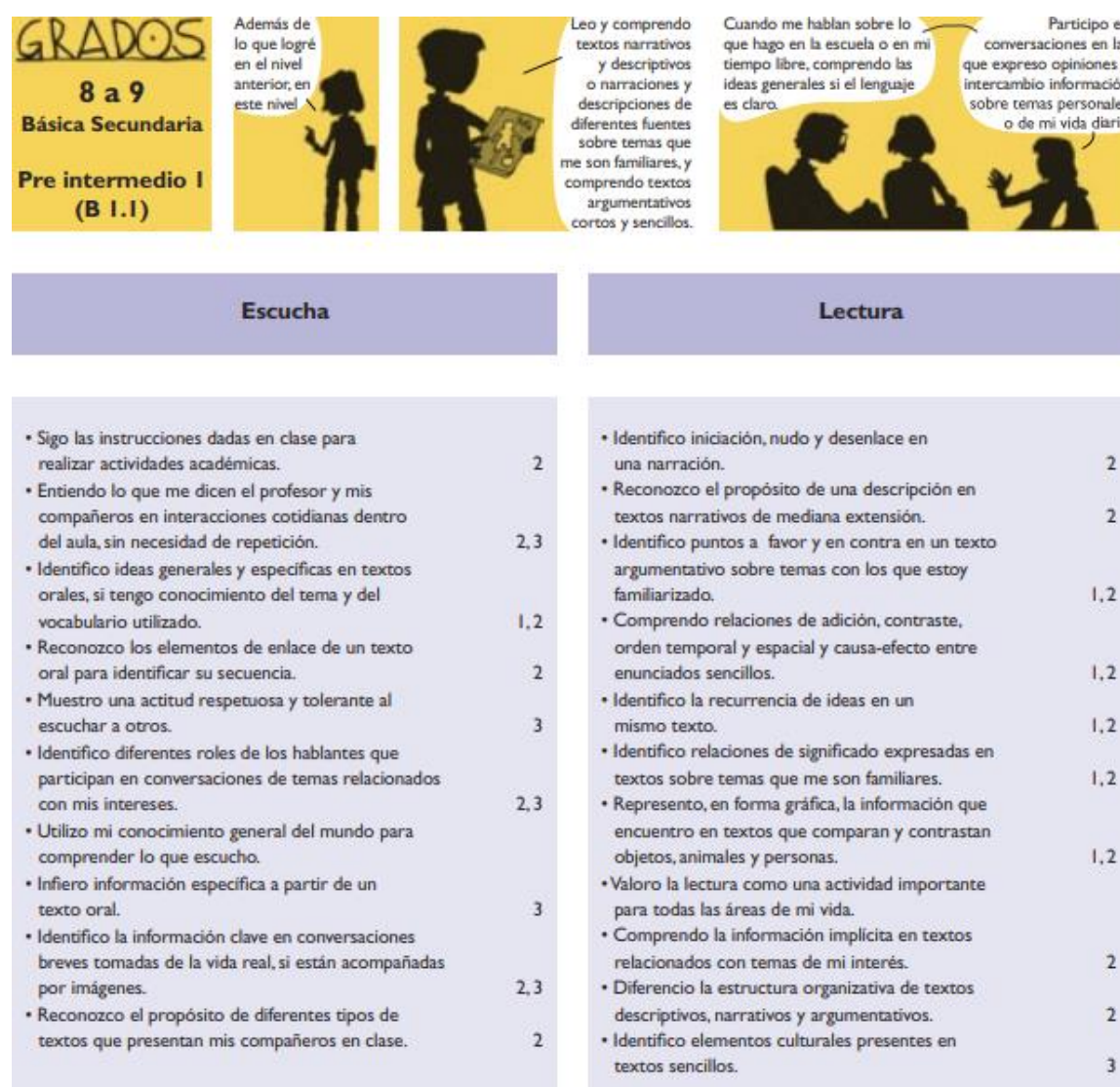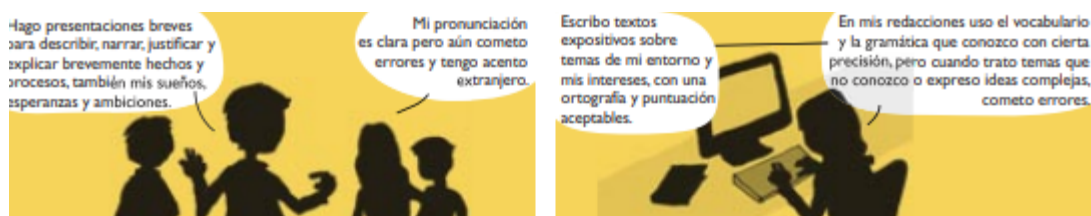

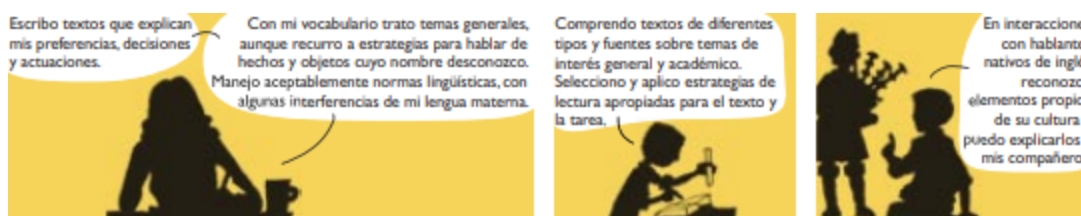| GRADOS 8 a 9 Básica Secundaria Pre intermedio I (B 1.1) | Además de lo que logré en el nivel anterior, en este nivel | Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos y sencillos. | Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro. | Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria. |

Escucha		Lectura	
• Sigo las instrucciones dadas en clase para realizar actividades académicas.	2	• Identifico iniciación, nudo y desenlace en una narración.	2
• Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.	2, 3	• Reconozco el propósito de una descripción en textos narrativos de mediana extensión.	2
• Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	1, 2	• Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado.	1, 2
• Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	2	• Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos.	1, 2
• Muestro una actitud respetuosa y tolerante al escuchar a otros.	3	• Identifico la recurrencia de ideas en un mismo texto.	1, 2
• Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses.	2, 3	• Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.	1, 2
• Utilizo mi conocimiento general del mundo para comprender lo que escucho.		• Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas.	1, 2
• Infiero información específica a partir de un texto oral.	3	• Valoro la lectura como una actividad importante para todas las áreas de mi vida.	
• Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	2, 3	• Comprendo la información implícita en textos relacionados con temas de mi interés.	2
• Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase.	2	• Diferencio la estructura organizativa de textos descriptivos, narrativos y argumentativos.	2
		• Identifico elementos culturales presentes en textos sencillos.	3

Figure 4 MEN Guidelines (standards)

Hago presentaciones breves para describir, narrar, justificar y explicar brevemente hechos y procesos, también mis sueños, esperanzas y ambiciones.

Mi pronunciación es clara pero aún cometo errores y tengo acento extranjero.

Escribo textos expositivos sobre temas de mi entorno y mis intereses, con una ortografía y puntuación aceptables.

En mis redacciones uso el vocabulario y la gramática que conozco con cierta precisión, pero cuando trato temas que no conozco o expreso ideas complejas, cometo errores.

Escritura	Monólogos	Conversación
• Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 1, 2	• Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. 1, 2	• Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. 1, 2
• Escribo mensajes en diferentes formatos sobre temas de mi interés. 1, 2	• Narro historias cortas enlazando mis ideas de manera apropiada. 2	• Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros. 1, 2
• Diligencio efectivamente formatos con información personal. 2, 3	• Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. 1, 2. 3	• Me arriesgo a participar en una conversación con mis compañeros y mi profesor. 2, 3
• Contesto, en forma escrita, preguntas relacionadas con textos que he leído. 1, 2	• Explico y justifico brevemente mis planes y acciones. 1, 2	• Me apoyo en mis conocimientos generales del mundo para participar en una conversación.
• Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. 1, 2	• Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno. 1, 2	• Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco.
• Parafraseo información que leo como parte de mis actividades académicas. 1, 2	• Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. 2	• Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. 2, 3
• Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. 1, 2	• Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación. 1, 2, 3	• Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad. 1, 2, 3
• Uso planes representados en mapas o diagramas para desarrollar mis escritos. 2	• Uso un plan para exponer temas relacionados con el entorno académico de otras asignaturas. 2	• Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura. 3
• Ejemplifico mis puntos de vista sobre los temas que escribo. 1, 2		
• Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales. 1, 2, 3		

Figure 5 MEN Guidelines (standards)

The second figures below represent the educational guidelines from 10th grade to 11th grade regarding the four language skills (listening, reading writing and speaking).

Figure 6 MEN Guidelines (standards)

Escribo textos que explican mis preferencias, decisiones y actuaciones.

Con mi vocabulario trato temas generales, aunque recurro a estrategias para hablar de hechos y objetos cuyo nombre desconozco. Manejo aceptablemente normas lingüísticas, con algunas interferencias de mi lengua materna.

Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico. Selecciono y aplico estrategias de lectura apropiadas para el texto y la tarea.

En interacciones con hablantes nativos de inglés reconozco elementos propios de su cultura y puedo explicarlos a mis compañeros.

Escritura		Monólogos		Conversación	
• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión.	1, 2	• Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia.	1, 2	• Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo.	1, 2
• Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor.	1, 2	• Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar.	2, 3	• Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto.	1, 2
• Expreso valores de mi cultura a través de los textos que escribo.	2, 3	• Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés.	1, 2	• Utilizo una pronunciación inteligible para lograr una comunicación efectiva.	1, 3
• Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.).	1, 2, 3	• Puedo expresarme con la seguridad y confianza propios de mi personalidad.		• Uso mis conocimientos previos para participar en una conversación.	
• Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas.	1, 2	• Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo.	2, 3	• Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo.	1, 2
• Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector.	1, 2, 3	• Sustento mis opiniones, planes y proyectos.	2	• Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad.	2
• Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo.		• Uso estrategias como el parafraseo para compensar dificultades en la comunicación.	2	• Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural.	1, 2
• Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones.	1, 2	• Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados.	2, 3		
• Escribo textos expositivos sobre temas de mi interés.	1, 2				

Figure 7 MEN Guidelines (standards)

Courses

The courses assigned to the training teacher are 8th, 9th and 10th grade.

- 8th grade: 32 students

- 9th grade: 28 students

- 10th grade: 29 students

Technological

Platforms

- Web colegios (institutional platform)

- Zoom (synchronous meetings are carried out, every 15 days)

- Edmodo (the teacher evaluates 10th grade student through this platform)

- WhatsApp (communication means)

Population

Students

- 8th grade (32 students)

- 9th grade (28 students)

- 10th grade students (target group)

29 students (1 student with particular needs)

General English level of the group A.1

English teachers

- Martha Guerrero

- Blanca Nubia Suarez

- Sandra Castellanos

Administrative body

- Principal   Jose Alirio Montañez Vera

- Coordinator   Eufemia carrillo vera

- Supervisor   Sandra Castellanos

Chapter 1: Pedagogical component: The use of an educational blog to improve 10th grade students' written skill at 'José Rafael Faria Bermudez high school'

Introduction

Nowadays, the fact of learning a second language (English) has become a fundamental need for all countries in the world since it provides several opportunities and benefit for the EFL learner in terms of personal life and working life; regarding Colombia, the importance of English as a second language has significantly increased thanks to the creation of the national program "Colombia Bilingüe" which is aimed at strengthening the teaching and learning of English in the country, consequently , as future EFL teachers, it is necessary to adapt to any educational environment by ensuring students a proper education.

Taking into account the aforementioned aspect, the current coronavirus pandemic has changed radically the education in Colombia considering that face-to-face classes turned into virtual ones, as a consequence, students' English proficiency has decreased considerably during the last months. Furthermore, the National Bilingualism program states that school graduates must arrive to B1 level, in this case, it is necessary to implement a virtual strategy that helps students to improve their English level while studying virtually. In that sense, the creation of a English blog served as a means not only to enhance their writing skill , vocabulary and grammar but also to express their toughs and interact with the teacher and their partners, therefore, this blog contained different teaching material which can be reused by the EFL teacher in charge and can continue adding extra material to it.

Statement of the problem

The first stage before formulating a problem was to conduct a diagnostic in the target population to work with; in this case, the population was 10th-grade students at 'Jose Rafael Bermudez School'. After having the meeting with the supervisor, identified that students' English proficiency has decreased significantly since students' prior knowledge in terms of writing (grammar structure and vocabulary) have not been sufficiently reinforced in the previous academic years. Likewise, Madini (2018) stated that "Students who learn English as a foreign language also face some difficulties due to various reasons such as lack of interest in studying English, insufficient knowledge of writing skills, and exposure to inadequate teaching methodologies and writing skill resources. Some of the primary writing skill difficulties among the students are limited vocabulary, inappropriate use of idiomatic and conversational language, inept phrasing, and unconventional grammar use, word order and sentences structure issues, difficulties in spelling, understanding meanings and interpreting them on paper and difficulties in rephrasing written content". For this reason, the virtual mode which was implemented in the institution largely impeded the teaching and learning of English since most meetings were asynchronous, that is to say, students' English learning was based on the workshops sent by the teacher every 15 days thus reducing the English reinforcing process.

One strategy implemented by the teacher to reinforce students writing skills (grammar and vocabulary) was the creation of simple but creative activities where students had to put into practice the vocabulary and grammar worked in the workshop; however, students' responsibility and motivation when doing these activities was lacking. This situation could occur due to the limited knowledge of vocabulary and grammar structure since it was hard to work these aspects

without having face-to-face encounters, and also because students did not like to have virtual meetings with the teacher.

In conclusion, the lack of vocabulary and the proper understanding of the different grammar structures could be the main challenges that do not allow students to express their ideas in written form, likewise, if this aspect is not reinforced, students might have difficulty when taking the "Pruebas Saber 11". For this reason, this proposal aimed at fostering these aspects by implementing a blog where students could interact and express their ideas in written form.

To carried out this research three questions were posed:

- How does the use of a blog contribute to the writing skill improvement of the 10th grade students?
- How does the use of a blog enhance the linguistic competence specially vocabulary and grammar in the 10th grade students?
- How can the use of a blog change students' opinions towards the English learning?
- How does feedback provided in the blog writing experience shape Colombian students' writing in EFL?

Justification

The health crisis in Colombia has entailed new educational challenges since most students do not have a computer or even internet access; these factors have highlighted the social gap between public and private institutions. The fact of not having internet access is the main

challenge when teaching English as a foreign language since it is the only means for which students and teachers can interact with each other, and use the ICT to generate virtual spaces where students can exchange information and look for information.

With this in mind, one of the main challenges in Colombian education, mainly in public schools is the number of students in a classroom since this last one and the amount of EFL teachers is not proportional. Furthermore, students perceive the virtual education very exhausting, either by the methodology implemented that is usually the traditional one or by the lack of motivation caused by the confinement; however, in the case of students at ' Jose Rafael Faria Bermudez School', the main issue that affects students' learning process was the lack of willingness and responsibility when doing the tasks. Regarding writing, this skill has not been adequately reinforced since most students were accustomed to a different methodology that did not allow them to learn correctly the grammar structure and vocabulary, thus impeding to create sentences that comply with the CEFR standards.

The previous information disclosed that 10th-grade students at 'Jose Rafael Faria Bermudez high school' had difficulties in their writing competence due to the lack of reinforcement in vocabulary and grammar structure in their previous years; for this reason, the pre-service teacher was challenged to improve this situation using a blog where the teacher could upload creative and useful materials. Moreover, L2 learners need intervention from the teacher not only to get their writing instructions but also to identify their strengths and weaknesses. When students receive feedback from teachers, they feel encouraged to apply these strategies to improve their learning process; for this reason, feedback can be considered a pedagogical tool for the students' writing improvement (Raihany,2014).

Objectives

General objective

To improve 10th grade students' written skill at 'José Rafael Faria Bermudez' through the use of a blog.

Specific objectives

- To enhance a good knowledge of grammar and vocabulary by providing a complete feedback.
- To increase learners' interest and motivation towards English by using a blog.

Theoretical framework

In order to get a better sense of what this pedagogical proposal is about, it is essential to clarify some keywords such as task-based learning, web 2.0, blog, writing skill, and feedback.

Task-based learning

Nowadays, the teaching process has focused on placing the students as the central axe in the learning process, thus leaving aside the ideology of positioning the students as passive learners to become students in active learners, for this reason, it is necessary to use a teaching approach in which students and teacher work together and collaborate in a comfortable atmosphere. According to Panavelil (2015), "Task-based language teaching is an approach which creates a natural context for using the target language in the classroom. It allows students to explore their ideas and choose their own words, and thus become active learners. It also gives teachers an opportunity to develop activities in the form of interesting tasks on familiar subjects". With this in mind, this approach enables students to explore their ideas freely thus building their vocabulary and improving their handling of grammar, spelling, punctuation and useful expressions.

Likewise, Foster (1999) states that "TBLT methodologies "share a common idea, giving learners tasks to transact, rather than items to learn and provides an environment which best promotes the natural language learning process". (p. 69). For this reason, the fact of assigning a task to the students makes them to be involved in the process of learning and interacting with the target language.

Web 2.0

Nowadays, a digital era involves education around the world, for this reason, the use of technologies in the education field has been seen as an innovative pedagogical tool since it allows learners to have active participation when learning; this key term is part of the Theoretical Framework owing to the technological interaction is the main focus of the research. According to Baxter et at., (2001)," The concept of Web 2.0 is now frequently associated in the context of higher education where Web 2.0 tools such as wikis, blogs and forums, explored in a later section of this paper, have been implemented into the classroom to enhance learner expectations and experience."

Blog

In the digital age, technology has revolutionized the educational field since teachers around the world are always looking for new strategies that help them to arise students' engagement and motivation while learning. For this reason, a blog can be considered as an e-learning tool that allows students to express their writing ideas and share their writing skill online (Nepomuceno, 2011, p. 92).

Blog, as many-learning tools, can have some benefits s and disadvantages in the learners' learning process. According to Mora & Espinosa (2007), some of these aspects are:

Benefits

- The first and foremost benefit of weblogs in HEIs is their use as e-learning tools. This way, the teaching-learning process can continue outside the classroom.

- Weblogs help to create connections between students with diverse opinions and interests. This encourages critical thinking and teaches the value of respect towards other students' points of view.

- Weblogs' features (linking, replying, and tracking) make easier sharing knowledge and information.

- Discussions in weblogs promote higher levels of thinking, because people can think before answering back.

- Accuracy of project outcomes increases due to the continuous flow of feedback from the teacher and fellow students from the weblog.

- Because of its format similar to that of a personal diary, weblogs encourage informal communication, creativity and self-expression.

Barriers

- Instructors may have difficulty in assessing student participation in the weblog. There are several indicators to take into account: group grading, individual posting, quality of posts, etc., as well as subjectivity vs. qualitative appreciations.

- The use of technology- based tools may be another barrier. It can be of a structural nature, for instance lack of computers, or difficult access to the Internet.

- If the weblog is public, it may suffer troll infestations, people that intentionally try to cause disruption by posting messages that are inflammatory, insulting, incorrect, inaccurate, or off-topic, with the intent of provoking a reaction from others.

Writing skill

The development of writing skill is essential since it is used both in the field of education and professional; it allows to EFL learners to expresses themselves and to communicate with their professor and peers as well as the written skill is the only one that involves practice and knowledge of the other three language skills, such as listening, reading, and speaking (Walsh,2010). In the same way, Chappel, 2011 highlights that writing helps to:

- express one's personality;
- foster communication;
- develop thinking skills;
- make logical and persuasive arguments;
- give a person a chance to later reflect on his/her ideas
- and re-evaluate them;
- provide and receive feedback; and
- prepare for school and employment
-

Feedback

Regarding writing as a process, it constantly requires a detailed revision and reorganization of ideas to get a well-structured text. This process is mainly linked to teachers' feedback since they play the role of facilitators when providing the corresponding revisions of the written productions. Taking into account the aforementioned aspect, feedback can be defined as input from a reader(teacher) to a writer for the purpose of comments, questions, and suggestions to the writer (student) for revision (Flower,1979).

Literature review

Boosting the writing skill on students, can be challenging for most English teacher due to the fact that it is difficult to express ideas in a foreign language either by the limited knowledge of vocabulary and grammar. Thus, as trainee teachers, it is pivotal to implement different strategies with which students can feel motivate and comfortable when practicing English; in this case, one of these strategies is the use of an educational blog.

Linguistic competence

 The next 2 studies revealed how the use of blog can enhance the writing skill.

Studies that focus on using blogs to enhance writing skills indicate that blogs can be integrated into a virtual EFL writing environment (Murray and Hurrigan, 2008). For instance, Madini's (2018), experimental design study aimed at researching the effect of using blogs to

enhance the writing skill of preparatory students since they considered writing as a difficult skill as consequence of the lack of sufficient knowledge in the English language and limited vocabulary when expressing their thoughts in written form.

The previous situation is closely related to the one at 'Jose Rafael Faria Bermudez High School' since students do not write for a purpose. that is to say, students might know some grammar rules and basic vocabulary but they do not know how to use these to create a well-structured sentence, thus leaving aside the loose and simple sentences. In connection with the aforementioned aspect, this study revealed the fact of integrating the use of blog in teaching writing skill does not only develop the students' writing fluency, critical thinking and ability to construct coherent texts but it also contributes to the extension of their vocabulary knowledge.

In the same way, Arslan and Şahin-Kızıl (2010) conducted a quasi-experimental study to examine the effects of blog- centered writing on intermediate learners' performance and found that blog-integrated writing instruction improved learners' writing performance significantly in comparison with the control group which worked in the traditional way, that is to say, using paper and pencil .

Feedback

This study stresses the role of feedback in students' writing process.

Regarding writing process, it is fundamental for EFL teachers to be aware of the relevant role that feedback plays when writing. In this case, Quintero (2008) carried out an action-research project with the aim of gaining insights into EFL writing and to analyze the role that feedback played in the process of writing. This study revealed that the feedback provided by

Canadian peers and by the teacher helped students to create better quality texts along the process. In the same way, the author highlighted that feedback played a scaffolding role since it was one of the factors that helped students to create more structures texts thus leaving aside the simple ones.

The aforementioned aspect clearly points out that along the students' writing process, they need the support and guidance of the teacher. From personal experience, when writing is important to receive a complete feedback in order to not repeat the same mistakes thus improving the written production quality. Likewise, as a training teacher, it is necessary to support and guide students' written process since students at 'Jose Rafael Faria Bermudez High School' have a A.1 level instead of having a B.1 level as indicated the CEFR; for this reason , this research more than a research project, it is a educational challenge.

Motivation

The two studies show how the use of blogs can encourage students to write in a foreign language.

In this article Montero and Perez (2010) propose studying the improvement of writing fluency and form correctness of English university students since it was supposed that the level of the students in terms of English was (B.1), but there was a wide range of language proficiency levels. The previous situation is directly related to the fact that students never had the chance of using the language in authentic environments.

The finding section in this study helped the training teacher to understand the importance of motivating students to write for a purpose: "Writing for an authentic audience and realizing

that their voice is heard by others in distant parts of the globe has made them feel high motivation" (Montero & Perez, 2010). The authors asserted that the fact of promoting self-expression and self- reflection on students encourage them to write in a fluid and correct way. Likewise, this study illustrates that although the purpose of the activity aimed at improving writing skill, reading skill was likely improved as a result of the intensive exposure to readings in the blogs. With this in mind, the use of blog in a educational environment can be perceived as a new learning environment which raises students' motivation thus help them to become more active and efficient learners.

Apart from this study, Istifci (2011) in a study that examined elementary school EFL learners' opinions regarding weblogs as a distance education tool, found that writing in a class weblog was very motivating for them. Even though they did not like writing in the class, they liked writing in the weblog since the tasks focus on students' lives. Furthermore, the blog also provided students a way to view their progress and monitor their improvement.

The previous results contributed to the pre-service teacher to reflect that aspects such as written skill and feedback are completely linked to the motivational factor because if the students do not feel motivated, this will be reflected in their writing performance and English learning process.

Methodology to accomplish the pedagogical component

This proposal is based on the task-based learning method, in which Willis (1996) suggest a three-stage process as follows:

The pre-task phase

The first stage before implementing the tasks with the blog, it was to introduce the topic and task for the students and activates topic-related vocabulary. The teacher may highlight new language structures to draw attention to certain phrases or expressions and perhaps present a model of the task by showing a picture, audio or video that demonstrates it, at the same time trying to disclose appropriate vocabulary or phrasing which students might find useful.

The task cycles

This cycle is divided into three parts: the task itself, its planning, and the report stage. The following aspects have to be taken into account of at this stage:

1. The task should not be repetitive: e.g. Yesterday I went to Muscat. Yesterday I went to my college. Yesterday, I met my friend etc.

2. The task has a communicative goal for the students to achieve, for example, making an important decision about choosing a course, writing a list of items that may be needed for a picnic or preparing for a football match etc. The teacher should make it clear to the students that their important goal is complete the main task.

3. The main task allows students to use their own ideas without worrying about the grammar, spellings and other mechanics of writing. In this case, the task would not restrict the language that students want to use but it will be taking into account the grammar topic that is being teaching in the workshop.

4. During the task, the teacher's involvement should always be encouraging and supportive. The teacher should not correct the students' work during the task.

Planning and Report stage

At the planning stage, students worked with the teacher to improve their writing skills. Here, there is a heavy emphasis on form-focused instruction as students attempted to improve the overall correctness of their writing. The teacher at this point played a very important role in shaping the written work of the students. At the report stage, students presented their findings and here the teacher's role was to act as a chairperson and to summarize each student's work and make comments. The report stage was crucial as it gives students added motivation to complete the task.

Language focus

This is the final stage and it allowed a closer study of some of the specific features naturally occurring in the language used during the task cycle. By this time, students already worked with the language and processed it for meaning, so they were ready to concentrate more on the language forms that carry meaning. This stage focused on two parts: analysis and practice. The analysis involved the teacher focusing on certain language structures or grammatical issues related to the tasks that students are addressing; students here can also do practice exercises with special focus on language issues.

Research proposal chronogram

Participation in the forum (written activities)	Topic	Weeks (September-November)									
		1	2	3	4	5	6	7	8	9	10
Activity 1	Simple past				X						
Activity 2	Simple past in negative form								X		
Activity 3	Second conditional										X

Figure 8 application of the proposal chronogram

Findings

The main purpose of this proposal was to improve 10ᵗʰ grade students' written skill at 'José Rafael Faria Bermudez' through the use of a blog; for the written activities on the forum, it was taken into account the topics worked in the eighth, ninth and tenth workshops.

First implementation

The first topic asked by the pre-service teacher to work on the forum was the past simple, for this, the supervisor and the trainee teacher decided to make students write about what they did during the quarantine.

Figure 9 some tenth-grade students' texts using the simple past in affirmative form

With the aim of making clear to students about what they were demanded to write in the blog, the pre-service teacher sent via WhatsApp some prompts to start writing their texts. After having written their texts, the preservice teacher checked each student's text thus giving a feedback when required.

Prompts to write in past simple

- During the quarantine, ...(durante la cuarentena)
- When the quarantine started.....(cuando la cuarentena empezo)
- When I was at home during the quarantine, ...(cuando estuve en mi casa durante la cuarentena)
- In those days, (en aquellos dias)
- Regarding what I did during the quarantine, ...(En cuanto a lo que hice durante la cuarentena)
- Because of the quarantine, ... (Debido a la cuarentena)
- At the time of the quarantine, ...(en lo que duro la cuarentena)

Figure 10 prompts to write in simple past

Second implementation

The second grammar topic selected to work on the forum was the simple past in negative form, for this, the pre-service teacher made students to choose a movie that they liked very much l but they did not like some parts of the movie between them the ending of it. It is pivotal to outline that the pre-service teacher created a google docs where each student wrote his movie, thus avoiding the duplication of movies by the part of the students. The name of this activity was: let's create my perfect movie.

I really enjoyed this movie but I would like to change some things about the ending such as:
Enola did not reject the Count's proposal to live in the castle. Enola did not return alone with the
Count to the castle. She didn't hide from her brothers, she trusted her brother Cherio Homes.
Enola's mother did not hide anything from her and stayed with her taking care of her.
Yised Tatiana Torres Calcado 10-4.

I loved this movie but in my perfect movie: George Martin did not leave the project. Paul and
George did not distance themselves. John Lennon didn't take Yoko Ono to abbey road studios.
Paul McCartney did not change the name of the project to (let it be). The Beatles didn't do the
rooftop concert.

10-4

Reaccionar ♥ ●

Reaccionar ♥ ●

Edna Lozada   hace 5 días · Editado: hace 5 días ⋮

Edna Lozada   hace 5 días · Editado: hace 5 días ⋮

I really enjoyed this movie but I would like to change some things about the ending such
as GOOD BEGINNING: Enola did not reject the Count's proposal to live in the castle
GOOD APPLICATION OF THE TOPIC 😊 . Enola did not return alone with the Count to
the castle GOOD APPLICATION OF THE TOPIC 😊 . She didn't hide from her brothers ,
she trusted her brother Cherio Homes GOOD APPLICATION OF THE TOPIC 😊 . Enola's
mother did not hide anything from her and stayed with her taking care of her GOOD
APPLICATION OF THE TOPIC 😊 . ¨ ___ ___ __ __ __ ___ 10-4. . EXCELLENT
WORK. YOUR GRADE IS 5.0. I SAW THAT MOVIE TOO . I LOVED IT!

I loved this movie but in my perfect movie GOOD BEGINNING: George Martin did not
leave the project GOOD APPLICATION OF THE TOPIC 😊 . Paul and George did not
distance themselves GOOD APPLICATION OF THE TOPIC 😊 . John Lennon didn't take
Yoko Ono to abbey road studios GOOD APPLICATION OF THE TOPIC 😊 . Paul
McCartney did not change the name of the project to (let it be)GOOD APPLICATION OF
THE TOPIC 😊 . The Beatles didn't do the rooftop concert GOOD APPLICATION OF THE
TOPIC 😊 .

Figure 11 some tenth-grade students' texts using the simple past in negative form

Moreover, the aim of this activity was to modify the movie chosen using the simple past

in negative form in order to change the parts that the student did not like about their movie, thus

creating their dream movie. In the same way, the trainee teacher shared with the students not

only the prompts to start their texts using the simple past in negative form , but also she

published on the blog her example of her perfect movie in order to clarify them how the activity

was about and motivate them to write their texts as well. (APPENDIX A)

Prompts

- I loved this movie but in my perfect movie.......
- I liked very much this movie but to make it perfect ....(Me gustó bastante esta película pero para hacerla perfecta.....)
- I really enjoyed this movie but I would like to change some things of the end such as .... (Yo realmente disfrute esta película pero me gustaría cambiar algunas cosas del final tales como)
- This movie was almost perfect but at the end of my perfect movie .... (Esta pelicula fue casi perfecta pero al final de mi película perfecta)
- For " title of the movie" be perfect, I have to change some things of the end such as ......(Para " titulo de la pelicula" sea perfecta , tengo que cambiar algunas cosas del final tales como....)

Figure 12 writing prompts to write in simple past in negative form

Third implementation

The third and last grammar topic selected to work on the forum was the second conditional, for this, the pre- service teacher made a competition where the aim of the activity was to make students to choose their favorite Halloween character, and imagine what they would do if they were that character (APPENDIX B) , thus using the second conditional. It is fundamental to highlight it was created a rubric (APPENDIX C) to select the best three works.

In the same way, the trainee teacher shared with the students some prompts to help students with the beginning of their texts as well as she published on the blog her example of her favorite Halloween character to guide and motive students to participate in this activity.

53

Figure 13 writing prompts to start the text using the second conditional.

Figure 14 pre-service teacher's example of her Halloween character

Finally, there were chosen the three best works took into account the rubric previously mentioned, however, there was a draw in the third place, for this reason, it was delivered four prizes instead of three. In addition, it is important to outline that this competition was carried out for all the 8th ,9th and 10th grades as well as the prizes which were: a double ice cream for the first place, a simple ice cream for the second place, and a bag of sweets for the third place. (APPENDIX D)

Methodology of the research

Design

According to Reason and Bradbury (2008)" Action research is a family of practices of living inquiry that aims, in a great variety of ways, to link practice and ideas in the service of human flourishing. It is not so much a methodology as an orientation to inquiry that seeks to create participative communities of inquiry in which qualities of engagement, curiosity and question posing are brought to bear on significant practical issues". Regarding the aforementioned aspect, it may be said that as pre-service teachers, we were implementing a research to provide a solution to a real educative problem through the execution of a remediation plan with which we were going to collect data and analyze its effectiveness.

Likewise, this was a qualitative research since it involved collecting and analyzing non numerical data to understand concepts, opinions, or experiences. This type of research can be used to gather in-depth insights into a problem or generate new ideas for research (Bhandari,

2020). Regarding the aspect previously mentioned, the purpose of this research was to collect useful data regarding the phenomenon under study, thus ameliorating the problem or giving possible remedies to new researches.

Population

The participants of this study were 10th grade students at 'José Rafael Faria Bermudez High School'. This group was composed of 29 students, for this reason, it was necessary to use the volunteer criteria that is a non-probabilistic design. According to Murairwa (2015), volunteer sampling is when "the final sample is selected from the potential respondents who are willing and qualified to participate in the survey".

Techniques and instruments to collect data

The first instrument was taken from the research component in order to notice her teaching training process in terms of weaknesses and strengths along the implementation of the proposal. This instrument followed the same chronogram of the research component. Moreover, the blog itself and a questionnaire were implemented to collect all the necessary data.

Narrative.

According to Polkinghorne (1988) "its broadest sense is anything told or recounted; more narrowly, and more usually, something told or recounted in the form of a causally-linked set of events; account; tale, the telling of a happening or connected series of happenings, whether true or fictitious". Regarding the aforementioned aspects, this instrument allowed the training teacher to reflect on their teaching process taking into account every decision made, and the students' process along the implementation of the proposal.

Blog.

The blog was the main data collection instrument since it was the record of students' written productions as well as it had the feedback received from the pre-service teacher.

Questionnaire.

According to Mugenda and Mugenda, (2003) questionnaires are used to obtain important information about the population. This instrument was one of the most used in the field of education regarding the facility provided by it when gathering data in present-day conditions, exercises, viewpoints, and attitudes briefly and precisely collected. Likewise, this instrument

allowed the teacher to get information about students' opinions along the process of using the blog.

Data analysis method

According to Hatch (2002) the process of analyzing data consists of "Organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories". This process helped the pre-service teacher to understand if the students' difficulty improved or not through the implementation of the proposal.

Interpretative method

This research followed Hatch's (2002) interpretive model that "It's about making sense of social situations by generating explanations for what's going on within them". In this regard, this model helped the pre-service teacher to understand and to make sense to the data gathered through its interpretation and questioning.

Chronogram of data collection process

Instruments	Weeks (September-November)									
	1	2	3	4	5	6	7	8	9	10
Blog				X				X		X
Narrative			X	X	X		X	X	X	X
Questionnaire										X

Figure 15 data collection chronogram

Findings

Blog

Regarding the blog, it was implemented only three times because the methodology consisted in assign two activities per workshop every fifteen days, and only one of those activities could be the participation in the forum of the blog. This blog was divided into four sections as follows:

Forum.

In this section, 10th grade students published their texts according to the grammar topic of the workshop. In the same way, each student received both their grade and their feedback about their texts.

10th grade.

This section, students had access to the writing prompts for starting their texts according to the grammar topic viewed in the corresponding workshop.

Dictionaries.

With the aim of helping students to find the meaning of the words regarding the context, I added in the blog two simple but useful dictionaries such as reverso context and word reference.

Grammar.

I added two games to study the irregular and regular verbs since these are related to the topics of the workshops worked.

For having a better understanding of the results obtained with the use of this blog, it was necessary to take into account the two specific objectives stated at the beginning of it. The second objective was to enhance a good knowledge of grammar and vocabulary by providing a complete feedback .Taking into account the aforementioned objective, it could be stated that in the first written activity on the blog, there were some students who copied their texts in Spanish and translated them to English, it was evidenced since one of the requirements to write their English text was to not exceed five lines and to separate each sentence or phrase with a period followed , and some students published a seven lines text or more with a lot of grammar mistakes , literal and pointless translations , and some of those texts were not written in simple past . Moreover, the supervisor teacher also remarked to me that she knew the level of the

students and along the blog, she could observe that those students who did not have a good English level, they had written lengthy texts with words that they never used when doing their written productions in class.

Regarding the feedback, the pre-service teacher provided a complete feedback to those students who had grammar, spelling and vocabulary mistakes in order to avoid that they committed those mistakes in the second written activity; one of the most common mistakes committed by the students were: word omission (with the preposition TO before the verbs in infinitive, the omission of the subject as is usual in Spanish, the lack of capitalization of the pronoun I, the wrong conjugation of the verbs in the simple past (regular verbs rules and irregular verbs)

Figure 16 some students' written texts where was evidenced the translation

On the other hand, the second written activity in the forum was about to create their

perfect movie changing some parts including the ending of it using the past simple in negative

form. The supervisor teacher advised students to not use the traductor in their written

productions since she could evidence that in the first written productions some students had used

Google translator to translate all their texts and if she and me realized that they used it , their

grade would be 1.0 ; for this reason, the pre-service teacher suggested them to use the two

dictionaries that were in the blog or to download them in their cell-phones .

Regarding this second written activity, the trainee teacher could notice that some students

improved their texts in terms of vocabulary and grammar since the vocabulary used was the

appropriate to the context as well as the improvement of the spelling of some words(see figure);

however, there were some students that used the google translator to translate the whole text and

even some of them wrote their texts in present simple, thus obtaining the grade of 1.0 (see

figure).

Figure 17 students' written production improvement

Figure 18 some students' written production without improvement

Concerning the third and last written production activity, it was a competition where the best three works were awarded, however, it was noticed that it was the activity with less

participation and low grades in comparison with the first two activities. One of the factors that could have influenced it was that the topic of second conditional was new for them ,and most students did not ask for assistance to the pre-service teacher whether they were lazy to ask or they were shy; the second aspect was the fact that most students had the English subject passed which is why some of them did not make that activity correctly or even they did not present it.

Figure 19 student's written activity without improvements

On the other hand, it was evidenced the improvement of some students who had committed

some grammar and vocabulary mistakes in the first two activities, for instance, there was a student

that was going to fail the subject given that in the previous activities had low grades, but for the

last activity he asked the trainee teacher for assistance, thus resolving all his doubts about the topic; this student got the first place in the competition and passed the signature.
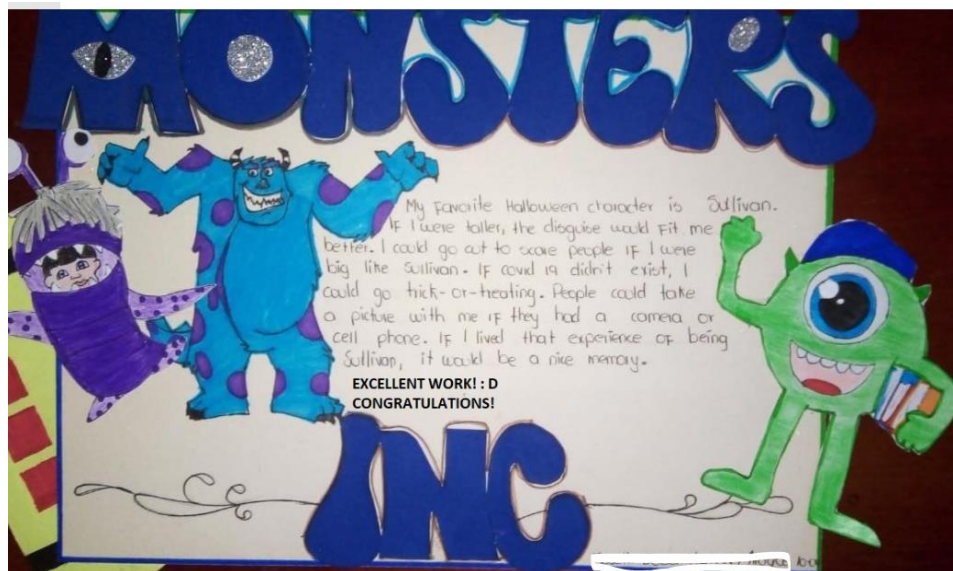
Figure 20 student's written activity with an improvement

Narratives

Narrative 1

The implementation of this research proposal took place since the first week. Regarding this first narrative, the trainee teacher expressed that in the first written activity in the forum of the blog had a lot of participation by the part of students and most of them got a good grade, however, the practitioner wrote that some of the students who got that good grade was because they had used the translator, for this reason, the supervisor teacher and her agreed that for the next two activities those students that used translator would get the grade of 1.0.

Narrative 4

In this fourth narrative, the pre-service teacher noticed that most of the students did not used the translator in the second activity, however, there were a lot of students who did not follow the directions stated in the activity. In the same way, the practitioner realized that some of the students who had used the google translator stopped using it when she suggested them to use some of dictionaries found in the blog.

Narrative 6

Concerning this sixth and last narrative, the trainee teacher was disappointed since she thought that 10th grade students were going to be motivated to participate in this last activity as a consequence of the competition, however, the result was that there were a lot of students who did not do the activity consciously or even they did not present the activity, however, there were some students that had an improvement in terms of grammar and vocabulary which meant a positive aspect for the proposal.

Questionnaire

In connection with the second objective which aimed at increasing learners' interest and motivation towards English by using a blog, it was necessary to apply a questionnaire where students could share their opinions about the use of the blog and its influence when improving the writing skill, however, because of the time and students' willingness , this questionnaire could apply to only two students.

Regarding the aspect related to the students' interest and motivation towards English, It was evidenced in students' answers that they liked very much the use of a blog specifically the forum to improve their writing skill since it was very well structured and organized in terms of feedback and the visualization of their classmates' written activities given that they read the corrections of their classmates to avoid committing their same mistakes in the following activities.

On the other hand, one of the disadvantages stated by one of the students was the difficulty when publishing the activities since sometimes the internet connection or the device used did not allow to publish the activities demanded on the blog.

¿Qué ventajas y desventajas encontró usted en cuanto al uso de un blog para mejorar la producción escrita en inglés?

2 respuestas

Ventajas:
Podíamos ver lo que los compañeros comentaban y nos servia un poco para guiarnos. Ademas de que cuando la profesora corregía pues podíamos ver los errores hacíamos en las oraciones.
Desventajas:
creería que ninguna porque muchas veces viendo los errores es que aprendemos.

Es ventajoso ya que está todo mejor estructurado y organizado específicamente para la materia, pero es desventajoso dado que el proceso para enviar trabajos puede ser menos práctico, y dar algunos fallos dependiendo de los dispositivos en los que se use.

Figure 21 students' interest towards the use of the blog

Conclusions

The main purpose of this research proposal was to improve 10th grade students' written skill at 'José Rafael Faria Bermudez' through the use of a blog, and to achieve this objective, there were established two specific objectives. Regarding the first one: "To increase learners' interest and motivation towards English by using a blog." it was carried out successfully as it was evidenced in the students' interviews given that they agreed about the use of blog was very convenient when learning English, thus increasing their interest towards English.

Moreover, the second objective aimed at enhancing a good knowledge of grammar and vocabulary by providing a complete feedback; this objective was achieved but not as it was expected given that the activities were limited because of the time, and the methodology proposed by the institution, however, it was evidenced both in the questionnaire and in the forum of the blog that some students improved in terms of grammar and vocabulary given that all the

students received a complete and personal feedback of the three activities as well as the use of

the dictionaries suggested by me helped students to stop using the translator to search for the

meaning of a word ,thus starting to use the dictionaries to find the correct word according to the

context.

As recommendation for further researches, it is better to implement this kind of proposals

in person given that it was hard for the pre-service teacher to ensure that the students did not use

the translator to do their written activities as well as to give a more complete and explained

feedback to the students.

Chapter 2: Research component

Introduction

      In the context of formation in the foreign language program, the pedagogical practices of pre-service teachers are seen as important aspects to study and research for the improvement of the learning-teaching processes for the education quality.

      Although there is an interest in the need for understanding and transforming pedagogical practice, it is also true that a good part of local studies focuses especially on the problems of learning rather than teaching.

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

Statement of the problem

At school, core aspects of the constitution of the subjects are assumed, of institutional life without question, they are seen as imprints, stable and invariable traits that are part of the identity and the school culture. When events unfold without major alteration, the teacher runs the risk of settling into a logical performance that does not allow pedagogical evolution and the renewal of school culture. A practice lacking in reflection does not contribute the emergence of problematic situations. These realities are ignored since they are invisible. In this sense, pedagogical practice is assumed from reproductive codes that install teachers in a traditional practice of cultural reproduction, thus becoming a barrier to the development of emergent practices which tend to generate transformations of thought and knowledge to meet the social needs.

In the same way, this situation is affecting to a greater or lesser extent; for this reason ,it is required that the pre-service teacher's process encourages in the teacher in training, in the future teacher, a critical and reflective spirit that contributes to the improvement of their practices pedagogical, so that these will be essential elements that impact and transform their work and their future professional performance.

In the case of the Bachelor of Foreign Languages at the University of Pamplona, reflection is conceived as a fundamental method so that students who perform their integral practice, they carry out a self-assessment process, and create a critical and constructive look on their work as teachers.

To begin this study, the following guiding questions are formulated

- How does the implementation of the reflection process contribute to the transformation of the pedagogical processes proper to the development of the pre-service teaching process?

● How does the reflective process influence in the development of the critical thinking of the teachers in training in the analysis of their pedagogical activity?

Justification

The formulation of this project regarding the pre-service teacher context, it is part of the professionalizing conception of practice as a spearhead to improve educational processes in the application centers where the PRADO is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the actions themselves and to become interested in the knowledge of the models and approaches to address a problematic situation and establish a perspective analytical about the fact.

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

General objectives

- Implementing reflection as a transformative tool of the pedagogical processes of the pre-service teaching process
- Promoting in the pre-service teacher the development of critical thinking that allows them to analyze their pedagogical activity.

Specific objectives

- Consolidating a group of thinker teachers-practitioners that reflects presents proposals and possible solutions towards the real problems of their pre-service teaching process
- Socializing criteria, sharing ideas and directions to assume their pedagogical practice and to insert themselves effectively in the institution
- Identifying and analyzing the strategies implemented by the student in their pedagogical practice
- Implementing reflective workshops and development of lessons plans which guide the reflection of the students-practitioners.
- Analyzing the own beliefs that exist about teachers' job and about students.

Theoretical framework

The theory about the teaching profession, reflection, reflective practice and pedagogical practice constitute the conceptual framework of this study; in order to have a greater degree of clarity on the concepts covered, in close relation to this research project we present an approach to each of them.

Teacher profession

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

The teaching profession requires a series of competencies, which currently constitute a conceptualization and a way of operating in the planning and management of human resources which are oriented to facilitate an articulation between management, work and education. This is how we find that all teachers must comply with competencies in the discipline that allow them to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level at which they develop their activity. In the same way, every teacher must have competences in the organization of contents, in other words, the pedagogical practice does not only require to order their components to be learnt by the students, but also to provide the learning conditions in the educational or out of it. The most immediate function that teacher must accomplish is creating or providing the learning practice.

Reflection

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

The reflection as a process

Reflection is made from a number of phases that cyclically give as result a process. According to Schön (1983), cited by Correa Molina et al (2010) to reflect about the experience involves "un tipo de diálogo reflexivo con la situación, donde el lenguaje favorecería el acceso a las experiencias del individuo, lo que permitiría extraer una nueva estructuración de la situación". The stages of the reflection process as a process are evidenced in the following scheme:
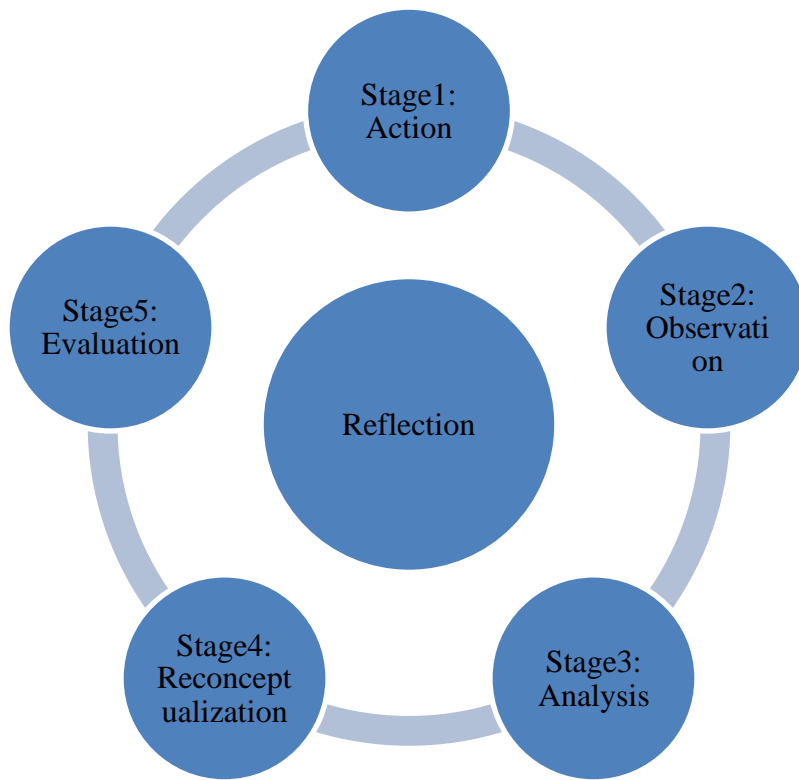
Reflection as a process

Figure 22 Reflection as a process schema

Reflection as a theme

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

Reflective Practice

Reflective Practice. Updating and qualifying the academic proposals at the University and orienting students towards new ways of relating to the world, for this reason, the teacher must question himself about his practice and about the repercussions that it has generated, that can objectify their behaviors, and to assume the different roles in the pedagogical relationship.

The teacher plays a central role in today's educational world. It acts in a complex space subject, which is constantly changing determined by the interaction of various factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge concerning changing circumstances" (Ebutt and EllioT: 1986). In this context, the problems of practice, of the classroom space, require a particular treatment oriented to understanding and social interaction.

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

This study will be useful for the pre-service teachers since they may reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1999)

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

In the second level, the reflection is on the implicit assumptions in the specific practices of the classroom. The consequences of the adopted strategies, of the curriculum and practices, are analyzed. The choice is then made to apply educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and the contexts.

As the third stage, Van Manen establishes a critical reflective exercise; in this stage, he proposes that the most elaborate reflection takes place, a questioning of ethical, normative, and moral criteria related directly or indirectly to the classroom.

Pedagogical practice

For the analysis and reflection about the practice, it is considered accurate to resort methodologically to a conceptual operation of practice classification; for this, it is assumed Zeichner's proposal, he has established several modalities of practice like this:

Academic practical. It is a guide to form teachers able to reflect on the groups they are working with, in such a way they can transform it into comprehensible structures for the students.

Social efficiency practice. It is about to get more effective teaching through the application of didactic techniques that are deduced from general principles to which the pedagogical investigation has arrived. In this case, the reflection consists of a strategic decision: to select among the available techniques the most effective.

Development. Teaching is based on the interest and the development of the students, and at the same time, it is considered the teacher's development as a teacher and a person.

Social reconstruction. The purpose of reflection is the social, economic, and political context, in such a way, relations can be fomented in the classroom democratically and equally in the social context.

Generic. Programs mention to the reflection generically, but with no specifications about the pretensions of the programs or contents on which it is necessary to reflect, neither the strategies to foster the reflective learning.

Promotors of the reflection. According to Schulman (1987), these promotors are the cognitive foundations of the teacher about life in the classroom; they are essential given that they

form the elements of the reflective thinking that contributes in the process of the specific

knowledge that a good teacher takes into account when making decisions in the classrooms.

Critical element on reflective element. This element of reflective thinking is related to

the moral and ethical aspects of compassion and social justice according to Sparks-Langer and

Colton 1991;39. The interest in all related to social justice and ethics in education.

These authors established several classificatory categories of knowledge:

1. Knowledge of content

2. General pedagogical knowledge

3. Curricular knowledge (programs, materials, etc.)

4. Teacher knowledge and professional configuration

5. Students" knowledge and their characteristics

6. Knowledge of educational contexts

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

According to Georgia Spark-Langer and Amy Colton, the narrative element is one of the

elements of reflective thinking which is included in the current study as an instrument. This is

related to the narrations from the teacher to incentive the narratives of their experiences in the

classrooms that happen under several circumstances and that comply with the different functions

in the subjectivity an in the constitution of subjectivity. In this component, it is possible to find

the teachers' diaries in which the writing allows the creation of the reflective thinking of a

teacher, about their experiences, objective or subjective, and intersubjective.

Methodology

     The methodological strategy proposed had a main focus on the ongoing reflection that additionally provides some meetings for the reinforcement of the group of practice as an initial space of the educational and professional problem. The principles of organization are autonomy, planning, and self-observation; to check the impact of the reflective proposal on this process of practice, a systematization and socialization process will be carried out.1

     This study belongs to the qualitative research from the perspective of reflection as a professional space that will highly contribute to the description, identification, and analysis of the pedagogical practice.

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

Self-observation sheet

     The self-observation sheet had as main purpose to guide the student-practitioner towards an own view of their role as teacher and their role in the classroom, and in the context of the scholar community to which he/she belongs.

Narrative

The exercise of reflection allowed that the student expresses him/herself about her/his choice from the narrative of her/his experience as a way to provide meaning to the routine of the teachers' lives.

Chronogram

Week	Month	Narratives	Self-observational sheet	Reflection workshops
First	From September 21st to September 28th		x	x
Second	From September 28th to October the fifth	x		
Third	From October the fifth to October,12th	x		
Fourth	From October,12th to October, 19th	x		x
Fifth	From October ,19th to October,26th	x		
Sixth	From October,26th to November the second	x	x	

Seventh	From November the second to November,9th	x		
Eighth	From November9th to November 16th	x		
Ninth	From November 16th to November 23rd			x

Figure 23 research chronogram

Findings

Self-observation sheet

Regarding the self-observational sheet, it deeply contributed to the practicum stage since this one served as a reflective tool to observe and analyze my progress when it comes to the pedagogical practicum. In the same way, the self-observational sheet allowed me to reflect about the current educative changes as a result of the Coronavirus pandemic, which has enormously affected both students and teacher in terms of education given that most of students did not have the necessary means to have a quality education. (APPENDIX E)

In conclusion, the self-observational sheet mainly contributed to the practitioner when planning the workshops or the virtual activities since it was taken into account most of the aspects highlighted in this one, thus helping the pre-service teacher to elaborate her material and activities regarding students' needs and availability of resources.

Narratives

The seven weekly narratives helped the pre-service teacher to analyze and reflect on the decision made in the development of the practicum; this instrument positively contributed to the expressions of feelings, experiences and opinions concerned to the training process as a future teacher. In the same way, this instrument allowed the pre-service teacher to get some pivotal information related to the application of the research since when writing the narrative, it was possible to notice in detail the progress of the proposal. (APPENDIX F)

In conclusion, the fact of writing a weekly narrative influenced positively the teacher's formation given that it allows to contemplate and compare different perspectives. On the one hand, the first perspective was myself as a student since I could understand the difference of being a student and a teacher, that is to say, I understood that teachers' attitudes towards students were not unfair but these were for our sake. On the other hand, the second perspective was me as a teacher given that I could notice that the role of being a teacher is not straightforward as I thought, however, when writing each narrative, I confirmed that I made the best decision of becoming a foreign language teacher.

Reflection workshops

The three reflection workshops were a key aspect during the practicum given that I could notice that there were a lot of classmates with the same issues and doubts with the practicum. In the same way, these meetings allowed me to have a deep knowledge of the different factors that influence both the teacher role and the pedagogical practicum. (APPENDIX G)

In conclusion, these reflection workshops allowed me to exchange ideas, issues and opinions about the practicum, and at the same time, these ones served to guide the process involved to become a good teacher in both aspects personal and professional.

Conclusions

It is important to outline that the main purpose of this component was the implementation of reflection as a transformative tool of the pedagogical processes of the pre-service teaching

process, moreover, it promoted the critical thinking process as result of the development of the narratives, self-observational sheets and the reflection workshops. In the same way, this reflective process is a key aspect to achieve the specific objectives proposed in this component.

Regarding the first specific objective: "Consolidating a group of thinker teachers-practitioners that reflects presents proposals and possible solutions towards the real problems of their pre-service teaching process" it was achieved but not entirely given that it was not possible neither to observe o to interact with the students in order to identify clearly the real educative issue, however, thanks to the information provided by the English teacher it was possible to identify some of the problems that students had in terms of grammar and vocabulary thus applying the most suitable strategies to remediate them.

On the other hand, thanks to the self-observational sheet and the reflection workshops it was possible to achieve the other objectives related to the teacher's beliefs and reflection given that these ones allowed the pre-service teacher to reflect and organize her ideas to implement the correct activities and strategies to give possible solutions to some students' issues.

Event thought the Coronavirus pandemic was a factor that affected negatively the appropriate development of the practicum, the three instruments: narratives, self-observational sheet and the reflection workshops were useful to collect the necessary data and visualize how it is to be involved in the teacher's role. Moreover, I could highlight that reflection played an important role when carrying out the practicum given that it allowed me to identify the positive and negative aspects of the practicum, thus looking for the possible solutions to ameliorate and solve them.

Chapter III: outreach component: "Teacher training on the use of ICT as a teaching-learning support at José Rafael Faria Bermudez High School"

Presentation

This project is composed by two goals. It aims at organizing the project regarding the social impact of the Foreign Languages Program from implementing the outreach component of the pre-service teaching process and to train English teacher staff about the use ICTS. Subsequently, the justification, main objectives, some characteristics, and the guidelines of contribution will be presented.

Afterward, the theoretical framework used for the proposal, the beneficiary population, and the chronogram will be presented.

Introduction

       Nowadays, the role of the technology in the educational field has noticeably increased overtime since students perceived the use of technology as a new way to acquire new knowledge and develop new skills either in an autonomous way or guided by the teacher.

       The presence of ICT in education has allowed students to retain knowledge in an effective and efficient way since with support of technology teachers can offer to their students a wide variety of material where they can use different online resources to explode their creativity in terms of classes and material.

       Regarding the importance of the use of ICT to encourage students' learning process and help teachers to create enjoyable classes and teaching material , for this reason, the trainee teacher aimed at training the supervisor teacher on the use of ICT specially educative platforms and online resources such as google classroom, power point, Kahoot, Zoom, google drive among others.

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Justification

Learning and acquisition of a foreign language allow facing the actual needs that today's world demands. That is why, it was necessary to look for alternatives to complement the English teaching- learning process during this coronavirus pandemics, since most of teachers and students were not accustomed to teach and learn virtually.

Regarding the use of technology when teaching, most of the High school teachers were used to teach their classes in a face-to -face modality, which is way most of the teachers have a basic knowledge in terms of use of ICT.

Taking into account the aforementioned aspect, the pre-service teacher taught the English teacher to use these educative platforms and online resources to supplement her teaching-process with the creation of creative teaching material to motivate students to learn in this virtual methodology. In the same way, the supervisor teacher realized the benefits that have the use of ICT as a key tool in her teaching methodology.

The current project was intended to contribute English teacher's formation in relation to the use of ICT to teach English as a foreign Language. For this reason, this process was implemented as the outreach component of the pre-service teaching process which was carried out by the tenth-semester students of the foreign language degree English and French of the University of Pamplona.

Implementing this project helped highly and mutually, not only the institutions and the educational population in Pamplona city but also the foreign language program and its students who develop their pre-service teaching process This was an opportunity for both the English

teacher and students in High schools to reinforce their English teaching-learning process through the implementation of educational platforms and online resources.

General objectives

Implementing this outreach project from the foreign language degree English and French of the University of Pamplona seeks:

- To train the English teacher on the use of educational and learning platforms.
- To acquire new knowledge in terms of ICT management.
- To integrate the Foreign language students' formation to the English virtual teaching educational reality in the high school of Pamplona.

Specific objectives

For a better understanding of the previous aspects, this proposal aimed at:

- Teaching the English teacher how to use the different educative and online resources.
- Articulating the students from the foreign languages program English and French with the outreach projects proposed by the social interaction sector of the University of Pamplona.

Typology of the project

This one is a formative project open to the institutions that offer high education in which the pre-service teaching process will be carried out in Pamplona city. This project is part of the formation of the foreign languages program English and French.

This proposal is articulated in the outreach that goes beyond the institutional space and allows the articulation of the bachelor of PLEX to the Pamplona community.

Contribution lines

- Contribution to the English Teacher formation in relation to the use of TICS in the classroom.

- Outreach towards the educational community in terms of University and program.

Theoretical framework

ICT in teacher education

Bhattacharjee and Deb. (2016) described how they perceived the role of ICT in 21st century's teacher education:

> ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. (p.5)

ICT in foreign language learning and teaching

With the arrival of the Coronavirus Pandemic, the use of ICT in foreign language learning and teaching has become a key aspect in the distance learning since it supports teacher-student collaboration, creativity, autonomous learning, as well as the activation of the already acquired knowledge (Diloram and Ilhom, 2020).

Moreover, Diloram & Ilhom, (2020) concluded that the fact of being an ESL/ EFL implies to facilitate the distance foreign languages learning and teaching. For this, there is a wide variety of free educational software applications and platforms that make English learning resources more accessible, thus promoting more personalized and meaningful learning for

students. For instance, tools such as Google drive, Edmodo, Kahoot, WordPress, and etc. These

tools can be used to strengthen and ease deeper and more authentic learning.

General chronogram

The table below shows the chronogram which was implemented to carry out this component.

Activities	Weeks (September-November)									
	1	2	3	4	5	6	7	8	9	10
Google Classroom and Zoom					x					
Google Docs and Google drive						x				
Google forms							X			
Power point								x		
Kahoot									x	

Figure 24 outreach component chronogram

Methodology applied

Regarding that this project aimed at training the supervisor teacher on the use of ICT, the methodology implemented is composed of some steps as follows:

1) To ask the teacher which educative platform or tool she wanted to learn how to use it.

2) To watch YouTube tutorials in order to have a complete understanding of the educative platform or tool chosen.

3) To prepare the material to carry out the training.

4) To schedule a meeting on Zoom.

5) To share my screen on Zoom to show the teacher every step that she has to follow in the corresponding educative platform or tool.

6) To explain step by step how to use the platform or tool chosen.

7) After having explained to the teacher all the functions of the platform or tool, she has to share her screen and apply the functions previously explained.

8) We repeat the exercise two or more times regarding the degree of difficulty of the platform or tool.

9) To solve any doubt about the use of some platforms and tools, the pre-service teacher created some PDF tutorials (APPENDIX H) for the supervisor teacher, which explain step by step the use of those ones.

Platform or tool	Objective
Zoom	To learn how to use zoom when carrying out a video conference. (APPENDIX I)
Google classroom	To learn how to use all the functions of Google classroom. (APPENDIX J)
Google docs	To learn how to share and create online documents. (APPENDIX K)
Google drive and Google forms	To learn how to upload and download documents and files. To discover the functions that Google Drive offer. To learn how to create online evaluations. (APPENDIX L)
Kahoot	To learn how to create funny and creative competitions for students. To learn how to grade students using the report of Kahoot. (APPENDIX M)
Power Point	To learn how to create the game Who wants to be millionaire. (APPENDIX N)

Figure 25 platforms and tools worked

Conclusions

The primary purpose of this outreach component was to train the supervisor teacher in the use of ICT to improve the foreign language teaching-learning process during this virtual mode; for carrying out these general objectives, there were proposed two specific objectives.

On the one hand, the first objective was achieved since the supervisor teacher learned to use platforms and tools that allowed her to develop some creative activities for her students. At the same time, the fact of using Google Forms and Kahoot facilitated her process of grading given that these ones automatically grade the activities.

On the other hand, this outreach project influenced positively students' learning process; for instance, 11th-grade students enjoyed a lot their evaluation on Kahoot, although some students lost the game, they suggested to the English teacher to keep implementing those kinds of activities since these ones were very enjoyable to learn and evaluate their knowledge.

As a suggestion, it is necessary to continue with this process of ICT training, so that EFL teacher can explore and implement new teaching strategies which serve promote students' interest towards the learning of English as a second language.

Chapter IV: Administrative component

Introduction

As pre-service teachers, it is pivotal to realize that pertaining to school, college, or any other kind of educational institution implies being involved in events arranged by the corresponding educational institution; some activities are flag-raising ceremonies, high school anniversary, etc. However, as an outcome of the coronavirus pandemic, this dimension has changed considerably since these activities are face-to-face nature, and it also depends on the administrative' adaptation to this situation; in this case, flag-raising ceremonies and parents meeting are the possible institutional activities than can be carried out virtually to which the pre-service teacher can assist as long as the coordinator and supervisor authorize it.

General objective

To participate in all the virtual events proposed by the High School.

Specific objective

- To be punctual when attending any virtual institutional event.
- To be creative when including the English language when it is required.

Methodology

As mentioned above, it is important to create a sense of belonging both inside and outside the classroom, given that there were institutional events which allowed the teacher to compliment her teacher training; however, as a consequence of the coronavirus pandemic, the extra-activities used to perform in the institution have witnessed some changes in its mode of operation, for this reason, at 'Jose Rafael Bermudez High School' the flag-raising and parents meeting are the only ones that continue to be made; for these activities, there was not an established calendar.

Even though the educational institution did not have an established calendar for the extra activities, there were some of them that were carried out during the practicum, with which the pre-service teacher could organize the following chronogram:

Date	Extra activity
September 29th	Flag raising
October 6th	Educative support
October 29th	Teacher training on conflict prevention

Figure 26 Extra activities time table

Activities

Flag-raising

On September 29th, it was carried out the flag-raising at the "José Rafael Faría Bermudez High School" where my role was to be a viewer. This activity was streamed online in real time via YouTube. Regarding the topic of this flag-raising, it was a commemoration to the value of friendship and fellowship. This flag raising is composed of some activities as follows:

Honor roll.

In this section of the flag-raising were highlighted the students from 6th grade to 11th grade with the best academic average during the previous academic term.

Figure 27 10th grade honor roll

Poems.

Teacher and students recited different poems; one of the most remarkable authors of the poems was Mario Benedetti. Moreover, one of the aspects that captured my attention was the fact that some students were accompanied by their parents when reciting their poems, as well as a teacher disguised himself as a farmer to recite his poem related to the rural life.

Figure 28 student with her parents reciting her poem

Figure 29 teacher reciting his poem

Eleventh grade dancing.

This activity was one of my favorite ones since it was awesome to see how despite the current Coronavirus pandemic, students find the way to transmit through the dance a positive message to their teachers, administrative personnel and classmates.

Figure 30 11ᵗʰ grade students dancing

Words from the principal.

As a closure of this flag-raising activity the principal of the educational institution Mrs. Hernando Ibarra talked about the importance of the love as the most valuable thing that we as humans' beings have in our lives.

Figure 31 words from Mrs. Hernando Ibarra

Insights gained.

With the realization of this activity, I could learn that love is the most important aspect that we have in our lives since it shapes the connections with our family, friends and loved ones as well as to have hope in relation to this current pandemic that we all human beings are involved in.

Educative support

On October 6th, the supervisor teacher and me carried out a zoom meeting where it was read the security protocols that the Ministry of health for the reopening of the schools for the coming year. Moreover, while reading we discuss about the possible challenges that could bring about the in-person methodology the next year.
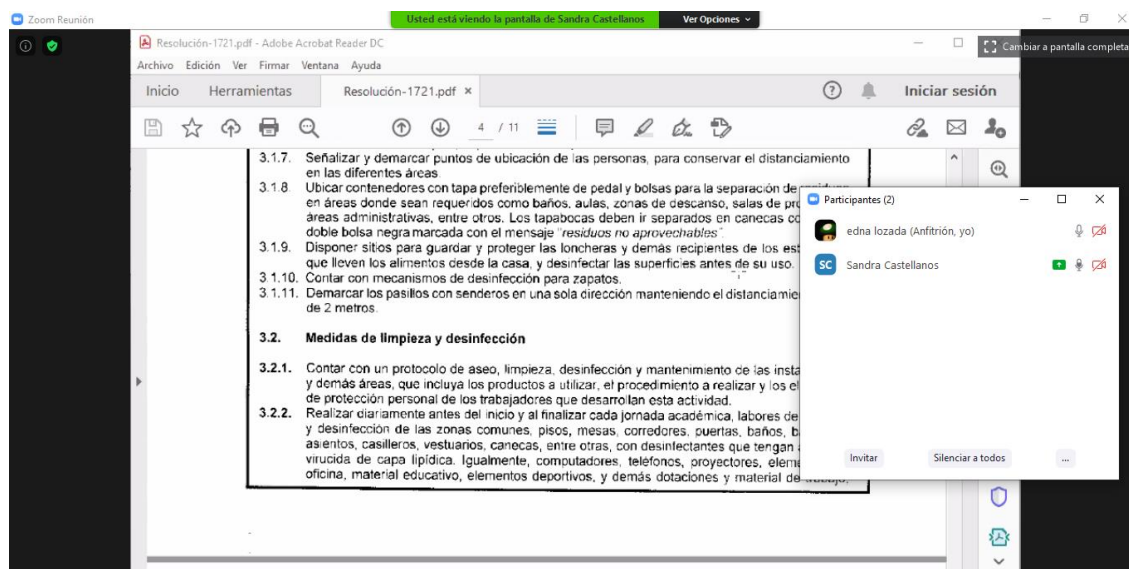
Figure 32 Zoom meeting to discuss the security protocols

Regarding that this discussion was a task assigned by the coordinator of the educative institution , we had to make a document where we gave our ideas about the role of the teacher in this reopening of the school , that is to say, which actions we as teacher could do to prevent and control the transmission of the Coronavirus inside the institution.

ALTERNANCIA EDUCATIVA E IDEAS DE ACOMPAÑAMIENTO DOCENTE EN LA
SEDE JOSE RAFAEL FARIA

Cabe mencionar que el modelo de alternancia educativa también debe depender de las condiciones especiales de espacio, personal docente y planta física de cada institución.

Lo anterior, teniendo en cuenta que la Sede José Rafael Faría sólo cuenta con un patio de juegos (canchas deportiva), los pasillos son muy angostos no permiten el distanciamiento social de 2 metros mínimo, los salones de clase en su mayoría son muy pequeños sólo podrían albergar entre 6 u 8 estudiantes diariamente para cumplir con el distanciamiento social, sólo se cuenta con 2 unidades sanitarias, con una sola puerta de acceso cada una, con baños y lavamanos pegados e insuficientes para observar las medidas de bioseguridad propuestas para las instituciones educativas. Muchos de mis compañeros docentes tienen más de 60 años y algunos también tienen enfermedades de base.

Distribución de responsabilidades diferentes a cada docente:

- Docente y coordinadora encargados de recibir estudiantes (encuesta de salud, toma de temperatura, desinfección de manos y calzado). ¿Cuánto tiempo se va gastar en el ingreso al colegio?
- Docentes encargados de guiar a los estudiantes que vayan entrando al aula asignada.
- Docente en cada salón recibiendo al estudiante, verificando que usa correctamente el tapabocas y ubicándolo en el respectivo puesto.

Si los docentes tienen que cambiar de salón cuando suene la campana para cambio de clase ¿Cómo pueden garantizar que los estudiantes no se levanten de los puestos asignados y socialicen?.

¿Si cada día solo asisten 8 estudiantes por grupo el docente tendría que impartir el mismo conocimiento de 3 a 4 días para abarcar todo el grado?

Personalmente, pienso que mientras no estemos TODOS vacunados y protegidos es imposible garantizar a las familias tanto de estudiantes como de los docentes el NO contagio dentro de la sede. La SALUD debe PRIMAR ante el afán de algunos por iniciar un proceso dentro de las instituciones públicas que no cuentan con los medios para cumplir con todos los protocolos de bioseguridad que se exigen por parte del MEN.

Figure 33 educative support by the part of teachers document

Insights gained.

While doing this activity , I learnt how unfair is the education in Colombia since the

Ministry of education intends to reopen the educational institutions regardless both students and

teachers' health as well as the exploitation of labor by the part of the teacher since they have to

give face-to face and virtual lessons with the same pay. Concisely, as long as this country is

corrupt, we as teacher have to assert our rights.

Teacher training on conflict prevention

On October 29th, it was carried out via Zoom a Teacher training on conflict prevention

for all the teachers and the administrative personnel of the "José Rafael Faría High school". This

conference was given by a professor of law from the university of Pamplona and my role was to

be a viewer.

Figure 34 teacher training via zoom

This meeting aimed at promoting conciliation among teachers, students and school

leadership as the main method for conflict resolution. In the same way, some of the themes that

were discussed were: theory of conflict and reconciliation, characteristics of the conflict,

alternate methods for conflict resolution, and the conflict scenarios.
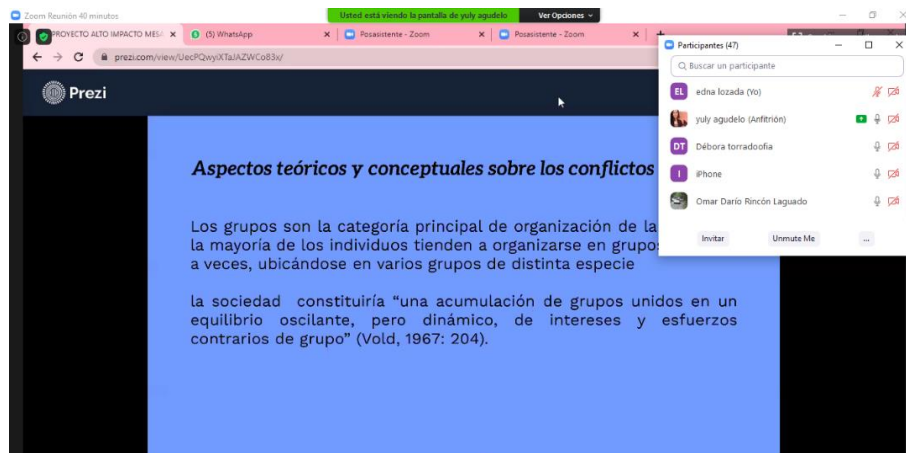
Figure 35 theoretical and conceptual aspects of the conflict

Furthermore, one of the aspects that caught my attention was the fact of exposing some

real cases of conflicts inside schools since it allowed teachers to discuss and propose solutions

that could help to solve cases of bullying inside the classroom.
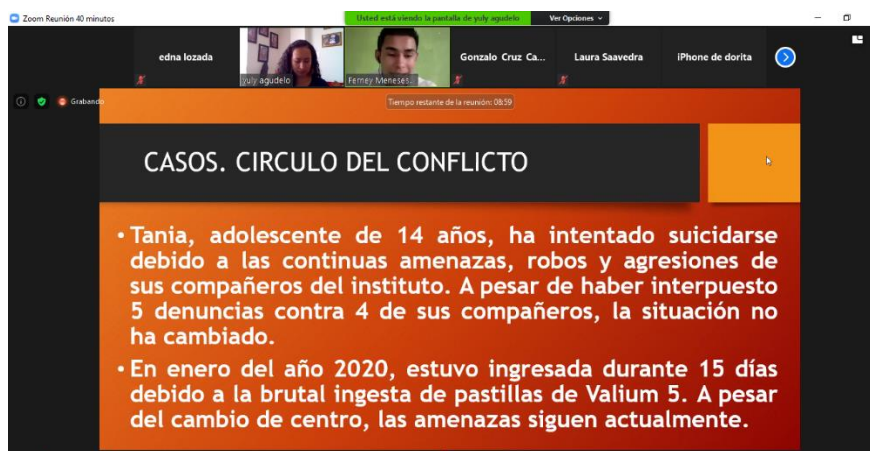
Figure 36 example of a case of bullying

Insights gained.

This teacher training enabled me to understand the important role that we play as teacher inside the classroom since we have to know how to deal with conflict situations in an impartial way. In the same way, it is important these teacher trainings since frequently we as teacher do not realize when a student is being a victim of bullying by the part of his classmates since we have a lot of responsibilities that make us to overlook our students.

Conclusions

The main purpose of this component was to participate in all the extra-activities proposed by the High School; however, as a consequence of the Coronavirus pandemic, the role of the pre-service teacher was only to be a viewer in these activities, for this reason, the English language could not be used during the development of these activities.

On the other hand, I could notice the importance of carrying out these kinds of activities since these ones highlighted the most important aspects of the institution as well as to reinforce the sense of belonging as a member of the institution. In the same way, activities as the teacher training contributed positively to the self-improvement as a teacher since I could learn how to identify when a student is being victim of bullying, and which actions I could use to solve it.

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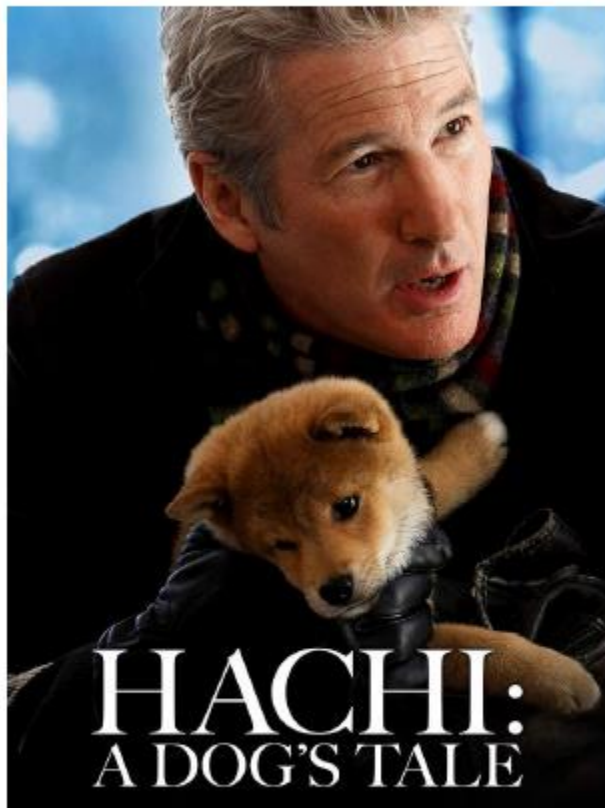
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Appendixes

Appendix A: pre-service teacher example of the second written activity

EXAMPLE OF ENDING

MOVIE

Hachi: A Dog's Tale

I loved Hachi but in my perfect movie: Parker **did not** have a heart attack when working. Cate **was not** widowed (quedó viuda). Cate **didn't** sell the house where she lived with Hachi. Hachi **didn't** get away from (escapar de) Andy's house. Hachi **did not** stay alone at the train station for 10 years. Hachi **did not** die alone at the strain station.

Appendix B: Let's create my Halloween character activities

My favorite Halloween costume is
Maleficent.
I could turn people into animals, if I had
maleficent superpowers.
If I were maleficent for a day I could fly.
I could transform into a dragon, if I were
maleficent.
If I had maleficent powers I could cause
storms.
I could cast spells on maleficent people, if I
was maleficent.
If covid 19 didn't exist I could have disguised
myself as Maleficent.
MARIANA BARRA MONTAÑEZ 10°4.
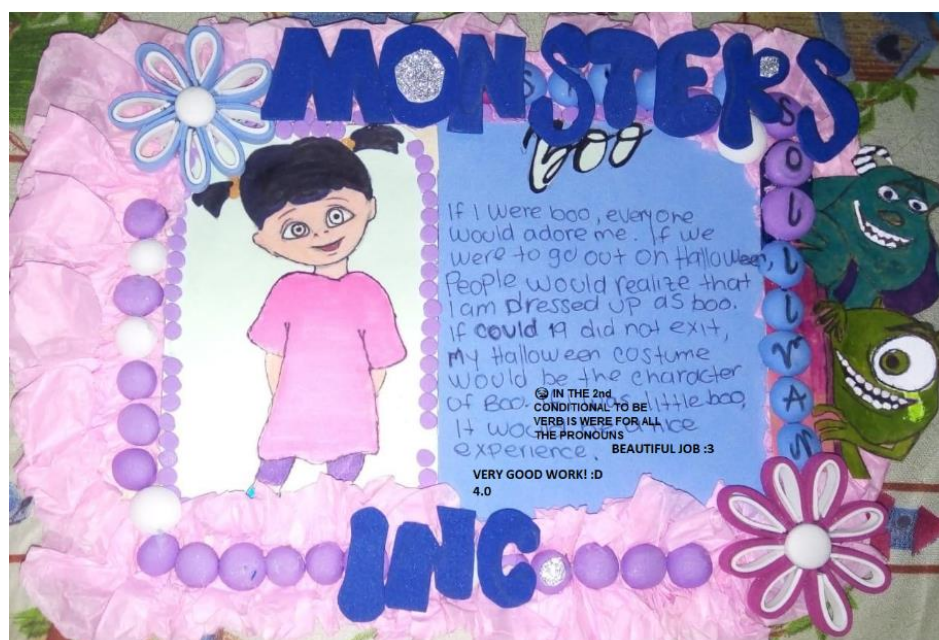
Appendix C: Second conditional competition rubric

Appendix D: prizes

Appendix E : Self-observational sheet

GUÍA DE AUTO OBSERVACIÓN DOCENTE

Apreciad@s Practicantes

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

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

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

*Obligatorio

Dirección de correo electrónico *

mayrelozada19@outlook.com

1. Escuché y entendí a l@s estudiantes. *

◉ Si

○ No

1. Escuché y entendí a l@s estudiantes. *

◉ Si

○ No

Justifique su respuesta *

Siempre estuve atenta a todas las inquietudes y dudas de los estudiantes así como siempre les manifeste que podian contar conmigo para lo que necesitaran .

2. Motivé la participación de los estudiantes a través del uso de las plataformas educativas y/o otros medios de comunicación *

◉ Si

○ No

Justifique su respuesta *

Siempre se uso el whatsapp como el medio de comunicación principal

3. Realicé actividades que facilitan el aprendizaje de l@s estudiantes. *

◉ Si

○ No

Appendix F: narratives

NARRATIVA 1

Durante la primera semana de implementación de la propuesta, empecé a cumplir con mi rol de docente de apoyo, algunas de las tareas que realice esta semana fueron : creación de talleres para los grados 8°,9° y 10°, en este aspecto, me gustaría resaltar que el primer paso fue crearlos yo sola para después enviárselos a la profesora para cumplir con la respectiva revisión y visto bueno de ella, después de haber enviado los talleres, la profesora se comunicó conmigo para corregir los talleres entre las dos , con el fin de que yo aprendiera como se realizan estos. El segundo aspecto, fue la creación de una evaluación grupal para el curso de 8°, esta actividad fue muy satisfactoria ya que la mayoría de estudiantes respondieron a todas las preguntas y les fue muy bien, aunque debo admitir que fue una actividad desgastante ya que empezó desde las 8am y termino a las 3 pm, claramente con un tiempo de descanso al medio día hasta las 3pm. Entre todas las actividades que hice durante esta semana, puedo decir que la más desgastante es la de calificar, ya que muchas veces la letra de los estudiantes no es muy legible o la calidad de la foto no es muy buena, así como el proceso de retroalimentación ya que hay que calificar 88 estudiantes y esto demanda mucho tiempo.

De la misma manera, es importante señalar que no he tenido encuentros sincrónicos con los estudiantes, todas las actividades se han realizado a través del WhatsApp y web colegios y en cuanto a los estudiantes de 10° a través del blog.

En cuanto al componente de extensión, esta semana grabé mi video explicativo de pasado simple para el grado 10°, y la otra parte del componente de extensión que es la capacitación docente en cuanto al uso de plataformas educativas, no se puso realizar en la fecha prevista, ya que tanto como la supervisora y yo estuvimos demasiado ocupadas calificando y pasando notas, que acordamos recuperar esas horas esta semana.

En esta semana pude darme cuenta del nivel de carga y responsabilidad que tiene un docente, de cómo a veces nosotros en el rol de estudiante no nos damos cuenta de la gran responsabilidad que tiene un profesor, ya que a veces juzgamos a los profesores por demorarse en la entrega de notas o en la retroalimentación de las mismas, sin saber la gran carga y responsabilidad que tienen. En mi caso toda esta semana me he estado acostando a las 1: 00 am corrigiendo, calificando y planeando las actividades para los grupos que tengo a mi cargo y eso que solo tengo 3 cursos, mi total admiración para la profesión docente, una profesión muchas veces abnegada.

Aplicación de la propuesta

En cuanto a la propuesta, esta semana los estudiantes usaron por primera vez el blog, la actividad de esta semana fue crear un texto simple usando el pasado simple. El aspecto positivo fue que la mayoría de estudiantes participaron, excepto por uno. Sin embargo, un aspecto que me desmotivo fue que pude notar que en algunos estudiantes copiaron y pegaron del traductor Google, y no hubo un trabajo a conciencia, aunque, así como hubo trabajos que no fueron realizados a conciencia hubo otros en los que pude notar que los estudiantes lo hicieron a

Appendix G: reflection workshops

UNIVERSIDAD DE PAMPLONA
LICENCIATURA LENGUAS
EXTRANJERAS FACULTAD DE
EDUCACIÓN

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

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

TALLER NO 2 PRACTICA REFLEXIVA

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NOMBRE ESTUDIANTE *

Edna Lozada

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el/la profesor.a a partir del curriculo oficial y que concreta en Unidades Didácticas, planeaciones, talleres, lapsos. Objetivo: De acuerdo al conocimiento de su institución y de de la experiencia adquirida en este periodo de práctica. Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de

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

*Obligatorio

ENFOQUE REFLEXIVO SOBRE LA PRACTICA

TALLER DE REFLEXIÓN No 3   21 de Noviembre de 2020

Apreciad@ Practicante, la reflexión sobre la práctica cobra sentido y se materializa en la planeación, en la búsqueda de condiciones favorables para la innovación pedagógica y la mejora continua; en el trabajo en equipo y en los dispositivos de asesoría. Estas acciones y espacios posibilitan la cualificación del trabajo docente y del análisis de la propia práctica pedagógica. El modelo de colaboración permite poner en común pensamientos y estrategias grupales e individuales que inciden en la organización y la metodología para el acompañamiento de l@s estudiantes.

El objetivo General de Los talleres es la formación del espíritu crítico y reflexivo de l@s practicantes del PLEX y la consolidación de un colectivo de reflexión sobre la práctica pedagógica.

En esta oportunidad, el objetivo del taller será el de describir el modo personal de trabajar con l@s estudiantes en el aula virtual o en las sesiones asincrónicas

Una vez respondido este taller recibirá una copia que le servirá de insumo para el componente de investigación.

1. Elija uno de sus grupos de clase con el que se sienta mejor. - Elija un día laboral cualquiera de la semana. -Teniendo como referencia el tiempo que constituye una Unidad. una lección. un lapso (sesión, semana, quincena, etc.), describa cómo realiza la planeación. *

Appendix H: PDF tutorials created by the pre-service teacher

PARA SELECCIONAR LA RESPUESTA CORRECTA

1) SELECCIONAR EL CUADRO DE TEXTO

In a classroom

2) LE DAMOS EN ANIMACIONES Y SELECCIONAMOS COLOR DE RELLENO

| Inicio | Insertar | Diseño | Transiciones | Animaciones | Presentación con diapositivas | Revisar |

Iluminar   Transparencia   Color de ob...   Color comp...   Color de lín...   Color de rel...   Color de pi...

3) COLOR DE EFECTO DE LA RESPUESTA

Archivo   Inicio   Insertar   Diseño   Transiciones   Animaciones   Presentación con diapositivas   Revisar   Vista

Vista previa   Iluminar   Transparencia   Color de ob...   Color comp...   Color de lín...   Color de rel...   Color de pi...   Opciones de efectos

Animación

AQUI SELECCIONAMOS EL COLOR QUE QUEREMOS QUE EL TEXTO TEXTO CUANDO SELECCIONEMOS RESPUESTA (ROJO INCORRECTA- VERDE CORRECTA)

CREAR JUEGO EN KAHOOT

1. Buscamos kahoot en el buscador de Google y seleccionamos el siguiente:
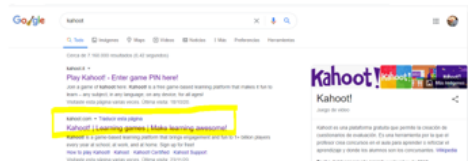
2. Como ya tenemos una cuenta creada le damos el LOG IN

3. Para visualizar los kahoots que ya hemos creado hacemos clic en SEE ALL:
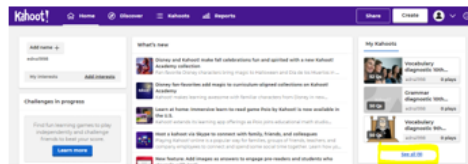
4. Para crear un nuevo kahoot le damos en la parte superior **CREATE**:
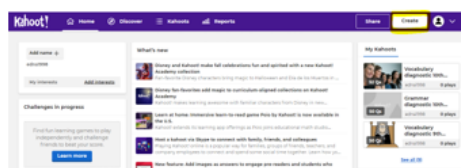
5. Después procedemos a crear la pregunta y sus respuestas, para seleccionar la respuesta correcta le damos en el circulito, también tenemos que figurar el tiempo.

what is it?

AN APPLE   A PEAR
GRAPES   Add answer 4 (optional)
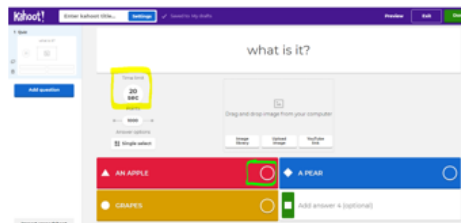
6. Si queremos agregar una imagen a la pregunta hacemos clic en UPLOAD IMAGE ya que esta opción nos permitirá descargar cualquier imagen que tengamos en el computador, preferiblemente tener todas imágenes que vayamos a utilizar en una carpeta; seleccionamos la imagen que queremos y le damos ABRIR.

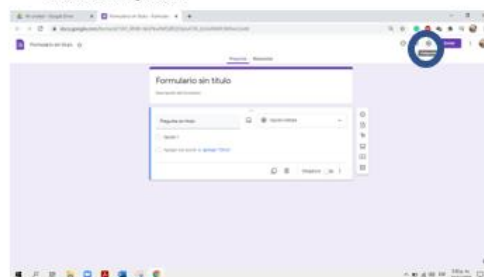CREAR CUESTIONARIO EN GOOGLE FORMS

1. Le damos en los punticos y buscamos donde dice DRIVE
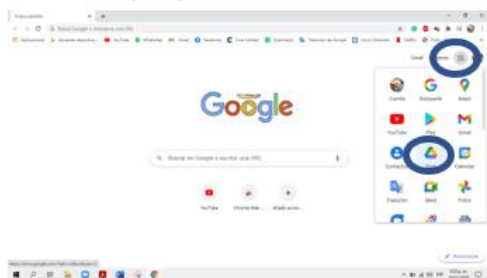
2. Una vez estamos en DRIVE le damos en NUEVO
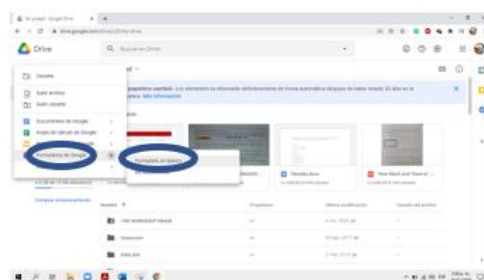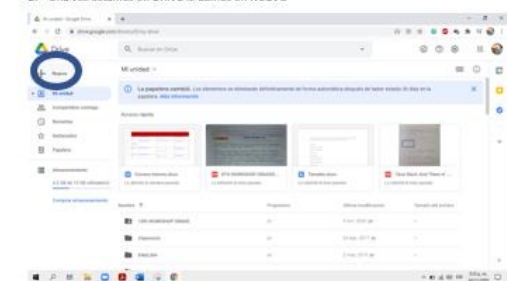
4. Antes de crear el cuestionario debemos configurarlo, para eso le damos en la tuerquita donde dice configuración.
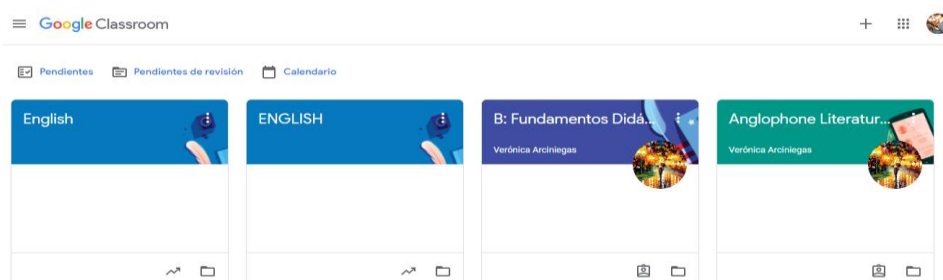

5. En la parte general preferiblemente dejaremos todo igual (no seleccionaremos ningún recuadro).
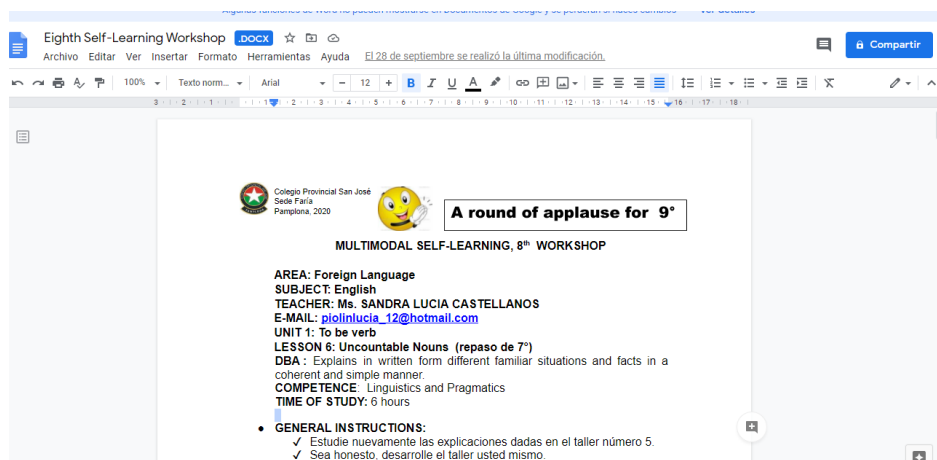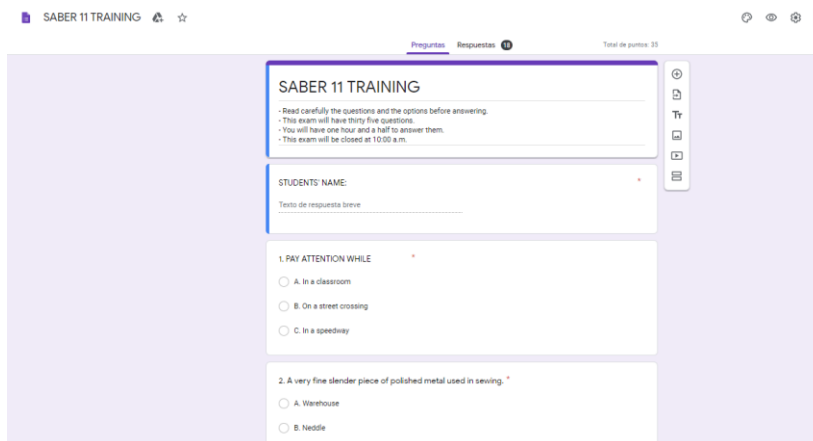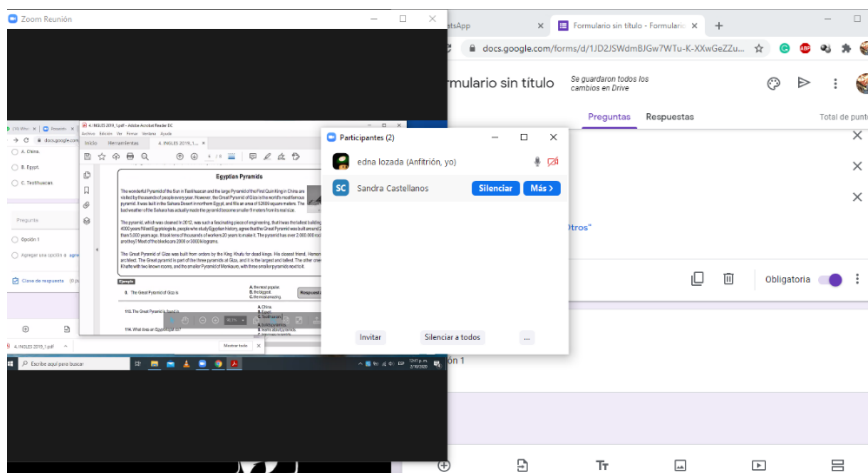
Appendix I: Zoom training

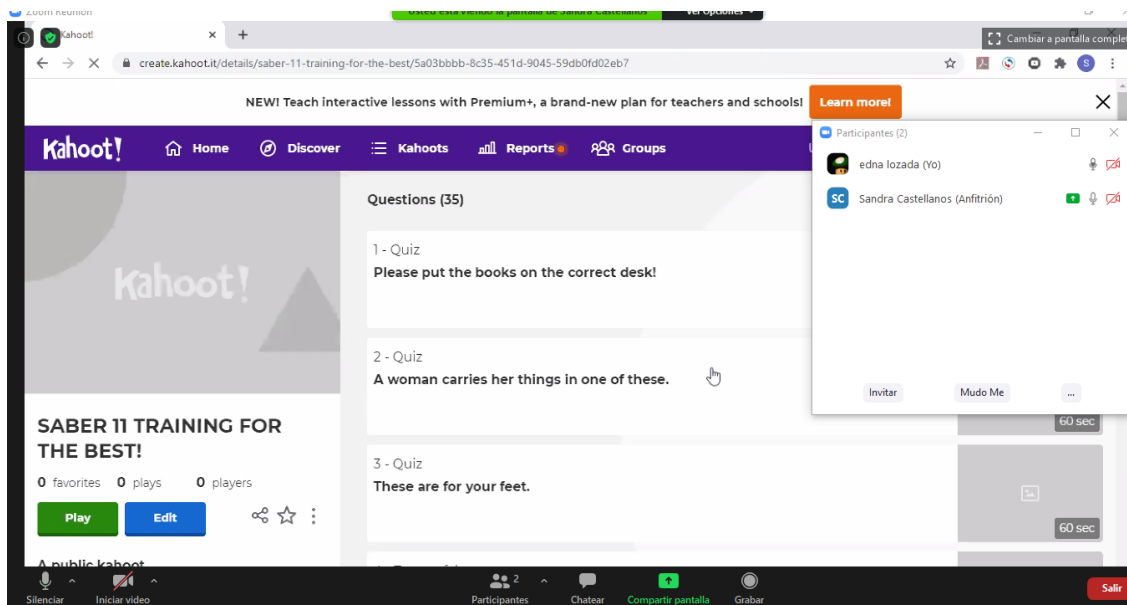## Appendix J: Google classroom training

Appendix K: Google docs training

Appendix L: Google drive and Google forms training

Appendix M: Kahoot training

Appendix N: power point training